

Field Instruction Manual



Waldine DeBerry, MSW, ASCW
Field Instruction Coordinator

Vicki Gardine Williams, MSW, ACSW
Social Work Program Director

Table of Contents

Acknowledgement	i
Introduction	ii
Social Work Program History and Development	1
External Funding Sources	2
Mission of Social Work Program Goals	3
Social Work Program Goals	3
Social Work Program Objectives	4
Definition of Generalist Practice	5
Social Work Program Curriculum	5-6
Course	7
Social Work Program Four Year Curriculum	8-11
Course Descriptions	12-14
Social Work Field Instruction	15
Field Coordinator	15
Field Liaison	15
Agency Field Instructor	15
BSW/MSW Consultant	15
Field Instruction Objectives	16-19
Selection of Field Instruction Agencies	19-20
Selection of Agency Field Instructors	21-22
Student Application Process for Field Instruction	22-25
Appeal Procedure for Field Instruction Placement	25-26
Responsibilities of the Field Coordinator	26-27

Responsibilities of the Agency Field Instructor and BSW/MSW Consultant	28-29
Responsibilities of the Field Instruction Faculty Liaison	29
Field Instruction Administrative Policies	30-33
Major Rules Violations	33-34
Minor Rules Violations	34-35
Policy on Repeating Field Instruction	35-36
Field Instruction at Place of Employment	36-37
Field Instruction Related Cost	37
National Association of Social Workers Ethical Standards	34-61
National Association of Black Social Workers Code of Ethics	62
Appendix	63
Contents	64

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**Waldine DeBerry, MSW, ACSW
Field Instruction 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. As a guide to field instruction, this manual is designed to explicate the educational objectives and nature of Field Instruction, to identify responsibilities, functions and relationships of the student, agency, and Field Instruction Coordinator, and to provide general policies and procedures for Field Instruction.

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. Field agencies and organizations provide students with valuable experiences that complete their Social Work education. The department program faculty and the Dean of the College of Arts and Sciences 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. Our aim to make Field Instruction professionally rewarding and meaningful for the agencies who work with us. And we look forward to a continuation of the excellent Field Instruction experiences with which you have provided our students.

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 its 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 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 and Professor Vicki G. Williams the current Program Director. Fifty percent

of the faculty have twenty plus years of teaching in the Social Work Program. One Hundred percent of the faculty are tenured and twenty-five percent have the Ph.D. degree.

The Program has an active chapter of the National Social Work Honor Society, Alpha Delta Mu. Social Work students with above average academic achievements are inducted annually. The Social Work Program has a nine member Advisory Council that works with all aspects of the program.

External Funding Sources

The Social Work Program has continuously maintained outside funding sources with research projects and demonstrates grants. In 1974 the Department developed division comprised of two research projects that were funded by the U.S. Department of Agriculture Cooperative State Research Service. One project was designed to study the economic conditions of retired persons in two rural Tennessee counties. The other project focused on the human service needs in Nashville. In addition, the department was awarded grants under the provisions of Title XX and Title IV-B. Subsequent projects and demonstration grants are as follow: Career Preparation for Human Services Practitioners in Gerontology – Department of Health and Human Services – 1979-1981; Child Welfare 426 training grants for curriculum development – 1980-1982; Multi-Disciplinary Training in Child Abuse and Neglect- National Center for Child Abuse and Neglect- 1986-1988; Educational Initiatives to Combat Child Maltreatment Issues in the Black Community – National Center for Child Abuse and Neglect, United States Children’s Bureau- 1988-1990; An Elder Abuse Training Grant-State of Tennessee -1989 - Present; An Afrocentric Alcohol and Drug In-Service Training Program for Child Welfare Workers - Department of Health and Human Services, Children’s Bureau- 1990-1992; Community Awareness for the Prevention of Family Violence in the African American Community – Department of Health and Human Services, Children’s Bureau – 1992-1993; Higher Education Council Consortium – U.S. Department of Education, Funds for the Improvement of post-Secondary Education – 1993 - 1995; Family Violence Project – U.S. Department of Health and Human Services, Office of Community Services –

1995 -1996; Domestic Violence Training Project – U.S. Department of Health and Human Services, Children Bureau – 1995 – 1997; and Families First Training Project – Tennessee Department of Human Services 1997-present.

Mission of the Social Work 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.
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.

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 65 semester hours of Liberal Arts education which are General Education Core; 56 semester hours of 3000 and 4000 level courses that include the required 63 semester 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 consists 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 fro 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 3106) 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 4600). 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 3106) 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 this 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 are free to select whatever courses they want for their electives. The Social Work Program does not offer a minor in its curriculum.

Course

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 serves as the basis for subsequent courses which build on the knowledge base developed in the prior courses. Additional, co-requisite 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 (Minimum grade of C in each)	6
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, 1011, 1021L	Introduction to Biophysical Science I, II and laboratories	8
ECON 2010	Principles of Economics I	3
POLI 2010	American National Government	3
PSYC 2010	General Psychology I	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 Moral Issues	3
ASOR 100B	Orientation for Social Science Majors	1
Frees Electives		<u>6</u>
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 4600	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 3000/4000	Social 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 3106	Technical Report Writing – SOWK	<u>3</u>
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 450 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, 4600, 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.

**Bachelor of 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	<u>3</u>
ASOR 100B	<u>1</u>		17
	16		

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	<u>3</u>
Free Elective	<u>3</u>		15
	17		

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 3106	3
POLI 4200	<u>3</u>	SOWK Elective,	<u>2 or 3</u>
	15	(3000/4000 Level)	14/15

SENIOR YEAR

FALL SEMESTER	HR	SPRING SEMESTER	HR
SOCI 3000	3	SOWK 4900	1
SOWK 4600	3	SOWK 4850	2
SOWK 4800	3	SOWK 4100	8
SOWK Elective,	<u>3</u>	SOWK 4200	<u>3</u>
(3000/4000) Level	12		14

Total: 120 credit hours

Course Descriptions

Social Work (SW)

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 bio-psychosocial 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, 2100, 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 4600 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, 4600, 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 4400 Social Work Services for Children and Youth (3). General knowledge of the basic concepts of social work principles and practice as a method of helping children and adolescents with their social problems. Course acquaints students with the social agencies and the social welfare system and their roles in providing services to children and youth. The course also increases the student's understanding of the adolescent peer group, family relationships, emotional and

physical development, and role. Prerequisite: admission to upper division.

