**FIELD EDUCATION MANUAL**

**Department of Sociology, Social Work, and Urban Professions**

**Tennessee State University**

**Baccalaureate Social Work Program**

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**Acknowledgement**

 I would like to take this opportunity to acknowledge the former Field Education Coordinator, Waldine DeBerry, and all other personnel for their continued support and contribution to Field Education.

 Special thanks to all the Field Instructors and agencies that accept our students and diligently teach them Professional Social Work Practice.

 Delores Butler, MSW, LAPSW

 Field Education Coordinator

**Introduction**

The Field Instruction Manual is a reference and procedural guide for

students, faculty, agency instructors and other agencies and organizations

associated with the Social Work Program. This manual offers information to help students

navigate through the field work process. The goal of the fieldwork education program is to

provide an integrative experience that brings classroom theory to the field of practice.

The field work program will challenge the student to integrate professional values and

personal perspectives to enhance their understanding of the true meaning of social work. The

School of Social Work understands that both the rigorous academic culture and the unique field

experiences are equally important contributing factors in the educational and professional

development of our students. The work of the faculty, field instructors, field liaisons, student

body, and the staff contributes to this historic program.

Each year the Social Work Program provides field instruction to over 20 under graduate

In more than 20 social work agencies in the Nashville metropolitan area and throughout

middle Tennessee. Tennessee State University is affiliated with an array of agencies that offer a

variety of service models and orientations that highly value our students and provide quality

learning experiences to them. Matching students to a field placement site is done through the

Field Education Coordinator whom takes into consideration the following: the students’ previous

experiences, their future goals and professional interests, geographical location, and the

requirements of the agency.

Field Instruction is an integral part of the Social Work curriculum. It is

viewed as a learning laboratory utilized to assist students apply and integrate

theoretical concepts learned in classrooms.

 The program faculty, department chair, and Dean of the College of Public Service and Urban

Affairs are aware of the tremendous investment of time, energy and

resources by the field agencies in providing Field instruction to our students. We

would like to express our appreciation to agency personnel who contribute so

vitally to the professional education of our students because we know we know students’

participation in field work is a rewarding learning experience. We hope you will find this manual

helpful in answering your questions about the fieldwork program.

The Field Instruction Manual is divided into two parts. The first section

describes the Program, its policies, curriculum, expectations, and procedures.

The second section contains the forms, contracts, course outlines, and

assignments which are necessary to document the implementation of Field

Instruction.

**Social Work Program History and Development**

The Social Work Program at Tennessee State University has a significant and

dynamic history in preparing generalist at the baccalaureate level for employment in

social work.

The undergraduate social work program at Tennessee State University had it’s

inception in 1943 with a proposal for pre-professional curriculum in social work. It

was known as the Area of Social Administration located within the Department of

Sociology in the School of Arts and Sciences. In 1963 the Area of Social

Administration became a constituent member of the Council on Social Work

Education, Undergraduate Division.

The program was committed to constant improvement and in innovations in

instruction that would provide broader educational experience for students. In 1970

the acquisition of funds made it possible for the program to increase the number of

teaching faculty and staff, employ a full time field instructor, revise curriculum

content to adhere to the requirements of the Council on Social Work Education,

purchase office equipment and furniture and develop a field instruction component

which expanded the traditional social work agencies placement program. In 1973

the Council on Social Work Education mandated generalist preparation for all

baccalaureate programs and that is the primary emphasis of the Social Work

Program at present. Additionally, funds to support the professional development of

faculty became available. In 1974 the Area of Social Welfare received full

accreditation by the Council on the Social Work Education. The program was the

first undergraduate social work program to receive accreditation status in the state

of Tennessee. The program has continuously maintained its accreditation standards

and status. In 1975 the program was granted departmental status by the Tennessee

Board of Regents and in 1986 the department was renamed the Department of

Social Work. In 1987, the department became part of the Department of Social Work

and Sociology as a result of the merging of the two departments. The department was renamed in

 2011 to the Department of Sociology, Social Work, and Urban Professions. The department

was transferred to the College of Public Service and Urban Affairs.

 The Social Work Program has had four directors- Mrs. Annie B. Martin was the first

director, Dr. Benjamin Mason was the second director; Dr. Roderic N. Burton was the third

director, Professor Vicki G. Williams was the fourth director, and Dr. Michael Wright is the

current Interim Program Director. The two full-time faculty members are both tenured.

The Program has an active chapter of the National Social Work Honor Society,

Alpha Delta Mu, and Social Work Club. The Social Work Program has an Advisory

Council that works with all aspects of the program.

**MISSION OF PROGRAM**

The mission of the Social Work Program is to prepare students for entry-level

professional social work practice. This includes preparing graduates of the program

primarily for an urban population, to promote of social and economic justice, to

respond to diversity and oppression, and to serve populations-at-risk. Additionally,

the program provides leadership and a reservoir of social work professionals for the

region.

**Social Work Program Goals**

The goals of the social work program are to:

1. Prepare students for professional entry-level generalist social work

practice to effectively meet the human needs of individuals, families,

group, organization and urban communities.

2. Provide students with an understanding of the dynamics and

consequences of human oppression and discrimination, and with

strategies to promote social and economic justice.

3. Prepare students who are committed to lifelong learning and continue

personal and professional growth, and to provide leadership in the

development of the profession and the service delivery system.

4. Provide students with the content about the social environment of social

work practice, the changing nature of this context, and the behavior of

organizations and the change process.

5. Infuse throughout the curriculum the values and ethics that guide

profession that guide professional social workers in their practice.

6. Provide to students of diverse social, economic, racial and cultural

backgrounds the opportunity to become professional social workers.

**Social Work Program Objectives**

The Tennessee State University Social Work Program’s statement of objectives

follows: It is the objective of the Tennessee State University Social Work Program

that all graduates will be able to:

1. Apply a generalist framework of knowledge, skills and values for entry-level

social work practice based on a problem-solving process including

engagement, assessment, planning implementation, evaluation, termination,

and follow-up with systems of various sizes. (Core Competencies 1, 2, 3, 4, 5, 10)

2. Prepare graduates to practice with an understanding of discrimination,

oppression, and strategies of change, promoting social and economic justice

for all people, especially for population-at-risk. (Core Competencies 2, 3, 4, 5,

3. Use supervision and consultation as social work generalist within agencies

and community settings, and demonstrate knowledge of urban resources that

serve individuals, families and groups. (Core Competencies 2, 3, 4, 5,

4. Demonstrate appropriate professional practice applying social work values

and ethics, respecting the dignity of the individual client self-determination

and human diversity. (Core Competencies 2, 3, 4, 5,

5. Understand and interrupt the history of the Social Work Profession and its

current structures and issues. (Core Competencies 2, 3, 4, 5,

6. Be able to analyze, formulate and influence the impact of social policies on

client systems, workers and agencies. (Core Competencies 2, 3, 4, 5, 7,

7. Practice without discrimination and with respect, knowledge, and skills

related to client’s age, class, color, culture, disability, ethnically, family

structure, gender, marital status, national origin, race, religion, sex and

sexual orientation. (Core Competencies 2, 3, 4, 5,

8. Function within organizations and service delivery systems to become

advocates for client systems, and to seek necessary organizational change. (Core Competencies 1, 2, 3, 4, 5, 7, 8, 10)

9. Demonstrate knowledge of the psychological, biological and social aspects

that affect human behavior, and utilize relevant theory to understand

interactions among and between social systems including individuals,

families, groups, organizations, and communities. (Core Competencies 1, 2, 3, 4, 5, 6, 7,

10. Apply critical thinking skills within the context of professional social work

practice. (Core Competencies 1, 2,)

11. Develop an ability to evaluate research, apply research findings and

implement ethical, qualitative and quantitative research to evaluate and

inform their practice interventions. (Core Competencies 2, 3, 4, 5, 6

12. Prepare graduates to use communication skills differentially across client

populations, colleagues, and communities. (Core Competencies 2, 3, 4, 5,)

**Social Work Program Definition of Generalist Practice**

The Social Work Program’s definition of generalist practice is: the utilization of

a problem identification, problem solving process consisting of an eclectic body of

knowledge, skills, and professional values in order to intervene for planned change

with individuals, families, groups, organizations, and communities.

**Social Work Program Curriculum**

The Tennessee State University Baccalaureate Social Work Program prepares

students for generalist social work practice. Students must complete a program of

120 semester hours in order to be awarded a bachelor degree in Social Work.

Requirements include 57 semester hours of Liberal Arts education which are

General Education Core; 63 semester hours of 3000 and 4000 level courses that

includes the required hours of Professional Curriculum courses.

The General Education Core courses include 12 credits of English (6 of the

credit in Black Arts & Literature), 6 credits of American history, 8 credits of

laboratory science (Human Biology), 3 credits Mathematics, 3 credits of Economics,

3 credits Political Science, 3 credits Psychology, 3 credits of Sociology, 3 credits of

Communication, 3 credits Philosophy, 3 credits of Art or Music Appreciation, 1

credit hour of orientation, and 6 credits of Free Electives.

The Social Work Program require its students to take 15 credits in upper

division courses 3 credits in lower division course that support the Professional

Curriculum. Students must complete 6 credits in Sociology, 3 credits of Psychology,

3 credits of Political Science, 3 credits of English and 3 credits in Humanities.

The remainder of the Social Work program consists of 45 semester hours of

the Professional Foundation divided into five curriculum components. Human

Behavior and the Environment component consist of 6 credits hours. The Social

Welfare Policy content has 6 credit hours, the Social Work Research consist of 5

credit hours, the Social Work Practice component consist of 17 credit hours and the

Field Instruction component consist of 11 semester credits.

The Introduction to Sociology (SOCI 2010), General Psychology (PSYC 2010),

and Developmental Psychology (PSYC 351) courses content augment the human

behavior component. Additionally, the Bio-Physical Science (BIOL 1010-1020)

courses offer valuable supportive content. The Social Welfare Policy component

consists of Social Welfare Policy (SOWK 3400) and Social Policy Analysis (SOWK

3450) and is support in content from American Government (POLI 2010) and

Principles of Economics (ECON 2010), which are required For General Education

provide supportive content. In addition Legislative Process (POLI 4200) is a part of

the supportive content for Social Policy. The Research component consists of Social

Work Research I (SW 4800) and Social Work Research II (SW 4850) Social Statistics

(SOCI 3000) and Technical Report Writing (ENGL 3107) courses offer supportive

content to this curriculum component. The Social Work component of the program’s

professional foundation consists of Introduction to Social Work (SOWK 2010), Social

Work Interviewing Skills (SOWK 2100), Social Work Practice I (SOWK 3500) and

Social Work Practice II (SOWK 4601). In addition, students are required to take 5

credit hours of program electives that are practice focused and Senior Seminar

(SOWK 4900), Developmental Psychology (PSYC 3510), and Technical Report

Writing (ENGL 3107) are used to offer supplementary content in the practice

component. Field instruction component consists of Field Instruction (SOWK 4100)

and Field Instruction Seminar (SOWK 4200). Both courses are taken together in

students final semester. There are no courses from general education core or the

required supportive courses used to supplement the Field component.

Students are also required to complete 11 semester hours of elective courses,

6 semester hours in any discipline and level offered at the University and 5 semester

hours of Program electives. Students may choose whatever courses they wish

for their electives. The Social Work Program does not offer a minor in its curriculum

Students are required to complete their General Education Core courses and

two lower division social work courses before moving on to the upper division of the

Professional Curriculum. The courses serve as the basis for subsequent courses

which build on the knowledge base developed in the prior courses. Additional, corequisite

courses requirements ensure that students get relevant concepts at the

appropriate time in the educational process. In order to maximize students learning

opportunities, extensive use is made of prerequisite knowledge, skills and values as

student’s progress through the curriculum.

**Social Work Program Four Year Curriculum**

**General Education Core**

ENGL 1010, 1020 Freshman English I, II- 6

(Minimum grade of C in each)

ENGL 2013 Black Arts and Literature- 3

ENGL 2023 Black Literature: Short Story and Novel- 3

HIST 2010, 2020 American History I, II- 6

MATH 1010 College Algebra I -3

BIOL 1010, 1020, Introduction to Biophysical Science I, II- 8

1011, 1021L and laboratories

ECON 2010 Principles of Economics I- 3

POLI 2010 American National Government- 3

PSYC 2010 General Psychology - 3

SOCI 2010 Introduction to Sociology- 3

COMM 2200 Public Speaking- 3

ART 1010 or MUS 1010 Art Appreciation or Music Appreciation- 3

PHIL 2010 Introduction to Philosophy: Contemporary -3

Moral Issues

UNIV 1000-1

Free Electives- 6

Total 57 semester hrs.

**Upper-division Admission**

For admission into the upper-division program of the Social Work major, students

must complete all of the requirements listed above under General Education Core.

In addition, they must have removed all high school deficiencies, passed all required

remedial/ developmental courses, earned a cumulative grade point average of 2.3 on

college-level coursework, and completed the Rising Junior Examination.

**Professional Curriculum**

In the professional phase of the Social Work Program, students must complete a

minimum of 48 semester hours of Social Work courses, and 18 hours of related

liberal arts perspective courses. Social Work majors must earn at least a C grade in

the required social work courses. Students who earn less than a C grade must

repeat them until they earn a C grade. Enrollment in Social Work courses 3300,

3350, 3400, 3450, 3500, 4600, 4800, 4850, 4100, 4200 and 4900 is limited to

**Social Work majors only:**

SOWK 2010 Introduction to Social Work- 2

SOWK 2100 Social Work Interviewing Skills- 3

SOWK 3300 Human Behavior and the Social Environment I- 3

SOWK 3350 Human Behavior and the Social Environment II-3

SOWK 3400 Social Welfare Policy-3

SOWK 3450 Social Welfare Policy Analysis- 3

SOWK 3500 Social Work Practice I- 3

SOWK 4601 Social Work Practice II- 3

SOWK 4800 Social Work Research I- 3

SOWK 4850 Social Work Research II- 2

SOWK 4100 Field Instruction- 8

SOWK 4200 Field Instruction Seminar- 3

SOWK 4900 Senior Seminar in Social Work- 1

SOWK 3000/4000Social Work Electives- 5

HUM Elective RELS 2011 – World Religion- 3

SOCI 3000 Social Statistics- 3

SOCI 3600 The Family-3

PSYC 3510 Developmental Psychology- 3

POLI 4200 Legislative Process- 3

ENGL 3107 Technical Report Writing – SOWK- 3

**Total: 63 semester hrs.**

To fulfill the need for more exposure in social welfare agencies, all students are

required to have a participatory observation experience prior to field placement.

During the sophomore year, all Social Work majors observe and participate in two

social services agencies for a minimum of 30 clock hours. In the junior year,

students complete two written agency profiles. Students participating in a regular

volunteer program may use that experience in lieu of the observation and

participation. Both requirements must be met prior to being admitted to field

instruction program.

Students must spend a minimum of 400 clock hours (1 semester) in field

instruction in selected social service agencies and organizations, while registered for

SOWK 4100 Field Experience. This experience provides students with an

opportunity to apply theory to actual practice under supervision and guidance of a

qualified practitioner. Students are evaluated on the basis of their growth and

development in relation to the program’s formal education outcomes. Students must

have a cumulative grade point average of at least 2.3 and must have earned the

grade of C or better in SOWK 2010, 2100, 3300, 3350, 3400, 3450, 3500, 4601, and

4800, as well as in SOCI 3000, before being admitted to Field Instruction. No

academic credit is given for life experience or prior work experience. Only Social

Work majors are admitted to the Field Instruction program.

**Science Degree In Social Work**

**Suggested Four-Year Plan**

**FRESHMAN YEAR**

**FALL SEMESTER HR SPRING SEMESTER HR**

ENGL 1010- 3 ENGL 1020- 3

HIST 2010- 3 HIST 2020 -3

BIOL 1010, 1011- 4 BIOL 1020, 1021- 4

MATH 1110- 3 ART or MUSC 1010- 3

SOCI 2010- 3 POLI 2010- 3

UNIV 1000-1

**SOPHOMORE YEAR**

**FALL SEMESTER HR SPRING SEMESTER HR**

SOWK 2010- 2 SOWK 2100- 3

ENGL 2013- 3 ENGL 2023- 3

ECON 2010- 3 PHIL 1030-3

COMM 2200- 3 HUM Elective- 3

PSYC 2010- 3 Free Elective- 3

Free Elective- 3

**JUNIOR YEAR**

**FALL SEMESTER HR SPRING SEMESTER HR**

SOWK 3300- 3 SOWK 3350- 3

SOWK 3400- 3 SOWK 3450- 3

SOCI 3600- 3 SOWK 3500 -3

PSYC 3510- 3 ENGL 3107 -3

POLI 4200- 3 SOWK Elective - 2 or 3

 (3000/4000 Level)

**SENIOR YEAR**

**FALL SEMESTER HR SPRING SEMESTER HR**

SOCI 3000P 3 SOWK 4900P- 1

SOWK 4601P 3 SOWK 4850P- 2

SOWK 4800P 3 SOWK 4100P- 8

SOWK Elective, 3 SOWK 4200- 3

(3000/4000) Level

**Total: 120 credit hours**

**Course Descriptions**

**Social Work (SOWK)**

Course marked with an asterisk (\*) are required for Social Work majors. Courses

marked with an M are limited to Social Work majors.

**\*SOWK 2010 Introduction to Social Work (2).** Introduction to the generalist

perspective of social work practice and the profession of Social Work. This course

will help students develop a more authentic understanding and appreciation of the

profession. Students will be exposed to what social workers do and the importance

of considering the environmental context that surrounds all decisions.

**\*SOWK 2100 Social Work Interviewing Skills (3).** Introduction to Social Work

generic interviewing skills, essential facilitative qualities, and professional integrity.

Emphasis on working with culturally and psychologically diverse, and oppressed

client systems. Prerequisite: SOWK 2010.

**\*(M) SOWK 3300 Human Behavior and the Social Environment I (3).** A biopsychosocial

examination of human beings from conception through old age and

death. The focus is on humans as systems and the person – environment fit

.

Prerequisites: SOWK 2010, 2100, PSYC 2010. Co-requisite: PSYC 3510. Enrollment

limited to Social Work majors only.

**\*(M) SOWK 3350 Human Behavior and the Social Environment II (3).** A

description and analytical examination of families, groups, communities and

organizations as they affect and are affected by the social environment. Prerequisite:

SOWK 3300. Enrollment limited to Social Work majors only.

**\*(M) SOWK 3400 Social Welfare Policy (3).** Examination of the historical

development of the social welfare system and the establishment and evolution of

social welfare policies, practices and programs from 1500 to the present. Offered fall

semester only. Prerequisites: SOWK 2010, HIST 2010 & 2020, PHIL 1030, and

ECON 2010. Enrollment limited to Social Work majors only.

**\*(M) SOWK 3450 Social Welfare Policy Analysis (3).** A critical analysis of

contemporary social policies and programs for social work practitioners. Emphasis

is on developing and using a practical method for analyzing and interpreting current

programs and policies directed at meeting human needs. Prerequisite: SOWK 3400,

ECON 2010. Offered spring semester only. Enrollment limited to Social Work majors

Only

.

**\*(M) SOWK 3500 Social Work Practice I (3).** Provide a comprehensive study to the

general problem-solving method used in generalist social work practice with client

systems of various sizes including individuals, families, groups, communities, and

organizations. Prerequisites: SOWK 2010, 2I00, 3300, PSYC 3510. Co-requisites:

SOWK 3350. Enrollment limited to Social Work majors only.

**SOWK 3600 Ethnic and Minority Concerns in Social Work (2).** A course designed

to emphasize the general method of social work practice with ethnic minorities, with

a focus on the diverse community and the issues of multiculturalism. Prerequisite:

admission to upper division.

**\*(M) SOWK 4601 Social Work Practice II (3).** Systematic use of the generalist

perspective of social work practice and experiential use in working with groups,

communities, and organizations from diverse populations, using the NASW Code of

Ethics in social work methods of intervention. This course is a continuation of

practice sequence initiated in SOWK 3500. Prerequisite: SOWK 3500 Enrollment

limited to Social Work majors only.

**\*(M) SOWK 4800 Social Work Research I (3).** The rationale, principles, ethics,

goals, methods, and techniques of the scientific research process in social work.

Offered Fall semester only. Prerequisites: SOWK 3500, MATH 1110, SOCI 3000, and

BIOL 1010 & 1020. Enrollment limited to Social Work majors only.

**\*(M) SOWK 4850 Social Work Research II (2).** The development and

implementation of a practice-related research design. Emphasis is on data

collection, data analysis, and reporting of data collected in field placement.

Prerequisite: SOWK 4800. Co-requisites: SOWK 4100, 4200. Enrollment limited to

Social Work majors only.

**SOWK 4000 Social Work Intervention in Health (2).** A course designed to

acquaint the student with the symptoms, etiology, and physical and emotional

aspects of acute and chronic diseases, illnesses, and disabilities, with the

development of comprehensive medicine involving the whole person in his or her

milieu. Emphasis is placed on acquiring knowledge regarding social aspects of

illness, as well as use of community resources for the continuation of preventive

methods. One hour per week is devoted to participatory observation at a health related

agency. Prerequisite: admission to upper division.

**\*(M) SOWK 4100 Field Instruction (8).** Field instruction to provide the student

with the opportunity to apply and integrate academic content and to develop skills

that meet the requirements for entry-level professional social work practice.

