

# **FIELD EDUCATION MANUAL**

Social Work Program



Social Work Program

Department of Criminal Justice, Social Work and Sociology

College of Humanities and Social Sciences

Southeast Missouri State University

Revised 04/2019

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**FIELD EDUCATION MANUAL**  
**SOCIAL WORK PROGRAM**  
**DEPARTMENT OF CRIMINAL JUSTICE, SOCIAL WORK, AND**  
**SOCIOLOGY**  
**College of Humanities and Social Sciences**  
**Southeast Missouri State University**

**INTRODUCTION**

**SOCIAL WORK FIELD EDUCATION**

The Social Work Program is responsible for designing, implementing, overseeing and evaluating a field education program in keeping with the Program's mission and goals. This program operates within the larger context of the mission and policies of Southeast Missouri State University and standards established by the Council on Social Work Education.

Field education is the "signature pedagogy" of the social work profession. It is here that the student demonstrates mastery of the core social work competencies in a real-life, rural, practice setting. This necessarily involves increased intellectual and emotional demands as the student engages actual practice situations, and transitions into professional identity. Students must be prepared to assume a high degree of responsibility, exhibit professional behavior, and adhere to rigorous standards as they engage in field education.

Field education is also the culminating point of the social work curriculum at Southeast. Field education provides a real-life context for applying theoretical and conceptual knowledge acquired in classes. Students are expected to integrate and apply previously acquired values, knowledge, skills and cognitive/affective processes as they begin working with actual clients. The Program supports the integration through numerous connecting points including the careful selection of field sites and field instructors, the weekly integrative seminar, the instrument used to measure student's competencies, and frequent, ongoing contact between students and faculty members.

**GENERALIST SOCIAL WORK PRACTICE**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW generalist practice incorporates all of the core competencies.

**SOCIAL WORK PROGRAM MISSION AND GOALS:**

**Mission Statement:**

The Mission of the Southeast Missouri State University Social Work Program is to prepare its graduates to engage in competent, evidenced-based generalist practice with individuals, families, groups, organizations and communities largely in the rural environment; reflecting the values of economic and social justice, human diversity, the dignity and worth of the person, human rights, integrity, the importance of human relationships and service.

### **Program Goals:**

The goal of the Social Work Program is to offer a competency-based curriculum, grounded in the liberal arts and guided by the person in environment construct, that prepares professional, generalist social workers who:

1. Demonstrate mastery of the program's core competencies of knowledge, values, skills, and cognitive/affective processes for generalist practice with individuals, families, groups, organizations and communities especially in the rural environment.
2. Value, affirm and promote diversity as it relates to sexual orientation, gender, gender identity and expression, immigration status, political ideology, age, race, color, culture, ethnicity, religion, disabilities, class, and rural status in practice, society, and the world.
3. Demonstrate commitment to promoting human rights, social, economic, and environmental justice, and providing leadership in the development of service delivery systems to enhance the quality of life for all persons.
4. Identify with the values, ethics, purposes and philosophy of the social work profession.
5. Exhibit preparation for graduate education and a commitment to ongoing personal/professional development and lifelong learning.

### **CORE COMPETENCIES FOR GENERALIST SOCIAL WORK PRACTICE:**

The core competencies are the minimum requirement for engaging in generalist practice as defined by the Social Work Program and mandated by the Council on Social Work Education. As listed below, they are given after the numbered designation followed by specific behaviors related to the competency.

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

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

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

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

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

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

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

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

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

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

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

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

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

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

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and**

## Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

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

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

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## FIELD EDUCATION

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### GENERAL DESCRIPTION OF FIELD EDUCATION

#### Working Definitions:

**Director of Field Education** – The Social Work Program faculty member responsible for the development and oversight of the field education program, including the recruitment and approval of field agencies and instructors and the placement of students in those agencies.

**Field Agency** – An *approved* social service agency or human service organization that partners with the university and the Program to provide a structured learning opportunity in which students can demonstrate mastery of the core social work competencies.

**Field Instructor** – An *approved* social worker in an approved field agency who assumes responsibility for teaching and supervising a student, and implementing the assessment of competencies.

**Task Instructor** – An *approved* key person in an *approved* field agency who is not an approved field instructor, but is on-site and assumes responsibility for teaching and supervising a student. She/he also assists the field instructor and student with implementing the assessment of competencies.

**Faculty Liaison** – A social work faculty member who provides Program oversight of the student's educational experience. Her/his duties include making site visits to the field agency, guiding the process for assessing competencies, serving as a resource for the field instructor and student and assigning a final grade for SW 450, Field Education.



## Overview:

In order to graduate with the Bachelor of Science Degree with a major in social work, all students are required to successfully complete field education, SW450, which consists of 448 clock hours of practice experience in an approved field agency under the supervision of an approved, professional social worker serving as the field instructor. SW449, the Integrative Seminar, must be taken concurrently with field education, and is also required for graduation.

The Field Education courses are:

- SW449 The Social Work Integrative Seminar (3 credits, Graded);
- SW450 Field Education (12 credits, Credit/No Credit).

These courses must be taken concurrently; they cannot be taken in separate semesters. A student must satisfactorily pass both courses during the same semester. If a student fails either course, then both courses must be repeated concurrently. Note that in such cases there is no guarantee that a student will be admitted to field education for a second attempt at completing these requirements.

Approved field agencies fall within the geographic region of Southeast Missouri State University. The boundaries for field agencies are Festus-Crystal City to the north, Poplar Bluff to the west, Kennett to the south, and Anna, Illinois to the east. Field agencies and field instructors are subject to an approval process using criteria and procedures established by the Social Work Program. Note: Under no circumstances should a student contact an agency or potential field instructor without authorization from the director of field education. Students cannot be paid a salary or an hourly wage for hours accumulated toward field education. In addition, except in very rare cases, students may not engage field education in a setting where they are employed performing social work or social work related duties.

Students cannot receive credit for social work related experiences prior to field. Every graduate of the Social Work Program is required to take SW449 and SW450 in their entirety, and demonstrate mastery of the core social work competencies.

Students apply for field placement during the semester immediately prior to field education. Students must assume responsibility for applying for field early in the semester prior to field education. The process for applying for field education includes attendance at required meetings, completing paperwork, meeting deadlines, and other requirements.

During the first week of the field semester all students enrolled in field education are required to meet with their liaisons and attend a general orientation meeting. From the second week of the semester through the end of the semester, students are assigned to field agencies for four days each week, Monday through Thursday. On Friday mornings, field students are required to participate in the Integrative Seminar (SW449), which is held on campus. As part of this class, students are also required to meet in small groups with their faculty liaisons. Students are also required to keep a weekly self-assessment chronicling their field experience.

To successfully complete field education and graduate from the program, the student must meet Program benchmarks in every one of the 9 core competencies, as scored in the *Final Field Education Assessment of Competencies* assessment tool. The student must also take and pass the integrative seminar, SW449, with a minimum grade of “C” and have an overall 2.25 GPA to graduate.

## **POLICIES AND PROCEDURES**

### **Requirements for Applying for Field Education**

**Policy:** Students cannot receive credit for social work related experiences prior to field. Every graduate of the Social Work Program is required to take SW4S449 and SW450 in their entirety, and demonstrate mastery of the core social work competencies.

*Students may not take additional course work during field education semester.* Field education is undertaken only after the student has completed all other requirements for graduation except field education. This policy includes all non-coursework requirements by the university (i.e. the university writing examination and all other requirements) and the Social Work Program.

All of the following must be completed or in progress in order to apply for field education:

1. Completion of at least 105 university credit hours.
2. A cumulative 2.5 GPA (Grade Point Average), or a cumulative GPA of 2.25, plus a GPA of 2.75 in the professional foundation social work courses (i.e. SW110, SW201, SW 205, SW221, SW 222, SW207) and the core social work courses (i.e. SW242, SW307, SW308, SW310, SW321, SW322, SW323, SW342).
3. Completion of all University General Education requirements.
4. Completion of the professional foundation courses, the core social work courses (see #2 above), a basic knowledge course ( PY101), and two social work electives with a minimum grade of “C” in all courses.
5. Completion of a portfolio of standardized assignments.
6. Successful completion of the University's writing proficiency exam, and any other exams required by the university.
7. Completion of any required professional competency examination(s) given within the Program.

### **Placement of Students in Field Agencies**

**General:** Students wishing to enter field are required to meet the criteria outlined above and follow the established field application process during the semester immediately prior to field education. It is the responsibility of the student to be aware of and meet all deadlines related to the field placement process. Students must attend all group and individual meetings and complete all required material by announced deadlines.

**Policy:** The Social Work Program has sole responsibility for approving field agencies and field instructors, placing social work students, and managing and evaluating approved agencies and field instructors.