SOWK 4460 Intervention in Child Abuse and Neglect (3). Course designed to identify behaviors common to abusive and neglectful parents and children who have been abused. Specific emphasis is placed on the development of interventive skills for working with the families. Knowledge of the law in child abuse and neglect is one of the foci. 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.

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.
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 450 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 and 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 a 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 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 and Interview Evaluation Form to the interview. Students should be prepared to provide the Agency Field Instructor with a copy of their resume. (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.

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 Arts and Sciences. 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 MSW consultants.
7. To identify BSW/MSW Consultants for placements where BSW/MSW instructors are not available.
8. To resolve problems that arise 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 Administrative Policies

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.

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 sheet 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**.

Holidays:

Students observe all official agency holidays. Students do not observe University holidays unless such holidays coincide with agency holidays. Any exceptions to this policy must be negotiated with the Agency Field Instructor and the Field Instruction Coordinator. During the Spring Semester, field students are permitted to observed the university spring break period.

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 not complete the minimum 450 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 450 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 450 hour requirement has been completed.

Professional Behavior:

Students in Field Instruction are representatives of the agency and the Social Work Program. They are expected to act in a way that demonstrates ethical professional behavior. **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.

Personal Safety:

In the course of his/her duties, the student might find him/her in a situation which could pose a threat to his/her safety. Such instances are rare. However, if such situations arise, the safety of the student should be the primary concern. It is

best to exit the situation as soon as possible. The situation should be discussed with the field instructor and the Field Instruction Coordinator at the earliest opportunity.

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 where corrective actions have been taken, the student may be placed on probation. Before placing the student on probation, the Field Instruction Coordinator and the Agency Field Instructor should counsel the student regarding the problem. A plan of action for resolving the problem should be developed. The Field Instruction Coordinator should make a written summary of this meeting. The student should be given a written statement notifying him/her of the probation and the fact that the practicum may be terminated if future rules infractions occur. A written plan for removing the probation should be provided to the student.

Should rule violations occur when a field student is on probationary status, the practicum may be terminated. The Field Instruction Coordinator and Agency Field Instructor should meet with the student and discuss the rules violations. At this point the probation may be continued, modified, or the practicum may be terminated. The student will be given a written statement of the reasons for terminating the practicum.

Students should expect that any disciplinary action will negatively affect the grade assigned to field instruction. Students appeal of disciplinary action in field should be handled through the Appeal Procedures outlined in the Social Work Student Handbook.

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.

Field Instruction at Place of Employment

It is the policy of the Social Work Program that 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. The major consideration will be that the agency or employment is capable of providing a new and different learning experience for the student which clearly meets the criteria for selection of placement sites and the program objectives. The utmost concern will be that the agency assignment provides a clear opportunity for generalist practice with urban populations. It must be clear that Field Instruction is educationally directed rather than centered on provision of agency services.

The following criteria must be met for assignment within one's place of employment:

- A. The Field Instruction site clearly affords the opportunity for generalist practice as defined in this manual.
- B. The assignment constitutes a change from previously assigned duties within the agency; with different populations and/or a different focus.
- C. The agency must have an employee who is not the student's work supervisor to provide Field Instruction. In some situations the Agency Field Instructor may be provided support and consultation by University Faculty.
- D. The Agency must be approved as a Field Instruction site by the

Department of Social and meet all criteria as outlined in the section on selection of agencies for Field Instruction sites.

- E. The Agency will grant release time for students to complete Field Instruction activities as specified within this manual.
- F. The student will be responsible for submission of a document which prescribes how the above criteria will be met. Within this document, the student will outline how he/she plans to comply with the above criteria; in addition, the Agency Director or Program Director will attest to the feasibility of the plan, and the proposed Field Instructor will be identified. This documentation will be presented to the Field Instruction Coordinator for approval.

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.

National Association of Social Workers Ethical Standards

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the

primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area

of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and

culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker–client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings

to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former

clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable,

and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer

serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative

criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their

colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and

regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the

implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor–Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor–management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take

appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute

to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of,

and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

National Association of Black Social Workers Code of Ethics

In America today, no Black person, except the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its self-determination and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves collectively to the interests of our Black brethren and as individuals subscribe to the following statements:

I regard as my primary obligation the welfare of the Black individual, Black family and Black community and will engage in action for improving social conditions.

I give precedence to this mission over my personal interests. I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.

I hold myself responsible for the quality and extent of service I perform the quality and extent of service preformed by the agency or organization in which I am employed, as it relates to the Black community.

I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individuals or organizations engaged in social welfare activities.

I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.

I will consciously use my skills, and my whole being, as an instrument for social change with particular attention directed to the establishment of Black social institutions.

Appendix

Contents

<i>1.</i>	<i>SOWK 4100 Field Instruction Syllabus and Course Outline.....</i>	<i>Appendix A</i>
<i>2.</i>	<i>SOWK 4200 Field Instruction Seminar Syllabus and Course Outline</i>	<i>Appendix B</i>
<i>3.</i>	<i>Application for Field Instruction</i>	<i>Appendix C</i>
<i>4.</i>	<i>Preparation of a Resume</i>	<i>Appendix D</i>
<i>5.</i>	<i>Release of Information</i>	<i>Appendix E</i>
<i>6.</i>	<i>Background Check</i>	
<i>7.</i>	<i>Field Instruction Contract</i>	<i>Appendix F</i>
<i>8.</i>	<i>Interview Evaluation Form</i>	<i>Appendix G</i>
<i>9.</i>	<i>Agency Information Form</i>	<i>Appendix H</i>
<i>10.</i>	<i>Time Sheet</i>	<i>Appendix I</i>
<i>11.</i>	<i>Field Instruction Activity Sheet</i>	<i>Appendix J</i>
<i>12.</i>	<i>Student Learning Contract Field Instruction Seminar Assignments 1 – 6</i>	<i>Appendix K</i>
<i>13.</i>	<i>Faculty Liaison Agency Visit Report Form</i>	<i>Appendix L</i>
<i>14.</i>	<i>Evaluation of Student Field Instruction Form</i>	<i>Appendix M</i>
<i>15.</i>	<i>Student Evaluation of Field Instruction</i>	<i>Appendix N</i>
<i>16.</i>	<i>Portfolio Review and Evaluation Process</i>	<i>Appendix O</i>
<i>17.</i>	<i>Field Assessment Training Survey</i>	<i>Appendix P</i>
<i>18.</i>	<i>Field Instructor Questionnaire</i>	<i>Appendix Q</i>
<i>19.</i>	<i>Student Evaluation of Social Work Program</i>	<i>Appendix R</i>
<i>20.</i>	<i>Proposal for Employment Placement</i>	<i>Appendix S</i>
<i>21.</i>	<i>Social Work Terms</i>	<i>Appendix T</i>

Tennessee State University
3500 John A. Merritt Blvd.
Nashville, Tennessee 37209-1561

Social Work Program
Jane Elliot Hall (Women's Building)
3rd Floor, Room 310

SOWK 4100 Field Instruction – 8 Credit Hrs.