Supervision in the field is provided by a qualified practitioner committed to

undergraduate social work education. Students are required to spend a minimum of

450 clock hours in an educationally oriented field practicum. Seniors are admitted

after the completion of a formal admission process, including recommendation by

the student’s advisor. Prerequisites: completion of general education core, SOWK

2010, 2100, 3300, 3350, 3400, 3450, 3500, 4601, 4800, SOCI 3000. Co-requisites:

SOWK 4850, 4200. Enrollment limited to senior Social Work majors only.

**\*(M) SOWK 4200 Field Instruction Seminar (3).** A course to give students in field

instruction an opportunity to discuss and share agency experiences and to relate

social work theory to direct field practice. Discussion in the Seminar moves from the

level of personal experiences to abstraction. Co-requisites: SOWK 3850, 4100.

Enrollment limited to Social Work majors only.

**SOWK 4401 Skills Solution/Permanency/Child Welfare II (3)**. This course is to provide

 general knowledge of the basic concepts and principles of casework theory and practice as a

method of working with children and youth and the social problems that confront them. The

 course acquaints students with the social agencies and the social welfare system and their roles

 in providing services to children and youth. The tool that the “village” or society uses to care

 for the well-being of its children is epitomized in the services provided under the child welfare

system. This course is offered as part of the TN Child Welfare Certification Program. This is the

 second of two courses designed to assist students in acquiring the practice skills to become

culturally competent child welfare workers. Prerequisite: admission to upper division.

**SOWK 4461 Child Welfare I (3).** This is the first in a series of two Child Welfare courses

 offered as part of the TN Child Welfare Certification Program. This course is designed to

introduce students to the knowledge of child maltreatment and the juvenile justice system. It

 provides an overview of the child welfare system describing history, policies and programs, both

state and federal, pertinent to child maltreatment and juvenile offenders to intervene with

 families in crisis. This course provides a foundation in the knowledge and values necessary for

 professional child welfare practice. Prerequisite: admission to upper division.

**SOWK 4700 Gerontological Social Work (3).** A course designed to examine the

aging process and its impact upon the individual, the family, and society. Emphasis

is placed on the physical, psychological, and sociological aspects of aging. An

interdisciplinary approach is used in dealing with these aspects to enhance and

enrich the understanding of the life process. Prerequisite: admission to upper

division.

**\*(M) SOWK 4900 Senior Seminar in Social Work (1).** A course designed to: (1)

initiate areas of interest through discussion; (2) emphasize new trends and

contributions to the field; and (3) familiarize students with the various examinations

and other techniques for gaining employment and admission to graduate school.

Offered in spring semester only. Co-requisite: SOWK 4100, 4200, 4850. Enrollment

limited to Social Work majors only.

**(M) SOWK 4950, Social Work Readings and Research (3).** Independent study and

research under faculty guidance for students who desire to do special projects.

Prerequisites: junior or senior standing and permission of instructor. Enrollment

limited to Social Work majors only.

**Social Work Field Instruction**

The Social Work Program at Tennessee State University uses four titles to

identify the professionals who provide educational experiences for students through

the Field Instruction. These terms are ‘Field Coordinator’, Field Liaison’, ‘Agency

Field Instructor’, and ‘BSW/MSW Consultant’. In order to avoid confusion, a brief

definition of each term is provided below:

**Field Coordinator**: The program faculty member who carries primary

responsibility for the field instruction. The Coordinator approves agencies for

field placements, sets up placements for students, participates in the

evaluation of students, supervises field liaisons, assigns BSW/MSW

consultant.

**Field Liaison:** A faculty member employed the Social Work Program who is

responsible for visiting the agency to evaluate the field instruction student.

The field liaison works with the agency field instructor to resolve any

problems. The field liaison reports to the Field Coordinator.

**Agency Field Instructor**: The person who actually provides direct

supervision of the student in the field agency. The Agency Field Instructor is

employed by the agency.

**Task Supervisor:**  Occasionally, the professional at the field agency to whom a BSW student

 directly reports does not meet the requirements to be appointed as a field instructor. This

 individual, who provides a student’s day-to-day supervision, is termed a *task supervisor*. The

 task supervisor does not replace the field instructor, but instead works with the field instructor

 and the field liaison to develop, implement, and monitor the student’s learning tasks.

**BSW/MSW Consultant:** The consultant is used to provide BSW/MSW

supervision to students placed in settings that do not have a BSW or an MSW

available to provide direct supervision. The BSW/MSW consultant is usually

employed outside the agency and his/her supervision focuses on the social

work aspects of the placement.

**Field Instruction Objectives**

The following objectives have been specified for the Field Instruction curriculum

component by the Social Work Program:

**Knowledge Objectives**

1. To acquire knowledge of an agency’s purpose, philosophy and funding

for understanding agency functioning in promoting social and economic

justice and the alienation of oppression.

2. To facilitate the acquisition of knowledge, values and skills of the

generalist problem solving methods; in order to intervene effectively

with individuals, families, groups, communities and organizations.

3. To strengthen an understanding of social work values and ethics in

order to apply this understanding in social work practice.

4. To strengthen knowledge and understanding of human behavior

concepts, interaction between the individuals and the environment for

applying that understanding in work with diverse and at risk

populations.

5. To strengthen knowledge and understanding of dynamics of Latino and

Asian cultures.

6. To strengthen understanding of social work practice approaches for

Latino/Hispanic and Asian populations.

7. To enhance the understanding of the application of basic research

concepts as a means of evaluating one own practice in the agency

and/or community settings.

8. To provide an understanding of the purpose of supervision, case

conference and intra agency collaboration as a means of increasing

generalist social work skills.

9. To facilitate the integration of theoretical concepts learned in the

classroom for the development of a self evaluating competent entry level

professional social worker.

**Skills Objectives**

1. Acquire skills in establishing, maintaining and terminating professional

relationships for interviewing effectively with client systems.

2. To strengthen skills in data collection, oral and written presentations

and assessment.

3. To be able to demonstrate written and verbal knowledge of an urban

agency’s auspices, purpose, and funding source.

4. To demonstrate skills in identifying defining and assessing client

systems.

5. To acquire skills in developing and maintaining professional

relationships with clients from diverse background.

6. To acquire skills in identifying and assessing social service needs of

Latino/Hispanic and Asian client systems.

**Values Objectives**

1. To demonstrate the use of social work values as presented in the NASW

Code of Ethics for entry level social work practice

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2. Demonstrate the ability to respect the rights of others in regard to race,

gender, ethnicity, age, religion, national origin, socio-economic status,

disability, sexual orientation and life styles.

3. Promote and protect client’s rights to self determination and

confidentiality within agency policy.

4. Demonstrate the ability to facilitate and actively participate with

professional organizations.

5. To demonstrate the use of social work values in the delivery of service to

Latino/Hispanic and Asians populations.

The Field Instruction component of the Social Work curriculum consists of

two courses taught in the Social Work Program. These courses are SOWK 4100 and

SOWK 4200. These courses are taken in the final semester of the senior year.

Field Instruction SOWK 4100 is 8 credits and SOWK 4200 is 3 credits. They

are co-requisites and must be taken together. A two credits course SOWK 4850 and

a one credit SOWK 4900 may also be taken in the same semester with Field

Instructions. The total load for the student’s final semester is 14 credit hours.

The field instruction is a modified block placement. The student is in

placement 7.5 hours per day, four days per week, each week of the semester. The

student will spend a minimum of 400 clock hours in field setting during the

semester. One day per week (Friday) students return to campus to attend classes

(SOWK 4850 and SOWK 4200). Within the first two weeks of field, students are

required to develop an Student Learning Contract (Appendix) to specify the

individual learning goals for each student. Generally speaking, student experiences

in the field move from activities which stress ‘knowing’, to activities which require

‘understanding’, to activities which require ‘doing’. In the first three weeks of the

Field Instruction students should assume responsibility for actually providing

client/consumer services under supervision.

The criteria for evaluating student performance in the Field Instruction are

specified in the Field Instruction Learning Contract, the Student Field Instruction

Evaluation and Student Portfolio (Appendix).

The practicum is monitored by the Field Coordinator in conjunction with the

faculty liaison. The faculty liaison makes two formal evaluation visits to the agency

during the semester. The faculty liaison, the agency field instructor, BSW/MSW

consultant (if one is assigned) and the student normally attend these evaluation

sessions. Additional phone contacts are made with the agency field instructor, as

needed.

The Field Coordinator also maintains contact with the field students on a

weekly basis scheduled group meetings. Students are evaluated on the basis of the

Student Field Instruction Evaluation and Learning Contract. The responsibility for

assigning a grade on student performance rests with the Field Instruction

Coordinator.

The primary vehicle for the integration of academic content and practicum

experience is the Field Instruction Seminar (SOWK 4200). This class is taught by a

program faculty member. The Field Coordinator meets with the Field students for

one hour on Fridays. Evaluation of student performance in the seminar is done by

program faculty who grades the written, integrative assignments required of the

students for the Field Instruction Seminar. Additionally, the Student Portfolio is

evaluated by Program Faculty and students (See the Appendix for the specific

assignments and portfolio forms).

In the Field Instruction Seminar students are expected to discuss their

experiences in and reactions to the activities of the practicum. Students also

discuss their analysis and work in each of the assignments. Presentation and

evaluation of the Student Portfolio activities are done in the Field Instruction

Seminar class. Students begin building the portfolio the semester that they are

formally admitted to the Social Work Program. The presentation during Field

Instruction is the culmination of that activity. The portfolio includes written and

experiential assignments that students have completed throughout their study in

the Social Work Program. Evaluation of the Student Portfolio is done by program

faculty, liberal arts faculty, and Social Work students.

**Selection of Field Instruction Agencies**

The Social Work Program selects Field Instruction agencies in which the

student can be provided with an opportunity to apply the knowledge, skills, and

values learned in the academic setting to practical problems in social services

agencies. Close supervision by program faculty and agency field instructors creates

an opportunity for student growth and is an important part of the Field Instruction.

Field Instruction Agencies are selected based on the following criteria:

1. The agency should have an established program that provides

opportunities for generalist social work practice for students

.

2. The agency should be able to provide a qualified Agency Field Instructor

with sufficient time to supervise and monitor the student’s practicum.

Agencies that cannot provide an BSW/MSW Instructor must agree to

allow a BSW or an MSW Consultant to share supervisory responsibility

with the Agency Field Instructor.

3. The agency must not discriminate on the basis of age, creed, gender,

race, religion, national origin, disability, or sexual preference.

4. The agency must be willing to allow agency field instructors time to

participate in Field Instruction training conducted by the Social Work

Program

.

5. The agency should be able to provide physical resources necessary for

the practicum student to carry out his/her responsibilities. These

resources should include office space and a desk.

6. The agency should exemplify the values and ethics of the social work

profession in its policies, procedures, and the expectations of its staff.

The Field Coordinator must visit with each agency and Agency Field

Instructor prior to the time approval is granted to place a field student in the

agency. During the interview with the new Agency Field Instructor, the Field

Instruction Coordinator provides him/her with an orientation to the Social Work

Program, and discusses the expectations of the Program’s Field Instruction.

Each Field placement is finalized with a contract between the Program and

the agency. Signatures of a representative from the field agency, the student, and

the Director of the Social Work Program are required in order to finalize this

contract. (Appendix)

**Selection of Agency Field Instructors**

The Social Work Program believes that supervision by a professional social

worker is critical to quality Field Instruction. Therefore, the program requires that

the student have a BSW or an MSW Instructor. The BSW must have 2 years of

supervised post-baccalaureate social work experience and the MSW have 2 years

supervised post-masters social work experience.

It is not always possible to place students in a field setting where the direct

supervisor is a BSW or an MSW. However, the Social Work Program requires that in

situations where the student is not directly supervised by a BSW or an MSW, the

student must be supervised by a BSW or MSW consultant. The consultant meets

with the student to provide a social work focus to the Field Instruction. Usually, the

BSW or MSW consultant is a professional social worker in the community, but on

occasion program faculty members have served as MSW consultants.

Agency Field Instructors are selected according to the following criteria:

**1. Educational Requirements: (Listed in rank order of preference)**

A. MSW from CSWE accredited program

B. BSW from CSWE accredited program. (Requires additional

supervision by MSW consultant)

C. Graduate degree in a related field (Requires additional supervision

by MSW Consultant)

**2. Experience Requirements:** Two years supervised experience post degree

is preferred

.

**3. Practice Orientation:** Agency Field Instructors should have knowledge

of the generalist problem solving method, and be willing to teach this

method

.

**4. Values and Ethics:** Agency instructors should demonstrate

commitment to social work values and ethics in his/her personal

practice.

**5. Diversity:** Agency Field Instructors should demonstrate sensitivity to

the special needs of diverse groups such as those related to gender,

oppression, disability, sexual orientation, ethnic, religion, and racial

minorities.

**6. Training:** Agency Field Instructors must receive training related to

practicum instruction annually. The Social Work Program at Tennessee

State University schedule group training for agency field instructors

once per semester.

BSW and MSW Consultants are persons having a BSW or MSW from an

accredited institution and two years post baccalaureate or master’s supervised

social work experience. They must also meet criteria 3-6 listed above.

**Student Application Process for Field Instruction**

In order to ensure that students are ready to begin the Field Instruction

during the first week of classes, it is important for students to complete the

application process for Field Instruction the semester preceding their field

placement. Students must have at least a 2.3 or above cumulative grade point

average and have at least a “C” in the professional foundation courses before

beginning the application process. No academic credit is given for life experience or

prior work experience. Completion of this application process will help to ensure

that students are adequately prepared to report to the field agency and will facilitate

the Field Coordinator in the selection of an appropriate practicum agency.

**Failure to complete the application process by the established deadlines**

**will mean that students have not completed the prerequisites for Field**

**Instruction and may not enroll in Field Instruction. Failure to complete the**

**application process in a timely manner may result in a delayed start for field.**

A late start in Field Instruction may have **serious consequence** since students

cannot be awarded a grade in the course until the required agency clock hours of

field instruction have been completed.

**THE FIELD EDUCATION PROCESS**

**The application process for Field Instruction is as follows:**

1. The Field Coordinator will ask faculty advisors to submit the names of

their advisee(s) who have met the requirements for Field Instruction.

2. The Field Coordinator will conduct a group meeting for all students

recommended by their advisor. All students eligible for Field

Instruction must meet with the Field Coordinator to be considered for

internship. The purposes of this meeting are to: a) explain the

application process. b) notify students of the deadlines for completing

the steps of the application process. c) explain the nature and

function of the Field Instruction Practicum. Students are given a copy

of the Field Manual at this time. d) explain the Field Instruction Fee. e)

answer student questions concerning the practicum.

3. Students prepare resume. This resume should include basic identifying

information as well as data concerning work experience, education and

volunteer experiences. See the appendix for suggestions on resume

preparation.

4. Students must complete the Application for Field Instruction form. This

application, resume, release of information form, liability insurance

application, and a background check must be submitted to the Field

Coordinator by the established deadline.

5. The student’s completed application and resume are reviewed by the

Field Instruction Committee composed of members from the practice

community, students and a Social Work faculty member. Suggested

Field Instruction placements for students are identified by this

committee. The Field Coordinator then contacts an appropriate agency

to determine if there is interest in supervising a field student.

6. The Field Coordinator conducts pre-placement conferences with each

student to discuss potential placements. If students want to be placed

in an agency that has not been previously approved for Field

Instruction, the student should notify the Field Coordinator at this

time.

7. The Field Coordinator makes specific placement assignments. Students

are notified in writing. The Field Coordinator makes arrangements with

the agency and agency field instructor for a student interview.

8. The student contacts the Field Coordinator to discuss arranging an

interview with the agency field instructor. Students **must** take a copy

of the Field Instruction Contract, Agency Information Sheet,

Interview Evaluation Form, and a copy of their resume to the interview. (Appendix)

9. Students are responsible for contacting the agency field instructor to

schedule an interview. The purpose of the interview is to: a) provide

student and Agency Field Instructor an opportunity to evaluate the

suitability of the placement for meeting the student educational needs.

b) discuss any relevant conditions of the placement. c) acquaint the

student with agency, its purpose, and its services.

10. Following the interview, the student and Agency Field Instructor contact

the Field Coordinator to discuss the suitability of the placement. The

Interview Evaluation Form should be returned to the Field Coordinator.

11. If both student and Agency Field Instructor agree to the placement, the

Field Instruction Contract and the Agency Information Sheet must be

completed and returned to the Field Coordinator.

12. If the student or the agency field instructor does not agree to the

placement, the Field Coordinator seeks an alternate placement.

13. The student is permitted to voluntarily reject only one Field Instruction

assignment. The rejection of subsequent assignments is conducted

through the Appeal Procedure for Field Instruction placement.

14. If it is necessary to assign an alternative placement to the student, step

5 through 11 are repeated.

15. Finalization of the placement is made by written agreements from

student and agency. This must be completed by the end of the

semester prior to the student’s Field Instruction.

16. If unforeseen circumstances arise which necessitate a change in

placement after it has been finalized, the Field Coordinator should be

contacted immediately, so that another placement can be assigned.

**APPENDIX : ORIENTATION TO FIELD SITE**

Each agency is different and will vary in its orientation plan. The items listed below are common

 information that will provide a thorough orientation for a new student at an agency.

**Before The Student Arrives:**

1. Develop the orientation plan

2. Designate and prepare a workplace for students

3. Collect initial reading material for the student

4. Collect agency-specific information that will be helpful for the student, such as:

• The history of the agency

• Policy and procedure manual(s)

• Information about the clientele of the agency

• Examples of important forms, reports, etc.

• Information about community resources used by the agency

• Agency staff directory information (phone numbers, office numbers, etc.)

5. Notify appropriate staff of the student’s start date and time

6. Arrange for any parking permit, ID/name badge, etc. that the agency requires

**During the First Week of Placement:**

1. Introduce the student to others in the agency

2. Discuss safety issues and polices

3. Make a plan for lunch (or let student know about usual lunch procedures)

4. Provide a tour of the agency

5. Provide necessary keys, badges, parking permits, etc.

6. Discuss planned work hours and appropriate attire for the agency

7. Discuss any relevant policies and procedures for telephone use

8. Discuss the student’s role in the agency and how the student is to be identified

9. Review the orientation plan including the student’s responsibility for implementing the plan

 (e.g.: Is the student to arrange meetings with each staff member to discuss the work of the

agency or will the supervisor arrange such meetings?)

10. Provide opportunities for the student to observe the work of the agency and to process these

observations with the Field Instructor

11. Review any written material collected for the student to read

12. Discuss the Student Learning Agreement and plan to develop and complete the form.

Possible Student Questions for Field Instructor:

Students often have many questions when they begin their fieldwork placement. The following

 list of questions is provided as a guide for students to help them think about important areas to

cover when initially meeting with their agency supervisor.

• What are your supervisor’s expectations of you?

• What exactly does the agency do and who do they primarily serve?

• Where do you fit in the agency structure?

• What form of supervision will you have?

• How will the process recordings be used in supervision?

• What intervention modalities are used at the agency?

• When will I get clients?

• What will my caseload look like? How many clients? What kind of clients?

**During the First Month of Placement**:

1. Discuss confidentiality and HIPPA policies and any common ethical issues that arise in the

Agency

2. Review paperwork and documentation requirement

3. Establish a schedule for regular supervision

4. Develop first draft of the Learning Agreement due within the first 30 days or 60 hours of the

field placement.

**Appeal Procedure for Field Instruction Placement**

If the student has voluntarily rejected one placement assignment and objects to the

alternative placement, she/he has the option of requesting another field assignment

through this procedure.

1. After completing the application interview with the alternative

placement agency, the student must, within three working days, submit

a written request for a new placement to the Field Coordinator. Failure

to reject the alternative placement within three working days

constitutes acceptance of the placement.

2. The student request for a new placement must include a statement

justifying the student’s rejection of the alternative placement.

3. The Field Coordinator will meet with the student and attempt to resolve

the placement assignment issue. This may be done by either accepting

the rationale for rejection and locating a new placement or by resolving

the student’s objections and accepting the alternative placement.

4. If the placement issue is not resolved, the student may request a

conference with the Field Coordinator or the Program Director, to

attempt to resolve the problem.

5. If resolution of the field assignment issue is not possible through

conference with the Field Coordinator or the Program Director, the

student may request a hearing before the Field Instruction Committee.

6. The student may bring, as an advisor, another student, or faculty

member to this hearing.

7. All relevant issues will be discussed at the hearing, and the student will

have an opportunity to present his/her concerns and rationale.

8. After completion of the hearing, the committee members will vote on

whether to offer reassignment to the student. A simple majority will

determine the final decision.

9. The student and Field Coordinator will be notified in writing of the

outcome of the hearing. A brief statement regarding the basis for the

decision will be provided.

10. An appeal of a decision by the Field Instruction Committee may be

made to the Dean of the College of Public Service and Urban Affairs. Subsequent

appeals should follow the academic appeals procedure outlined in

the Social Work Student Handbook.

**Responsibilities of the Field Coordinator**

1. To assume a leadership role within the Social Work Faculty to ensure

the department fulfills its responsibilities with regard to the

practicum.

2. To initiate and supervise the student application process for Field

Instruction each semester.

3. To design and plan learning experiences required of students in Field

Instruction.

4. To recommend the establishment, modification, or discontinue

utilization of field settings.

5. To supervise and coordinate the activities of Field Liaison faculty.

6. To act as liaison between the Social Work Department, Agency Field

Instructors and BSW/MSW consultants.