**UNDER NO CIRCUMSTANCES IS A STUDENT TO CONTACT ANY AGENCY OR FIELD INSTRUCTOR ABOUT PLACEMENT WITHOUT AUTHORIZATION**

## FROM THE DIRECTOR OF FIELD EDUCATION.

**Procedure:** The process for student placement in an approved field agency is comprised of the following required steps:

1. The student must attend the field education informational meeting when scheduled by the director of field education. At this meeting, all forms required for application to field education are distributed and deadline dates are announced.
2. The student must submit her/his completed *Application for Field Education* to the director of field education by the announced deadline date. The student should retain copies of the forms for her/his files.
3. The student must complete the *Advisor's Certification Form* and meet with his/her Academic Advisor for review of the form. The signature of the Academic Advisor is required and verifies, unless noted otherwise, that the student has met all the academic requirements for field education. This meeting with the Academic Advisor is considered the regular advising session for the semester. The *Advisor's Certification Form* is submitted by the student to the director of field education by the announced deadline date.
4. The student submits a resume to accompany the required field application forms by the deadline date.
5. The student registers with the Missouri Department of Health and Senior Services Family Care Safety Registry and/or completes the paperwork to generate a current background check from the registry. The appropriate state forms, which are distributed at the informational meeting, must be completed and accompanied by the required fee(s). The Social Work Program will receive from the registry a criminal background check, a child abuse and neglect screening, and other background information.  
**Note: Due to the growing number of state and federal laws governing human service work with individuals of all ages, the professional moral turpitude standards and state licensing laws, persons with felony conviction(s) are ordinarily not allowed to work or be placed in certain social welfare agencies or with certain client groups traditionally served by social workers. In addition, offenses, felony or otherwise, involving violence and/or crime victims can cause a student to be disqualified for certain placements. Therefore, the result of the background check could render a student ineligible for some or all field education agency placements. If the result of the background check prevents a student from being placed for field education, the student will not continue as a social work major.**
6. The director of field education reviews the student's application. If the student meets all requirements, the director of field education then meets individually with the student to establish the student's interest in settings and/or agencies.
7. The student applications and proposed student-agency matches are subsequently submitted by the director of field education to the social work faculty for review. During this review, the director of field education and the faculty make a final determination of field agency assignment(s). Reasonable effort will be made by the Program to place each eligible student in her/his preferred setting or geographical location; however, the Program cannot guarantee placement in preferred settings or geographical locations.

8. The director of field education then contacts each prospective field instructor to determine willingness to accept a student for the upcoming semester.
9. The student is then instructed by the director of field education to contact the selected field instructor(s) to arrange a pre-placement interview.
10. At the interview, the student will provide the field instructor with a copy of the student's *Application for Field Education*, completed *Advisor's Certification Form*, resume, *Pre-placement Interview Form for Field Instructor*, and the student's Portfolio of Standardized Assignments.
11. During the interview, the field instructor and student will discuss the learning experiences available at the agency. The field instructor will also assess the student's expectations, knowledge, experience, personal characteristics and portfolio content and scores as indicators of the student's potential for success in the placement.
12. Following the interview, the student and the field instructor will complete their respective *pre-placement interview forms* and return them to the director of field education. If both *Pre-Placement Interview forms* are affirmative, the director of field education will confirm the placement with the student and the field instructor in writing.
13. If the first field agency referral fails to provide a placement for the student, the director of field education will make reasonable effort to refer the student to additional agencies.
14. Reasonable effort will be made to assist every eligible student to establish placement in an approved field agency; however, field agencies have the right to decline a student referred to them for field placement. The Social Work Program cannot guarantee placement of students in field agencies or completion of the program.

### **Payment of Students for Hours Accumulated for Field Education**

**Policy:** Students in field education may not be paid wages or a salary for their services while accumulating hours. However, in some approved cases, students may accept scholarships, educational grants, and stipends.

**Procedure:** Field agencies wishing to provide a scholarship, grant or stipend to the student in field placement must inform, in writing, the director of field education in advance. The amount of the scholarship, grant, or stipend should be given in the notification along with any expectations or obligations that may be tied to receipt of such funds. The director of field education will inform the faculty of such proposals. The faculty reserves the right to approve or decline such placement arrangements.

### **Placement of a Student at Current Work Setting**

**General:** The Social Work Program strongly discourages students from attempting their field education in settings where they are employed. There is great concern that such placements may negatively affect learning, growth, and professional development. A student's mastery of the core competencies may conflict with employment-related expectations. Conflicts of interest may also easily arise, potentially influencing the quality of the educational experience. Moreover, such

arrangements place the faculty liaison and director of field education in the awkward position of monitoring a situation that is assumed from the outset to be potentially problematic.

Although such placements are rarely approved, a student may submit a request to the director of field education for faculty review of a proposed placement at a student's place of employment.

**Policy:** The following policies apply in the case of field education placement occurring at a student's place of employment:

1. The student cannot be paid for hours counted toward field education.
2. All duties and responsibilities counted toward field education hours must be totally separate and different from those associated with the student's current *or previous* job descriptions.
3. The field instructor cannot have supervised the employee at any time, present or past.
4. The administration of the organization must agree in writing to the terms of the placement.
5. The field agency and field instructor must be approved using Program criteria and procedure.

**Procedure:** A student wishing to pursue field placement at a place of employment should submit a written request with his/her *Application for Field Education*. This request must include:

1. The name of the social service organization where the student is employed and the student's current job title.
2. A brief description of student's current duties and responsibilities as an employee.
3. A rationale for the exception to general policy.
4. A detailed description of how the Field Education experience and hours will be different from the student's duties and responsibilities as an employee.
5. A written statement from the agency's director acknowledging and accepting the above requirements if approval is granted.

The director of field education will notify the student of the faculty's decision in response to the request within thirty days of receipt of the request. *The faculty reserves the right to approve or decline such placement arrangements.*

### **Placement of a Student in a Field Agency without an On-Site Field Instructor**

**General:** Students in field education are ordinarily supervised on-site by a qualified field instructor who is an employee of the field agency. The Social Work Program may, however, on rare occasions, desire to use an agency for which an on-site qualified field instructor does not exist. This could occur when an agency is identified that offers unique generalist practice experiences for students that are not available in other area agencies. In such cases, the Program may use the agency for student placements by arranging for a qualified field instructor who is off-site to provide supervision for the student.

**Policy:** The Program will occasionally make an exception to the general policy requiring an on-

site field instructor by allowing supervision of the student by a member of the faculty or by an approved field instructor from another agency.

**Procedure:** The director of field education must coordinate with the agency, agency staff, and proposed field instructor an arrangement that is acceptable to the faculty. An acceptable arrangement will assure adequate educational supervision for the student. The following guidelines will be followed:

1. The student will receive a minimum of one hour per week face-to-face educational supervision from the selected qualified professional acting as field instructor.
2. An individual on site at the agency will be identified who will provide the daily “task” management and assignment of duties for the student. This *approved* task instructor will meet with the student as well as with the Field Instructor frequently throughout the field placement semester to assure continuity in the field experience.

### **The Field Education Semester**

**General:** Field students are assigned to faculty liaisons prior to the beginning of the semester. During the first week of classes, field students will meet individually with their liaisons to review their portfolio and scores (See Field Education Assessment of the Core Competencies, page 12). Students do not begin accumulating hours at the field agency until Monday of the second week of classes.

The first Friday of the semester students will attend an orientation session for all students in field.

Beginning with the second week of classes, students will begin accumulating hours at the field agency. In most cases, this will be for 4 days a week, for 8 hours a day, from Monday through Thursday for 15 weeks. The student must complete 448 hours in no less than 14 full weeks.

All field students are required to attend SW449, The Integrative Seminar, on campus every Friday during the semester using the University calendar. Included in this class is a one-hour small group session facilitated by the student’s faculty liaison.

### **Policy:**

1. Students must adhere to the full scope of the NASW Code of Ethics (see Appendix B, page 48) at all times in field education. It is the responsibility of the student to be aware of the scope and contents of code of ethics. The student is responsible for knowing when she/he is in a problematic or potentially problematic ethical or legal situation and must seek supervision from the field instructor or liaison when necessary.
2. Students must exercise the ethical principle of confidentiality at all times concerning case materials, agency files and all other client information. This complies with the Health Insurance Portability and Accountability Act (HIPAA) and the National Association of Social Workers Code of Ethics.
3. Students must inform the faculty liaison of any situation in which there is a conflict of interest. This includes situations in which there is *an appearance of a conflict of interest*. Conflict of interest is defined as any situation that could adversely influence the objectivity, integrity, or professional commitment of the student or field instructor by virtue of family, business, or other relationship or tie.

4. Students are required to adhere to the field agency dress code and maintain professional demeanor at all times.
5. The student must have reliable personal transportation for reporting to the field agency every day and completing tasks such as home visits, meetings, etc. as required by the field agency. Exceptions are requested by the student at the time of application for field education.
6. Field education students follow the calendar of the field agency concerning accumulating field hours and holidays. Field students do not follow the University holidays schedule (e.g. field students are expected to be at the field agency during spring and fall breaks), except concerning the Integrative Seminar which meets according to the University schedule.
7. Students must complete 448 documented hours at the field agency in no less than 14 weeks, beginning with the second week of classes. This means the student can finish no earlier than the end of the 15<sup>th</sup> week of classes. Students who accumulate 448 hours before the 14-week period are required to continue a regular schedule at the field agency through the end of the 15<sup>th</sup> week of classes.
8. Field students are responsible for maintaining the *Field Education Time Sheet* and acquiring the signature of the field instructor verifying the hours worked on a weekly basis.
9. The student must meet with the agency field instructor for a one-hour face-to-face supervisory conference each week. The student shall prepare an agenda prior to these conferences. A typical agenda may include: demonstration of core competencies and related behaviors/evidence; ethical, cultural, and social justice issues encountered in practice; and the integration of skills, concepts and knowledge in practice. At this meeting, students will also discuss specific client contacts during the past week and seek consultation/supervision from the field instructor as needed.
10. Students must assume primary responsibility for monitoring progress on the *Field Education Assessment of Competencies* (Midterm and Final versions). Although the field assessment process ultimately requires student and field instructor input, the student has primary responsibility for monitoring his/her progress on behaviors, identifying evidence to show mastery of competence and bringing areas of concern to the field instructor and/or the liaison. Documentation of evidence should be client and date specific without the use of client identifying information.
11. For situations involving discrimination, harassment, illegal acts, and serious violations at the field agency, the student should first consult with the faculty liaison. Students experiencing other difficulties should attempt to resolve problems that arise at the field agency by first working towards a solution with the field instructor. If the student cannot achieve resolution through his/her own efforts, either with or without consultation with the faculty liaison, the faculty liaison and/or director of field, may then become directly involved in mediating and resolving conflicts.
12. If a student is asked to leave a field agency due to illegal, unprofessional, or unethical behavior, or due to the student's consistent failure to meet basic requirements, the student will fail SW449, and SW450. If, however, the student cannot continue in an assigned field agency due to agency-related circumstances beyond the student's control, the Social Work Program will make reasonable effort to secure another field placement in a timely manner.