Prerequisite: Liberal Arts Perspective, SOWK 2010-4800

Co-requisites: SOWK 4850-4200

W. DeBerry, MSW, ACSW
Assistant Professor

Office Hours: Posted
Office Location: WB 310C
Telephone: 963-7665
E-Mail: wdeberry@tnstate.edu

Text: Kirst--Ashman, K. K. & Hull, G. H. (2005). Understanding generalist practice. 2nd Edition. Nelson Hall Publishing.

Baccalaureate Social Work Program: Field instruction manual (2001).Tennessee State University.

I. Course Description:

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, 4600, 4800, SOCI 3000. Co-requisites: SOWK 4850, 4200. Enrollment limited to senior Social Work majors.**

A three (3) hour concurrent 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:

Knowledge Objectives:

1. To acquire knowledge of an agency's purpose, philosophy and funding for understanding the 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 the 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's own practice in 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 integrating 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 in order to intervene 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.
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.

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 (CPS B5.7.6).
2. 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 (CPS B5.7.7).
 3. Understand the history of the Social Work Profession and its current structures and be able to engage in policy formulation and analyze the impact of social policies on client systems, workers, and agencies (B5.7.5 and B5.7.8).
 4. Utilize supervision as social work generalist within agencies and community settings (B5.7.11).
 5. Build their professional social work practice a liberal arts foundation including an ability to think critically, learn independently, and demonstrate effective oral and written communication skills in their professional practice (B5.7.10 and B5.7.1).
 6. Develop an ability to evaluate research, apply research findings, and implement ethical, qualitative, and quantitative research to evaluate and inform their practice interventions (B5.7.9).
 7. Demonstrate appropriate professional use of self and apply social work values and ethics, respecting the dignity of the individual client self-determination and human diversity (B5.7.2 and B5.7.3).
 8. Acquire an understanding of discrimination, oppression and strategies of change, promoting social and economic justice for all people, especially for populations-at-risk (B5.7.4).
 9. Demonstrate knowledge of urban community resources that serve individuals, families, and groups from diverse populations.
 10. Develop a commitment to lifelong learning and professional growth and development.
 11. Function within organizations and service delivery systems under supervision to become advocates for client systems and to seek organizational change.

IV Professional Knowledge, Values, and Skills Outcomes

1. Engagement:

- a. Make effective use of attending skills.
- b. Is sensitive to client systems values and behaviors.
- c. Treat client systems with respect.
- d. Is capable of developing and maintaining professional relationships.
- e. Explains agency services, expectations, and constraints.
- f. Is capable of focusing on client systems, thoughts, and feelings.
- g. Is capable of orienting systems to the helping process.
- h. Is skillful in oral and written communication.
- i. Use appropriate questioning techniques.
- j. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.

2. Assessment:

- a. Clearly, define the problem and needs of client systems.
- b. Is capable of data collection and use observational skills for the assessment process.
- c. Involves client systems in assessment process.
- d. Is capable of identifying and using client strengths.
- e. Is able to partialize the problem.
- f. Is able to apply professional judgment.
- g. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.

3. Planning:

- a. Is skillful in developing and writing long term and short goals.
- b. Skillful in determining and selecting appropriate strategies in the problem solving process.
- c. Skillful in formulating service contracts. Is capable of writing clear objectives in the formulation of the service contract.

- d. Is capable of organizing interpreting, and presenting data collected.
- e. Skillful in using formal and informal services for planned change. Is able to identify and record client systems data on appropriate agency forms.
- f. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.

4. Implementation:

- a. Is capable of identifying activities to solve or prevent problems.
- b. Help client select tasks and activities, which are consistent with goals and problem identification.
- c. Is capable of using a broad range of relationship and problem solving skills in order to intervene with multilevel client systems.
- d. Promotes client self-determination in problem resolution activities.
- e. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.

5. Evaluation:

- a. Is skillful in selecting interventive strategies, most efficient and consistent with stated problem and needs.
- b. Skillful in involving client systems in the evaluative process.
- c. Is capable of identifying clearly the tasks for the worker to accomplish
- d. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.

6. Termination:

- a. Is capable of identifying when it is appropriate to terminate services.
- b. Makes appropriate referrals and identify ongoing needs of client systems.
- c. Helps client systems through the phases of termination.
- d. Deals effectively with unplanned terminations.
- e. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.

7. Follow-Up:

- a. Makes follow-up contacts with client systems.
- b. Skills in re-accessing clients needs often after formal termination has taken place.
- c. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.

V Evaluation:

The field instructors complete the Evaluation of Student Field Instruction form at mid semester and again during end of the semester. Students' Field Learning Contract and the field instructor's evaluation of student's performance are considered in the final grading process.

VI Grading Scale:

- A
- B
- C

VII Field Instruction Course Outline

Submit Time & Activity Sheets weekly

Introduction to Professional Environment

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.

Generalist Problem Solving Application and Professional Growth

Unit-2

Weeks 3-12

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

Evaluation:

Skills in selecting interventive 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 goals

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

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Note: In addition to the above, students are expected to research other journal resources for supplementary readings.

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Tennessee State University
3500 John A. Merritt Blvd.
Nashville, Tennessee 37209-1561

Social Work Program
Jane Elliot Hall (Women's Building)
3rd Floor, Room 310

SOWK 4200-01 Field Instruction Seminar

Vicki Gardine Williams, MSW, ACSW
Professor

Office Hours: Posted
Office Location: WB 310G
Telephone: 963-7668
E-Mail: wwilliams@tnstate.edu

Text: Birkenmaier, Julie and Marla Berg-Weger. (2000). *The Practicum Companion for Social Work: Integrating Class and Field Work*. Allyn and Bacon.

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Recommended Readings:

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I. Course Description:

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.

Course written assignments require students to apply the theories and concepts learned in previous social work courses to their agency practicum experiences.