7. To identify BSW/MSW Consultants for placements where BSW/MSW

instructors are not available.

8. To resolve problems that arises within the Field Instruction practicum.

9. To recommend modifications in the curriculum, structure, and function

of the Field Instruction.

10. To plan and coordinate training for agency field instructors and

BSW/MSW Consultants.

11. To make visits to field settings during each semester.

12. To assist the Agency Field Instructor in the supervision of the student’s

learning experiences within the practicum.

13. To assist the agency Field Instructor in identifying educational needs of

the student.

14. To assist the Agency Field Instructor and student in the development of

learning opportunities related to the student’s learning objectives.

15. To ensure that each student under the supervision of an Agency Field

Instructor is assigned clients for whom she/he is assigned primary

responsibility.

16. To orient the student to the nature, purpose, and expectations of the

practicum setting to which she/he is assigned.

17. To orient the Agency Field Instructor to the nature, purpose and

expectations of the Field Instruction.

18. To maintain contact with students and Agency Field Instructors, Field

Liaisons, and BSW/MSW Consultants regarding student performance

and progress.

19. To assign course grades to student based on performance in their field

placement.

**Responsibilities of the Agency Field Instructor and BSW/MSW**

**Consultant**

1. To learn the generalist problem solving model of social work taught by

the Social Work Department at Tennessee State University in order to

provide appropriate supervision to practicum students. Agency

field instructors and BSW/MSW Consultants must attend the

department’s field instruction training.

2. To provide professional supervision to the student and consult the Field

Coordinator with regard to departmental expectations and student

progress.

3. To assume responsibility for fulfilling the field agency’s obligations as

specified in the Field Instruction Contract.

4. To develop learning experiences for students based on the objectives

contained in the Student Field Instruction Learning Contract.

5. To periodically review the student’s achievement of objectives in the

learning contracts.

6. To assist the Field Coordinator and student in identifying specific

educational needs of students, and in implementing learning

experiences to meet those needs.

7. To assign students clients for which the student, under the supervision

of the agency field instructor, bears primary responsibility. This

assignment should permit the student to utilize different methods and

levels of intervention.

8. To conduct structured supervisory sessions with the student at least

once per week.

9. The BSW/MSW consultant should conduct structured instructional

sessions with the student at least once per week.

10. To assist the Field Coordinator in the evaluation for the student’s

performance in the field.

11. To serve as liaison between the practicum agency and the University in

matters concerning the student’s field instructions practicum

12. To instruct the student about the function and operation of the agency.

13. To identify and assist in resolving problems arising in the practicum.

14. To socialize the student into the social work profession through an

ongoing discussion of knowledge, skills, values and ethics.

15. To assist student in acquiring the knowledge, skills, and values

necessary to work with diverse groups and populations at risk.

**Responsibilities of the Field Instruction Faculty Liaison**

A program faculty is assigned to placement sites to serve as linkage between

agencies and the Social Work Program. The agency instructor has the primary

educational role with the student while the faculty liaison acts as consultant and

facilitator in the process. Therefore, faculty liaison activities are to ensure that

Social Work students’ practicum experiences are educationally directed. Faculty

liaison will:

1. Visit assigned agency (ies) at least two (2) times per semester.

2. Confer with student and agency instructor regarding student progress

and performance.

3. Serve as a mediator if problems between student and field instructor

arise, or other problems develop, will become involved.

4. Inform agency field instructor of programs and curriculum changes that

affect students placement.

5. Confer periodically with Field Coordinator regarding the educational

experiences taking place in the agency.

6. Submit a written brief of each visit to the agency.

7. Make recommendations regarding established or potential field

instruction agencies.

**Field Instruction Expectations**

**Attendance** **Schedule:**

Students are in agency placement four days per week. Monday through

Thursday. Each Friday students are required to attend the Field Instruction Seminar

(SOWK 4200) for three hours.

Students must report to their Field Instruction agency placement on the first

day of scheduled classes at the beginning of the semester. Failure to report to the

agency within 48 hours of the first day of classes without the prior permission of both

the Agency Field Instructor and the Field Instruction Coordinator is considered a

serious violation of Field Instruction Policy. Such violations may result in

**termination of the practicum**. The last day of Field Instruction is the last day of

regular classes for the semester. (<http://www.socialworkers.org/pubs/code/code.asp>). (Policies)

#2.7 & 2.8).

Students are to observe the regular agency hours unless prior arrangements

have been made with the Agency Field Instructor and written approval of the Field

Instruction Coordinator has been obtained. Students may not receive credit for work

done at home unless prior written approval is obtained from the Field Instruction

Coordinator. Students may not routinely obtain credit for working during lunch hour

unless the written approval of the Field Instruction Coordinator has been obtained

students may not routinely accrue over 8.5 hours per day without written approval

from Field Coordinator. Students may obtain credit for hours worked between 10 PM

and 8 AM only under exceptional circumstances with written approval by the Field

Instruction Coordinator. No student is to receive credit for time driving to the

placement in the morning or from the placement at the end of the day.

Students are expected to keep a weekly Time Sheet and have it signed by their

agency instructor. An agency field instructor may designate one additional person

who is authorized to sign time sheets in his/her absence. **Time sheets that are not**

**signed by Agency Field Instruction will be considered invalid.**

Students are to submit the Time Verification Sheet and Field Instruction Activity

Sheet each Friday. Students are given no credit for hours in placement setting unless

the appropriate time sheet is submitted. Students will be penalized grade points for

time sheets and activity sheets that are submitted late. No whiteout or correction tape

is to be used on time sheets. Any corrections must be crossed through and initialed

by both the student and the agency field instructor. Any alterations of a time sheet

after it has been signed by the Agency Field Instructor is a **serious violation** of field

policy and may result in **termination of the practicum**. Reporting of hours that the

student did not work is also a serious violation of policy may result in **termination of**

**the practicum.**

Students must abide by the NASW code of Ethics throughout their academic career at Tennessee State University both in the classroom and at their field site. Please go to the following link for the NASW Code of Ethics, <http://www.socialworkers.org/pubs/code/default.asp>

• Students must maintain confidentiality of clients; however, keep in mind that social workers are mandated reporters.

• A relationship between a student and field work supervisor and/or field liaison is not considered confidential and all information about the student can be shared with the Internship Placement Office.

• Students are not permitted to use personal phones and communication devices during field placement hours. Any personal phone use during internship hours should be discussed and approved by a field supervisor.

• Students may have access to computers and confidential information at an internship site. Students are not permitted to use computers for personal use.

• Students must maintain professionalism in regards to their field placement and Tennessee State University on all social media outlets. Inappropriate comments or photos on web-links may be considered a breach of ethics and could result in dismissal.

• In the field, students must dress appropriately. Standards of dress are determined by the internship site.

• Students cannot be supervised by any friend or family member or by someone who was a previous supervisor.

• Students cannot obtain a field placement through a friend or family member.

• Students can be asked to travel a minimum of an hour or more to their internship placement on MTA, or by car. Travel time to and from the field site does not count towards placement hours. Travel is the responsibility of the student and students are not reimbursed for cost of travel.

• Some students may provide home-based work where they provide services in the client’s home. In this instance, travel time *does* count towards field placement hours.

• Students are not required to use their personal vehicle for agency work. Students must

discuss the conditions and use of their personal vehicle with the supervisor prior to the start of placement (e.g. transportation of clients).

• Students who leave the BSW program to take a Leave of Absence or withdraw from the program itself are not guaranteed the same internship placement upon return or readmission to the Social Work Program.

**SCHEDULE AND HOLIDAY/TIME OFF EXPECTATIONS IN THE FIELD**

• Unless other arrangements are made, students follow the agreed upon work day schedule of the agency. Lunch hours and breaks do not count towards internship hours.

• Students are expected to discuss the implication of religious holidays on their internship schedule and must request time off from their supervisor for these holidays.

• All time off requests from internship must be approved by the field instructor.

• Students are expected to work through fall and spring breaks when class is not in session. Students will negotiate exact vacation dates with the field instructor, respecting the needs of the agency and the clients.

• Some sites require students to make a school-year or full-year commitment. If students accept an internship with this type of schedule, they are required to honor that commitment.

**Absences:**

The student is expected to notify the Agency Field Instructor promptly if s/he

must be absent from the agency or will be late to work. Generally, acceptable excuses

for absences include health reasons and family emergencies. Students may be asked

to provide documentation to substantiate the reason for their absence from the field.

Absences should be recorded on the student’s time sheet. The Agency Field Instructor

should notify the Field Instruction Coordinator if there is an unexplained absence of a

student.

Students may obtain field credit for attendance at professional meetings.

However, the student must obtain prior approval from the Agency Field Instructor and

the Field Instruction Coordinator in order to get practicum credit for attendance at

professional meeting. The Field Instruction Coordinator and the Agency Field

Instructor will decide on meetings that are desirable and permissible based on the

educational value of such meetings in meeting the student’s learning objectives.

Regular attendance in Field Instruction is expected any hours the student

misses must be made up. Students who do no complete the minimum 400 clock

hours of field requirement by the last day of finals will receive an ‘incomplete’ grade.

**Extra Hours:**

Students may occasionally accrue more than 30 hours per week in the

placement. This time can be credited against the minimum 400 agency clock hour

requirement on an hour per hour basis. However, the student’s placement ends on

the University calendar and not necessarily when the minimum 400 hour requirement

has been completed.

**Professional Behavior:**

Students in Field Instruction are representatives of the agency and the Social

Work Program, and the university. They therefore are expected to present themselves in a

professional manner and to demonstrate behavior that is consistent with agency requirements,

university standards, and the NASW Code of Ethics

(<http://www.socialworkers.org/pubs/code/code.asp>). (Policies #2.7 & 2.8)

**SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS**

**DEMONSTRATED IN BSW FIELD PLACEMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **COMPETENCIES** | **PRACTICE BEHAVIORS** |  |  |
| I. Professional Identity | 1. Advocate for client access to services 2. Personal responsibility for professional development 3. Attend to professional roles & boundaries4. Demonstrate professional behavior5. Engage in career-long learning6. Use supervision & consultation |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| II. Ethical Practice | 7. Recognize & manage personal values within professional values/practice 8. Ethical decision making utilizing professional codes of ethics 9. Tolerate ambiguity in resolving ethical conflicts10. Apply strategies of ethical reasoning to principled decisions Tasks: |  |  |
| III. Critical Thinking | 11. Utilize multiple sources of knowledge 12. Analyze models of assessment, prevention, intervention, & evaluation 13. Demonstrate oral & written communication working with all system sizes |  |  |
| IV. Diversity in Practice  | 14. Recognize impact of culture's structures and values 15. Gain self-awareness to eliminate personal biases/values 16. Recognize/communicate understanding importance of difference in shaping experiences17. View self as learner & engage with systems  |  |  |
| V. Human Rights &  Justice | 18. Understand forms & mechanisms of oppression & discrimination:19. Advocate for human rights & social & economic justice 20. Engage in practices that advance social & economic justice |  |  |
| VI. Research Based Practice | 21. Use practice experiences to inform scientific inquiry22. Use research evidence to inform practice |  |  |
| VII. Human Behavior | 23. Utilize conceptual frameworks to guide assessment/intervention/evaluation 24. Critique & apply knowledge to understand person and environment  |  |  |
| VIII. Policy Practice | 25. Analyze, formulate, & advocate for policies that advance social well-being 26. Collaborate with colleagues & clients for effective policy action  |  |  |
| IX. Practice Contexts | 27. Continually learn @ locales/populations/science/technology/trends to provide services 28. Provide leadership in service delivery & practice to improve quality of services |  |  |
| X. Engage Assess Intervene Evaluate | 29. Substantively and affectively prepare for action with all system sizes :30. Use empathy and other interpersonal skills 31. Develop a mutually agreed-on focus of work and desired outcome 32. Collect, organize & interpret client data 33. Assess client strengths & limitations 34. Develop mutually agreed-on intervention goals and objectives 35. Select appropriate intervention strategies 36. Initiate actions to achieve organizational goals37. Implement prevention interventions that enhance client capacities 38. Help clients resolve problems 39. Negotiate, mediate, and advocate for clients 40. Facilitate transitions & endings 41. Critically analyze, monitor, & evaluate interventions  |  |  |

**Academic Integrity** - You are responsible for what you achieve in this class; therefore, neither

cheating nor plagiarism will be tolerated. Any material taken from other sources (another

individual’s idea and/or theory) must be documented in accordance with the APA Publication

 Manual (6th ed., 2009). In no case should one represent another’s work as one’s own. This

includes information received from others during examinations or submitting another’s

 assignments, papers, etc. as one’s own. To avoid questions of plagiarism, students involved in

 collaborative research should exercise extreme caution. If in doubt, students should check with

the instructor. In addition to the other disciplinary sanctions which may be imposed through the

regular institutional procedures, as a result of academic misconduct, the instructor has the

authority to assign an “F” (or a zero) for the assignment or examination, and/or to assign an “F”

 for the course.

 **Violation of ethical standards** for social work practice (such as violation of confidentiality or

racist remarks) may result in **termination of the practicum.**

Students are expected to observe agency policy and procedure. Thus, students

may be asked to dress and to behave in a manner that is more formal than the

university campus and in some instances the agency setting. Any problems with

professional behavior or with colleagues should be reported to the Field Instruction

Coordinator immediately. Serious or repeated **violations of agency policy** may result

in **termination of the practicum.**

Students will be asked to discuss their agency experiences in the Field

Instruction Seminar. When doing so, client names or initials should never be used in

order to preserve confidentiality.

**Avoiding Conflicts of Interest**

Students should take appropriate steps to avoid conflicts of interest that could arise in the

selection of a field placement or during the course of a placement. BSW students should inform

the BSW field coordinator of any actual or potential conflicts of interest that could influence the

field placement selection process. Once in a placement, students should immediately inform the

 field instructor when a real or potential conflict of interest arises and take action to resolve the

matter expeditiously in a way that affords maximum protection to clients’ interests. (Policy #2.2)

**Adherence to Agency and University Policies**

Students are expected to comply with agency and university policies during their field

placements. Students represent their practicum agencies, the BSW Program, and their university

in their contacts with clients, other agencies, and the general public. They therefore are expected

 to present themselves in a professional manner and to demonstrate behavior that is consistent

with agency requirements, university standards, and the NASW Code of Ethics

 (<http://www.socialworkers.org/pubs/code/code.asp>). (Policies #2.7 & 2.8)

**Confidentiality**

BSW students are expected to maintain the confidentiality of information obtained during their

practicum experiences and to behave in ways consistent with the NASW Code of Ethics

(<http://www.socialworkers.org/pubs/code/code.asp>) (Policy #2.3)

**Liability Insurance**

Although the risk is relatively small, the BSW Program requires that all students in placement

obtain professional liability insurance. In some cases, agencies may be able to include students,

especially students who are their employees, under the agencies’ "blanket policy." However,

neither the BSW Program nor the university is able to cover the costs of students obtaining such

coverage. Students are encouraged to check with their insurance providers as well as with

NASW (<https://www.socialworkers.org/joinBenefits/protection.asp>) for information about the

availability and costs of such coverage.

Within two weeks of beginning a practicum, students must submit documentation of the liability

 insurance acquired to the BSW field coordinator. (Policy #2.4)

**Transportation**

Neither the BSW Program nor the university is able to cover students’ placement-related

 transportation costs or provide vehicles for students’ use. All costs incurred traveling to and

from the field placement agency, including but not limited to gas, parking, and tolls, are the

responsibility of the student. If an agency vehicle is not available, students may be asked to use

their own vehicles for agency business, including client transport. In these situations, students

should talk with their field instructors about agency policy and procedures for reimbursement of

 expenses. Students also need to talk with their field instructors and theirinsurance agents about

the type of automobile insurance required, especially if they are to transport clients in their own

vehicles. It is students’ responsibility to ensure that these issues are resolved before they

transport any clients. (Policy #2.9)

**SAFETY TIPS FOR STUDENTS IN THE FIELD**

***Agency Protocol***

It is important for students to know the agency’s protocol for safety and security. The following

 are guidelines and suggestions that may be helpful to students, field instructors, and field

liaisons as they consider the particular safety issues in their settings. Specific steps taken by

 students or agency personnel will obviously have to be determined by the individual situation,

the nature of the setting, etc. The agency should know the student’s schedule and whereabouts at

all times, especially when the student is working outside the building.

***Security of Belongings***

The agency is responsible for providing students with a secure place to keep belongings while at

placement. It is preferable that the space be one that can be locked, and could be in a desk drawer

 or filing cabinet. Students should not leave cell phones, laptops, backpacks, purses and other

personal articles visible and unattended, even in an office with the door closed. Valuables should

 not be brought to placement settings. Items of value should not be left in cars, and should not be

placed out of view just prior to leaving a vehicle.

***Safety Issues Related to Working with Clients***

Social work students work with clients/consumers in a range of settings and situations. Some of

these include work with individuals dealing with overwhelming emotions and environmental

stressors that result in behaviors that are threatening or appear to be threatening to the student.

Students should always consult with agency field instructors regarding preparation for and

handling of specific situations that are potentially difficult or threatening, such as medical

 emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

***Safety Tips for Office Meetings***

When considering the location of an office meeting, it is important to consider what is in the

room, whether there is more than one exit, and where each person will sit. When scheduling the

 appointment, it is helpful to think about whether other people will be around and available at the

 time of the meeting for help if needed. Also, it is important to have a plan for assistance in the

 event that the client/consumer becomes agitated. This may include having another staff person

 in the meeting. Clothing that is provocative is never appropriate and, in some instances, may

impede one’s ability to act in an unsafe situation.

***Safety Tips for Travel***

When a student is traveling by car for field education activities, it is advisable to have clear

directions and know where he or she is going. In general, it is important to be alert and attentive

 to one’s surroundings, and to lock doors and close windows. Valuables should be placed out of

sight in one’s vehicle prior to parking at the destination.

When traveling by foot or public transportation, it is advisable that students carry as little as

 possible. It is advisable to dress in comfortable clothes that are loose fitting, and to wear sturdy

flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear

 destination. One should be aware of people in the immediate area, without staring or

maintaining eye contact.

***Safety Tips for Home Visits***

Prior to making a home visit, the student should discuss any issues related to safety with the field

 instructor. On an initial home visit it is often advisable to go with another worker. Most agencies

 will want to know the location and scheduling of the home visits. If the student feels unsafe

 upon arrival or at any time during the visit s/he should contact the field instructor immediately

.

***Procedures for Reporting an Incident***

If an incident occurs in which a student is threatened or hurt, the field instructor, or agency

 should contact the field liaison immediately to discuss what actions the agency and Program

 should take to ensure the student's physical and emotional well-being.

The incident should be documented and the steps taken to address it. There will be a meeting

with the student, the agency and the school to discuss the situation, assesses the immediate and

ongoing risk, and find a resolution that promotes the student’s sense of well-being and the

learning process.

**Disciplinary Policy:**

Unfortunately, there are instances in which the Social Work Program must take

disciplinary action against students who are in field. Disciplinary action may be taken

in order to correct problem behaviors which students demonstrate in the field setting.

The general policy is that action should be centered on correcting problem behaviors

rather than punishing student. However, as problems become more serious or

repetitive disciplinary actions could carry more serious consequences.

Student behaviors which may result in disciplinary action being taken are

categorized as either major or minor rules violations. Major rules violations are very

serious in nature and could result in the field instruction being terminated. Repeated

minor rules violations may also result in a termination of the practicum.

**Major Rules Violations**

Examples of major rules violations include, but are not limited to:

1. Violations of the NASW Code of Ethics i.e. violation of confidentiality, lack

of respect for colleagues, etc.

2. Unauthorized alteration of a time sheet after it is signed by the field

instructor.

3. Reporting hours not actually worked

.

4. Violations of the Field Instruction Contract

.

5. Unauthorized absences from the field setting.

6. Unauthorized appropriation of agency resources for personal use.

7. Unauthorized failure to report to the field agency within 48 hours of the

first class day of the semester.

8. Excessive absences or tardiness.

9. Refusal to perform work properly assigned by the field instructor.

10. Reporting to the field agency under the influence of alcohol or drugs (i.e.

drugs not prescribed by a physical.)

11. Acts which may endanger the safety of co-workers or clients.

12. Abusive or unruly conduct.

13. Sexual harassment - sexual relationship with a client or supervisor, etc.

14. Significant impairment of ability to perform internship due to emotional or

personal difficulties; emotional instability (severe mood swings, failure to

maintain prescribed medication schedule, etc.)

15. Disruptive behavior toward colleagues, faculty or school such as negative

communication due to ethnicity, religious beliefs or sexual orientation,

etc., impairment due substance abuse or mental illness and conviction of

a felony (i.e., found to be under the influence of drugs or alcohol; mental

illness not being managed by medication, etc.

**Minor Rules Violations**

Examples of minor rules violations may include, but not limited to:

1. Unsatisfactory performance of duties.

2. Failure to notify field instructor of absences at earliest practical time.

3. Failure to observe assigned work schedule. (i.e. tardiness to work, quitting

early, sleeping in office, long lunches, etc.

)

4. Violations of agency policy.

5. Violation of Tennessee State University Social Work Program Field

Instruction Policy.

6. Excessive visiting or use of the agency phone for personal calls.

7. Unauthorized loafing or performing personal work on agency time.

8. Unexcused absences from Field Instruction Seminar.

9. Failure to attend Field Instruction Group Meeting.

10. Failure to adhere to deadlines for submitting documents and/or written

reports.