13. Field students are required to attend and participate in the Integrative Seminar (SW 449) which is held on campus on Fridays. Students must attend this graded class, actively participate in class discussions, and successfully complete all assignments in a timely manner.
14. Students are required to submit weekly self-assessments to their faculty liaisons.
15. Students must attend all weekly small group meetings with their assigned faculty liaisons. During this meeting, which is led by the faculty liaison, students are expected to share, process and integrate field experiences with their group.

### **Field Education Assessment of the Core Competencies**

**General:** In field education, students are expected to develop and demonstrate mastery of the core competencies for entry-level generalist practice. Assessment is achieved through the *Field Education Assessment of Competencies* instrument, which has midterm and final versions (see Appendix C, inserts). These will be subsequently referred to as the *Midterm Assessment Form*, and the *Final Assessment Form*. These forms are completed by the field instructor, with input from the student, prior to the liaison's visits for mid-term and final evaluation.

### **Policy:**

1. Throughout their coursework prior to field, students must maintain a Portfolio of Standardized Assignments comprised of scored cover sheets and the graded standardized assignments. The students are required to produce their physical portfolio for their liaisons at different times during the field semester
2. By the end of the field semester, the student must achieve a benchmark of "mastery" for every core competency as reflected in the *Final Assessment Form*. Field Education, SW450, is graded as credit/no credit. **Failure to achieve mastery of any core competency will result in no credit for SW450, Field Education.**
3. Students must assume primary responsibility for monitoring progress on the *Midterm Assessment Form and Final Assessment Form*. Although the field assessment process ultimately requires student and field instructor input, the student has primary responsibility for monitoring his/her progress on behaviors, identifying evidence to show mastery of competence and bringing areas of concern to the field instructor and/or the liaison. Documentation of evidence of progress should be client and date specific without using identifying client information.
4. Faculty liaisons will make no less than three visits to field sites during the semester to monitor and oversee the assessment of the core competencies and the student's overall progress.
5. Using the assessment and recommendations of the field instructor, the faculty liaison has final responsibility for evaluating mastery of the core competencies and assigning the credit for SW450.

### **Procedure:**



1. During the first week of the field semester, the faculty liaison will obtain a Program generated report summarizing the student's scores for behaviors and competencies during coursework prior to field education. This is referred to as the *Portfolio Report*. This report will reflect all scores on standardized assignments for the student. This report should match the cover sheets in the student's physical Portfolio of Standardized Assignments.
2. During the first week of the semester, each student will meet individually with her/his liaison to review the physical portfolio and the competency scores in the *Portfolio Report*.
3. The liaison will arrange an initial field visit to the field agency to meet with the student and the field instructor early in the semester. This meeting will occur any time after the initial meeting with the student (above) and no later than the fourth week of the semester. At this meeting, the liaison will again review the portfolio scores for competencies/behaviors with the field instructor and the student, noting areas of strengths and weaknesses, and possible areas of concern. The student should be prepared to provide the physical portfolio of standardized assignments for review if requested.
4. At this initial meeting, the liaison will arrange a midterm field visit (2<sup>nd</sup> visit) with the student and the field instructor to review progress on competencies/behaviors as scored by the field instructor on the *Midterm Assessment Form*.
5. During the first half of the semester, field instructors and students will use the *Midterm Assessment Form* as a reference point for structuring the weekly supervision meetings. Students must assume primary responsibility for monitoring progress on the *Midterm Assessment Form*. Although the field assessment process ultimately requires student and field instructor input, the student has primary responsibility for monitoring his/her progress on behaviors, identifying evidence to show mastery of competence and bringing areas of concern to the field instructor and/or the liaison. Progress on mastery of competency will be discussed and "evidence" noted and recorded on the form by the field instructor, or the task instructor in close collaboration with the field instructor. Field instructors may also opt to have the student document the "evidence" on the form; if this method of documentation is used, the field instructor must initial each entry of "evidence" to indicate review of the documentation. This documentation should be client and date specific without using client identifying information.
6. At midterm (no later than the 7<sup>th</sup> week of field education), the field instructor will have scored the student on each behavior on the *Midterm Assessment Form* using the 4 point rubric provided on the form. The student and field instructor will also enter evidence for each behavior supporting the behavior score. This should be completed in advance of the liaison's midterm field visit. The Field Instructor should also complete the the Midterm Narrative Assessment portion of the *Midterm Assessment Form* prior to the visit.
7. At the midterm meeting progress relative to portfolio scores, areas of strength, and behaviors requiring improvement will be identified and discussed. The *Midterm Assessment Form* is then signed by the liaison, the field instructor, and the student indicating that the midterm field meeting has occurred and that the competencies have been discussed.

8. The liaison will obtain a copy of the completed *Midterm Assessment Form* and give it to the director of field education to be placed in the student's permanent file. The *Midterm Assessment Form* is not used for assessing or reporting past midterm. It may, however, be used as a reference as assessment then shifts to the *Final Assessment Form*.
9. At the midterm meeting, the liaison will arrange a final field visit (3rd visit) with the student and the field instructor to review progress on competencies/behaviors as scored by the field instructor on the *Final Assessment Form*.
10. After the mid-term meeting, field instructors and students will use the *Final Assessment Form* as a reference point for structuring the weekly supervision meetings. Students must assume primary responsibility for monitoring progress on the *Final Assessment Form*. Although the field assessment process ultimately requires student and field instructor input, the student has primary responsibility for monitoring his/her progress on behaviors, identifying evidence to show mastery of competence and bringing areas of concern to the field instructor and/or the liaison. Progress on mastery of competency will be discussed and "evidence" noted and recorded on the form by the field instructor.
11. During the last few weeks of the semester – prior to the liaison's final field visit – students will score the *Student Self-Assessment of Social Work Competency* form as part of SW449, the Integrative Seminar. Copies of this form will be given to the faculty liaison prior to the faculty liaison's final field agency visit.
12. Prior to the liaison's final field visit (3rd visit) to field agency, the field instructor will have scored the student on each behavior on the *Final Assessment Form* using the 3-point rubric provided on the form. The student and Field Instructor will also enter evidence for each behavior supporting the behavior score. This should be completed in advance of the liaison's final field visit. The Field Instructor should also complete the final portion of the *Final Assessment Form*, the Final Narrative Assessment of Field Student form prior to the visit.
13. During the last two weeks of classes for the semester, the faculty liaison will make the final field agency site visit with the student and the field instructor. The primary focus of this meeting will be on the *Final Assessment Form* as scored by the field instructor. The student's self-evaluation may provide points for discussion of the student's mastery of the behaviors and competencies.
14. For competencies in which the student has met the required benchmark of "3" (mastery) for all behaviors, there is no need to calculate the overall score for the competency during this meeting as mastery of the competency has been established. If, however, a student fails to meet the benchmark for mastery of any behavior, the liaison will calculate a score for the competency during the field visit using the percentage guideline (student could score a 2 on one behavior within the competency) stated on the *Final Assessment Form*.
15. The *Final Assessment Form* is then signed by the liaison, the field instructor and the student indicating that the final field meeting has occurred and that the competencies were discussed.
16. The original *Portfolio Report*, the *Midterm and Final Assessment Forms* and the *Narrative Assessment for Midterm and Final form*, and the *timesheets* are given by the

faculty liaison to the director of field education to become part of the student's permanent record.

17. The faculty liaison will then submit a final grade of credit or no credit for SW450, Field Education.

### **The Integrative Seminar (SW449)**

**General:** The purpose of this course is to support the student during her/his field education experience. This includes the integration of social work knowledge, values, cognitive/affective processes, and skills as the student progresses in developing and demonstrating the core competencies in a generalist practice setting. In essence, through SW449, field students will connect the theoretical and conceptual contributions of previous course work with real-world evidence-based practice, with emphasis on the rural context.

The course meets on Friday mornings, using the university schedule. It is a graded, 3 hour course with multiple assignments. It must be passed in order to graduate. In addition, on Fridays students attend an hour long small group conducted by the faculty liaison. The small group is designed to provide the student optimum opportunities to discuss cases, experiences, and professional development. Small group participation, including weekly self-assessments, is factored at 20% of the final grade for SW449.

### **Weekly Self-Assessments**

#### **Policy:**

During the field semester each student is required to keep a weekly self-assessment that she/he shares with her/his assigned faculty liaison. Weekly self-assessment entries may provide basis for small group discussions.

Faculty liaisons maintain the confidentiality of the weekly self-assessments; they are not shared with Field Instructors.