II. Course Objectives:

Knowledge Objectives:

1. To enhance student knowledge of the generalist problem-solving model of social work practice with individuals, families, groups, organizations, and communities.
2. To strengthen student identification with the social work program through assignments and discussion.
3. To enhance student ability to apply knowledge of human behavior, diversity and oppression to generalist problem solving practice in the field practicum situations.

Skills Objectives:

1. To assist students application of the generalist problem solving knowledge skills and values in practice with at-risk populations, namely; African American, Asian Americans, Latinos, and American Indians.
2. To facilitate students' development of social work skills in the promotion of social and economic justice.
3. To facilitate the transition from student to entry-level social worker.

Values Objectives:

1. To facilitate students' application of social work values as presented in the NASW Code of Ethics for entry-level social work practice.
2. To enhance student understanding and application of social work values and ethics.
3. 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.

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 (CPS B5.7.6).
2. 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 (CPS B5.7.7).
3. Understand the history of the Social Work Profession and its current structures and be able to engage in policy formulation and analyze the impact of social policies on client systems, workers, and agencies (CPS B5.7.5 and B5.7.8).
4. Utilize supervision as social work generalist within agencies and community settings (CPS B5.7.11).
5. Build their professional social work practice on a liberal arts foundation including an ability to think critically, learn independently, and demonstrate effective oral and written communication skills in their professional practice (CPS B5.7.10 and B5.7.1).
6. Develop an ability to evaluate research, apply research findings, and implement ethical, qualitative, and quantitative research to evaluate and inform their practice interventions (CPS B5.7.9).
7. Demonstrate appropriate professional use of self and apply social work values and ethics, respecting the dignity of the individual client self-determination and human diversity (CPS B5.7.2 and B5.7.3).
8. Acquire an understanding of discrimination, oppression and strategies of change, promoting social and economic justice for all people, especially for populations-at-risk (CPS B5.7.4).
9. Demonstrate knowledge of urban community resources that serve individuals, families, and groups from diverse populations.

10. Develop a commitment to lifelong learning and professional growth and development.
11. Function within organizations and service delivery systems under supervision to become advocates for client systems and to seek organizational change.

IV. Instructional Methods:

The Field Instruction 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.

V. Course Requirements:

Students spend 30 hours per week (Monday through Thursday) in the field agency during the sixteen (16) weeks semester, a minimum of 450 clock hours, and return to campus on Friday for the Field Instruction Seminar (SOWK 4200).

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 expected to attend and participate in seminar throughout the semester and is graded.

VI. Portfolio Presentation:

Student's portfolio process is completed during the Field Instruction Seminar course. Students prepare the portfolio utilizing the procedures outlined in the Portfolio Review and Evaluation Process contained in the Field Instruction Manual. 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.

VII. Assignments:

Student assignments for the Field Instruction Seminar are also included in the Field Instruction Manual. The instructor will readily clarify any assignment, however, students should read the assignments in advance of the due date to determine if explanation of an assignment is needed. The course grade includes the Field Instruction Seminar assignments, attendance and participation, and the Portfolio Review and Evaluation Process. The following method will be used to determine assignment and course grades:

A. Field Instruction Seminar Assignments:		<u>Grading Scale</u>
1. Policy (#1) -	10%	A = 100 - 90
2. Human Behavior (#2) -	10%	B = 89 - 80
3. Social Assessment (#3) -	10%	C = 79 - 70
4. Practice (Case Presentation) (#4)	15%	D = 69 - 60
B. Portfolio Presentation -	30%	F = 59 - 0
C. Seminar Attendance/participation -	15%	
D. Final Examination -	10%	

TOTAL:	100 percent	

Course Outline – Fall 2004

September 3, 2004 Introduction and Overview

- A. Course Syllabi and Outline
- B. Field Instruction Manual
- C. Learning Contract
- D. Portfolio Review and Evaluation Process

September 10 Values and Ethical Issues

- A. National Association of Social Workers Code of Ethics (NASW)
- B. National Association of Black Social Workers Code of Ethics (NABSW).
- C. Developing Learning Contracts
- D. Assignments Due:
 - 1. Learning Contract.....1st draft
 - 2. Weekly Activity & Time Sheets
- E. Discussion on agency experiences

**September 17 Getting Starter on Your Practice Career and Organizational Issues –
Textbook, Chapter 1 and 5.**

- A. Getting to know your Practicum organization – internal elements, public or private, size, explicit and implicit rules, and the role of social work..
- B. Getting Started in your Practicum
- C. Practical Application
- D. Integrative Practice Field Seminar
- E. Assignments Due
 - 1. Learning Contract
 - 2. Weekly Activity & Time Sheets
- F. Discussion on agency experiences.

**September 24 Making the Most of your Practicum Supervision; Evaluation: Review and
Revision Learning Objectives-Textbook, Chapter 4**

- A. What is Practicum Supervision?
- B. Supervisory/student relationship
- C. Elements of good supervision/Ethical and Interpersonal Issues
- D. Planning supervisory conferences/Evaluation conference with Supervisor
- E. Social Welfare Policy article taken from a Social Work Journal –Student selection
- F. Practical Application
- G. Assignment Due:
 - 1. Social Welfare Policy – Assignment # 1
 - 2. Weekly Activity & Time Sheets
- H. Discussion on agency experiences

October 1 Socialization into the Social Work Profession – Textbook, Chapter 2

- A. Methods for enhancing self understanding
- B. Strategies for your socialization as a Social Worker
- C. Professional Socialization
- D. Practical Application
- E. Assignments Due:
 - 1. Weekly Activity & Time Sheets
- F. Discussion on agency experiences

October 8 Social Work Practice in the Field - Textbook, Chapter 1,6,7,8

- A. Getting to know the community - - populations, diversity, gaps in services, etc.
- B. Human Behavior article from a Social Work Journal - Student selection.
- C. Expectations for Student Learning in the Field
- D. Learning the “Process” of Micro, Mezzo and Macro Practice
- E. Application of theory to Practice
- F. Record Keeping

- G. Practical Applications
- H. Assignments Due:
 - 1. Human Behavior Assignment - # 2 (Due Oct. 8th)
 - 2. Weekly Activity & Time Sheets
- I. Discussion on agency experiences

October 15 - Social Work Practice in the Field – Con't

October 22 Social Work Practice and the Legal System – Textbook, Chapter 9

- A. Professional and student legal issues
- B. Legal Terms
- C. Grievance Procedures and Legal Resources for Clients
- D. Practical Applications
- E. Assignment Due
 - 1. Social Assessment Assignment - # 3
 - 2. Weekly Activity & Time Sheets
- F. Discussion on agency experiences