When rules violations are reported, the Field Instruction Coordinator and the

Agency Field Instructor should counsel with the student in order to identify the source

of the problem and to suggest corrective action. The Field Instruction Coordinator

should make a written summary of the counseling session and should provide the

student with a written copy of any corrective action plan.

In the event the rules violations are serious or are repetitious of past violations

**Policy on Repeating Field Instruction**

Students who have been terminated from the Field Instruction or who has made

a grade of D or F may wish to repeat the Field Instruction. However, students who

apply to repeat the Field Instruction must submit written documentation to the Field

Instruction Coordinator that previous behaviors and/or skills deficits have been

addressed. This documentation will be reviewed by to determine if a second field

placement is in the best interest of the student, the Social Work Program, and the field

agency.

The Field Instruction Committee will make a recommendation to the Field

Instruction Coordinator concerning the student’s request for a second field placement.

The Field Instruction Coordinator will review this recommendation with the student,

and if appropriate, will discuss appropriate remedial action that student could take.

Students may appeal the recommendation of the Field Instruction Committee through

the Appeal Procedures outlined in the Social Work Student Handbook.

**EMPLOYMENT-BASED FIELD PRACTICUM**

It is the policy of the Social Work Program that BSW students should complete Field

Instruction at an agency or setting which he or she is not employed. In special

circumstances, the Program may approval and exception to this policy. However, because field

education is focused on educating students for generalist social work practice, the following

criteria have been established to ensure that an employment-based field practicum provides

 appropriate learning opportunities:

1. The field practicum must be an entirely different experience than the one where

the student is working or is employed.

1. Assignments developed for the practicum must be educationally focused and

 must be clearly delineated from work assignments

.

1. The student's work supervisor should not serve as the field instructor.

1. The agency must meet the same criteria as other field practicum agencies, as

 specified in the Field Education Manual.

1. The person designated as the field instructor must meet the same criteria as other

field instructors, as specified in the Field Education Manual.

1. The student must fill out the Field Education Application for an employment-

based placement request.

1. The Field Coordinator may make an agency visit.

The BSW field coordinator will review a student’s request and will work with the student to

determine if the agency has appropriate learning tasks and supervision available. The BSW

Field Coordinator also may contact the employing agency to discuss the requirements for a Field

Education placement and work out the details for establishing a placement. The BSW Field

 Coordinator must approve an employment-based practicum request before a student can begin

 the field placement.

**Field Instruction Related Cost**

A Field Instruction fee\* of $23.00 is assessed per Field Instruction student. This

fee is to be remitted during the Field Instruction Application process and is used to

cover the cost of required professional liability insurance coverage.

**\*** This may increase in the future to cover increase cost of liability coverage and special

 Field Instruction activities at the end of each academic year.

**Developing the Learning Contract**

One of a student’s first activities after starting a field placement is to work on the development of

his or her field learning contract. The student, with consultation from the field instructor,

identifies learning tasks that, over the course of the placement, will allow her or him to achieve

 the educational objectives specified in the syllabus and the Field Education Learning Contract

and Evaluation form. Twelve (12) learning objectives have been established for foundation

placements and four (4) have been identified for concentration placements. Students, with input

from their field instructors, are expected to articulate three (or more) learning tasks for each

 learning objective. Reflecting the generalist and orientations of the BSW placement, the

 the learning tasks within the objectives should be structured so as to provide students’ learning

 opportunities with client systems of various sizes and diverse characteristics.

The Field Education Learning Contract and Evaluation form should be completed within the first

 three weeks of a student’s field placement and submitted to the field liaison for review.

**Ongoing Field Supervision**

***Meeting with the field instructor.*** BSW students are expected to meet regularly with

 their field instructors for supervision. Typically, these meetings occur weekly, at a

prescheduled time, for about an hour. Informal conversations that occur during the

 normal course of work interactions supplement, but do not replace, these formally

 scheduled field supervision meetings. The weekly meetings are educationally focused

and are intended to foster students’ field-based learning, integration of classroom and

experiential learning, and professional development. These regular meetings afford

students (and field instructors) opportunities for reflection. They also allow students to

receive ongoing feedback on their performance throughout the semester.

***Field liaison contact.*** Students have regular contact with the faculty field liaison during

 their field placements. At least once during the semester, the field liaison visits the

placement agency to meet with the student and the field instructor. Students also have

regular, online contact with the liaison; each week, students are expected to electronically

submit field journals to the faculty field liaison. In addition to ongoing placement

monitoring, the field liaison is available to both the student and the field instructor to

 assist in addressing concerns that may arise in the placement.

**Problem-solving**

If difficulties arise in a field placement, the student and field instructor are expected to work

 together to try to resolve the issues. A student should make the field instructor aware of the

problem (and vice versa) and explore ways to address the matter before involving others in the

situation. At times, however, a resolution cannot be achieved by the student and his or her field

instructor. In these instances, the field liaison should be contacted and asked to participate in the

problem-solving process.

**Evaluation**

A formal evaluation is conducted at the end of a student’s field placement. The educational

 objectives and tasks established in the student’s learning contract provide the criteria against

 which the student’s progress is assessed. The Field Education Learning Contract and

Evaluation forms provide space for recording objective-specific and general evaluative

assessments. The field instructor recommends a grade to the field liaison. However, it is the

field liaison, as a faculty member, who is ultimately responsible for assigning the grade and

submitting it to the university. (Policy #2.12)

In addition to the above evaluation of learning, the student also is asked at the end of the

placement to provide feedback on her or his learning experience. The Student Evaluation of

Internship form documents students’ assessments of the field learning opportunities and the field

instruction received at the placement site.

**PLACEMENT CHANGE OR TERMINATION**

Occasionally, difficulties arising in a field placement result in the need to change the agency

 placement. If the difficulty is sufficiently severe and cannot be resolved by the student, field

 instructor, and field liaison through engaging in problem-solving, the field liaison will apprise

 the BSW field coordinator of the situation and the field coordinator will consider a change of

 placement. Additionally, per the educational agreement between the universities and the

agency, the agreement to have students placed at the agency is strictly voluntary and can be

cancelled at any point. (Policy #2.10)

In addition, a student can be removed from his or her field placement due to unsatisfactory

performance at the practicum. Reasons for termination include, for example, engaging in

 behavior that is unethical, illegal, or dangerous to clients or staff; breaching agency policy,

 refusing to be supervised, or being unable to fulfill agency assignments. A student who is

terminated from his or her field placement will receive a grade of “Fail” for the field education

 credits in which he or she is registered and will be asked to change majors.

**PROCESS RECORDING GUIDELINES**

Process recordings are used in teaching as the written description of the dynamic interaction with

a client. It is expected to reveal facts, feelings, observations within the interview, plus responses

 and activity of the client and student. It expands into an analysis of the student's observations of

and reaction to the interview and graduates into diagnostic thinking and planning.

It serves as a basic instrument in guiding the students’ learning and helps them to conceptualize

their thinking and organize ongoing casework activities. It is a basic tool for stimulating

communication and self-awareness on the part of the student and gives the students an

opportunity to gain the ease and freedom in written expression that are important for their

professional development. It permits the instructor and the students to jointly identify the

students’ strengths and weaknesses without the student feeling threatened or exposed.

It plays an important part in providing direction and a structural framework for the supervisory

conference. The fieldwork instructor has an opportunity to individualize both the student and the

clients with whom he/she is working and enables the field instructor to assess quickly the

student's ability to respond to a client's feelings. It reflects the extent to which the student is able

to integrate knowledge and theory gained from previous experiences, classroom courses, and

outside readings.

 **PROCESS RECORDING SAMPLE - *ABBREVIATED VERSION***

 **Client-Therapist Dialogue Student’s feeling Interpretations Instructors Feedback**

|  |
| --- |
|  |
| **Therapist**- How are you feeling today? **Client**- I’m actually not doing well… I have been having thoughts about …cutting. I’ve been thinking about my mom and miss her so much. Then I think of Brian and wish he were here to comfort me and I begin to feel overwhelmed. (Client begins to get tearful)  | My first thought was panic because I’ve never worked with anyone who has cut before. I’m not sure if I’ll be able to help her.  | Client and I have talked a lot about the loss of her mother and the deep impact it has had on her. Since Brian, her ex boyfriend, broke up with her she has lost a strong support. Cutting has been one of her coping mechanisms in the past although she has not actively done that since we have been together. A client- centered approach may help her feel more comfortable talking about this so that we can understand this behavior better.  | *Leave blank* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Therapist**- I know how difficult it was to lose your mom …and what a strong support Brian had been to you. You’ve talked about cutting in the past and it sounded like that was something you did to help you cope. Can you share more with me about that? **Client**- Yeah, well I started doing it when my mom got sick and I felt like I had no control over anything. Cutting helped me feel like I could control how and when I felt. Sometimes I felt numb from the pain of my mom and cutting helped me actually feel something.  | Wow. I wasn’t expecting that answer. I feel a little unsure of what to say next.  | Maybe understanding this from a dynamic perspective will help uncover some more thoughts she has over the loss of her mom. Since control is something she mentioned, I’ll continue with the client-centered approach so that she can direct our discussion. Later on we can explore other aspects of her history.  | *Leave blank* |

#### Tennessee State University Social Work Program

3500 John A. Merritt Blvd. Jane Elliot Hall (Women’s Building)

Nashville, Tennessee 37209-1561 3rd Floor, Room 310

**SOWK 4100 Field Education – 8 Credit Hrs.**

Delores Butler, LAPSW Office Hours: Posted

Assistant Professor Office Location: WB 310C

Field Education Coordinator Telephone: 963-7666

 E-Mail: dbutler@tnstate.edu

**Baccalaureate Social Work Program: Field Education Manual (2014).Tennessee State University. (Social Work Program Website)**

**I. Course Description:**

Field Education course is designed to provide the student with the opportunity to apply and integrate academic content and to develop skills that meet the requirements for entry-level professional social work practice. Supervision in the field is provided by a qualified practitioner committed to undergraduate social work education. Students are required to spend a minimum of 400 clock hours in an educationally oriented field placement. Seniors are admitted after the completion of a formal admission process, including recommendation by the student's advisor. **Prerequisites: completion of general education core, SOWK 2010, 2100, 3300,** **3350**, **3400, 3450, 3500, 4601 4800, SOCI 3000. Co-requisites: SOWK 4850, 4200. Enrollment limited to senior Social Work majors.**

A three (3) hour concurrent course, Field Education Seminar (SOWK 4200) is held each Friday during the semester. This is a three hour seminar that permits field education students in the different field agencies and settings the opportunity to share and benefit from the numerous and varied learning experiences. The seminars are held to evaluate, discuss, and interpret the student's involvement and development as a beginning level professional social worker

**II. Course Objectives:**

1. To acquire knowledge of an agency’s purpose, philosophy and funding for the understanding of agency functioning. (Program .Objectives, 6.7.8)

2. To facilitate the acquisition of knowledge, values and skills of the generalist problem solving methods in order to intervene effectively with individuals, families, groups, communities and organizations. (Program Objective, 1)

3. To strengthen an understanding of social work values and ethics in order to apply this understanding to social work practice. (Program Objective, 4)

4. To strengthen knowledge and understanding of human behavior concepts, interaction between the individual and the environment and apply that understanding in work with diverse and at risk populations. (Program Objectives, 2, 4, 9)

5. To enhance the understanding of the application of basic research concepts as a means of evaluating one own practice in the agency and community. (Program Objective, 11)

6. To provide an understanding of the purpose of supervision, case conference and with agency collaboration as a means of increasing generalist social work skills. (Program Objectives 1, 3)

7. To facilitate the integration of theoretical concepts learned in the classroom for the development of a self-evaluating competent entry level professional social worker. (Program Objectives, 5, 10)

8. To gain skills and apply social work values to practice without discrimination and the respect, knowledge , and skills related to clients’ age, class, color, culture, disability, ethnically, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation. (Program Objective, 7)

9. To apply acquired knowledge of the psychological, biological, and social aspects that affect human behavior, and utilize relevant theory to understand interaction among and between social systems including individuals, families, groups, organizations and communities. (Program Objective 9)

10. To strengthen skills in data collection, oral and written presentations and assessments for developing appropriate intervention strategies. (Program Objective 12)

11. To strengthen analytical skills in order to formulate and influence the impact of social policies on multi systems, workers and agencies. (Program Objectives5, 7, 10)

12. To apply knowledge of the history of the social work profession to its current structures and issues. (Program Objectives 5, 6,)

**III Program Objectives:**

It is the objective of the Tennessee State University Social Work Program that all graduates will be able to:

1. Apply a generalist framework of knowledge, skills, and values for entry-level social work practice based on a problem-solving process including engagement, assessment, planning, implementation, evaluation, termination, and follow-up with systems of various sizes.
2. Prepare graduates to practice with an understanding of discrimination, oppression, and strategies of change, promoting social and economic justice for all people, especially for population-at-risk.
3. Use of supervision and consultation as social work generalist within agencies and community settings, and demonstrate knowledge of urban resources that serve individuals, families, and groups.
4. Demonstrate appropriate professional practice applying social work values and ethics, respecting the dignity of the individual client self-determination and human diversity.
5. Understand and interpret the history of the Social Work Profession and its current structures and issues.
6. Be able to analyze, formulate and influence the impact of social policies on client systems, workers and agencies.
7. Practice without discrimination and the respect, knowledge, and skills related to client’s age, class, color, culture, disability, ethnically, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
8. Function within organizations and service delivery systems to become advocates for client systems, and to seek necessary organizational change.
9. Demonstrate knowledge of the psychological, biological and social aspects that affect human behavior, and utilize relevant theory to understand interactions among and between social systems including individuals, families, groups, organizations, and communities.
10. Apply critical thinking skills within the context of professional social work practice.
11. Develop an ability to evaluate research, apply research findings and implement ethical, qualitative and quantitative research to evaluate and inform their practice interventions.
12. Prepare graduates to use communication skills differentially across client populations, colleagues, and communities.

**IV Evaluation: Criteria Grade**

Field Education students submit several documents for grade evaluation. Each Friday the

Time and Activity Sheets are submitted to monitor the accruement of agency hours and a

summary of activities for the week. The field learning contract must be submitted during

the second week of agency activity The field instructors complete the Evaluation of

Student Field Education form at mid semester and again during end of the semester. The

degree of absence from field site is included in the grading criteria for Field Education.

**Students absent from field 2 to 3 days will receive a 10 point deduction from final grade; 4 to 5 days a 20 point deduction and 6 to 8 days a 30 point deduction from final grade.**

**If a student is awarded an Incomplete or ‘F’ in Field Education SOWK4100; the student will receive an Incomplete or ‘F’ in the Field Education Seminar SOWK 4200; if a student fails one of the co-requisite he or she fails both Field Education courses.**

Activity & Time Sheets………………………………………… 10 points

Learning Contract…………………………………………………… 20 points

Field Instructor Evaluation of Student………………………………… 60 points

Student Evaluation of Agency................................................................. 10 points

**Total…………………………………………………………………………….100 points**

**V Grading Scale:**

 **A**

 **B**

 **C**

**VI Field Education Course Outline**

 **Introduction to Professional Environment**

**Activity and Time Sheets Submitted…………………………………………………………… Weekly 1-15**

**Unit – 1 Week 1-2**

Agency, and community orientation

Knowledge, Skills, and Values

Knowledge of agency purpose, function, structure, auspices, and funding.

Knowledge of worker roles, responsibilities, agency persons, client systems, and intake procedures.

Understanding of social work values and ability to articulate values and principles in regards to the social service clientele and program.

Interaction with agency personal, staff meetings, and visiting with referral and community agencies; observation and participation in agency conferences.

Maintaining agency hours and professional appearance.
Establishes supervisory conferences and utilizes chain of command beginning with the agency field instructor

Recognizes and describes values and attitudes.

Developing student learning contracts

**Generalist Problem Solving Application and Professional Growth**

Unit-2 Weeks 3-12

Mid-Term Evaluation…………………………………………………………… Weeks 7-8

Engagement:

Makes effective use of attending skills
Sensitive to client systems values and behaviors
Treats client systems with respect

Develops and maintain professional relationships

Explains agency services, expectations and constraint
Focus on client systems, thoughts, and feelings
Orientate systems to the helping process
Applying skills in oral and written communication
Skills in using appropriate questioning techniques

**Assessment:**

Skills defining the problem and needs of client systems

Skills in data collection and use observational skills for the assessment process

Involves client systems in assessment process

Skills in identifying and using client strengths
Ability to partialize the problem in work with individuals, families, groups, organizations, and communities.

Apply professional judgment

Articulate and apply social work professional values

Understanding and promote affiliations with professional organizations

Understand and apply in professional confidentiality
Recognizes and analyzes ethical values dilemmas

Sensitivity to and respect values about race, gender, ethnicity, age, national origin, religion, socio-economic status, sexual orientation, disability, and lifestyles.

Understanding and applying professional responsibility as related to promptness, conduct, integrity, etc.

Promote social and economic justice in working multi-level systems.

Promote social and economic justice in working with diverse populations,

particularly, Latino/Hispanic and Asian immigrants

**Planning**:

Skills in developing and writing long term and short goals.

Skills in determining and selecting appropriate strategies in the problem solving process.

Skills in formulating service contracts and write clear objectives in the formulation of the service contract.

Skills in organizing, interpreting, and presenting data collected.

Skills in using formal and informal services for planned change.
Identifies and records client systems data on appropriate agency forms.

Skills in prioritizing problems.

**Professional Growth:**

Able to demonstrate professional roles and functions within the agency setting.

Utilizes community resources relevant to placement assignment. Is skillful in seeking feedback and applying that feedback for professional growth and development.

Makes appropriate use of authority.

Is able to work within agency/setting purposes, structure, and constraints.

Demonstrates a commitment to social and economic justice.
Works on committees, boards and/or councils providing professional leadership.

**Implementation:**

Identifies activities to solve or prevent problems.
Skills in helping client select tasks and activities, which are consistent with goals and problem identification.

Skills using a broad range of relationship and problem solving skills in order to intervene with multilevel client systems

Promotes client self-determination in problem resolution activities satisfactorily demonstrates accomplishment of practicum learning

**Evaluation and Termination**

**Unit-3 Weeks 13-15**

**Final Evaluation Week 15**

**Evaluation:**

Skills in selecting intervention strategies, most efficient and consistent with stated problem and needs.

Skills in involving client systems in the evaluative process.

Identifies clearly the tasks for the worker to accomplish.

**Termination:**

Make decision when it is appropriate to terminate services.

Makes appropriate referrals and identify ongoing needs of client systems.

Skills in helping client systems through the phases of termination.

Deals effectively with unplanned terminations.

**Follow-Up:**

Skills in follow-up contacts with client systems.

Skills in re-accessing clients needs after formal termination has taken place.

 **Activities:**

Conducting client interviews Articulating helping process to individuals, families, groups, organizations, and communities
Gathering data
Defining the problems
Identifying client strengths
Using attending skill in interviews
Making professional decisions
Formulating long term and short term goals
Organizing, interpreting, and presenting data collected
Developing service contracts

Identifying activities to solve or prevent problems
Assisting client systems in selecting tasks and activities of work

Using broad range of relationships and problem solving skills to bring about planned change
Designing strategies for planned change

Determining social systems to be targeted for intervention

Making appropriate referrals Disseminating appropriate information

Integrating social work practice and values
Planning termination activities

Evaluating client service goals

Evaluating student learning contract

Participating in agency services, delivery
Evaluating agency effectiveness
Writing agency reports and documents
Proposing evaluative questions

Evaluating one’s own practice

Working with Latino/Hispanic and Asian immigrants

Working with diverse populations including populations at-risk

Following up on client systems

Using the NASW Code of Ethics in working individuals, families, groups, organization and communities

**Students with Disabilities contact Patricia Scudder, Director of Students with Disabilities—Disabled Student Services Office, at963-7400, preferably before the fourth (4th) class meeting, if you need accommodation. The Social Work Program, in conjunction with the Office of Disabled Student Services, makes reasonable accommodations for qualified students with medically documented disabilities. I need to be aware of your status if it will affect your class and/or field activities and assignments—before assignments are due.**

**SOWK 4100 Field Education Tennessee State University**

**Bibliography**

**Readings: The following are some suggested readings**

Baldwin, L. V. & Al. Hadid, A.Y (2008). Between cross and crescent: Christian and muslim

 perspective on malcolm and martin. Gainesville: University Press of Florida.

Baird, Brian,(2011).The Internship, Practicum, and Field Placement Handbook. Pearson, Allyn

& Bacon.

Bietek, F.P. (1957). Casework Relationship. Chicago: Loyola University Press.

Bogo, M., Globerman, J., & Sussman, (2004).The field instructor as group worker: Managing

 trust and competition in group supervision. Journal of Social Work Education, 40, 13-26.

Bobo, M., Regehr, C., Power, R., Hughes, J., Woodford, M., & Regehr, G. (2007). Toward new

 approaches for evaluating student field performance: Tapping the impact criteria used by

 experienced field instructors. Journal of Social Work Education, 40, 417-425.

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HBCUs and PWI. Leadership, Equity, and Social Justice in American Higher Education Essays

for Academic and Student Affairs Professional From The Field.

Carolton-LaNey, I. (1999). African american social work pioneers' response to need. Social

 Work, 44, 311-321.