At a minimum, the weekly self-assessment entries should address the following:

1. Key experiences of the week – a description of the activities in which the student was involved, with client specific situations noted minus any identifying client information.
2. Personal competency – discussion of behaviors/skills/competencies the student feels she/he has performed well during the past week, including discussion of what could be improved and what might have been handled differently.
3. Ethical issues/challenges – description of instances involving ethical issues including incidents that challenged the student's personal values with discussion of how these issues/challenges were addressed/resolved.
4. Weekly supervision with Field Instructor – documentation of the date, time, and persons in attendance for the one hour weekly supervisory meeting.

5. Competencies, behaviors/skills – student-generated agenda for the weekly meeting detailing the competencies, and behaviors/skills addressed during the past week and discussed at the weekly supervisory meeting.
6. Discussion of integration of competencies and curriculum – narrative of at least two behaviors from the past week about which the student connected theoretical and conceptual contributions from the curriculum with practice and about which the student practiced self-reflection.

Individual faculty liaisons may have requirements beyond these points. At the beginning of the semester, the faculty liaison will discuss with the student his or her expectations for the weekly self-assessment and provide specific information about format, content, any additional content, submission and deadlines.

### **Grievance Policy and Procedures**

See Social Work Program Student Handbook.

### **The Selection, Approval, and Maintenance of Field Agencies**

**General:** Field Agencies are social work agencies and human service organizations that agree to partner with the Program in order to provide structured learning opportunities in which students can develop and demonstrate beginning mastery of the core social work competencies. Approved field agencies have the following general characteristics:

1. A commitment to social work education including a willingness to actively participate on an ongoing basis. (Note that one-time field placements for a single student are usually inconsistent with the mission and goals of the Program).
2. A setting that provides opportunities for students to develop and demonstrate mastery of the core social work competencies.
3. The presence and commitment of personnel with the required credentials to serve as field instructor(s).
4. A willingness to dedicate agency resources to the education and development of field instructor(s) and students.

**Procedure:** The Director of Field Education has responsibility for identifying social service organizations to serve as field agencies. He or she is also responsible for contacting, evaluating and monitoring approved field agencies to ensure that they continue to meet criteria established by the Program. The Director of Field Education proposes field agencies that meet criteria for final approval by the faculty.

### **Policy:**

1. Only approved agencies with approved field instructors may be used for field education.
2. Approved field agencies are expected to comply with all Social Work Program policies and procedures related to field education.

3. An agent of an approved field agency must sign the *Memorandum of Understanding for Field Education* between the Social Work Program and the agency prior to student placement. This agreement must be updated every two years.

**Criteria for selection, approval, and maintenance of field agencies:**

- A. Adhere to and promote policies and procedures consistent with the NASW Code of Ethics.
- B. Exhibit overall consistency with the mission and goals of the Social Work Program.
- C. Indicate and demonstrate a strong commitment to undergraduate social work education in a rural context.
- D. Be located in the region of Southeast Missouri State University, allowing for close communication and collaboration with the department. Boundaries of placements are Festus-Crystal City to the north, Poplar Bluff to the west, Kennett to the south, and Anna, Illinois to the east.
- E. Employ a professional social worker who meets criteria for field instructors outlined below.
- F. Dedicate resources and personnel required to educate field students.
- G. Provide opportunities for generalist learning experience consistent with the development and demonstration of all of the core social work competencies.
- H. Structure learning opportunities to provide for meaningful generalist practice experience with clients of the agency.
- I. Provide a professional environment for the student that is safe and includes adequate workspace, telephone access, necessary office supplies, and the equipment needed to perform assigned duties and responsibilities.

**The Selection and Approval of Field Instructors**

**General:** The field instructor is a qualified social worker from an approved agency or organization who assumes the primary responsibility for the instruction, supervision, and evaluation of students as they develop and demonstrate mastery of the core competencies in practice. He or she provides a role model as the student is formally socialized into the profession. Most importantly, the field instructor has primary responsibility for ensuring that the student demonstrates mastery of the core competencies before graduating.

**Policy:**

1. Possesses a baccalaureate or graduate degree in social work from an institution of higher learning accredited by the Council on Social Work Education.
2. Has a minimum of two years practice experience after receiving either degree, and is a competent, ethical, self-regulated practitioner.
3. Attends field instructor orientation and training at least one training per calendar year.

4. Provides weekly one hour, face-to-face supervision with the student and, if needed, more frequent supervision.

**Procedure:** The director of field education is responsible for recruiting, approving, evaluating, providing training for and maintaining ongoing communication with field instructors. Initially, the director of field education meets with the prospective field instructor to determine interest and availability to serve as a field instructor. Required documentation includes a resume, and a completed *Field Agency and Field Instructor Data Sheet form*. See Appendix A, page 27.

### **Criteria for field instructors:**

A field instructor must meet and maintain the following criteria:

1. Has adequate knowledge and understanding of generalist social work practice and core social work competencies.
2. Identifies strongly with the social work profession.
3. Demonstrates a commitment to social work education.
4. Possesses the skills needed for teaching and supervision.
5. Fosters and promotes identification with the values and ethics of the profession.
6. Provides practice opportunities for the student to develop and demonstrate core social work competencies.

### **Orientation, Training and Communication with Field Agencies and Instructors**

**General:** The Director of Field Education is responsible for scheduling and leading orientation and training events for field instructors. Individual training and orientation sessions are provided to field instructors when needed. Content includes orientation to the Field Education Program including the assessment of student competencies. Presentations also include continuing education programs designed to enhance the overall effectiveness of the program's field instructors.

Faculty liaisons and the director of field education share responsibility for maintaining open communication with field agencies and field instructors through on site agency visits and telephone/e-mail contacts.

### **Policy:**

1. The Program will provide field instructor orientation and training a minimum of one time per semester.
2. The field instructor is required to attend a minimum of one orientation and training session per year.
3. The Director of Field Education and the faculty liaison are responsible for communicating with field agencies and field instructors in accordance with policies and procedures outlined in the preceding policy sections of this manual.

## **RESPONSIBILITIES: DIRECTOR OF FIELD EDUCATION, FACULTY LIAISONS AND STUDENTS**

### **Responsibilities of the Director of Field Education**

The director of field education has administrative responsibility for the field education program. Responsibilities of the director of field education include:

1. Selecting, recruiting, and maintaining field agencies; and developing collaborative relationships with those agencies.
2. Planning and facilitating orientation and training programs.
3. Providing orientation to field education for students.
4. Collecting and maintaining all paperwork and documentation related to field education.
5. Screening and approving student applications for admission to the field education program.
6. Arranging for the placement of students in field agencies.
7. Assigning faculty liaisons.
8. Arranging for coverage of liability insurance for field education students.
9. Handling conflicts, complaints and grievances related to the field education.
10. Communicating with students, faculty, and field instructors on matters related to field education.
11. Ensuring that the field education program complies with all relevant CSWE standards.

### **Responsibilities of the Faculty Liaison**

As part of their semester workload, members of the faculty may be assigned the role of faculty liaison. Faculty liaisons provide oversight of the field education experience.

Responsibilities of the faculty liaison include:

1. Developing working relationships and communicating with assigned field instructors.
2. Mediating issues that may arise between the student, field instructor, and the field agency.
3. Conducting a minimum of three on-site visits to each field agency during the semester.
4. Serving as a resource to field instructors related to assessing competencies, identifying evidence, and scoring behaviors.
5. Overseeing the assessment process of the Core Competencies in field education.
6. Communicating with the Director of Field Education and faculty, as needed, about student, field agency or field instructor issues.
7. Assisting with field instructor training and orientation.

8. Conducting weekly small group meetings with assigned field students.
9. Establishing expectations for student weekly self-assessments including format, content, and submission deadlines.
10. Reading and providing timely feedback on weekly student self-assessments.
11. Maintaining all required paperwork and documentation related to field education.
12. Providing feedback to the Director of Field Education and the Program about the field agencies.
13. Evaluating and grading student performance in weekly small groups as part of the final grade for the Integrative Seminar
14. Submitting the final grade for students in field education



## **Responsibilities of the Student During Field Education**

Student responsibilities include:

1. Adhering to the full scope of the NASW Code of Ethics at all times in field education. It is the responsibility of the student to be aware of the scope and contents of the code of ethics. The student is responsible for knowing when she/he is in an ethical dilemma or in a legally or ethically compromising situation and is responsible for seeking supervision from the field instructor, faculty liaison or Director of Field Education when necessary.
2. Exercising the ethical principle of confidentiality at all times concerning case materials, agency files and all other client information. This complies with the Health Insurance Portability and Accountability Act (HIPAA) and the National Association of Social Workers Code of Ethics.
3. Informing the Director of Field Education of any situation where there is a conflict of interest. This includes situations in which there is an appearance of a conflict of interest. Conflict of interest is defined as any situation that could adversely influence the objectivity, integrity, or professional commitment of the student or field instructor by virtue of family, business, or other relationship or tie.
4. Adhering to the field agency dress code and maintaining professional demeanor at all times.
5. Maintaining reliable personal transportation for reporting to the field agency every day and to completing tasks such as home visits, meetings, etc. as required by the field agency. Students will need to request exceptions for this responsibility at the time of application for field education.
6. Meeting with the field instructor for a one-hour face-to-face supervisory conference each week, including preparation of an agenda prior to these conferences. A typical agenda may include: demonstration of core competencies and related behaviors; ethical, cultural, and social justice issues encountered in practice; and the integration of skills, concepts and knowledge in practice.
7. Maintaining the Field Education Time Sheet form and acquiring the signature of the field instructor verifying hours on a weekly basis.
8. Assuming primary responsibility for monitoring progress on the Field Education Assessment of Competencies (Midterm and Final versions). Although the field assessment process ultimately involves student and field instructor input, the student has primary responsibility for monitoring progress on behaviors and bringing areas of concern to the field instructor and/or the liaison
9. Attending and participating in the Integrative Seminar (SW 449) which is held on campus on Fridays.
10. Attending weekly small group meetings with assigned faculty liaisons.
11. Writing and submitting weekly self-assessments to her/his liaison.