October 29 PACAT COMPREHENSIVE EXAMINATION

November 5 PORTFOLIO PRESENTATION

- A. Assignments Due:
 - 1. Oral Presentation
 - 2. Weekly Activity & Time Sheets

November 12 PORTFOLIO PRESENTATION

- A. Assignments Due:
 - 1. Oral Presentation
 - 2. Social Work Practice Case Presentation – Assignment # 4

3. Weekly Activity & Time Sheets

November 19 PORTFOLIO PRESENTATION

- A. Assignments Due
 - 1. Oral Presentation
 - 2. Weekly Activity & Time Sheets

November 26 THANKSGIVING HOLIDAY

**December 3 Termination: The Beginning of an End (or the End of the Beginning),
Textbook, Chapter 10**

- A. Evaluation of course, agency and program
- B. Terminating with clients/consumers
- C. Terminating with Instructor
- D. Terminating with Agency
- E. Practical Applications
- F. Assignments Due:
 - 1. Weekly Activity & Time Sheets

December 15 (8:00 – 10:00 AM) - FINAL EXAMINATION FOR FALL 2004

NOTE: CHANGES IN SCHEDULE WILL BE DONE WHEN SITUATIONS WARRANT! SEMINAR DISCUSSIONS ARE CONFIDENTIAL AND NOT DISCUSSED OUTSIDE OF SEMINAR CLASS! DEACTIVATE ALL ELECTRONIC DEVICES BEFORE ENTERING THE SEMINAR CLASSROOM.

IX. WRITTEN GUIDELINES AND EVALUATION CRITERIA:

- A. Paper should be neatly typed; a minimum of three pages singled-spaced or ten pages double-spaced with usual allowances.**
- B. Paper should include an introduction (intent of paper), main body, 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. Paper should be organized, creative, and critically analyzed (personal reactions and viewpoints)**
- F. Concepts and ideas and personal reactions and viewpoints should be supported or argued with the use of reference materials (library and supplemental readings)**
- G. Paper should include citations within the body of the paper and a reference page. MLA (Modern Language Association) or APA (American Psychological Association) documentation styles; minimum of ten references (books, journals, pamphlets, legal documents, etc.).**

DO NOT ASSUME THAT YOUR INSTRUCTOR IS KNOWLEDGEABLE OF THE SUBJECT MATTER. PROVIDE SPECIFIC, DETAILED, AND WELL-DEFINED INFORMATION.

Reference: Szuchman, Lenore T and Barbara Thomlison. (2000). Writing with Style: APA Style for Social Work. Brooks/Cole

THE TOTAL POINTS FOR THE PAPERS ARE 100 POINTS AS FOLLOWS:

<u>CRITERIA</u>	<u>POINTS</u>
1. Typed-form and neatness; length of paper	10
2. Introduction, main body and conclusion	15
3. Grammar, sentence construction, punctuation, and spelling	20
4. Concepts and ideas	20
5. Organization, creativity, critical analysis	20
6. Use of reference materials	10
7. Citations and reference page using correct reference style (MLA or APA style): Minimum of ten references	<u>5</u>
Total =	100

X. ORAL PRESENTATIONS GUIDELINES – EVALUATION CRITERIA (100 POINTS)

Presentations will be evaluated on the following dimensions:

	<u>PTS.</u>
1. <u>Organization:</u> Communicate ideas within some structure including basic components: Introduction, main body, and conclusion.	30
2. <u>Coherency:</u> Presentation and written report should exhibit unity. The parts of the presentation should fit together. The written report should read as if one person wrote it.	20
3. <u>Application:</u> Presentation should clearly present the abstract concepts and ideas <u>along</u> concrete examples.	40
4. <u>Visual Communication:</u> Should have a clear purpose for including visual aids like graphics, posters, handouts, slides/videos or films. Use them to capture what you think is important.	<u>10</u>
Total	100

XI. BIBLIOGRAPHY

Readings: The following are some suggested readings:

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- 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.
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Note: In addition to the above, students are expected to research other journal resources for supplementary readings.

Department of Social Work & Sociology
Tennessee State University
Nashville, Tennessee 37209

<p>FOR OFFICE USE ONLY</p> <p>Date received _____</p> <p>Agency assignment _____</p>

Field Instruction Application

- NOTE:
1. Refer student application process for Field Instruction
 2. Use typewriter when completing this form
 3. Indicate the semester in which you will enroll in Field Instruction

_____ Semester _____ Year

Name _____ SS# _____

Local Address _____
St. Number, Apt., RT., Box., City, State, Zip. (Telephone Number)

Home Address _____
St. Number, Apt., RT., Box., City, State, Zip. (Telephone Number)

E-Mail Address _____

Age _____ Martial Status _____ Classification _____ GPA _____

Anticipated Date of Graduation _____ Academic Advisor _____

Do you have your own transportation? Yes _____ No _____

Are you a member of the National Association of Social Workers (NASW) and the National Association of Black Social Workers (NABSW)? Yes _____ No _____

How many credits hours will you have completed by end of the current semester? _____

A. Volunteer social work related experience:

Location	Date(s)	Nature of experience
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Employment experience:

Location	Date(s)	Nature of experience
_____	_____	_____
_____	_____	_____
_____	_____	_____

Background Check Information

Statement: Social service agencies, organizations and community settings are performing Background Checks on students requesting the agency or setting as a practicum 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 Instruction on the _____ day of _____ 200__. And have attached Criminal Court documents to verify the findings.

Signature

Date

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

TENNESSEE STATE UNIVERSITY
BACCALAUREATE SOCIAL WORK PROGRAM

FIELD INSTRUCTION CONTRACT

AGENCY FIELD INSTRUCTOR

I agree to supervise the placement of _____
(Student Name)

at _____
(Agency) (Address)

During _____, 20____ Semester. I understand that the students 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. The student will be given a work station and assigned his/her and understand that final responsibility for the assignment of a grade will rest with the Field Coordinator from Tennessee State University.