Cash, S. J., Mathiesen, S. G., Barbanell, L. D., Smith, T. E. & Graham, P. (2006). Education and

 partnerships in child welfare: Mapping the implementation of a child welfare certification

 program. Journal of Social Work Education, 42, 123-138.

Claiborne, N. (2007). Presence of social workers in nongovernment organizations. Social Work,

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 resources for turning theory into action. United States: Thomson Brooks/Cole.

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 documenting lifelong learning in a dynamic profession. United States: Brooks/Cole.

Cournoyer, B. R.(2010). The Social Work Skills Workbook. Fifth Edition, Thomson.

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Danowski, W. A. (2005).In the field: A real-life survival guide for the social work internship.

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 K. H. & Clements, J. A. (2006). Supervising students developmentally: Evaluating a

 seminar for new field instructors. Journal of Social Work Education, 42, 291-305

Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M. (2006). Integrating

 evidence-based practice and social work field education. Journal of Social Work

 Education, 42, 377-396.

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 391-402.

Goldblatt, Hadass & Buchbinder, E. (2003). Challenging gender roles: The impact on female

social worker students of working with abused women. Social Work Education, 39, 255-275.

Greene, A. D. & Latting, J. K. (2004). Whistle-blowing as a form of advocacy: Guidelines

 for the practitioner and organization. Social Work, 49, 219-229.

Haight, W. (1998). Gathering the spirit at first Baptist church: Spirituality as a projectile

 factor in the lives of african american children. Social Work, 43, 213-221.

Hamilton, D. & Fouri, D. (2001). Social workers political participation: Strengthening the

 political confidence of social work students. Social Work, 37, 321-332.

Hardina, D. (2004). Guidelines for ethical practice in community organization. Social Work, 49,

 595-604.

Horijsi, C. R. & Garthwait, C. L. (2000). The social work practicum: A guide and workbook
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Koerin, B. B., Reeves, J. & Rosenblum, A. (2009). Macro-leaning opportunities: What is really

 happening out there in field? The Journal of Baccalaureate Social Work, 6, 109-121.

Kottler, J. A. (2001). Learning group leadership: An experiential approach. Boston: Allyn &
 Bacon.

Lam, D. (2008). Problem-based learning: An integration of theory and field. Journal of Social

 Work Education, 40, 371-389.

Lightfoot, M. & Rotheram, M. J. B. (2004). Predictors of child custody plans for children whose

 parents are living with AIDS in New York City. Social Work, 49, 461-468.

Madden, R. G. & Wayne, R. H. (2003) Social work and the law: A therapeutic jurisprudence perspective. Social Work, 48, 338-347.

Mizrahi, T. & Rosenthal, B. B. (2001). Complexities of coalition building: Leaders' success,

 strategies, struggles, and solutions. Social Work, 45, 118-130.

Morales, A. T., Sheafor, B.W., & Scott, M. (2007). Social Work: A profession of many faces.

(11th. ed.). Boston: Pearson Allyn and Bacon.

Nichols, Quienton (2012). Connecting Core Competencies: A Workbook for Social Work

Students. Allyn and Bacon.

Nybell, L. M. & Gray, S. S. (2004). Race, place space: Meanings of cultural competence in

three child welfare agencies. Social Work, 49, 17-26.

Owens, S. (2003). African American women living with HIV/AIDS: Families as sources of

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Pollack, D. & Marsh, J. (2004). Social work misconduct may lead to liability. Social Work,

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Rogge, M. E. & Combs, O. (2003). Protecting children from chemical exposure: Social work and u. s. social welfare policy. Social Work, 48, 439-450.

Royse, D., Dhooper, S. S. & Rompf, E. L. (2003). Field instruction: A guide for social work
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Ryan, M., McCormack, J., & Cleak, H. (2006). Student performance in field education

 placements: The findings of a 6-year Australian study of admissions data. Journal of Social

 Work Education, 42, 67-83.

Thomas-Fuller, E. & Minkler, M. (2005). American indian/alaskan native grandparents

 raising grandchildren: Findings from the census 2000 supplementary survey. Social

 Work, 50, 131-139.

Tsui, M. S.,& Cheung, F. (2003) Dealing with terrorism: What social workers should and can do. Social Work, 48, 556-5667.

Wayne, R. H. (2004). Legal guidelines for dismissing students because of poor performance in

the field. Journal of Social Work Education, 40, 403-414.

Wayne, J., Bogo, M. & Raskin, M. (2006). The need for radical change in field education.

Journal of Social Work Education, 42, 161-169.

Weaver, H. N. (2000). Cultural and professional education: The experiences of native

 american social workers. Journal of Social Work Education, 36, 415-428.

Yip, K. (2004). The empowerment model: A critical reflection of empowerment in Chinese culture. Social Work, 49, 479-487.

**Note:** In addition to the above, students are expected to research other journal resources for
supplementary readings

Revised 01/14

Tennessee State University Social Work Program

3500 John A. Merritt Blvd. Jane Elliot Hall (Women’s Building)

Nashville, Tennessee 37209-1561 3rd Floor, Room 310

Prerequisite: Liberal Arts Perspective, SOWK 2010-4800

Co-requisites: SOWK 4850-4200

**SOWK 4200 Field Education Seminar**

**3 Credit Hours**

Delores Butler, LAPSW Office Hours: Posted

Assistant Professor Office Location: WB 310C

Telephone: 963-7666

E-Mail: dbutler@tnstate.edu@tnstate.edu

**Text: Nichols, Quienton (2012).Connecting Core Competencies: A Workbook for Social Work Students. Pearson: Allyn & Bacon.**

 **Baccalaureate Social Work program: Field Education Manual (2014), Tennessee State University. Social Work Program Website**

**Recommended Readings:**

Garthwait, Cynthia (2011). The Social Work Practicum: A Guide and Workbook for Students. 5th Edition, Pearson: Allyn & Bacon.

Sweitzer, Fredrick H. and King, Mary A. (2004). The Successful Internships: Transformation

 and Empowerment. Thomson Brooks/Cole.

Westerfelt, Alex, Dietz, Tracy J. (2001). Planning and conducting agency based research: A

 Workbook for social work students in field placements. Allyn and & Bacon.

**I. Course Description:**

A course to give students in field education an opportunity to discuss and share agency experiences, and to relate social work theory to direct field practice. Discussion in the Seminar moves from the level of personal experiences to abstraction. **Co-requisites: SOWK** 4**850, 4100**. Enrollment limited to Social Work majors only.

Course written assignments require students to apply the theories and concepts learned in previous social work courses to their agency practice experiences.

1. **Course Objectives:**

**The students enrolled in SOWK 4200 are expected to:**

* 1. Enhance student knowledge of the generalist problem-solving model of social work practice with individuals, families, groups, organizations, and communities.(Prog Obj. 1, 3)
	2. Strengthen student identification with the social work program through assignments and discussion. (Prog.Obj. 9,10,11,12)
	3. To enhance student ability to apply knowledge of human behavior, diversity and oppression to generalist problem solving practice in the field practicum situations. (Prog. Obj. 2,7,11)
	4. To assist students application of the generalist problem solving knowledge skill and values in practice with at-risk populations, namely; African American, Asian Americans, Latinos, and American Indians, Gays/Lesbians, and religious minorities (Muslims, Bahai, Buddhist). (Prog.Obj. 2,6,7)
1. To facilitate students’ development of social work skills in the promotion of social and economic justice. (Prog. Obj. 2,8,12)
2. To facilitate the transition from student to entry-level social worker.( Prog. Obj.1,3)
3. To facilitate students’ application of social work values as presented in the NASW Code of Ethics for entry-level social work practice. (Prog.Obj. 4, 8)
4. To enhance student understanding and application of social work values and ethics.( Prog. Obj. 4,8)
5. To assist student development in respecting the rights of others in regard to race, gender, ethnicity, age, religion, national origin, socio-economic status, disability,
sexual orientation, and life styles.( Prog. Obj. 4,7)

**III. Program Objectives:**

**It is the objective of the Tennessee State University Social Work Program that all graduates will be able to:**

1. Apply a generalist framework of knowledge, skills and values for entry-level social work practice based on a problem-solving process including engagement, assessment, planning, implementation, evaluation, termination, and follow-up with systems of various sizes.
2. Prepare graduates to practice with an understanding of discrimination, oppression, and strategies of change, promoting social and economic justice for all people, especially for populations-at-risk.
3. Use supervision and consultation as social work generalist within agencies and community settings, and demonstrate knowledge of urban resources that serve individuals, families and groups.
4. Demonstrate appropriate professional practice applying social work values and ethics, respecting the dignity of the individual client self-determination and human diversity.

1. Understand and interpret the history of the Social Work Profession and its current structures and issues.

6. Be able to analyze, formulate and influence the impact of social policies on client

 systems, workers and agencies.

 7. Practice without discrimination and with respect, knowledge, and skills

 related to client’s age, class, color, culture, disability, ethnicity, family

 structure, gender, marital status, national origin, race, religion, sex, and sexual

 orientation.

1. Function within organizations and service delivery systems to become

 advocates for client systems, and to seek necessary organizational change.

 9. Demonstrate knowledge of the psychological, biological and social

 aspects that affect human behavior, and utilize relevant theory to

 understand interactions among and between social systems including

 individuals, families, groups, organizations and communities.

10. Apply critical thinking skills within the context of professional social

 work practice.

 11. Develop an ability to evaluate research, apply research findings and

 implement ethical, qualitative and quantitative research to evaluate and

 inform their practice interventions.

12. Prepare graduates to use communication skills differentially across client

 populations, colleagues, and communities.

**IV. Instructional Methods:**

The Field Education Seminar requires that students assume a great deal of
responsibility for their own learning. Structural written assignments are designed to
assist students in the integration of information from previous classes into the
practical context of social work practice experienced in field settings.

Student learning is maximized when students attend class regularly, prepare written
assignments with critical thinking and commitment, and are prepared to discuss what they have learned from the assignments and other agency experiences. The instructor will facilitate seminar discussions by reviewing, instructing and clarifying information for students.

 Web enhanced methods i.e. elearn, mycourse posting, smartboard, etc. will be used to

 Facilitate the learning and interaction in this class.

**V. Course Requirements:**

Students complete 30 hours weekly (Monday through Thursday) in their field placement agencies during a fifteen (15) weeks semester, a minimum of 400 clock hours; and on Fridays attend SOWK 4200, Field Education Seminar (3 contact hrs.); SOWK 4900, Senior Seminar (1 contact hr.); and SOWK 4850, Social Work Research II (2 contact hrs.).

**Students are expected to keep all discussions, information and materials in class confidential as stated by the NASW Codes of Ethics.** Students are expected to submit assignments on due dates. Any assignment submitted after the due date will receive a penalty of **five (5) points**, and assignments submitted one week late will receive a grade of 0. Students are also expected to attend and participate in class throughout the semester and are graded on their seminar performance.

**VI. Portfolio Presentation:**

Student's portfolio process is completed during the Field Education Seminar course. Students prepare the portfolio utilizing the procedures outlined in the Portfolio Review and Evaluation Process located on the Social Work Program Webpage. The evaluation and rating are completed by a committee composed of: a) the student's advisor, b) one (1) program faculty ( when the advisor is the instructor of the seminar course); (c) one liberal arts faculty, and 2 (two) program SOWK 4200 students. **Identified timeline strictly enforced; work received after deadline will receive a zero or ‘F’ for that period. Each submittal timeline and date will be assessed 10%+ or – toward portfolio grade.**

**VII. Assignments:**

Student assignments for the Field Education Seminar will be handout from the instructor and will provide clarifications assignments. The course grade includes the Field Education Seminar assignments, tutoring from WRITE Center, attendance and participation, and the Portfolio Review and Evaluation Process. The following method will be used to determine assignment and course grades:

**Students absent from field 2 to 3 days will receive a 10 point deduction from final grade; 4 to 5 days a 20 point deduction and 6 to 8 days a 30 point deduction from final grade.**

**Student absent from seminar class once will receive 20% toward final grade, twice will receive 10% and if absent a third time will receive 00% in this category toward final grade.**

**If a student is awarded an Incomplete or ‘F’ in Field Education Seminar SOWK4200; the student will receive an Incomplete or ‘F’ in the Field Education SOWK 4100.in other words if a student fails one of the co-requisite he or she fails both Field Education courses.**

 **A. Field Education Seminar Assignments:**

**1. Social Policy Essay (# 1) 10%**

**2. Social Assessment (#2) 10%**

**3. Practice (Case Presentation) (#3) 20%**

**4. Writing Development (WRITE) 10%**

**5. Portfolio Presentation - 30%**

**6. Seminar Attendance/participation - 20%**

 **Total 100%**

**(Absent from Seminar once=20%; twice=10%; three 3=0% of final grade)**

 **Grading Scale:**

100-90 = A

 89- 80 = B

 79-70 = C

 69-60 = D

 59-00 = F

**VIII. GUIDELINES AND EVALUATION CRITERIA FOR WRITTEN**

 **ASSIGNMENTS:**

**A. Paper should be organized, creative, and critically analyzed (personal reactions and viewpoints). Paper should be neatly typed; double spaced, with standard margins.**

**B. Paper should include an introduction (intent of paper), main body,(response to questions) and conclusion (summary and implications)**

**C. Paper should be written in formal style using proper grammar, sentence construction, punctuation and spelling**

**D. The concepts and ideas presented in the paper should be specific, detailed, and well-defined.**

**E. Concepts and ideas and personal reactions and viewpoints should be supported or argued with the use of reference materials (library and supplemental readings)**

**F. Paper should include citations within the body of the paper and a reference page.**

 **APA (American Psychological Association) documentation styles; minimum of**

 **twenty (20) for written assignment #3 and a minimum of ten (10) for assignments #1**

 **and #2. references (books, journals, pamphlets, legal documents, etc.). References**

 **from internet (www.) must be approved by instructor before recorded in papers.**

**G. Evidence of writing consultations from the WRITE Center for each assignment.**

 **Writing rubric used to determined grading score, rubric distributed in the classroom.**

**Reference: Szuchman, Lenore T and Barbara Thomlison. (2009). Writing with Style:**

 **APA Style for Social Work, Thomson Brooks/Cole.**

 **Library Website for APA Writings**

**Course Outline – Spring Semester 2014**

##### Introduction and Overview

## A. Course Syllabi and Outline -Website

B. Field Education Manual - Website

C. CSWE EPAS 2008 Core Competencies

D. Student Professional Expectations
E. Learning Contract (Individual)
F. Writing Development-W.R.I.T.E Center

G. Attitudes and Behaviors the Make for Successful Internship (Handout)

H. Student Practicum Evaluation

##### Profession Identity – Chapter 1

A. National Association of Social Workers Code of Ethics (NASW)

B. CSWE Core Competencies

C. Clarifying Expectations – School, Agency and Student

C. Developing Learning Contracts

D. Writing Development- W.R.I.T.E. Center

E. Assignments Due:

1. Learning Contract.........1st draft

2. Weekly Activity & Time Sheets

E. Discussion on agency experiences

**Ethical Practice - Textbook, Chapters 2&3**

A. Agency instruction/supervision.

B. The student intern “Bill of Rights”

C. Confidentiality

D. Detailed Understanding and Explanation

E. Understanding of Knowledge

F. Mastery and Assessment of Knowledge of skills

G. Reflective Essay Questions

H. Social Policy Reading Assignment

I. Assignments Due

1. Learning Contract

2. Weekly Activity & Time Sheets

 Discussion on agency experiences.

Critical Thinking Skills– Textbook, chapter 3

A. Power Point – Elements of Critical Thinking

B. Detailed Understanding and Explanation

C. Understanding of Knowledge

D. Mastery and Assessment of Knowledge & skills

E. Reflective Essay Questions

F. Reading Assignment from Social Work Journals

Assignment Due:

 Weekly Activity & Time Sheets
G. Discussion on agency experiences

**Policy Practice – Chapter 8**

Agency’s Mission, Goals, and Objectives

Agency’s Organizational and Administrative Structure; and Source of Funding

Changes Needed in Agency to Improve Services

Policies that most Directly Affect the Clients Served

Policies that Influence the Activities of Agency Setting

Reflective Essay Questions

Assignments Due:

1. 1. Discussion of Agency Experiences
2. 2. Weekly Activity & Time Sheets

**Diversity in Practice – Text, Chapter 4**

**Portfolio (10% of 30%) Artifacts and Rationales Due**

##### A. **Clarify the Problem**

B. Barriers to Effective Communication

C. Recognizing Contradictions and Inconsistencies

D. Reflective Questions

E. Assignments Due:

 1. Journal articles

 2. Weekly Activity & Time Sheets

F. Discussion on agency experiences

**Human Rights and Justice – Textbook -Chapter 5**

A. Detailed Understanding and Explanation
B. Understanding of Knowledge

C. Mastery and Assessment of Knowledge of Skills

D. Reflective Essay Questions

E. Assignments Due:

1. Weekly Activity & Time Sheets
I. Discussion on agency experiences

###  **ACAT - Holland Hall, Room 310, 9:00AM; bring Student ID and Driver License**

Portfolio(10% of 30%) – Integrative Paper Due,

 Assignments Due

1. Weekly Activity & Time Sheets

**Human Behavior –Textbook, chapter,7**

1. Working with diverse populations
2. How to deal with noncompliant clients
3. Working with hostile and angry clients
4. Practical Applications
5. Reflective Questions

**Assignment Due:**

 1. Weekly Activity & Time Sheets

 2. Discussion on agency experiences

**Practice Contexts – Chapter 9**

**Portfolio (10% of 30%) –Behaviors Evaluation Rubric from Field Instructor Due**

* 1. **Mastery and Assessment of knowledge of skills**
	2. **Reflective Essay Questions**

 **Assignments Due:**

 1. Discussion on agency experiences

1. 2 Weekly Activity & Time Sheets

**PORTFOLIO PRESENTATIONS Class Attendance Required**

**Assignments Due:**

 1. Portfolio Defense - Oral Presentation

1. 2 Weekly Activity & Time Sheets

PORTFOLIO PRESENTATIONS 4200

 Class Attendance Required

**Assignments Due:**

 1. Portfolio Defense - Oral Presentation

1. 2 Weekly Activity & Time Sheets

**Portfolio Presentation 4200**

 Class Attendance Required

**Assignments Due:**

 1. Portfolio Defense - Oral Presentation

1. 2 Weekly Activity & Time Sheets

 **NOTE:**

 **SEMINAR DISCUSSIONS ARE CONFIDENTIAL AND NOT TO BE DISCUSSED OUTSIDE OF THE SEMINAR CLASS**

**CHANGES IN SCHEDULE WILL BE DONE WHEN SITUATIONS WARRANT**

 **DEACTIVATE ALL ELECTRONIC DEVICES BEFORE ENTERING THE SEMINAR CLASSROOM**

Students with Disabilities contact Patricia Scudder, Director of Students with Disabilities—Disabled Student Services Office, at 963-7400, preferably before the fourth (4th) class meeting, if you need accommodation. The Social Work Program, in conjunction with the Office of Disabled Student Services, makes reasonable accommodations for qualified students with medically documented disabilities. I need to be aware of your status if it will affect your class activities and assignments—before assignments are due.

**SOWK 4200 Tennessee State University**

**Bibliography**

**Readings: The following are some suggested readings:**

Appleby, G. A., Colon, E. & Hamilton, J. (2001). Diversity, oppression, and social

 functioning: Person-in-environment assessment and intervention. Boston: Allyn &

 Bacon.

Berg, B. (2009). Qualitative Research Methods for the Social Sciences. Boston: Allyn & Bacon

Birkenmaier, J. & Berg-Weger, M. (2006). The practicum companion for social work:

Integrating class and field work. Boston. Allyn and Bacon.

Brooks, D. & Goldberg, S. (2001). Gay and lesbian adoptive and foster care placements: Can

 they meet the needs of waiting children? Social Work, 46, 147-157.

Cantey, N. & Robinson, C (2014) Post-racial higher ed.: Implications of mergers between

 HBCUs and PWI. Leadership, Equity, and Social Justice in American Higher Education

 Essays for Academic and Student Affairs Professionals From The Field.

Carolton-LaNey, I. (1999). African American social work pioneers' response to need Social

 Work, 44, 311-321.

DiNitto, D. M. (2011). Social Welfare: Politics and Public Policy. 7th Edition Boston: Pearson

 Education/Allyn & Bacon.

DuBois, B. and K. Miley (2011) Social Work: An Empowering Profession. 7th Edition Boston:

 Pearson/Allyn & Bacon.

Horijsi, C. R. & Garthwait, C. L. (2009). The social work practicum: A guide and workbook

 for students. Boston: Allyn & Bacon.

Jackson, A. P. (1999). The effects of nonresident father involvement on single black mothers

 and their young children. Social Work, 44, 156-166.

Jansson, B. (2008). Becoming an Effective Policy Advocate: From Policy Practice to Social

 Justice. 5th Edition Thomson Brooks/Cole

Martinez, R. C. & dark, C. L. (2001). The social worker's guide to the internet. Boston:

 Allyn & Bacon.

Mizrahi, T. & Rosenthal, B. B. (2001). Complexities of coalition building: Leaders' success,

 strategies, struggles, and solutions. Social Work, 45, 118-130.

Morelli, Poula T. T. & Spencer, M. S. (2000). Use and support of multicultural antiracist

 education: Research informed interdisciplinary social work practice. Social Work

 Education, 37, 127-136.

Reamer, F. G. (1998). The evolution of social work ethics. Social Work, 43, 488-499.