## EVALUATION

The Social Work Program is committed to gathering and analyzing information obtained through a thorough evaluation process in order to continuously improve the quality of the field education program.

### **Field Instructor's Evaluation of the Faculty Liaison**

**Procedure:** At the end of each semester, the Director of Field Education will provide to, and collect from Field Instructors, the *Field Instructor's Evaluation of the Faculty Liaison* form. The evaluation forms will be compiled and submitted to the BSW Program Director for review. The BSW Program Director will distribute the evaluations to the respective faculty liaisons. See *Field Instructor's Evaluation of Faculty Liaison* form in Appendix A, pg. 25.

### **Field Instructor's Evaluation of the Program**

**Procedure:** At the end of each semester, the Director of Field Education will provide to, and collect from Field Instructors the *Field Instructor's Program Evaluation* form to obtain information related to this policy. The information will be compiled in a report to be presented to the BSW Program Director, and to the faculty at a faculty meeting. See *Field Instructor Evaluation of the Program* form in Appendix A, pg. 25.

### **Student's Evaluation of the Field Education Program**

**Procedure:** At the end of each semester, the Director of Field Education will provide to, and collect from students the *Student's Program Evaluation* form to obtain information related to this policy. The information will be compiled in a report to be presented to the BSW Program Director, and to the faculty at a faculty meeting. See *Student's Evaluation of the Field Education Program* form in Appendix A, pg. 25.

### **Student's Evaluation of the Placement and Field Instructor**

**Procedure:** At the end of each semester, the Director of Field Education will provide to, and collect from students the *Student's Placement Evaluation* form to obtain information related to this policy. The information will be compiled in a report to be presented to the BSW Program Director and to the faculty at a faculty meeting. See *Student's Evaluation of the Placement and Field Instructor* form in Appendix A, pg. 25.

### **Student's Evaluation of the Faculty Field Liaison**

**Procedure:** At the end of each semester, the Director of Field Education will provide to, and collect from students the *Student Evaluation of Faculty Liaison* form to obtain information related to this policy. The completed data sheets will be submitted to the Department Administrative Assistant for processing at IT. Once the results are returned, the Department Chairperson will distribute the evaluations to the respective faculty liaisons. See *Student Evaluation of Faculty Field Liaison* form in Appendix A, pg. 25.

### **Faculty Liaison Evaluation of the Faculty Field Liaison**

**Procedure:** At the end of each semester, the Director of Field Education will provide to, and

collect from faculty liaisons the *Faculty Liaison Evaluation of the Field Agency* form to obtain information related to this policy. The completed forms will be submitted to the BSW Program Director and faculty for review. As the information is analyzed and evaluated, the BSW Program Director, Director of Field Education, and faculty can draw upon this information as they develop and implement plans to continuously improve the quality of the field placement experience and the Social Work Program. See *Faculty Liaison Evaluation of the Field Agency* form in Appendix A, pg. 26.

### **Faculty Liaison Evaluation of the Field Instructor**

**Procedure:** At the end of each semester, the Director of Field Education will provide to, and collect from faculty liaisons the *Faculty Liaison Evaluation of the Field Instructor* form to obtain information related to this policy. The completed evaluation forms will be submitted to the BSW Program Director and faculty for review. As the information is analyzed and evaluated, the BSW Program Director, Director of Field Education, and faculty can draw upon this information as they develop and implement plans to continuously improve the quality of the field placement experience and the Social Work Program. See of the *Faculty Liaison Evaluation of Field Instructor* form in Appendix A, pg. 26.

# **APPENDIX A**

## **FORMS**

<b>FIELD AGENCY &amp; FIELD INSTRUCTOR DATA SHEET</b>
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Agency Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_ E-mail address \_\_\_\_\_

Agency or Program Director \_\_\_\_\_

Official Title \_\_\_\_\_

Education and Training of Director:

1. Degrees Held, Awarding Institutions \_\_\_\_\_

2. Other Related Training \_\_\_\_\_

Provide the information requested below plus a resume for all qualified social workers who will serve as a field instructor for social work students:

A. Field instructor \_\_\_\_\_

Official Title \_\_\_\_\_

Education and Training:

1. Degrees Held, Awarding Institutions \_\_\_\_\_

2. Other Related Training \_\_\_\_\_

3. Other Related Experience \_\_\_\_\_

(PLEASE ATTACH CURRENT RESUME)

B. Field instructor \_\_\_\_\_

Official Title \_\_\_\_\_

Education and Training:

1. Degrees Held, Awarding Institutions \_\_\_\_\_

2. Other Related Training \_\_\_\_\_

3. Other Related Experience \_\_\_\_\_

(PLEASE ATTACH CURRENT RESUME)

**Please attach a brief description of your agency's programs and services (interpretive materials, brochures, etc., are acceptable) as well as a description of the kinds of generalist practice activities in which a field student will engage.**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN SOUTHEAST MISSOURI STATE UNIVERSITY  
SOCIAL WORK PROGRAM**

**And**

**Field Agency:**.....

**The Field Agency agrees to the following points:**

1. The field instructor will interview referred students to determine the student's appropriateness for placement. *This process involves completing a Pre-Placement Interview form for Field Instructor* that is returned to the Director of Field Education. (Note that the field agency may choose not to accept any particular student for just cause.)
2. In advance of a student placement, an agent of the field agency will inform the student of any specific examinations, health tests, background checks and/or personnel forms required by the field agency.
3. The responsible director of the field agency will allow time in the field instructor's workload for teaching and continuous supervision of the student including weekly one hour, individualized supervision sessions.
4. The field instructor's supervisor will allow time in the field instructor's workload for attendance at meetings and training sessions conducted by the Social Work Program including an orientation and training session at least once per calendar year.
5. The field agency will provide an orientation for the student during the first two weeks of placement that includes the agency's scope of services, client population, constituency group, policies and procedures, HIPAA as defined by the agency, handling of records, documentation and applicable personnel policies and procedure including grievance, sexual harassment and personal safety.
6. The agency field instructor, in consultation with the faculty liaison, will identify and provide practice opportunities for the student in accordance with the Social Work Program mission and goals and the core social work competencies for assigned field students.
7. The focus of field instruction must be on the student and his/her growth and development as a competent generalist practitioner.
8. The field instructor will complete the *Assessment of Competencies* forms and the *Narrative Evaluation of Field Student* forms prior to the mid-term and final evaluation meetings.
9. The field instructor will recommend to the faculty liaison a final grade for the student.

**Responsibilities of the Social Work Program include:**

1. The Social Work Program will provide the field agency with information about the student including academic preparation, career plans, and job experiences.
2. The Social Work Program will provide training about core competencies.
3. The Social Work Program will provide the *Field Education Assessment of Competencies* forms and other forms for the mid-term and the final assessment.
4. The Social Work Program will make available to the field instructors syllabi, bibliographies, and CSWE materials that will facilitate integration of practice and theory.
5. The faculty liaison will meet three times per semester with the agency field instructor to discuss student performance and competencies including assessment of the core social work competencies during the field experience.
6. The Social Work Program will provide ongoing support through the liaison and the Director of Field Education.
7. The Social Work Program will purchase professional liability insurance for field students.

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Director of Field Education

Date

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Agency Representative

Date

**PRE-PLACEMENT INTERVIEW FORM FOR FIELD INSTRUCTOR**

Southeast Missouri State University  
**Social Work Program**

STUDENT NAME \_\_\_\_\_

FIELD INSTRUCTOR: \_\_\_\_\_

To be completed by Field Instructor.

1. Does the student seem to possess characteristics that are appropriate for taking and carrying out responsibilities in your agency?

Yes\_\_\_\_ No\_\_\_\_ (Please identify elements on which your assessment is based).

2. Are you willing to accept this student for placement with your agency?

Yes\_\_\_\_ No\_\_\_\_ (Please identify conditions for acceptance if your answer is yes).

Please return to: Director of Field Education, Social Work Program,  
Department of Criminal Justice, Social Work, and Sociology,  
Brandt Room 329, MS 7950, Southeast Missouri State University  
Cape Girardeau, MO 63701- 4799  
Phone: (573) 651-2541





<b>APPLICATION FOR FIELD EDUCATION</b>
--

Southeast Missouri State University  
**Social Work Program**

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

1. Name: \_\_\_\_\_ SE ID: \_\_\_\_\_

2. Temporary Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Temporary Phone: \_\_\_\_\_ E-mail address: \_\_\_\_\_

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

3. Permanent Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Permanent Home Phone: \_\_\_\_\_ E-mail address: \_\_\_\_\_

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

4. Do you have access to a car during your placement? Yes\_\_\_\_ No\_\_\_\_  
 If yes, full time or part time \_\_\_\_\_

5. Please indicate any college, community, and/or service activities in which you have participated within the last five years. Indicate both volunteer and paid employment, and describe your role with that agency or organization: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Please indicate any special circumstances that may affect your performance in your placement. (e.g., health/mental health conditions, family needs) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Is there a specific geographical location that interests you for field placement? Yes\_\_\_\_ No\_\_\_\_  
 If yes, please identify: \_\_\_\_\_

8. Please indicate the three areas of social work in which you are most interested by putting a "1" by the area you prefer most, a "2" by the next, etc. Every effort will be made to make appropriate placements for your field experiences. There is no guarantee, however, that you will receive your first choice. Placement will depend greatly on the specific agencies participating in the program and the number of students applying for that particular semester.