Please list any special conditions affecting the placement:

Signature Title Date

SOCIAL WORK STUDENT

I agree to work as a Field Student at _____ during the _____ (Agency) _____, 20____ Semester from _____ to _____ for minimum of 30 hours per week and minimum of 450 hours during this period. I understand that I am entitled to observe agency holidays, but not university holidays, and I agree that I will make up any non-holiday hours that I miss. I understand that I am to conduct myself as a professional social worker, and that I am to act in accordance with agency policy. I acknowledge that Field placement is one of the requirements for my degree, and is conducted under the direction of the Social Work Program at Tennessee State University. I have been informed of the responsibilities, duties, and type of work I am to do while in Field Instruction. I understand that this placement is to be unpaid ____paid____ and I ____am not____am to be reimbursed by the agency for expenses such as mileage. I further understand that I am responsible for my travel to and from the agency. I ____have ____will register(ed) for SOWK 4850, 4100 and 4200 in order to receive academic credit for Field Instruction. I understand that the Social Work Field Coordinator has final responsibility for assigning a grade upon completion of this placement. I also understand that the agency instructor's evaluation of my performance is considered in the grading process. The student will maintain liability insurance throughout the duration of the Field Instruction.

(Student)

(Date)

The Social Work Program accepts _____ this placement contract

_____ rejects

(Social Work Program Director)

(Date)

INTERVIEW EVALUATION FORM
FIELD EDUCATION

Student Name _____

Agency Field Instructor (s) Name _____

Date of Interview _____ Agency _____

I am willing to accept this placement student for Field Instruction placement the
semester of 20 _____ Yes _____ No _____

(If No, please give specific reason for this response) _____

Interviewer Signature

Date

THIS FORM SHOULD BE RETURNED WITHIN THREE (3) DAYS OF THE DATE OF
INTERVIEW TO:

Field Instruction Coordinator
Social Work Program
Tennessee State University
P.O. Box 9525
3500 John Merritt Blvd.
Nashville, Tennessee 37209-1561

TENNESSEE STATE UNIVERSITY
BACCALAUREATE SOCIAL WORK PROGRAM
Field Education
Agency Information form

Field Education Student: _____

Student's Specific Agency/Setting Assignment
Give Program and/or Department Name

Official Agency/Setting Name: _____

Official Agency/Setting Mailing Address: _____
(Street, Name, Number)

(City, State, Zip)

Agency Telephone: _____
(Area Code) (Ext) E-Mail Address _____

Agency Representative: _____
(Authorized Agency Representative to the University)

Official Title: _____ Address: _____
(Street, Name, Number)

Telephone: _____
(Area Code) (Ext) (City, State, Zip)

Student's BSW/MSW Supervisor: _____ Official Title _____

Address: _____ Telephone: _____
(Street, Name, Number) (Area Code) (Ext)

(City, State, Zip)

Student's Agency Instructor _____

Official Title: _____

Address: _____
(Street, Name, Number)

(City, State, Zip)

Telephone: _____
(Area Code) (Ext)

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:

___ Individual	___ Family	___ Community
___ Small Groups	___ Organizational	

2. Type contacts with client systems:

___ telephone	___ collateral visits	___ planning meetings
___ office visits	___ collaborative	___ court appearances
___ home visits	___ consultation	___ other

3. Levels of interventions:

___ individual ___ family ___ small groups ___ community ___ organization

4. Purposes:

___ engagement of client systems
___ assessment of client systems
___ planning for change
___ implementation
___ resource development
___ data collection
___ evaluation
___ termination with client system
___ crisis intervention
___ follow-up

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
 ___ rehabilitating ___ monitoring
 ___ procuring services ___ prevention
 ___ other specify) _____
7. Supervisory contact: ___ number ___ total hours
8. Professional developmental: ___ in-service training ___ conference
 ___ workshop ___ staff meeting
 ___ preparation (readings, discussion, etc.,
 related to practice)
 ___ other(specify) _____

Brief Narrative:

Date Due: _____

Date Submitted: _____

**Social Work Program
Tennessee State University**

Student _____

Agency Name _____

Field Instruction Time Sheet

Week 1-Day	Date	Time In	Time Out	Time In	Time Out	Total Hours
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						
					Total Week Hours	
					Total Semester Hours	

Date Due: _____

Date Submitted: _____

Student Signature

Agency Field Instructor (Signature Required)

Instruction For Completing Learning Contract

The purpose of the Learning Contract is to provide both student and the field instructor with a vehicle for anticipating and structuring the field placement learning experiences. It requires that the student give thought to what she/he would like to learn in that setting and requires the agency to define what it offers in the way of learning experiences. The student has basic responsibility for preparing the Learning Contract, However it should be a product of the thinking of both the student and field instructor.

Learning Objectives:

This area should contain a series of statements that identify what the student expects to learn in the areas of both skill development and knowledge. The attached sample offers some examples of the most common and basic kinds of objectives that might be selected by a student. However, the possibilities are endless depending upon the setting, student interests, and the creativity of the interchange between student and field instructor.

Specific Skills to be Emphasized:

This area should identify the specific skills that will become the means for achieving the stated objectives, please refer to the attached sample page.

Tasks and Activities:

This portion of the contract state the specific tasks and activities that will be executed in order to achieve the identified objectives. One of the most important elements in this area is specificity, please see the sample page for examples of the use of numbers and concrete terminology.

Supervision Schedule:

This section should identify the supervisory methods which will be used to give the student feedback on his/her performance as well as on his/her skill development and use of self.

Sample Page

Learning Objective #1

Be able to identify social work role(s) and function in the agency at acceptable professional entry level.

Specific Skills

1. Beginning professional skills in observation
2. Beginning level skills interviewing
3. Beginning skills in case recording

Tasks and Activities

1. Observe field supervisor conducting interviews with individual and groups
2. Observe field supervisor conducting counseling sessions with individuals and groups and community organizations.
3. Conduct a least __ (#) of interviews with individuals and __ (#) with groups
4. Conduct at least __ (#) of counseling sessions with individual and groups
5. Write __ (#) of psychosocial studies
6. Read __ (#) of articles regarding the specific roles and functions of social workers in this agency setting or related agencies.

Learning Objective #2

Be able to understand and use assessment skills to design intervention plans

Specific Skills

1. Beginning skills in writing social assessment statements
2. Skills in prioritizing including identified issues and concerns of the client system
3. Negotiate service plan and or contract with client system

Tasks and Activities:

1. Review field supervisor's written assessment statements.

2. Review journal materials and elements of assessment
3. Write ___ (#) of assessment statements
4. Participate in case staffings and or team conferences
5. Complete client service plan on all assigned cases
6. Engage client system in developing a service plan and/or contract
7. Discuss service contracts with field supervisors

Learning Objective #3

Demonstrate the ability to implement beginning level interventive strategies

Specific Skills

1. Beginning skills in providing direction for intervention and clarity of client-worker responsibility.
2. Skill in knowing what action to take in order to effect change
3. Skill in taking action to effect change

Task and Activities:

1. Follow-up on client service plan and/or contract.
2. Provide on going encouragement and support to the client system as she/he carries out identified tasks and responsibilities.
3. Make telephone contacts as necessary.
4. Provide ___ (#) of referrals.
5. Provide information for ___ (#) of clients.
6. Be available to client system.
7. Present ___ (#) of cases in agency case conferences.