Rogers, G., Collins, D., Barlow, C. A. & Grinnell, Jr., R. (2000). Guide to the social

 Practicum: A team approach. New York: F. F. Peacock.

Rose, S. M. (2000). Reflections on empowerment-based, practice. Social Work, 46, 63-78.

Gammon, R. & Lynch, D. (2000). Social Work and the Web. U.S.: Wadsworth

Weaver, H. N. (2000). Cultural and professional education: The experiences of native

 American social workers. Journal of Social Work Education, 36, 415-428.

**Note: In addition to the above, students are expected to research other journals and references for course assignments and supplementary readings.**

#### Tennessee State University Social Work Program

3500 John A. Merritt Blvd. Jane Elliot Hall (Women’s Building)

Nashville, Tennessee 37209-1561 3rd Floor, Room 310

**SOWK 4900 SENIOR SEMINAR 1 CREDIT**

**SOWK 4900 Senior Seminar – 1 Credit Hr.**

Delores Butler, LAPSW Office Hours: Posted

Assistant Professor Office Location: WB 310C

Field Education Coordinator Telephone: 963-7666

 E-Mail: dbutler@tnstate.edu

**Recommended Readings:**

Doelling, C. N. (2004) Social work career development: A handbook for job

 hunting and career planning (2nd ed.). New York: NASW Press.

Gardella, L. G. & Haynes, K. S.(2004). A dream and a plan: A woman’s path to

 leadership in human services. New York: NASW Press.

Tennessee State University Career Development Manual, 2012-2013

**I. Course Description:**

This course is designed to prepare students at the baccalaureate level for

professional employment as a generalist social work practitioner with

individuals, families, groups, organizations and communities.

**II. Course Objectives:**

Students enrolled in the course are expected to:

 1. Demonstrate knowledge and skills needed for establishing career goals.

 (Program Objectives, 1, 3, 6, 10, 12)

 2. Become familiar with the current trends in securing employment in social

 work and social welfare. (Program Objectives 2, 5, 10, 12)

3. Enhance knowledge and skills on interviewing successfully for employment and graduate school. (Program Objectives 10, 11, 12)

4. Complete employment and graduate school applications to be submitted to identified agencies or organizations. (Program Objectives, 1, 4, 5, 10)

5. Demonstrate an understanding of issues impacting women in the work force in order to promote social and economic justice. (Program Objectives, 2, 4, 7, 10, 12)

**II. Program Objectives:**

1. Apply a generalist framework of knowledge, skills and values for entry-level social work practice based on a problem-solving process including engagement, assessment, planning implementation, evaluation, termination, and follow-up with systems of various sizes.

2. Prepare graduates to practice with an understanding of discrimination, oppression, and strategies of change, promoting social and economic justice for all people, especially for population-at-risk.

3. Use supervision and consultation as social work generalist within agencies and community settings, and demonstrate knowledge of urban resources that serve individuals, families and groups.

4. Demonstrate appropriate professional practice applying social work values and ethics, respecting the dignity of the individual client self-determination and human diversity.

5. Understand and interrupt the history of the Social Work Profession and its current structures and issues.

6. Be able to analyze, formulate and influence the impact of social policies on client systems, workers and agencies.

7. Practice without discrimination and with respect, knowledge, and skills related to client’s age, class, color, culture, disability, ethnically, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.

8. Function within organizations and service delivery systems to become advocates for client systems, and to seek necessary organizational change.

9. Demonstrate knowledge of the psychological, biological and social aspects that affect human behavior, and utilize relevant theory to understand interactions among and between social systems including individuals, families, groups, organizations, and communities.

10. Apply critical thinking skills within the context of professional social work practice.

11. Develop an ability to evaluate research, apply research findings and implement ethical, qualitative and quantitative research to evaluate and inform their practice interventions.

12. Prepare graduates to use communication skills differentially across client populations, colleagues, and communities.

1. **IV. Instructional Methods:**

This course will utilize the following instructional modalities, 1) small group discussion, 2) role-playing interviews; 3) reviewingsocial work program exit, licensure and civil service examinations; 4) guestpresenters from federal, state, and private social services and Tennessee State University Career Development Center; and 5) video presentations.

**V. Evaluation/Assignments**

 1. Resume development & registered with Career Center-----------------20

 2. Personal Statement for Graduate School----------------------------------20

 3. Attendance, Participation, Discussion, Activities------------------------20

 4. Membership in Professional Organizations (NASW excluded) --- ---10

5. Professional & Career Fairs/ Open House Attendance----------- ------20

6. Active membership in Social Work Program Club----------------------10

 Total Points 100 points

**Grading Scale**

**A - 100 – 90 - Excellent**

**B - 89 – 80 - Good**

**C - 79 – 70 - Average**

**D - 69 – 60 - Poor**

**F - 59 – 0 - Failure**

**VI. Course Requirements and Policies**

A. Students are expected to arrive on time and remain for the duration of the class.

B. Students with disabilities who need course adaptations or accommodations should contact the University Disabled Student services, Kean Hall, Room 117.

C. Assignments must be submitted and completed on due date which will be

announced throughout the class. Five (5) points will be deducted from assignments submitted after the due date.

D Students are expected to deactivate electronic devices before entering the

 Classroom.

**VI. Course Outline and Schedule**

Class Time: Friday 12:40 – 1:35pm

**Date:**  **Topic:**

 **Introduction**

Introduction to course

 Review of course syllabus

 Time and Activity Sheets

 Portfolio Assessment Process

**Preparation for Graduate School: Career**

 **Development/Graduate and Professional Opportunities**

 **Office,**

 How to Select a Graduate School

 The Application Process

 Writing a “Personal Statement” for Graduate School

 **Guest Speaker: Social Work Program Alumni**

 **Employment and Workplace Issues: Career Development/Graduate and Professional Opportunities Office – Presenters**

 **Guest Speakers: Social Work Alumni**

Letter of Application

 Employment Application

 Types of Resumes

 Employment Interview

 Technology and the Job Search

 **Guest speakers – Social Work Program Alumni**

 **Alpha Delta Mu National Social Work Honor Society**

 Induction Ceremony

 **Social work Careers and Professional Examinations**

 Social Work Licensure Examinations (NASW)

 Social Work ACAT Examinations

 Graduate Record Examination

 Federal, State Civil Service Examination

 **Guest Speaker- Social Work Program Alumni**

**Social Values and Ethics** – TN Chapter NASW

 Social Work Code of Ethics, (NASW)

 Other Professional Codes of Ethics

 Value Conflicts

**Leadership Qualities Skills – Guest Speakers**

 The Importance of Leadership in Social Work Practice

 Leadership Characteristics and Roles

 Effective Leadership

 Personal Growth and Development

 Guest Speaker: Social Work Program Alumni

**Women in the Work Place – Guest Speakers**

Major Challenges – Sexism,

 access, retention, mobility and networking

 Workplace Organization and related stress

 Promoting Social and Economic Justice

 Private Practice

**Evaluation – Review and Final Examination**

**SOWK 4900-01 Senior Seminar Tennessee State University**

**Bibliography**

**Readings: The following are some suggested readings**

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 pay. Social Work, 48, 22- 32.

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 Bacon.

LeCroy, C. W. & Stinson, E. L.(2004). The public’s perception of social work: Is it what

 We think it is? Social Work, 49, 164-174.

Limb, G. E. & Organista, K. C. (2003) Comparisons between Caucasian students, students of

 color, and American Indian students on their views on social work’s traditional mission,

career.

motivations, and practice preferences. Social Work Education, 39, 91-109.

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 39, 321-341.

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Weaver, H. N. (2000). Cultural and professional education: The experiences of native

 American social workers. Journal of Social Work Education, 36, 36, 415-428.

**Note:** In addition to the above, students are expected to research other journal resources for

supplementary readings.

 Revised 01//14

Social Work Program **OFFICE USE ONLY**

Tennessee State University **Date received\_\_\_\_\_\_\_\_\_\_\_**

Nashville, Tennessee 37209 **Agency assignment\_\_\_\_\_\_\_**

**Field Instruction Application**

**Please fill the in the fields below to complete the application. A complete application includes both:**

1. Application
2. Updated Resume

Today’s Date:

Name:

 (Last) (First) (Middle)

Current Address:

(Number and Street)

(City) (State) (Zip)

Anticipated Address or Geographic Area during BSW Placement.

(Street) (City) (State) (Zip)

Best Contact Phone: Alt Phone:

TSU E-Mail: *All communication will be done with your TSU email.*

Emergency Contact: Phone:

 (Name, Relationship) (Phone)

What courses have you taken in the TSU BSW program?

Are you bilingual? If yes, what languages do you speak fluently?

Do you have a car available for travel to/from your internship site?

Why are you pursuing your BSW degree?

What are your career goals after completing the BSW program?

Please describe your ideal BSW internship placement.

What do you hope to achieve during your BSW internship?

Indicate your first (1) and second (2) preference for a field agency location:

 \_\_\_\_\_\_ Nashville \_\_\_\_\_\_ Davidson County
 \_\_\_\_\_\_ Murfreesboro \_\_\_\_\_\_ Rutherford County
 \_\_\_\_\_\_ Clarksville \_\_\_\_\_\_ Montgomery County

\_\_\_\_\_\_ Other City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_ Other County\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have a car available to you? \_\_\_\_ Yes \_\_\_\_ No

 *IF NO*, how do you plan to get to a field placement?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Indicate your first (1) and second (2) preference for population groups and fields of social work practice (mark 1st and 2nd choices for each column)

Population Groups Fields of Practice

\_\_\_\_\_ adolescents \_\_\_\_\_ alcohol/drug abuse

\_\_\_\_\_ adults \_\_\_\_\_ child abuse/neglect

\_\_\_\_\_ children \_\_\_\_\_ delinquency/corrections

\_\_\_\_\_ elderly \_\_\_\_\_ domestic violence

\_\_\_\_\_ families \_\_\_\_\_ family services

\_\_\_\_\_ other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ geriatrics

 \_\_\_\_\_ health

 \_\_\_\_\_ mental health

 \_\_\_\_\_ military/veterans’ issues

 \_\_\_\_\_ poverty/disadvantaged

\_\_\_\_\_ schools/education

\_\_\_\_\_other

Are there any agencies where you should not be placed because of potential conflicts of interest based on previous or current interactions? \_\_\_ Yes \_\_\_ No

 *IF YES*, which? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please list specific names of agencies where you would prefer to be placed, if known:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SOCIAL WORK COURSES COMPLETED**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |   |   |   |   | Credit Hour |   | Grade |   |   |
| 2010 | Introduction to Social Work |   |   |   |   |   |   |
| 2100 | Social Work Interviewing Skills |   |   |   |   |   |   |
| 3300 | Human Behavior and Social Environment I |   |   |   |   |   |   |
| 3350 | Human Behavior and Social Environment II |   |   |   |   |   |   |
| 3400 | Social Welfare Policy |   |   |   |   |   |   |
| 3450 | Social Welfare Policy Analysis |   |   |   |   |   |   |
| 3500 | Social Work Practice I |   |   |   |   |   |   |
| 4601 | Social Work Practice II |   |   |   |   |   |   |
| 3800 | Social Work Research I |   |   |   |   |   |   |
| 3000 | Social Statistics |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |  |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
| SOCIAL WORK ELECTIVES COMPLETED |
|   |   |   |   |   |   |   |   |   |   |
| 4000 | Social Work Intervention in Health |   |   |   |   |
| 4401 | Skills Solutions/Permanency/Child Welfare11 |   |   |   |   |
| 4461 | Child Welfare 11 |   |   |   |   |
| 3600 | Ethnic & Minority Concerns in Social Work |   |   |   |   |
| 4700 | Gerontological Social Work |   |   |   |   |
| 4900 | Senior Seminar in Social Work |   |   |   |   |
| 4950 | Readings and Research (Special Topics) |   |   |   |   |

|  |  |
| --- | --- |
| I recommend that the above named student enroll in Field Instruction and Field Seminar the |   |
| semester, 20\_\_\_\_\_. | 20 . |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   | Major Advisor |   | Date |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
|  | Field Instruction related cost: \_\_\_\_\_\_\_\_\_\_\_\_  |   |   |   |
|   | Date paid: |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
| In Case Of Emergency Notify: |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |
| Name |   | Address |   | Telephone |
|   |   |   |   |   |   |   |   |   |   |
| *I give my permission for the information contained in this application to be shared with social* |
| *work faculty members and agency field instructors who are considering me for practicum* |
| *placement.* |
|   |   |   |   |   |
| Date |   |   |   | Student's Signature |
|   |   |   |   |   |   |   |   |   |   |
| **DO NOT WRITE BELOW THIS LINE** |
|   |   |   |   |   |   |   |   |   |   |
|   | Assigned to |   |
| Student |   |   | Agency |
|   |   |   |   |   |   |   |   |   |   |
| at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | The Agency Field Instructor is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|   | Agency Address |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | The Program Field Liaison is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   | Field Instruction Coordinator |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   | Date |

Are you requesting an employment-based field placement? \_\_\_Yes \_\_\_No (if no do not complete)

**For an employment-based placement request**

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

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How long have you worked there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (years/months)

Current Position:

 Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Unit on which you work (if applicable) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Job responsibilities \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of hours worked per week (on average) \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Weekly Schedule \_\_\_\_\_\_\_\_ Monday \_\_\_\_\_\_ Tuesday \_\_\_\_\_\_ Wednesday
 \_\_\_\_\_\_Thursday \_\_\_\_\_\_ Friday \_\_\_\_\_\_Saturday \_\_\_\_\_\_ Sunday

Employment- based placement request (con’t)

Have you discussed the possibility of completing an employment-based field placement experience with your supervisor or administrator? \_\_\_ Yes \_\_\_ No

 With whom have you spoken: ­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 When did you speak to her or him? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mm/dd/yr)

 What might you do for your field placement that would differ from your current job responsibilities (i.e., unit, type of services, population)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Person at agency to contact about this possible field placement:

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

 Position/Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

RELEASE OF INFORMATION

I authorize Tennessee State University, Social Work Program, its faculty, and

Field Instruction Coordinator to consult with field agencies in the development

of a practicum placement.

I release from any liability any and all individuals and organizations who provide

information in good faith and without malice concerning my professional competence,

ethics, character, student records and other related information in

the development of a field placement, and I hereby consent to the release of

such information.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

 Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

 Witness Date

**BACKGROUND CHECK INFORMATION**

**Statement:** Social Service agencies, organizations and community settings are performing Background Checks on students requesting the agency or setting as a placement site. Agencies and organizations have the option to accept or deny a student’s request for placement in their agency or setting.

**STUDENT:**

I completed my Background Check for Field Education on the \_\_\_\_\_\_\_\_day of \_\_\_\_\_\_\_\_\_\_\_\_\_\_

20\_\_\_. Criminal Court document to verify the findings are attached.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

**Resume Update**

You will need to update your resume as part of the internship placement process. Your resume should include relevant information when applying for a social work internship. When you meet with the Internship Coordinator, she will review your resume and provide feedback. As needed, please make the following changes below.

The **Education** heading should be first on your resume. Under the **Education** heading if you have not already, please add:

Tennessee State University

**Bachelor of Social Work**, Anticipated Graduation (Put - month, year)

Please organize your resume headings to highlight your activities and work experience to show what is relevant to your future career in social work. Common headings used include:

* **Education or Education and Credentials**
* **Relevant Experience or Related Experience –** this section could include volunteer experience, training, work experience, service learning and/or work experience or projects
* **Work Experience –** this section should include your current job or most recent job and any other work experiences that are relevant to your career as a future social worker.
* **Professional Development or Membership –** include organization affiliations, leadership roles or training
* **Special Skills or Interests –** include computer skills or languages or include special interests that may create conversation in an internship interview.

Please make sure that the font type and size and date format is consistent throughout your resume. Please use a format similar to the one below for your experiences listed underneath your headings:

Agency, City, State Dates

Position

* description of job or volunteer tasks and skill used
* description of job or volunteer tasks and skill used
* description of job or volunteer tasks and skill used

**Cover Letter Preparation**

Please be prepared to write an individual cover letter to apply to each agency. Here is a link to the career developmentcenter@tnstate.edu At this link, please go to *Job Search Tools* section and click on the cover letter guide and interviewing guides. The Career Development Center is located at Suite 304, Floyd Payne Campus Center 615-963-5981. Your Internship Coordinator is also able to review these cover letters before you send them out to the agency to apply.

**Additional Application Materials**

Some internship agencies may ask you submit the following to be considered as a candidate:

* Recommendation letters or letters of reference
* A reference page or professional references –A professional reference can be a previous or current work supervisor, a co-worker, a professor who can say positive things on your behalf and who can provide insight to their professional experience with you. It is best to list contact information for 3 references.
* A writing sample.

**Application Acknowledgements**

I understand that I could be subject to the following as part of an internship agency application process:

* A background check, including but not limited to criminal history and/or fingerprinting
* Substance use and drug testing
* A health screening such as TB or tetanus, etc.

Please note that these screenings are not required nor paid for by Tennessee State University. The above requirements may not be paid for by the agency and could be at student’s expense. Please discuss this with your Internship Coordinator if you have questions or concerns regarding these requirements.

This application form is intended to convey information that will be helpful in determining internship placement. Although the experiences and interests of the applicants are taken into consideration, educational needs and requirements take precedence over all other factors involved in the assignment of students to fieldwork agencies. The information on this application may be shared with an agency field instructor, field liaison, and/or Director of Internships. If e-mailing the application, please type in your name/date below.

**Signed: Date:**

Please email or fax completed form to Field Education Coordinator

Fax: 615-963-7672

 E-mail: dbutler@tnstate.edu

**Confirmation of Field Placement by Student**

As soon as a decision has been made regarding your field placement return this form to the Social Work Program.

 I certify that I have met with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

 Field Instructor’s/Director’s Name

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We have agreed on my

Agency Name

 field placement for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20\_\_\_\_\_\_ semester.

 Spring/Summer

You and the field instructor/director will receive a signed and dated confirmation notice from the Social Work Program once the field placement is confirmed.

 This placement is not appropriate or is unavailable.

Other possible placements I would consider are:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It is your responsibility to immediately contact the BSW Field Coordinator to let her or him know that the placement is not appropriate or is unavailable.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

**Confirmation of Field Placement by Agency**

**MEMORANDUM**

TO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FROM: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RE: Confirmation of BSW Student Field Placement

DATE: **\_\_\_\_\_\_\_\_\_\_\_**

We have met with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Student’s name) and

have agreed to accept her or him for a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Fall/Spring) 20\_\_\_\_\_\_ semester

field education placement at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Agency Name).

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will be the field instructor. She/he can be reached by

telephone at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or by email at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I understand that the student is to be placed at the agency for minimum of 30 hours per week

For the 15-week semester and is to receive academic credit for this work. I acknowledge that the

student will not be in the agency on Fridays in order to allow for class attendance at Tennessee

State University.

**E-mail this form back to** **dbutler@tnstate.edu** **within three (3) days of the date of the interview or fax to (615) 963-7672.**

Please list any special conditions affecting the placement:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

 Signature Title Date

## Official Confirmation of Field Placement: Student Copy

**(*To be completed by the Social Work Program*)**

This notice officially confirms \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(student’s name) field

education placement at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Agency name),

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (address) for the

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Fall/Spring) 20\_\_\_\_\_ semester.

The field instructor will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name), who can be reached

at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (telephone) or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (email).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name) will be the field liaison from the Social Work

Program. She/he can be reached by telephone at \_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or by email

at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

If any changes occur that would affect your placement prior to the beginning of the appointed

semester, please notify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Field Coordinator) at

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (telephone) or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (email).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Education Coordinator’s Signature Date

**Official Confirmation of Field Placement: Agency Copy**

**(*To be completed by the Social Work Program*)**

**MEMORANDUM**

TO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FROM: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Education Coordinator

RE: Confirmation of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Student’s Name) BSW Student Internship

DATE: \_\_\_\_\_\_\_\_\_\_\_

The Social Work Program at Tennessee State University is pleased to be in partnership with you

 in providing field education experiences for our students. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(student’s name), a BSW student, has been assigned to your agency for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(to complete 400 hours) field education during the \_\_\_\_\_\_\_\_\_\_ (Fall/Spring) 20\_\_\_\_\_ semester.

The field liaison from the Social Work Program will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Name), who can be reached by telephone at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or by email at

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Please contact me if you have any questions about the intern(s). I can be reached at

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (telephone) or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (email).

**CONFIDENTIALITY STATEMENT**

I have read the Confidentiality Policy in the Social Work Program Field Education Manual and agree to abide by that policy. I have also read the NASW Code of Ethics and agree to uphold the ethical guidelines for social work practice as set forth by that code. I will respect the privacy of clients and, as consistent with agency policy, hold in confidence information obtained in the course of my field placement. I will hold in confidence any proprietary information about the agency shared with me during the field placement. I will not disclose data that can be linked to individual clients or staff members when using information from the field experience in my coursework.

Student Name (Print)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**TENNESSEE STATE UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM**

**BACCALAUREATE FIELD EDUCATION LEARNING CONTRACT & EVALUATION**

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty Liaison\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Phone of Agency/Field Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email of Agency/Field Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This document will serve as the Educational Contract and the Evaluation for BSW students who are enrolled in Field Practicum. The objectives shown are the objectives that are to be met by all students completing the BSW foundation curriculum. The student, with consultation from the Field Instructor, will complete the educational contract by listing learning tasks that are to be accomplished by her or him at the practicum site during the placement. For each objective, 3 tasks, on average, should be identified that will provide the student with learning opportunities at the micro, mezzo, and macro practice levels. The particular tasks identified are dependent on the setting and the population. The Faculty Field Liaison must approve the educational contract.