\_\_\_\_ Aging/Geriatrics  
 \_\_\_\_ Substance Use Disorder: treatment/program planning  
 \_\_\_\_ Child Welfare  
 \_\_\_\_ Community Services/Community Development  
 \_\_\_\_ Corrections: adult/juvenile (circle preference)  
 \_\_\_\_ Developmental Disabilities  
 \_\_\_\_ Domestic Violence  
 \_\_\_\_ Other- please describe \_\_\_\_\_

\_\_\_\_ Family Services  
 \_\_\_\_ Housing/Homelessness  
 \_\_\_\_ Medical Social Work  
 \_\_\_\_ Mental Health Services  
 \_\_\_\_ Physical Disability  
 \_\_\_\_ Youth Services  
 \_\_\_\_ School  
 \_\_\_\_ Hospice

Because social work is a helping profession concerned with personal growth and self-awareness (as well as many other areas), it will be useful to the Social Work Program, in assessing your application, to have your current thinking on the following: (If additional space is needed, write on back or attach separate sheet.)

- 1) Describe how you became interested in social work as a career.

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- 2) Describe the type of field placement that interests you and the role in which you see yourself as a student social worker.

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- 3) What do you think are your personal assets or limitations that are relevant to your future performance as a social worker?

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- 4) Are there any particular clients groups with which you think you might feel uncomfortable working? Explain.

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**Return original to:** Director of Field Education, Social Work Program  
Department of Criminal Justice, Social Work, and Sociology  
Brandt Rm. 329, MS 7950  
Southeast Missouri State University  
Cape Girardeau, MO 63701-4799  
Phone: (573) 651-2541

<b>ADVISOR'S CERTIFICATION FORM</b>
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(To be completed jointly by the student and advisor.)

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

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

SE ID: \_\_\_\_\_

***Student must have completed the required 105 University Credit Hours.***

**Part I:** Indicate grades earned in the required courses listed below. Use "IP" for classes in which you are currently enrolled. Indicate "summer" and the year for classes to be taken during the summer before the field education semester.

- |   |       |
|---|-------|
| A. <u>Admission to Social Work Program</u>                      | _____ |
| B. <u>Completion of Portfolio Standardized Assignments</u>      | _____ |
| C. <u>Basic Knowledge and Comprehensive Course Requirements</u> |       |
| PY-101 Psychological Perspectives on Human Behavior             | _____ |
| WP-003 75 Hour Writing Proficiency Exam                         | _____ |
| University required Critical Thinking Exam                      | _____ |
| D. <u>Required Professional Foundation Courses</u>              |       |
| SW-110 Introduction to Social Work                              | _____ |
| SW-201 Social and Economic Justice                              | _____ |
| SW-205 Introduction to Social Welfare Policy                    | _____ |
| SW-207 Understanding Cultural & Social Diversity                | _____ |
| SW-221 Interviewing Skills for Generalist Practice              | _____ |
| SW-222 Case Management  | _____ |
| SW-242 Statistics for Social Scientists                         | _____ |
| SW-307 Human Behavior in the Social Environment I               | _____ |
| SW-308 Human Behavior in the Social Environment II              | _____ |
| SW-310 Social Welfare Policies and Issues                       | _____ |
| SW-321 Generalist Practice I                                    | _____ |
| SW-322 Generalist Practice II                                   | _____ |
| SW-323 Generalist Practice III                                  | _____ |
| SW-342 Research Methods   | _____ |
| SW-35X Social Work Elective 1 _____ (name)                      | _____ |
| SW-35X Social Work Elective 2 _____ (name)                      | _____ |
| SW-35X Social Work Elective 3 _____ (opt.)                      | _____ |
| SW-387 Independent Study in Social Work                         | _____ |

**Part II:** GPA: \_\_\_\_\_ (If GPA is less than 2.5, statements from instructors indicating an estimate of grades at this time will be necessary.)

SW Major GPA: \_\_\_\_\_ (Section D. above only)

Total Credit Hours: \_\_\_\_\_ (Including current semester, but excluding Field Education semester.)

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

**I verify that, unless noted otherwise, this student has met all the academic requirements for field education.**

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

I UNDERSTAND THAT INFORMATION ON THIS APPLICATION MAY BE SHARED WITH PROSPECTIVE FIELD INSTRUCTORS.

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

<b>FIELD INSTRUCTOR'S EVALUATION OF FACULTY LIAISON</b>
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Please complete this evaluation and return it to the Director of Field Education by the last day of the semester.

Field agency \_\_\_\_\_ Date \_\_\_\_\_

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

Please read each statement carefully and circle the letter that most clearly corresponds to your opinion. (A is highest, D is lowest)

**A = Excellent**                      **B = Very Good**                      **C = Satisfactory**                      **D = Unsatisfactory**

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Arranges for a site visit early in the semester to review portfolio scores for competencies with field instructor and student.                                     | A | B | C | D |
| 2. Provides support to field instructor overseeing the entire assessment process.   | A | B | C | D |
| 3. Serves as a resource to field instructors related to the process of assessing competencies, identifying evidence of mastery of competencies and scoring behaviors. | A | B | C | D |
| 4. Conducts midterm and final site visits to facilitate discussion related to assessment of core competencies, student strengths and areas for improvement.           | A | B | C | D |
| 5. Develops a working relationship with field instructor to enhance the quality of the field experience for the student.  | A | B | C | D |
| 6. Provides consultation related to the student and his/her field experience.   | A | B | C | D |
| 7. Is available to mediate issues that arise between the student, field instructor and/or agency as requested.  | A | B | C | D |
| 8. Is accessible to field instructor as needed.   | A | B | C | D |
| 9. Demonstrates sensitivity to issues of privacy and confidentiality.   | A | B | C | D |
| 10. Seeks field instructor's input on assignment of student's grade.  | A | B | C | D |

Suggestions for improvement of the faculty liaison role to enhance student learning and field agency cooperation. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>FIELD INSTRUCTOR'S EVALUATION OF THE PROGRAM</b>
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**Please evaluate and comment on the following processes to assist us in improving the program. Please complete the form and forward it to the Director of Field Education at the end of the semester.**

**Please read each statement carefully and circle the letter that most clearly corresponds to your opinion.** (A is highest, D is lowest)

**A = Excellent    B = Very Good    C = Satisfactory    D = Unsatisfactory**

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Adequate information was provided about the student.  | A | B | C | D |
| 2. Faculty provided adequate support to you as a field instructor.   | A | B | C | D |
| 3. The Field Education Manual provided the information you needed in an easily accessible format.  | A | B | C | D |
| 4. The Field Education Assessment of Competencies forms were helpful in developing and assessing the student's core competencies.  | A | B | C | D |
| 5. The Field Education Orientation and Training clearly informed you of the responsibilities of the field instructor.  | A | B | C | D |
| 6. The Director of Field Education has been responsive and helpful in providing information, addressing problems, and responding to requests in a timely fashion.            | A | B | C | D |
| 7. The Social Work Program has valued your contribution and ideas as a field instructor, and includes you as an integral member of the of field education faculty.           | A | B | C | D |
| 8. The student you supervised was adequately educated in the areas of social work foundational knowledge.  | A | B | C | D |
| 9. The student's academic preparation has provided the student with adequate skills to be able to demonstrate mastery of generalist practice core social work competencies.  | A | B | C | D |
| 10. The student's academic preparation has provided the student with adequate values to be able to demonstrate mastery of generalist practice core social work competencies. | A | B | C | D |
| 11. Are there things that the Social Work Program can do to make the role of field instructor more effective, more professionally satisfying, and less problematic?          |   |   |   |   |

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<b>STUDENT'S EVALUATION OF THE FIELD EDUCATION PROGRAM</b>
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**Please evaluate and comment on the following processes to assist us in improving the program. Please complete the form and forward it to the Director of Field Education at the end of the semester.**

**Please read each statement carefully and circle the letter that most clearly corresponds to your opinion.** (A is highest, D is lowest)

**A = Excellent      B = Very Good      C = Satisfactory      D = Unsatisfactory**

1. How effective was the field agency placement/agency selection process?  
A      B      C      D
2. Has the Social Work Program provided adequate information and support to you as a student in Field Education?  
A      B      C      D
3. Does the Field Education Manual provide the information you need in an easily accessible format?  
A      B      C      D
4. Was the Field Education Integrative Seminar helpful to you in connecting theoretical and conceptual classroom concepts with real-world generalist social work practice?  
A      B      C      D
5. Were the small group liaison sessions helpful to you in connecting theoretical and conceptual classroom concepts with real-world generalist social work practice?  
A      B      C      D
6. Was the weekly self-assessment helpful to you in understanding the overall field education experience and connecting theoretical and conceptual concepts with real-world generalist practice?  
A      B      C      D
7. Has the Director of Field Education been responsive and helpful in providing information, addressing problems, and responding to requests in a timely fashion, etc.?  
A      B      C      D
8. Was the faculty liaison adequately supportive of you and of the field instructor by providing regular contact?  
A      B      C      D
9. Was the faculty liaison adequately supportive of you and the field instructor by providing clear interpretation of the core social work competences and expectations?  
A      B      C      D
10. Do you think the Social Work Program values your contribution and ideas as a student?  
A      B      C      D
11. During the field placement how prepared were you, overall, to demonstrate mastery of the core social work competencies?  
A      B      C      D

Comments and suggestions for improvement of field education program:

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<b>STUDENT'S EVALUATION OF PLACEMENT AND FIELD INSTRUCTOR</b>
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Please answer the following questions as adequately as you can. This form is to be completed by the student and given to the Director of Field Education.