**TENNESSEE STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK & SOCIOLOGY
BACCALAUREATE SOCIAL WORK PROGRAM**

Field Placement Learning Contract

Date: _____

Student: _____

Local Phone# _____

Agency: _____

Address: _____

Agency Phone # _____

Agency-Field Supervisor: _____

Official Title: _____

**This Learning Contract covers the _____ Semester 20____
beginning _____ 20____ to _____ 20____. The Learning
objectives, skills, tasks and activities are based on the Social Work
Program Field Instruction Manual.**

Learning Objective:

Specific Skills:

Task and Activities:

Supervisory Conferences:

*** Duplicate this page according to the number of objectives**

Student Signature

Agency Field Instructor

Field Liaison

Field Instruction Coordinator

NOTE: This contract should be returned to the Coordinator during the second week of field placement.

Tennessee State University
3500 John A. Merritt Blvd.
Nashville, Tennessee 37209-1561

Social Work Program
Jane Elliot Hall (Women's Building)
3rd Floor, Room 310

**SOWK 4200 Field Instruction Seminar
Assignment #1
Social Welfare Policy**

Instructions: Prepare a typed, written response to the questions. Information from previous social work courses need to be included in preparing your responses. All information sources must be properly documented, using APA or MLA documentation writing style.

1. Social Work/Welfare History

- A. Identify two major historical events that have had a major impact on the services delivered by your agency. (At least one of these events must be prior to 1950). Explain why each event is significant.
- B. What has been the historical role of social work/social workers in the delivery of these types of services? What has been the historical role of social workers within your agency?

2. Structure of Services and Institutions

- A. Under what auspices does your agency deliver services? What body/bodies determine the mission and policy of the organization? What is/are the primary sources of funds for the agency?
- B. What is the governing structure of your agency? How does your work unit fit within this structure?
- C. What types of services does your agency deliver? What limitations does the agency place on the kinds of clients or the types of services available to them? What is the general philosophy employed by the agency in delivering services?

- D. What types of services should the agency provide that is not currently providing?
Why aren't these services being provided?
- E. What is the relationship between your agency and other agencies that deliver similar services?

3. Policy Analysis

- A. Identify two theoretical models used in policy analysis. Use one of these models to explain how specific policies in your agency are adopted or modified.
- B. Identify the major federal or state laws that affect your agency. What are the regulatory agencies with which your agency is involved? How do these laws and regulations affect service delivery?

4. Effects of Policy on Oppressed Groups (*Minority, Gender, Religious, Poor, Sexual Preference, etc.*)

- A. Identify the characteristic of the client population served by your agency.
- B. What oppressed groups are over represented in this population?
- C. In what ways does agency policy either facilitate service delivery to or create a significant barrier for these oppressed groups? What changes in agency policy are needed?

5. How Social Workers Influence Social Policy

- A. What is a social worker's responsibility with regard to developing and/or changing social policy? Explain your answer.
- B. What methods, strategies, or interventions are commonly used by social workers to influence social policy?
- C. What is the role of organizations such as NASW or NASW/TN and NABSW in influencing social welfare policy? What have they done in this regard in both past and present years?

SOWK 4200 Field Instruction Seminar
Assignment #2
Human Behavior in the Social Environment

Instructions: Prepare a typed, written response to the questions. Information from previous social work courses need to be included in preparing your responses. All information sources must be properly documented using APA or MLA documentation writing style.

1. Human Development (*Clearly identify the theories you use in your answers*)

- A. Identify the primary age groups of the clients you serve in your agency. Using human development theory, explain the life tasks with which clients must cope at these stages of development.
- B. What are the dominant family characteristics of the client groups served by your agency? How might these characteristics affect the delivery of services?
- C. What are the primary biological, psychosocial, and cultural characteristics of clients served by your agency? (*Either functional or dysfunctional*) Do these characteristics affect the delivery of services?

2. Human Diversity

- A. Who are the at-risk or oppressed groups, served by your agency? (i.e., gender, race, ethnic, religious, or sexual preference groups). Give an approximate breakdown of the groups by percentages.
- B. What disadvantaged/oppressed groups are over represented or under represented in the clients served by your agency? Explain why.
- C. Identify knowledge or skills related to human diversity that could be helpful in working with these disadvantaged/oppressed groups. How have you employed this knowledge in your internship?
- D. How could your agency be more sensitive to the needs of oppressed or at-risk groups?

SOWK 4200 Field Instruction Seminar
Assignment #3
Social Assessment

Instructions: Prepare a typed, written response to the questions. Information from previous social work courses need to be included in preparing your responses. All information sources must be properly documented using APA and MLA documentation writing style.

I. Assessment of the Client System

- A. Reason for Intervention
- B. Description of client system
 - 1) Biological (physical features, health, disabilities)
 - 2) Psychosocial (intellectual, emotional, interpersonal, etc.)
 - 3) Cultural (race, gender, ethnicity, religious, sexual preference)
- C. Description of family system and the relationship of this system to the presenting problem (parents, siblings, partners, etc.)
- D. Describe the client system's environmental context and its relationship to the presenting problem (housing, physical resources, etc.)

II. Problem Solving Ability

Analyze the client system in terms of the capacity to cope with the presenting problem(s). Identify both strengths and weaknesses. Assess the extent to which the problem solving capacity is influenced by skill, impairment of ability, or by external barriers.

III. Target System

Identify the potential targets for change. Multi-problem client systems may require the development of multiple targets for change. Clearly identify the changes that need to be made in the client system, family system, environmental systems, and in the transactions between systems.

IV. Action System

Identify the appropriate resources available to address the targets of change. Include the resources and services available through the change agent system, as well as

though community resources. Specify if appropriate resources are available, or if not, how could they become available?

V. Problem Solving Analysis

Briefly analyzed the prognosis for change. Given the identified problems, and the characteristics of the client system, target system, and action system, to what extent is resolution of the problem(s) likely to occur?

**SOWK 4200 Field Instruction Seminar
Assignment #4
Social Work Practice/Case Presentation**

Instructions: Prepare a typed, written response to the questions. Information from previous social work courses need to be included in preparing your responses. All information sources must be properly documented using APA writing style.