The Field Instructor should ensure that the tasks on the educational contract are appropriate for BSW students working under supervision. The educational contract can be modified based on the student’s mastery of the learning tasks, with new tasks being added and completed tasks being removed. Evaluation of student activity is based on task. Please inform the Faculty Field Liaison of modifications made to the educational contract.

The Field Instructor will evaluate the student at midterm and at the end of the placement. A rating scale is provided for this evaluation.

| Final Rating Scale:**5** = professional level activity, equivalent to employee **2** = beginning level activity only**4** = competent level activity, with indirect supervision **1** = attempted but failed to engage in this task**3** = meets expectations, with direct supervision **N/A** = listed task deferred at this time. Please provide explanation for deferral of task. |
| --- |
| **OBJECTIVES** | **TASKS** | **FINAL RATING** |
| 1. Apply critical thinking and research skills within the context of professional social work practice.2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. 3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.5. Understand and interpret the history of the social work profession and the social welfare institution and their contemporary structures and issues.6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interaction among individuals and between individuals and families, groups, organizations, and communities.8. Analyze, formulate, and influence social policies that promote social and economic justice9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.10. Use communication skills differentially across client populations, colleagues, and communities.11. Use supervision and consultation appropriate to social work practice.12. Function within the structure of organizations and service delivery systems and seek necessary organizational change. | 1.2.3.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1.2.3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1.2.3.1.2.3.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1.2.3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1.2.3.1.2.3.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1.2.3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1.2.3.1.2.3.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1.2.3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1.2.3. | 1.2.3.Overall rating of this objective: ------------1.2.3.Overall rating of this objective: ------------1.2.3.Overall rating of this objective: ------------1.2.3.Overall rating of this objective: ------------1.2.3.Overall rating of this objective: ------------1.2.3.Overall rating of this objective: ------------1.2.3.Overall rating of this objective: ------------1.2.3.Overall rating of this objective: ------------1.2.3.Overall rating of this objective: ------------1.2.3.Overall rating of this objective: ------------1.2.3.Overall rating of this objective: ------------1.2.3.Overall rating of this objective: ------------ |

**Final Overall Assessment**

Please evaluate the student by choosing the one response that clearly reflects your assessment of her or his performance. Also attach any additional written comments.

5. Strongly agree 4. Agree 3.Disagree 2. Strongly disagree 1. Did not have time to adequately assess student

\_\_\_\_\_ This student exhibited an eagerness to learn new things and accept responsibility for additional tasks.

\_\_\_\_\_ This student was well organized.

\_\_\_\_\_ This student completed agency paperwork in an accurate and timely fashion.

\_\_\_\_\_ This student demonstrated respect for clients, coworkers, and others with whom she/he interacted.

\_\_\_\_\_ This student demonstrated respect for issues of diversity.

\_\_\_\_\_ This student acted in a professional manner.

\_\_\_\_\_ This student displayed the knowledge and skills of a bachelor’s-level advanced generalist social work practitioner.

\_\_\_\_\_ This student displayed values consistent with bachelor’s-level advanced generalist social work practice.

\_\_\_\_\_ This student practiced in a manner consistent with the ethical standards of the social work profession.

\_\_\_\_\_ This student showed a commitment to lifelong learning and continued professional development.

\_\_\_\_\_ This student exhibited an awareness of how issues of social justice relate to advanced generalist social work practice.

\_\_\_\_\_ This student displayed an understanding of advanced generalist social work practice in public social services.

\_\_\_\_\_ This student used evidence from the literature as well as the student’s own evaluations to inform her or his practice interventions.

\_\_\_\_\_ If given the opportunity, I would recommend this student for employment in this agency. (NA=employment-based placement)

\_\_\_\_\_ If given the opportunity, I would recommend this student for employment in the field of social services.

**WRITTEN COMMENTS ON OVERALL PERFORMANCE OF STUDENT:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SIGNATURES**

Learning Contract Completed and Approved

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

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

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

Evaluation Completed and Approved

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

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

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

 Field Coordinator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Unit or Office (if applicable) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fall ❑ Spring ❑

Field Instructor (Print)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Week | Dates | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Total Hrs/Wk |
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| TOTAL HOURS |  |

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Field Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_

**TENNESSEE STATE UNIVERSITY**

**BACCALAUREATE SOCIAL WORK PROGRAM**

**Field Instruction Activity Sheet**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Agency Field Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Practicum Site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions: In each blank, record the total number of times you engaged in the activity or process as it applies to your field instruction experience.

 1. Identification of client systems engaged:

 \_\_\_\_\_Individuals \_\_\_Family \_\_\_ Community\_\_\_\_ Small Group\_\_\_\_\_\_ Organizational

 2, Type of contact with client system:

 \_\_\_\_\_Phone \_\_\_\_Office Visit \_\_\_\_Home Visit \_\_\_Collateral Visit \_\_\_Collaborative \_\_\_Consultation

 \_\_\_Planning \_\_\_Court Appearances \_\_\_Other

 3, Level of intervention:

 \_\_\_Individual \_\_\_Family \_\_\_ Small Group \_\_\_Community\_\_\_ Organization

 4. Purposes: \_\_\_engagement of client system

 \_\_\_assessment of client system

 \_\_\_planning for change

 \_\_\_implementation

 \_\_\_resource development

 \_\_\_data collection

 \_\_\_evaluation

 \_\_\_termination with client system

 \_\_\_crisis intervention

 \_\_\_follow-up

 \_\_\_other (Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 5. Target population: \_\_\_individual

 \_\_\_family

 \_\_\_group (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_significant other (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_other professionals

 \_\_\_ other social service agencies/organizations

 \_\_\_ community groups

(Field Instruction Activity Summary Continued)

 6. Primary Methods of Intervention: \_\_\_direct services \_\_\_indirect services \_\_\_rehabilitation

 \_\_\_procuring services \_\_\_monitoring \_\_\_prevention

 \_\_\_ other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief Narrative:

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

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

**Final Overall Assessment**

Please evaluate the student by choosing the one response that clearly reflects your assessment of her or his performance. Also attach any additional written comments.

5. Strongly agree 4. Agree 3.Disagree 2. Strongly disagree 1. Did not have time to adequately assess student

\_\_\_\_\_ This student exhibited an eagerness to learn new things and accept responsibility for additional tasks.

\_\_\_\_\_ This student was well organized.

\_\_\_\_\_ This student completed agency paperwork in an accurate and timely fashion.

\_\_\_\_\_ This student demonstrated respect for clients, coworkers, and others with whom she/he interacted.

\_\_\_\_\_ This student demonstrated respect for issues of diversity.

\_\_\_\_\_ This student acted in a professional manner.

\_\_\_\_\_ This student displayed the knowledge and skills of a master’s-level advanced generalist social work practitioner.

\_\_\_\_\_ This student displayed values consistent with master’s-level advanced generalist social work practice.

\_\_\_\_\_ This student practiced in a manner consistent with the ethical standards of the social work profession.

\_\_\_\_\_ This student showed a commitment to lifelong learning and continued professional development.

\_\_\_\_\_ This student exhibited an awareness of how issues of social justice relate to advanced generalist social work practice.

\_\_\_\_\_ This student displayed an understanding of advanced generalist social work practice in public social services.

\_\_\_\_\_ This student used evidence from the literature as well as the student’s own evaluations to inform her or his practice interventions.

\_\_\_\_\_ If given the opportunity, I would recommend this student for employment in this agency. (NA=employment-based placement)

\_\_\_\_\_ If given the opportunity, I would recommend this student for employment in the field of social service

**WRITTEN COMMENTS ON OVERALL PERFORMANCE OF STUDENT:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SIGNATURES**

Learning Contract Completed and Approved

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

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

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

Evaluation Completed and Approved

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

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

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

 Field Coordinator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TENNESSEE STATE UNIVERSITY**

**BACCALAUREATE SOCIAL WORK PROGRAM**

**Field Education Agency Information Form**

Field Education Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Specific Agency/Setting Assignment

Program/Department

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Official Agency/Setting Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mailing Address: Street\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 City\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_State Zip

Agency Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Supervisor E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

 **Authorized Agency Representative to the University**

Student’s BSW/MSW Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STUDENT EVALUATION OF INTERNSHIP**

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

Agency Unit or Office (if applicable) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Field ❑

This evaluation is designed to give you an opportunity to express your views about the practicum experience. This information will assist us in strengthening and planning for future practicum experiences.

**USE THE FOLLOWING SCALE TO ASSES THE PLACEMENT: CIRCLE THE ONE THAT APPLIES**

**SA-STONGLY AGREE A-AGREE D-DISAGREE SD-STRONGLY DISAGREE**

1. The agency orientation was helpful. SA A D SD

2. The field experience provided me with an opportunity to integrate theory & practice. SA A D SD

3. The field experience provided me with an opportunity to integrate research & practice. SA A D SD

4. I felt accepted by the agency staff. SA A D SD

5. My field instructor was available to meet with me regularly for supervision SA A D SD

6. My field instructor was supportive. SA A D SD

7. My field instructor encouraged me to develop new knowledge & skills. SA A D SD

8. My field instructor helped me to deepen my understanding of social work values & SA A D SD

 ethics.

9. I had the opportunity to work with individual clients. SA A D SD

10. I had the opportunity to work with groups. SA A D SD

11. I had the opportunity to work with families. SA A D SD

12. I had the opportunity to work with organizations/organizational issues SA A D SD

13. I had the opportunity to work with communities SA A D SD

14. I had the opportunity to incorporate issues of diversity into my practice SA A D SD

15. I had the opportunity to incorporate social and economic justice issues into my SA A D SD

 practice.

16. The agency treated clients with dignity and respect. SA A D SD

17. The agency treated staff with dignity and respect. SA A D SD

18. The agency encouraged me to participate in workshops, trainings, presentations, & SA A D SD

 other learning opportunities.

19. The workload in the placement was manageable. SA A D SD

20. The workload in the placement challenged me to acquire new skills & understandings. SA A D SD

**USE THE FOLLOWING SCALE TO ASSES THE PLACEMENT: CIRCLE THE ONE THAT APPLIES**

**SA-STONGLY AGREE A-AGREE D-DISAGREE SD-STRONGLY DISAGREE**

1. Overall, the field placement met my expectations. SA A D SD

2. Overall, the field instructor met my expectations. SA A D SD

3. Overall, this field internship gave me a solid grounding in generalist/advanced SA A D SD

 generalist social work practice.

4. Overall, I would recommend this placement to other students. SA A D SD

Comments about the Learning Experience

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Comments about the Field Instructor

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Comments about the Field Agency

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Student Name (Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TERMINATION OF FIELD EDUCATION PLACEMENT**

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

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

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

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

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Placement Began: \_\_\_\_\_\_/\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_

Date Placement Termination Request Received: \_\_\_\_\_\_/\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_

Placement Termination Requested by:

 \_\_\_ Student \_\_\_ Field Instructor \_\_\_ Other (specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

Reason for Placement Termination Request: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Prior Attempt to Resolve Issue(s)

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

Parties Involved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Actions Taken: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Outcome: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prior Attempt to Resolve Issue(s)

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

Parties Involved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Actions Taken: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Outcome: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other Information about Prior Problem-Solving Attempts: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Outcome of Current Placement Termination Request: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Field Liaison Name (Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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**SOCIAL WORK PROGRAM**

**Tennessee State University**

**Portfolio Review and Evaluation Process**

Tennessee State University

Social Work Program

PORTFOLIO REVIEW AND EVALUATION PROCESS (PREP)

--version without form

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# OVERVIEW

The portfolio is intended to document the professional growth and educational development of students during undergraduate education. Students begin to collect artifacts for inclusion in the portfolio upon formal admittance into the Social Work program. The portfolio is also a reflective exercise through which students examine educational achievements and articulate integration of theories learned in class and practice in the field practicum. This reflective exercise demonstrates critical thinking on the part of the student. The social work program also gains valuable insight into the experiences of current students and how to support intended outcomes for future students.

# STUDENT RESPONSIBILITIES

1. Meet with your Academic Advisor to discuss the portfolio contents.
2. Compose Statements of Competence for each of the 10 competencies identified by the social work program.
3. Organize a minimum of one (1) and a maximum of three (3) artifacts that demonstrate or provide evidence of your professional competence for each of the 10 competencies identified by the social work program.
	1. Each competency should be identified in the portfolio with a divider.
	2. Each competency section will have a 1-page statement of competence.
		1. Identify the competency.
		2. List the artifacts that are included.
		3. Explain how artifacts presented represent evidence that the student has achieved the identified competence.
4. Along with your Academic Advisor complete the **Portfolio Development Rubric** and sign approval of the completed portfolio by the date identified below.
5. Have your Field Instructor complete the **Practice Behaviors Evaluation Rubric** by the date listed below.
6. Attend the portfolio defense promptly bringing along 1 printed copy of the portfolio.
7. Submit contents of the portfolio to your advisor, liberal arts reviewer, and the field seminar professor according to the following scheduled due dates:

## Scheduled Due Dates

|  |  |  |
| --- | --- | --- |
| FALL | SPRING | ITEM DUE |
| 4nd Friday in September | 4nd Friday in February | Philosophy, Artifacts & Statements of Competence Due |
| 3rd Friday in October | 3rd Friday in March | Field Seminar Assignments Due |
| 2nd Friday in November | 2nd Friday in April | Portfolio Development Rubric & Practice Behaviors Evaluation Rubric |
| November Schedule | April Schedule | Defense Scheduled |

## PORTFOLIO CONTENTS (up to 20 pages)

Use a loose-leaf binder with dividers clearly identifying each section of the portfolio. The materials (not counting artifacts) should not exceed 20 pages. Materials should follow the following content guidelines:

1. Statement of Philosophy

Demonstrating Personal/Professional Value Integration (1 page)

1. Statements of Competence in Each of 10 areas (1 page each). **List Artifacts and a rationale for each artifact within this page. A rationale on separate pages is NOT required.**
2. Identify as a professional social worker and conduct one-self accordingly.
3. Apply social work ethical principles to guide professional practice
4. Apply critical thinking to inform and communicate professional judgments.
5. Engage diversity and difference in practice.
6. Advance human rights and social and economic justice.
7. Engage in research-informed practice and practice-informed research.
8. Apply knowledge of human behavior and the social environment
9. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
10. Respond to contexts that shape practice.
11. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
12. Assignmentsfrom Field Education Seminar (up to 5 pages)
13. Portfolio Development Rubric
14. Practice Behaviors Evaluation Rubric
15. Artifacts …Collect items (papers, certificates, etc.) for each of the competencies. A suitable artifact will demonstrate that you are competent in the knowledge, skills, and values reflected by the competency. Note that artifacts do NOT count in the 20 page limit for the total portfolio.

## THINGS TO INCLUDE AS ARTIFACTS

 Complete projects completed for classes

 Certificates of Achievement

 Certifications (Including Applications for certifications)

 Licenses (Including Applications for license)

 News Clippings

 Recommendations or Commendations

 Evaluations of Your Work

## THINGS NOT TO INCLUDE

 Personal Photos

 Video/Audio Tapes

## WHAT TO SUBMIT TO THE DEPARTMENT

 1 Printed copy of the Portfolio

# PORTFOLIO CONTENTS IN DETAIL

## Philosophy Statement

Philosophy Statement Demonstrating Personal/Professional Value Integration (1 page)

Social Work Practice is infused with certain values: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Describe how you will maintain and develop these values throughout your career. Be sure to indicate the intersection between your personal values and professional values demonstrated in the context of you handle stress, lifelong learning, personality conflicts, ethical dilemmas, and policy formulation. Other information may include:

 My Consideration of System Levels (micro, mezzo, macro) you may work in.

 How I Plan to Implement and Evaluate my career

 How I Plan to Contribute to the Literature and Professional Social Work

## Statements of Competence in Each of 10 areas (1 page each)

Describe your approach, commitment, and expertise in each of the following:

1. Identify as a professional social worker and conduct one-self accordingly.
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

### COMPETENCY 1:

1. **IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONE-SELF ACCORDINGLY.**

In the social work program Self-Efficacy Expectations appear in every syllabus, the student handbook, and the field manual. Students are introduced to the abilities in orientation and SOWK2010, held accountable to the abilities in each course as a set of expectations, evaluated on the abilities in the field learning plan and the portfolio self-assessment rubric. Describe your adherence to professionalism in the context of the social work profession.

**Example of Statement of Competence and Rationale:**

*My growth over the last 3 years is best summed up in my approach to my own learning, my self-awareness, and my ability to proactively handle stress. I will provide evidence of each of these in the following paragraphs and articulate how these three self-efficacy expectations are my foundation for expression of the complete list of expectations and my own values…*

*Artifact #1: I have included an essay I wrote while enrolled in the SOWK2100 course. The paper describes my journey to selecting social work as my chosen profession.*

|  |  |
| --- | --- |
| Field Practice Behavior | Skills [Course] |
| Demonstrate self-efficacy through adherence to professionalism expectations. | Practice personal reflection, self-correction, and professional demeanor in behavior, appearance, and communication. [SOWK2100] |
| Articulate the history of the social work profession and the social welfare system. [SOWK3400] |
| Advocate for client access to the services of social work. [SOWK3450] |
| Engage in career-long learning utilizing supervision, continuing education, and consultation. [SOWK4900] |

### COMPETENCY 2:

1. **APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE**

Ethical social work practice is defined as principle-based behaviors. It is important for every social worker to be clear what principles form the basis of his/her practice. It is also important for the values extending from principles to be integrated personally and professionally—sometimes referred to as personal and professional value integration. Culturally competent practice refers to an appreciation of human diversity and difference expressed as ethnic, perspective, background, context or other differences. Appreciation is a recognition that each individual has worth and value. The social work Code of Ethics expresses these concepts. How would you describe your acceptance and celebration of the code of ethics including acceptance of the following core ethical principles: service, dignity and worth of the person, importance of human relationships, integrity, social justice, and competence?

**Example:**

*My personal and professional values are harmonious. As an individual and as a social worker, I value people recognizing what each person uniquely offers in a social context. I am committed to a life of service, which motivates me to be healthy and balanced in my own life, so that I may be a better help to others. I promote social justice both for my individual clients but also in my political and larger societal interactions. I demonstrate my competence by focusing my career interests on refugee populations in program development, best practices in family interventions, and negotiation of cultural competence between refugees and their new communities.*

*Artifact #1: I included a paper entitled Who is Franklin Johnson: It is Me from SOWK2010. The paper describes my integration of personal and professional values in the context of my experiences.*

**Suggested Courses that May Provide Artifacts (Knowledge, Values, Skills):**

|  |  |
| --- | --- |
| Field Practice Behavior | Skills [Course] |
| Promote client resilience in assessment and intervention with diverse cultural populations. | Review professional roles, boundaries, and the social work code of ethics. [SOWK2010] |
| Communicate self-efficacy in the context of multicultural practice. [SOWK2100] |

### COMPETENCY 3:

1. **APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.**

What experiences have you developed in actual practice settings? What cultural competencies have you developed? How do those experiences utilize the arts, humanities, social sciences, natural sciences, and mathematics training you received at TSU? What examples do you have of your own growth and development in integrating liberal arts into your social work practice?

**Example:**

*Liberal arts education has expanded my view of the world in which I live. My most influential experiences have come from my own challenge in mathematics. I realized the foreboding and uncertainty that clients may feel as they enter a social service agency needing help. In my field experience, I drew on that experience to engage with my clients with authenticity. My general education in the arts motivated me to listen to many types of music and to see films that I would not have normally screened. Because of this experience, I was able to connect with clients and share the common experience of having screened a film as a beginning step toward building rapport…*

*Artifact #1: To demonstrate my capacity to think, work, and serve, I included my certificate of participation for each year in the campus-wide service day.*

*Artifact #2: I included my project from ENGL3107 to illustrate my writing flexibility.*

**Suggested Courses that May Provide Artifacts (Knowledge, Values, Skills):**

|  |  |
| --- | --- |
| Field Practice Behavior | Skills [Course] |
| Recognize and manage personal values in a way that allows professional values to guide practice. | Reflect on and articulate personal and professional value integration. [SOWK2100] |
| Demonstrate the capacity to think, work, and serve as a result of a Tennessee State University education. [SOWK4100] |
| Articulate the connection between a liberal arts education and social work generalist practice knowledge development. [SOWK4900] |
| Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers. | Tolerate ambiguity in resolving ethical conflicts. [SOWK3350] |
| Apply strategies of ethical reasoning to arrive at principled decisions. [SOWK3350] |
| Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. [SOWK4800] |
| Communicate in practice with self-efficacy and technical proficiency. | Analyze models of assessment, prevention, intervention, and evaluation. [SOWK3500] |
| Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues. [ENGL3107] |

### COMPETENCY 4:

1. **ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.**

A learning orientation to clients is critical to success in diverse environments. Even with the rigor and expansiveness of the education provided by university programs, students will find new issues, experiences, and perspectives that were not covered in the curriculum. Clients are the best source of this continued learning. What are your techniques for ensuring that you are hearing what the client is saying?