Please read each statement carefully and circle the letter that most clearly corresponds to your opinion. (A is highest D is lowest)

**A = Excellent      B = Very Good      C = Satisfactory      D = Unsatisfactory**

1. How do you rate the field agency's commitment to social work education?  

A      B      C      D
2. How do you rate this setting in its ability to provide an opportunity for students to develop and demonstrate mastery of the core social work competencies?  

A      B      C      D
3. Rate the Field Instructor in her/her provision of an appropriate amount of direction and structure to meet your needs during your semester's placement.  

A      B      C      D
4. Has your Field Instructor been available and readily accessible to you?  

A      B      C      D
5. Have your questions been answered thoroughly?  

A      B      C      D
6. Has your Field Instructor met with you on a regular (weekly) basis to give you feedback and assess competencies?  

A      B      C      D
7. Did your field instructor provide ample guidance in identifying, reviewing and measuring the competencies and practice behaviors on your learning agreement?  

A      B      C      D
8. Have you been included in staff meetings and discussions?  

A      B      C      D
9. Are you informed of changes in policy that might affect you?  

A      B      C      D
10. Have reading materials been made available to you?  

A      B      C      D
11. Have you had the opportunity to become familiar with the activities of other workers in your agency other than Field Instructor?  

A      B      C      D
12. Did the field agency offer an opportunity for you to practice at all three levels of practice?  

A      B      C      D

If not, please elaborate \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. What changes would you like to see take place in your placement and/or in your responsibilities that would make this a more meaningful placement?

\_\_\_\_\_

\_\_\_\_\_

## STUDENT'S EVALUATION OF FACULTY FIELD LIAISON

Southeast Missouri State University  
Social Work Program

This evaluation consists of several sets of statements concerning various aspects of the field experience and responsibilities of the faculty liaison. Indicate the extent to which you would agree or disagree with each statement.

This evaluation is confidential. Do not provide your name. Do not personally identify your answer sheet. Instructors do not see the results or comments of this evaluation until grades have been submitted.

COURSE & SECTION #                      *(example: SW450-01)*  
DATE -- Semester & Year                *(example: Spring 2019)*  
LAST NAME of Liaison Instructor        *(example: Smith)*  
ID NUMBER -- course #                  *(example: 40802)*

**Mark your answers in the corresponding circles on the answer sheet.**

A = Strongly Disagree	B = Disagree	C = Undecided	D = Agree	E = Strongly Agree.
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1. The field liaison communicated with me as needed.
2. The field liaison helped me understand the assessment process.
3. The field liaison reviewed my progress towards demonstrating mastery of core competencies.
4. The field liaison expressed interest in the quality of my field education experience.
5. The field liaison addressed problems or issues that arose during the semester.
6. The field liaison responded promptly to my needs as a field education student.
7. The field liaison provided helpful feedback in response to my weekly self-assessment.
8. The field liaison provided feedback in response to my weekly self-assessment in a timely manner.
9. The field liaison was available when I needed him/her.
10. The field liaison facilitated useful discussion during our weekly group meetings.
11. The field liaison made me feel comfortable in sharing my field experiences with the group in our weekly meetings.
12. The field liaison contributed significantly to the field education experience.

You may write additional comments on the back of the answer sheet, i.e., strengths, suggestions for improvements, etc.

<b>FACULTY LIAISON'S EVALUATION OF FIELD AGENCY</b>
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Please answer the following questions as adequately as you can. This form is to be completed by the faculty liaison and given to the Director of Field Education.

Please read each statement carefully and circle the letter that most clearly corresponds to your opinion. (A is highest, D is lowest)

**A = Excellent      B = Very Good      C = Satisfactory      D = Unsatisfactory**

1. Agency staff demonstrates a commitment to social work education including a willingness to actively participate on an ongoing basis.      A      B      C      D
2. Agency is a setting that provides opportunity for generalist learning experiences consistent with the development and demonstration of mastery of the core social work competencies.      A      B      C      D
3. Agency is a setting that provides structured learning opportunities for meaningful generalist practice experience with client's at all three levels of practice.      A      B      C      D
4. There is a willingness to dedicate agency resources to the education and development of field instructor(s) and students.      A      B      C      D
5. The responsible director of the field agency allows time in the field instructor's workload for teaching and continuous supervision of the student including weekly one hour, individualized supervision sessions.      A      B      C      D
6. The field agency provides an appropriate general orientation for the student during the first two weeks of placement.      A      B      C      D
7. The agency adheres to and promotes policies and procedures consistent with the NASW Code of Ethics.      A      B      C      D
8. The agency exhibits overall consistency with the mission and goals of the Social Work Program.      A      B      C      D
9. There is a focus on the student and his/her growth and development as a competent generalist practitioner.      A      B      C      D
10. The agency provides a professional environment for the student's safety.      A      B      C      D
11. The agency provides adequate workspace, telephone access, necessary office supplies, and the equipment needed to perform assigned duties and responsibilities.      A      B      C      D

Please describe any field site issues addressed and/or resolved during the semester. This information is vital to the ongoing development of the field agency as a collaborative partner in meeting the mission of the Social Work Program:

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<b>FACULTY LIAISON'S EVALUATION OF FIELD INSTRUCTOR</b>
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Please answer the following questions as adequately as you can. This form is to be completed by the faculty liaison and given to the Director of Field Education.

Please read each statement carefully and circle the letter that most clearly corresponds to your opinion. (A is highest, D is lowest)

<u>A = Excellent</u>	<u>B = Very Good</u>	<u>C = Satisfactory</u>	<u>D = Unsatisfactory</u>	
1. Identifies strongly with the social work profession.	A	B	C	D
2. Demonstrates a commitment to social work education.	A	B	C	D
3. Has the skills needed for teaching and supervision.	A	B	C	D
4. Fosters and promotes identification with the values and ethics of the profession.	A	B	C	D
5. Provides practice opportunities for the student to develop and demonstrate core social work competencies.	A	B	C	D
6. Is available for a site visit early in the semester to review portfolio scores for competencies with faculty liaison and student.	A	B	C	D
7. Completes assessment of core competency process in a timely manner	A	B	C	D
8. Has adequate knowledge and understanding of generalist social work practice and core social work competencies.	A	B	C	D
9. Is effective in assessing core competencies.	A	B	C	D
10. Works collaboratively with student in the process of assessing competencies, identifying evidence of mastery of competencies and scoring behaviors.	A	B	C	D
11. Is accessible and readily available to student throughout the field semester.	A	B	C	D
12. Provides weekly one-hour face-to-face supervisory session to student.	A	B	C	D
13. Is available and prepared for midterm and final site visits.	A	B	C	D
14. Develops a working relationship with faculty liaison to enhance the quality of the field experience for the student.	A	B	C	D
15. Communicates with faculty liaison as needed related to issues and/or conflicts occurring with the field student.	A	B	C	D
16. Provides input on assignment of student's grade.	A	B	C	D

Please describe any performance issues addressed and/or resolved during the semester. This information is vital to the ongoing development of the field instructor as a collaborative partner in

meeting the mission of the Social Work Program:

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# **APPENDIX B**

**CODE OF ETHICS**

## THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW) CODE OF ETHICS

### **Preamble**

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

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

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

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

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

### **Purpose of the National Association of Social Workers (NASW) Code of Ethics**

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

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.



5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

### **Ethical Principles**

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

- |                           |  |
|---------------------------|--|
| <b>Value:</b>             | Service  |
| <b>Ethical Principle:</b> | Social workers' primary goal is to help people in need and to address social problems.                         |
| <b>Value:</b>             | Social Justice   |
| <b>Ethical Principle:</b> | Social workers challenge social injustice.   |
| <b>Value:</b>             | Dignity and Worth of the Person  |
| <b>Ethical Principle:</b> | Social workers respect the inherent dignity and worth of the person.   |
| <b>Value:</b>             | Importance of Human Relationships  |
| <b>Ethical Principle:</b> | Social workers recognize the central importance of human relationships.  |
| <b>Value:</b>             | Integrity  |
| <b>Ethical Principle:</b> | Social workers behave in a trustworthy manner.   |
| <b>Value:</b>             | Competence   |
| <b>Ethical Principle:</b> | Social workers practice within their areas of competence and develop and enhance their professional expertise. |

### **Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern

- (1) Social workers' ethical responsibilities to clients,
- (2) Social workers' ethical responsibilities to colleagues,
- (3) Social workers' ethical responsibilities in practice settings,
- (4) Social workers' ethical responsibilities as professionals,
- (5) Social workers' ethical responsibilities to the social work profession,
- (6) Social workers' ethical responsibilities to the broader society.

\*To review the NASW Code of Ethics in its entirety see:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

# **APPENDIX C**

**ASSESSMENT OF COMPETENCIES FORMS**

**MIDTERM AND FINAL  
NARRATIVE ASSESSMENT OF FIELD STUDENT**

**◇ MIDTERM ◇  
SOUTHEAST MISSOURI STATE UNIVERSITY  
FIELD EDUCATION ASSESSMENT OF COMPETENCIES**

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Each Competency and Behavior will be assessed while in field supervision. The criteria for assessment scores are as follows:

- 1 - Emerging** – Student rarely or never demonstrates mastery of the behavior.
- 2 - Developing** – Student does not consistently demonstrate mastery of the behavior.
- 2.5 - Progressing** – Student is making appropriate progress toward mastery by the end of the semester.
- 3 - Mastery** – The student has demonstrated mastery of the behavior, and the field instructor is confident that the student will consistently practice at the level of mastery after field.

**Mastery** in this document refers to **mastery of beginning competency skills for a bachelor's level practitioner.**

The evidence should be noted on a routine basis when possible for Mid-term and Final assessments. The Field Instructor will score the assessments at Mid-Term and again for Final assessments.

**FIELD EDUCATION ASSESSMENT OF COMPETENCIES**

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

Field Instructor: \_\_\_\_\_

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

Agency: \_\_\_\_\_

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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Behavior Score Mid-Term	Benchmark
A. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context		1 2 2.5 3	3
Evidence:			
B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations		1 2 2.5 3	3
Evidence:			
C. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication		1 2 2.5 3	3
Evidence:			

D. Use technology ethically and appropriately to facilitate practice outcomes		1 2 2.5 3	3
Evidence:			
E. Use supervision and consultation to guide professional judgement and behavior		1 2 2.5 3	3
Evidence:			
F. Practice personal reflection and self-correction to assure continued professional development		1 2 2.5 3	3
Evidence:			

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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Behavior Score Mid-Term	Benchmark
A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels		1 2 2.5 3	3
Evidence:			
B. Present themselves as learners and engage clients and constituencies as experts of their own experiences		1 2 2.5 3	3
Evidence:			
C. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies		1 2 2.5 3	3
Evidence:			

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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Behavior Score Mid-Term	Benchmark
A. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels		1 2 2.5 3	3
Evidence:			
B. Engage in practices that advance social, economic, and environmental justice		1 2 2.5 3	3
Evidence:			

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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Behavior Score Mid-Term	Benchmark
A. Use practice experience and theory to inform scientific inquiry and research Evidence:		1 2 2.5 3	3
B. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings Evidence:		1 2 2.5 3	3
C. Use and translate research evidence to inform and improve practice, policy, and service delivery Evidence:		1 2 2.5 3	3



**Competency 5: Engage in Policy Practice**

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Behavior Score Mid-Term	Benchmark
A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services		1 2 2.5 3	3
Evidence:			
B. Assess how social welfare and economic policies impact the delivery of and access to social services		1 2 2.5 3	3
Evidence:			
C. Apply critical thinking to analyze, formulate, and advocate for policies that advance human right and social, economic, and environmental justice		1 2 2.5 3	3
Evidence:			

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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Behavior Score Mid-Term	Benchmark
A. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies		1 2 2.5 3	3
Evidence:			
B. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies		1 2 2.5 3	3
Evidence:			

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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Behavior Score Mid-Term	Benchmark
A. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies		1 2 2.5 3	3
Evidence:			
B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies		1 2 2.5 3	3
Evidence:			
C. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies		1 2 2.5 3	3
Evidence:			

D. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies		1 2 2.5 3	3
Evidence:			

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Constituencies**

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Behavior Score Mid-Term	Benchmark
A. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies		1 2 2.5 3	3
Evidence:			
B. Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies		1 2 2.5 3	3
Evidence:			
C. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes		1 2 2.5 3	3
Evidence:			

D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies		1 2 2.5 3	3
Evidence:			
E. Facilitate effective transmissions and endings that advance mutually agreed on goals		1 2 2.5 3	3
Evidence:			

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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Behavior Score Mid-Term	Benchmark
A. Select and use appropriate methods for evaluation of outcomes Evidence:		1 2 2.5 3	3
B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes Evidence:		1 2 2.5 3	3
C. Critically analyze, monitor, and evaluate intervention and program processes and outcomes Evidence:		1 2 2.5 3	3

D. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels		1 2 2.5 3	3
Evidence:			



**MIDTERM NARRATIVE ASSESSMENT OF FIELD STUDENT**

1. What progress has been made since the beginning of the semester?
2. What are the student's areas of strengths and limitations?
3. What are the plans for learning experiences to promote the student's growth in his/her areas of limitations?

My signature affirms that I met for the mid-term/final evaluation and discussed assessment of core competencies:

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

Date \_\_\_\_\_

Task Instructor (if applicable) \_\_\_\_\_

Date \_\_\_\_\_

Student \_\_\_\_\_

Date \_\_\_\_\_

Faculty Liaison \_\_\_\_\_

Date \_\_\_\_\_

◇ FINAL ◇  
**SOUTHEAST MISSOURI STATE UNIVERSITY**  
**FIELD EDUCATION ASSESSMENT OF COMPETENCIES**

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Each Competency and Behavior will be assessed while in field supervision. The criteria for assessment scores are as follows:

- 1 - Emerging** – Student rarely or never demonstrates mastery of the behavior.
- 2 - Developing** – Student does not consistently demonstrate mastery of the behavior.
- 3 - Mastery** – The student has demonstrated mastery of the behavior, and the field instructor is confident that the student will consistently Practice at the level of mastery after field.

**Mastery** in this document refers to **mastery of beginning competency skills for a bachelor’s level practitioner.**

The evidence should be noted on a routine basis when possible for Mid-term and Final assessments. The Field Instructor will score the assessments at Mid-Term and again for Final assessments.

**FIELD EDUCATION ASSESSMENT OF COMPETENCIES**

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

Field Instructor: \_\_\_\_\_

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

Agency: \_\_\_\_\_

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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Mid-Term Score	Behavior Score	Benchmark
A. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context			1 2 3	3
Evidence:				
B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations			1 2 3	3
Evidence:				
C. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication			1 2 3	3
Evidence:				

D. Use technology ethically and appropriately to facilitate practice outcomes			1 2 3	3
Evidence:				
E. Use supervision and consultation to guide professional judgement and behavior			1 2 3	3
Evidence:				
F. Practice personal reflection and self-correction to assure continued professional development			1 2 3	3
Evidence:				

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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Mid-Term Score	Behavior Score	Benchmark
A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.			1 2 3	3
Evidence:				
B. Present themselves as learners and engage clients and constituencies as experts of their own experiences			1 2 3	3
Evidence:				
C. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies			1 2 3	3
Evidence:				

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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Mid-Term Score	Behavior Score	Benchmark
A. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels			1 2 3	3
Evidence:				
B. Engage in practices that advance social, economic, and environmental justice			1 2 3	3
Evidence:				

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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Mid-Term Score	Behavior Score	Benchmark
A. Use practice experience and theory to inform scientific inquiry and research			1 2 3	3
Evidence:				
B. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings			1 2 3	3
Evidence:				
C. Use and translate research evidence to inform and improve practice, policy, and service delivery.			1 2 3	3
Evidence:				

**Competency 5: Engage in Policy Practice**

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Mid-Term Score	Behavior Score	Benchmark
A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services			1 2 3	3
Evidence:				
B. Assess how social welfare and economic policies impact the delivery of and access to social services			1 2 3	3
Evidence:				
C. Apply critical thinking to analyze, formulate, and advocate for policies that advance human right and social, economic, and environmental justice.			1 2 3	3
Evidence:				



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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Mid-Term Score	Behavior Score	Benchmark
A. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies			1 2 3	3
Evidence:				
B. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			1 2 3	3
Evidence:				

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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Mid-Term Score	Behavior Score	Benchmark
A. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies			1 2 3	3
Evidence:				
B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies			1 2 3	3
Evidence:				
C. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, need, and challenges with clients and constituencies			1 2 3	3
Evidence:				

D. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies			1 2 3	3
Evidence:				

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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Mid-Term Score	Behavior Score	Benchmark
A. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies			1 2 3	3
Evidence:				
B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies			1 2 3	3
Evidence:				
C. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes			1 2 3	3
Evidence:				

D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies			1 2 3	3
Evidence:				
E. Facilitate effective transitions and endings that advance mutually agreed on goals			1 2 3	3
Evidence:				

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

Portfolio Score	Behavior Score	Benchmark
		2.83/3

	Portfolio Score	Mid-Term Score	Behavior Score	Benchmark
A. Select and use appropriate methods for evaluation of outcomes			1 2 3	3
Evidence:				
B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes			1 2 3	3
Evidence:				
C. Critically analyze, monitor, and evaluate intervention and program processes and outcomes			1 2 3	3
Evidence:				

D. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels			1 2 3	3
Evidence:				

**FINAL NARRATIVE ASSESSMENT OF FIELD STUDENT**

1. What progress has been made since the beginning of the semester?
2. What are the student's areas of strengths and limitations?
3. How would you evaluate the student's present readiness for professional practice?
4. Assess the student's readiness for graduate education.
5. What type of work experience do you think would enhance this individual's growth upon immediate entry into the field?

My signature affirms that I met for the mid-term/final evaluation and discussed assessment of core competencies:

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

Date \_\_\_\_\_

Task Instructor (if applicable) \_\_\_\_\_

Date \_\_\_\_\_

Student \_\_\_\_\_

Date \_\_\_\_\_

Faculty Liaison \_\_\_\_\_

Date \_\_\_\_\_