**Example:**

*I must admit, I was that student that felt that I knew what was best for the client. I completed papers in SOWK2010 and SOWK2100 in which I described my biases and worked to move beyond them. I did reach a point where I was able to utilize my biases to motivate an interest in my clients.*

*My real appreciation of difference and my adoption of a learning orientation did not occur until my field experience. I suggested that a child who was chronically late for school needs a schedule. I went to an office supply store and purchased a whiteboard. I taped off the days of the week and bought markers. I excitedly presented my work to the grandmother. She looked at me questioningly for a moment. She then went to the front closet and pulled out a similar whiteboard schedule that the previous social worker had attempted to implement. I had not listened to my client. I found out that his reason for not sleeping was that his 15 year old cousin, with whom he shared a room, was inviting girls through the window during the early morning hours.*

*Artifact #1: I have included my paper on bias written for SOWK2100.*

**Suggested Courses that May Provide Artifacts (Knowledge, Values, Skills):**

|  |  |
| --- | --- |
| Field Practice Behavior | Skills [Course] |
| Recognize and communicate an understanding of the importance of difference in shaping life experiences. | Mediate the influence of personal biases and values in working with diverse groups. [SOWK2100] |
| Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. [SOWK3350] |
| Apply a learning orientation and engage clients as informants. [SOWK3500] |

### COMPETENCY 5:

1. **ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.**

Many methods exist to advance social and economic justice. Competence in this area will include an ability to address the mechanisms of oppression and discrimination. What have you learned that may be used in advancing human rights and justice?

**Example:**

*I was fortunate to encounter a professor who described oppression as a denial of access. This coincided with my own thoughts developed in courses like PHIL1030 and SOWK3601. My current thoughts have expanded those ideas into an intervention based on the Hegelian Dialectic. This model of interaction begins with a thesis, describing a position on a challenge or issue. Next, the antithesis is presented. This is a counterpoint to the thesis. Lastly, the synthesis is presented—an integration or explanation that resolves the conflict between the two positions. I used this approach in my field placement while advocating for my juvenile client in a report to the judge. The juvenile was placed in an alternative school instead of detention facility.*

*Artifact #1: I have included an analysis of this interaction with the judge prepared for SOWK4900. This analysis details my approach and articulates my competence in advancing human rights.*

**Suggested Courses that May Provide Artifacts (Knowledge, Values, Skills):**

|  |  |
| --- | --- |
| Field Practice Behavior | Skills [Course] |
| Engage in practices that advance social and economic justice and address mechanisms of oppression and discrimination. | Articulate the role of the individual in promoting social & economic justice. [SOWK3450] |
| Articulate the role of institutions in promoting social & economic justice. [SOWK3350] |
| Distinguish between community assessment and intervention models in the promotion of social & economic justice with populations-at-risk in urban practice contexts. [SOWK3450] |

### COMPETENCY 6:

1. **ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH.**

Research refers to the techniques of inquiry that support evidence-based practice. Be sure to include descriptions of work you have done that demonstrate your ability to collect best practices, create grounded theory, conduct experiments, and evaluate practice. How will you utilize research in your practice?

**Example:**

*Research is a necessary tool for ensuring the highest level of service to clients. I had the opportunity to work on both the qualitative side and the quantitative side of research with client populations. In my internship, I conducted a Narrative Research study on the reactions women have to the birth of their own children. I found the development of questions based on a thorough review of literature and the actual interviews with women to be a rewarding example of how research impacts the development of theories and best practices. The quantitative research was connected to the qualitative. I supervised the research team that took the information gathered in the interviews and developed and interactive DVD for post-partum mothers and supportive others. We measured intensity of post-partum reaction using a control-group method tracking 40 mothers over a 14 month period. Our data was reported to hospitals and birthing centers in the region and may enhance the pre-natal and post-natal support that mothers receive...*

*Artifact #1: I included my research project. I worked on this project for 3 years as I developed skills in different courses. It showcases my abilities with statistics (SOCI3000), my abilities in consuming research (SOWK4800), and my ability to report research (SOWK4850).*

**Suggested Courses that May Provide Artifacts (Knowledge, Values, Skills):**

|  |  |
| --- | --- |
| Field Practice Behavior | Skills [Course] |
| Plan, conduct, and report on social research. | Articulate the fundamentals of social research. [SOWK4800] |
| Use practical experience to inform scientific inquiry. [SOWK4601] |
| Use research evidence to inform practice. [SOWK4850] |

### COMPETENCY 7:

1. **APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

Human Behavior in the Social Environment (HBSE) is a fundamental construct in social work undergirding assessment and intervention with individuals, families, groups, organizations, and communities. HBSE discusses two major theoretical frameworks, Ecological Systems Perspective and Person-in-Environment (PIE) perspective. What theories inform your practice?

**Example:**

*A Person-in-Environment (PIE) perspective enables me to approach each client situation as an active participant in the process of change. For example, during my internship, I worked with elderly clientele. I recognized that many were in a stage of life trying to decide what they had to offer to the world. I approached each client from Erickson’s Generativity versus Despair, recognizing that optimal mental health in this stage may result from opportunity to “give something” back or “be useful.” I started a voter registration drive and signed up almost all the residents and a few staff. An evaluation of the activity revealed that many of the residents felt a renewed sense of purpose and connection to the events shaping their world. I typically favor life-span approaches rather than stage theories, but a well-rounded knowledge of HBSE gave me some options and the insight into a novel idea.*

*Artifact #1: I included my poster presentation from SOWK3500 to illustrate my use of conceptual frameworks in practice with communities. The project showcases my use of demographics, asset-mapping techniques, and use of the GIM.*

**Suggested Courses that May Provide Artifacts (Knowledge, Values, Skills):**

|  |  |
| --- | --- |
| Field Practice Behavior | Skills [Course] |
| Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation of person and environment. | Articulate theories that explain human behavior and guide holistic assessment and intervention with individuals, families, and groups. [SOWK3300] |
| Articulate theories that explain human behavior and guide systematic assessment and intervention with organizations and communities. [SOWK3350] |
| Assess, intervene, and evaluate person and environment utilizing conceptual frameworks. [SOWK3500] |

### COMPETENCY 8:

1. **ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES.**

Describe work you have done that demonstrates your ability to analyze policies and programs including funding, historical analysis, impact, policy formulation, and social advocacy. What is your approach to social policy analysis and creation?

**Example:**

*My experience with policy is most evident in my work as social coordinator for the social work club. I led a group of 4 other students to coordinate two annual events, one in research and another in recreation. In addition to this, I worked as a legislative aid in the Nashville statehouse. My work there gave me a sense of the importance of the voice of individual citizens and professionals in keeping legislators informed.*

*Artifact #1: I included my policy group presentation presented at the Hollace Brooks Symposium. The project received critical acclaim within the department and was selected to be presented at the annual Social Work Day on the Hill. In this competition, my group received 2nd place honors.*

**Suggested Courses that May Provide Artifacts (Knowledge, Values, Skills):**

|  |  |
| --- | --- |
| Field Practice Behavior | Skills [Course] |
| Analyze, formulate, and advocate for policies that advance social well-being | Analyze and interpret programs and policies. [SOWK3450] |
| Formulate policies that advance social well-being. [SOWK3450] |
| Collaborate with colleagues and clients for effective policy action. [SOWK3450] |

### COMPETENCY 9:

1. **RESPOND TO CONTEXTS THAT SHAPE PRACTICE.**

Changing locales, populations, scientific and technological developments, and emerging societal trends require a continuous discovery and appraisal of relevant services with the goal of improving service to clients in multiple contexts and at various systems levels. Social workers must gain knowledge, but also an approach to leadership that leverages the resources needed to address current challenges. What is your approach to leadership and resource development?

**Example:**

*I gained a great deal of experience throughout my matriculation by participating in service learning opportunities sponsored by the university and the social work club. In addition, my field experience crystalized the connection between my classroom learning, my service learning, and my professional practice. My field instructor provided a window into the changes that were affecting the agency even as we worked to maintain quality of service and funding.*

*Artifact #1: I included my paper on service written for SOWK3500 to describe the integration of service in the community.*

*Artifact #2: I included my group project from SOWK4601 to showcase my leadership outcomes. I was the team leader on this project. I coordinated the efforts of 4 others in developing this project. The project was presented to the Mid-TN United Way.*

**Suggested Courses that May Provide Artifacts (Knowledge, Values, Skills):**

|  |  |
| --- | --- |
| Field Practice Behavior | Skills [Course] |
| Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. | Construct an informed, resourceful, and proactive in response to evolving organizational, community, and societal contexts at all levels of practice. [SOWK3450] |
| Recognize that the context of practice is dynamic and use skill to respond proactively. [SOWK3500] |
| Demonstrate leadership & resource development with individuals, families, groups, organizations, and communities in urban practice contexts. | Articulate the GIM as a problem-solving method in generalist social work practice with individuals, families, groups, organizations, and communities in urban practice contexts. [SOWK3500] |
| Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services for group, organizations and communities. [SOWK4601] |

### COMPETENCY 10:

1. **ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.**

Whether at the micro or macro level, practice in social work is characterized by individual and social change. Describe work you have done to implement and develop your casework practice. How will you uniquely implement the GIM?

**Example:**

*I am committed to develop my assessment and intervention skills while challenging conventional understandings of social work practice. With a basis in a comprehensive review of literature, I developed an approach to casework with inner-city youth ages 10-14 that engaged them in writing lyrics to music I provided them. I implemented a clear methodology and cleared it with my internship supervisor. I gave the students an example of the activity and set them to task. Prior to this music-based intervention, I was getting nowhere with these kids. After implementing the intervention, I made significant progress with each of the kids both in rapport building and adherence to center policy. This intervention has promise for situations where younger clients do not trust easily, but have an affinity to music.*

*Artifact #1: I included the music intervention curriculum I developed to illustrate my competence.*

**Suggested Courses that May Provide Artifacts (Knowledge, Values, Skills):**

|  |  |
| --- | --- |
| Field Practice Behavior | Skills [Course] |
| 10(a) Engagement: Engage clients of various sizes. | Articulate the SOC model of intervention as an organizing model for intervention in human systems. [SOWK2100] |
| Apply the GIM with individuals, families, groups, organizations and communities. [SOWK3500] |
| 10(b)Assessment: Collect, organize, and interpret client data utilizing a strengths perspective. | Assess client strengths and limitations. [SOWK3500] |
| 10(c) Intervention: Initiate actions to facilitate resilience individuals in multiple systems utilizing social worker roles. | Initiate change and client advocacy utilizing the SOC model. [SOWK4601] |
| Advocate to change existing policies impacting human needs. [SOWK3450] |
| 10(d) Evaluation: Critically analyze, monitor and evaluate interventions through an articulation of the GIM model and ability to reflect on one’s own practice. | Articulate and apply the components of the GIM. [SOWK3500] |

PORTFOLIO DEFENSE

The Portfolio defense will be scheduled for one (1) hour designated near the end of the semester of the student’s graduation. The defense is divided into three sections: Presentation Portion (15 minutes), Questioning Portion (15 minutes), and Deliberation Portion (30 minutes).

## Presentation Portion

The Presentation Portion will begin with your presentation of your portfolio—the competencies and selected artifacts. The presentation is an opportunity for the candidate to demonstrate the ability to speak in an open forum about her competence. The candidate is expected to cover each of the competencies utilizing the artifacts and evidencing personal-professional value integration, adherence to social work ethics, and appreciation and approach to diversity throughout the presentation.

## Questioning Portion

Questioning Portion is an exercise requiring the candidate to respond to questions posed by the attending faculty, and, at the discretion of the Academic Advisor, other attending academic and professional individuals. Questions are based on the specific competence the candidate presents in the portfolio, the candidate’s oral presentation, concepts specific to TSU-SW program competencies, and social casework specifically in an urban setting. The candidate is expected to respond with verifiable citations from literature germane to his/her competency and practice area as well as evidence from the portfolio.

## Deliberation Portion

The deliberation portion allows assigned reviewer to each complete the Social Work Competency Evaluation Rubric. The candidate receives verbal feedback from the faculty concerning strengths, weaknesses, and reflections related to the students performance during the portfolio defense and growth throughout the program. The experience is meant to provide encouragement and guidance to the graduating student concerning criterion evaluated during the portfolio defense.

## Attendees

The portfolio defense evaluation committee will include the seminar instructor, academic advisor, one (1) liberal arts faculty member, two (2) SOWK4900 students. Students may invite other faculty, mentors, field instructors, students, and others.

# APPENDICES

PORTFOLIO DEVELOPMENT RUBRIC

SOCIAL WORK COMPETENCY EVALUATION RUBRIC

PRACTICE BEHAVIORS EVALUATION RUBRIC

PREPARATION FOR THE DEFENSE RUBRIC

#

**Tennessee State University**

S**TUDENT EVALUATION OF**

**SOCIAL WORK PROGRAM**

The Social Work Program is seeking student’s evaluation of the structure, relevancy, and course content of the program. This survey will provide answers to several questions related to the Social Work curriculum.

This information will be used for program evaluation and planning. You are under no obligation to complete and return this evaluation, but we would appreciate your help. No attempt will be made to identify you.

Age: \_\_\_\_\_\_\_

Sex: \_\_\_\_\_\_\_

Level: \_\_\_\_\_\_\_\_Junior \_\_\_\_\_\_\_ Senior

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

**Rating Scale:**

**1+Not at all helpful; 2=Somewhat helpful; 3=Moderately helpful; 4=Very helpful**

**5=Extremely helpful; NA=Haven’t had**

1. COURSE CONTENT

 Please comment on the extent to which each of the following social work courses

 were helpful in providing social work knowledge, skills and values.

 SOWK 2010 Introduction to Social Work

 1 2 3 4 5 N/A

 SOWK 2100 Social Work Interviewing Skills

 1 2 3 4 5 N/A

 SOWK 3300 Human Behavior and the Social Environment I

 1 2 3 4 5 N/A

 SOWK 3350 Human Behavior and the Social Environment II

 1 2 3 4 5 N/A

 SOWK 3601 Ethnic and Minority Concerns in Social Work

 1 2 3 4 5 N/A

 SOWK 4700 Gerontological Social Work

 1 2 3 4 5 N/A

 SOWK 4900 Senior Seminar in Social Work

 1 2 3 4 5 N/A

 SOWK 4950 Readings and Research

 1 2 3 4 5 N/A

2. To what extent does the content presented in each of these Social Work courses integrate with the overall content of the curriculum.

 1 2 3 4 5 N/A

 If you answered 1 or 2 to the previous question, please list specific courses which are problematic.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. To what extend do the prerequisite courses in the Social Work major prepare you for subsequent courses? (For example, to what extent does SOWK 2100 prepare you for SOWK 3300, or SOWK 3500 for SOWK 4601?)

 1 2 3 4 5 N/A

4. Does the structure sequencing of courses in the Social Work Program cause problems for you?

 Yes No

 a. If yes, please list some specific problems: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please provide additional comments if needed. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 SOWK 3400 Social Welfare Policy

 1 2 3 4 5 N/A

 SOWK 3450 Social Welfare Policy Analysis

 1 2 3 4 5 N/A

 SOWK 3500 Social Work Practice I

 1 2 3 4 5 N/A

 SOWK 4601 Social Work Practice II

 1 2 3 4 5 N/A

 SOWK 4800 Social Work Research I

 1 2 3 4 5 N/A

 SOWK 4850 Social Work Research II

 1 2 3 4 5 N/A

 SOWK 4000 Social Work Intervention in Health

 1 2 3 4 5 N/A

 SOWK 4100 Field Instruction

 1 2 3 4 5 N/A

 SOWK 4200 Field Instruction Seminar

 1 2 3 4 5 N/A

 SOWK 4400 Social Work Services for Children and Youth

 1 2 3 4 5 N/A

 SOWK 4460 Intervention in Child Abuse and Neglect

 1 2 3 4 5 N/A

 SOWK 3601 Ethnic and Minority Concerns in Social Work

 1 2 3 4 5 N/A

 SOWK 4700 Gerontological Social Work

 1 2 3 4 5 N/A

 SOWK 4900 Senior Seminar in Social Work

 1 2 3 4 5 N/A

 SOWK 4950 Readings and Research

 1 2 3 4 5 N/A

2. To what extent does the content presented in each of these Social Work courses integrate with the overall content of the curriculum.

 1 2 3 4 5 N/A

 If you answered 1 or 2 to the previous question, please list specific courses which are problematic.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. To what extend do the prerequisite courses in the Social Work major prepare you for subsequent courses? (For example, to what extent does SOWK 2100 prepare you for SOWK 3300, or SOWK 3500 for SOWK 4601?)

 1 2 3 4 5 N/A

4. Does the structure sequencing of courses in the Social Work Program cause problems for you?

 Yes No

 a. If yes, please list some specific problems: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 b. How serious are these problems?

 1 2 3 4 5

 c. Does the structure sequencing of courses help you in any way?

\_\_\_ Yes\_\_\_\_\_\_ \_\_\_\_\_No\_\_\_\_\_

 d. If yes, please explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. a. Do you think the present sequencing of Social Work courses is necessary?

\_\_\_ Yes\_\_\_\_\_\_ \_\_\_\_\_No\_\_\_\_\_ No Opinion

 b. If yes or no, please explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Overall, how would you rate the Social Work curriculum in preparing you for Social Work practice?

 1 2 3 4 5

**SOCIAL WORK TERMS**

1. Problem Solving Casework

2. Public Assistance

3. Systems Theories

4. Assessment

5. Goal Setting

6. Social Group Work

7. Guardian Ad Litem

8. Tactics

9. Target System

10. Intervention

11. Cost-Benefit Analysis

12. Least-Restrictive Environment

13. Poverty Line

14. Policy

15. Practice Wisdom

16. NASW

17. Variance

18. Ventilation

19. Confidentiality

20. Acceptance

21. Dual Relationship

22. Accountability

23. ACSW

24. Action System

25. Activity Group

26. Acute

27. Jane Addams

28. Adolescence

29. Adversarial Process

30. Advocacy

31. Affect

32. Saul Alnsky

33. Mary Richmond

34. Almshouse

35. Altruism

36. Analysis of Variance

37. Applied Research

38. Charity Organization Societies

39. Autonomy

40. Baseline

41. Block Grant

42. Bonding

43. Broker role

44. Case Management

45. Single-Subject Design

46. Categorical Assistance

47. Certification

48. Change Agent System

49. Chicano

50. Childhood

51. Chins

52. Chronic

53. Class Action Suit

54. Client System

55. Closed System

56. Code of Ethics

57. Coercion

58. Informed Consent

59. Cognitive Theory

60. Coming Out

61. Committee on Inquiry

62. Validity

63. Reliability

64. Committee on Inquiry

65. Contract

66. Control Group

67. Correlation

68. Cost-of-living Index

69. Council on Social Work Education

70. Creaming

71. Crisis Theory

72. Curandero

73. Dependent Variable

74. Diagnosis-Related Groups

75. Dorothea Dix

76. DSM IV

77. Educator Role

78. Enabler Role

79. Entitlement Program

80. Equifinality

81. Ericksonian Theory

82. Extened Family

83. Family

84. Family Therapy

85. Facilitator

86. Feminism

87. Freedom Riders

88. Generalist

89. Group Leader

90. Group Therapy

91. Hawthorne Effect

92. Hispanic

93. Homoeostasis

94. Impaired Social Worker

95. Incrementalism

96. Independent Variable

97. Individualization

98. In Loco parents

99. Institutional Discrimination

100. Intake

101. Interval Measurement

102. Jaffee vs. Redmond

103. Jargon vs. Jaffe

104. Jim Crow Laws

105. Labeling Theory

106. Laissez-Faire

107. Latency State

108. Lesbian

109. Liability

110. Licensing

111. Life Model

112. Longitudinal Study

113. Macro Practice

114. Mainstreaming

115. Malpractice

116. Managed Health Care Program

117. Mean

118. Means Test

119. Medicaid

120. Micro Practice

121. Misfeasance

122. Multifinality

123. Multiproblem Family

124. Mutuality

125. NAACP

126. Native Americans

127. Natural Helping Network

128. Needs Assessment

129. Negligence

130. Nonprofit Agencies

131. NOW

132. Nuclear Family

133. Null Hypothesis

134. Ombudsperson

135. Open Adoption

136. Open-Ended Question

137. Open System

138. Organizational Theory

139. Paradigm

140. Parents Patriae

141. Partialization

142. Passing

143. Passive-Aggressive

144. Pauper

145. Peer Review

146. Personality Disorders

147. Person-in-Environment System

148. Phobia

149. Plagiarism

150. Poor Law of 1834

151. Prejudice

152. Presenting Problem

153. Primary Care

154. Privileged Communication

155. Problem-Oriented Record

156. Process Recording

157. Professionalism

158. Proprietary Social Agencies

159. Purchase-of-Service Agreements

160. Racism

161. Randomization

162. Referral

163. Reliability

164. Right to Treatment

165. Roe v. Wade

166. Role Theory

167. Rural Social Work

168. Self-Disclosure

169. Settlement Houses

170. Sexist Language

171. Sickle Cell Anemia

172. Significance Level

173. Single-Subject Design

174. Sit-in

175. Sliding Fee Scale

176. Social Action

177. Social Casework

178. Social Group Work

179. Social History

180. Social Insurance

181. Social Planning

182. Social Security Act

183. Social Welfare

184. Social Work

185. Strategies

186. Sunset Laws

187. Sunshine Laws

188. Support System

189. System Theories

190. Tactics

191. Target System

192. Termination

193. Third Party Payment

194. Transfer Payments

195. Uncle Tom

196. Values

197. Variable

198. Vendor

199. WASP

200. War on Poverty