This assignment requires you to demonstrate your knowledge of generalist social work practice. In order to answer the following questions, you are to draw upon your experiences in working with individuals, families, groups, organizations, and communities in your field agency. You should apply course content concepts and theories to a client system, that you have had a continuous involvement. Please do not provide information that would allow others to identify this client situation.

I Engagement and Assessment

1. Brief overview of the client system including:
 - a. Reason for referral (Initial intake process)
 - b. Biological, psychosocial, and cultural assessment of the client system.

II. Planning

1. Give an example of your efforts to complete each of the following and write a rationale for your answer:
 - a. determining needs
 - b. partializing problems
 - c. prioritizing
2. Identify two problems from the case situation and give a brief explanation of why you think each one is a significant problem.
3. State how the client system's view of the problem situation is similar to and different than your view of the problem.
4. State a goal statement for each of the two problems.
5. What limitations or constraints does the worker have in working with this client system situation?

6. Identify ways of dealing with the constraints listed above. Give a rationale for your response.
7. What types of services can you offer in regard to the client system situation?
8. What resources are available in this case? Include natural and formal service delivery resources, and explain why each is possible?
9. What needed resources were not available in this case? Explain how you would address this situation?
10. What professional social work roles and functions were used in this situation?

II Implementation

1. Identify the intervention methods you used in this case and how the client system was involved in the process.
2. Explain how these interventions are consistent with the problem assessment.
3. Identify what social work roles you used in this case.
4. What was the outcome of your intervention?
5. Was this outcome different than you expected and why?

III Evaluation

1. Explain the methodology used to evaluate the case.
2. To what extent did the client system accomplish its goals?
3. Are the changes attributable to the intervention methods used? Explain.
4. What does the client system need to sustain these gains, or what does the client system need that is still lacking?
5. Was the client fully involved in the evaluation process? Explain.

IV Termination

1. Explain how you arrived at the decision to terminate your involvement with this case. Identify the type of termination.
2. Explain the process of termination that you followed in this case.
3. Identify the efforts you made to insure that the changes affected in this case were stabilized.
4. Was this outcome different than you expected and why?

V Social Work Values and Diversity

1. Using this client system situation, identify two social work values and ethical principles that are relevant in work with your client system.
2. Illustrate how you acted upon these values and behaved in an ethical manner in work with this client system.
3. Give an example of personal values, professional values, and agency values related to this case situation. Compare and contrast the conflicts that existed in this case situation.
4. Identify any ethical dilemmas that arose in your work, and explain how you resolved them.
5. Give an example of your ability to use your knowledge of cultural diversity in this case or engage in ethnic-sensitive practice.

**Field Instruction Faculty Liaison
Agency Visit (s) Report Form**

Agency: _____ Address _____

Program Area: _____ Phone _____

Agency Field Instructor: _____ Position/Title _____

Name of Student: _____

Date of Visit: _____

Summary of Student's Activities and/or Experiences:

Issues and Concerns:

Liaison Assessment:

Agency Instructor Suggested Grade: Mid-Term _____
Final _____

Signed: Faculty Liaison Date

Field Coordinator Date

(A form completed on each student)

**TENNESSEE STATE UNIVERSITY
BACCALAUREATE SOCIAL WORK PROGRAM**

PROPOSAL FOR FIELD EDUCATION AT PLACE OF EMPLOYMENT

Student _____ Semester _____

Home Telephone () _____ Work Telephone () _____

Agency Name: _____

Agency Address: _____
(Street Number, P.O. Box., Suite, etc.)

(City, State, Zip Code)

Agency Field Instructor: _____ Telephone Number _____

Employment Supervisor: _____ Telephone Number _____

Criteria for Practicum at Place of Employment:

- | | |
|---|---|
| <p>1. Field Instruction roles and tasks
Must be:</p> <ul style="list-style-type: none"> A. Different from regular employment B. New learning C. Appropriate to undergraduate Level social work | <p>E. Be willing to fulfill the responsibilities of an agency field instructor</p> |
| <p>2. Agency Field Instructor must:</p> <ul style="list-style-type: none"> A. Have BSW/MSW degree B. Have received BSW/MSW least two (2) years prior to supervision. C. Be a person other than student's employment supervisor. D. Be employed in current Position at least one (year) | <p>3. Agency adhere to the policies and procedures outlined in the Tennessee State University Field Instruction Manual.</p> <p>4. Agency, student, chair of field instruction committee and field coordinator must meet to plan, negotiate and agree on proposal.</p> |

I Current employment responsibilities – specify roles, tasks and activities

II Proposed field instruction roles and task – Specify roles that will produce new undergraduate level learning.

III Schedule Information – Complete the following schedule information:

Work Schedule	Field Education Schedule
Monday _____	Monday _____
Tuesday _____	Tuesday _____
Wednesday _____	Wednesday _____
Thursday _____	Thursday _____
Friday _____	Friday _____
Saturday _____	Saturday _____
Sunday _____	Sunday _____

Field Instruction Start Date: _____ **Field Education Ending Date:** _____

Total Number of Field Hours: _____

SIGNATURES:

Student: _____ Date: _____

Employment Supervisor: _____ Date: _____

Agency Field Instructor: _____ Date: _____

Chair Field Instruction Committee: _____ Date: _____

Social Work Program Director: _____ Date: _____

Field Instruction Coordinator: _____ Date: _____

TENNESSEE STATE UNIVERSITY
SOCIAL WORK PROGRAM
EVALUATION OF STUDENT FIELD EDUCATION

Appendix O

Student's Name _____

Agency _____

Mid-Term Evaluation _____

Agency Field Instructor _____

Final Evaluation _____

A. Student assignments:

(Please indicate percentage of student time spent on each type)

- | | | |
|-------|----|---|
| ===== | 1) | Work with individuals |
| ===== | 2) | Work with families |
| ===== | 3) | Work with groups |
| ===== | 4) | Work with organizations |
| ===== | 5) | Work with communities |
| ===== | 6) | Assessment of Agency Policy, Procedure & Guidelines |
| ===== | 7) | Administrative support (planning, needs assessment, etc.) |
| ===== | 8) | Research |
| ===== | 9) | Other |

B. Supervision:

Frequency of formal supervisory sessions between agency supervisor and student.

C. Performance Evaluation

- | | | | |
|----|----------------|---|---|
| 1 | Unacceptable | - | Demonstrates lack of knowledge, less than minimal mastery of skill, and/or unsatisfactory performance. |
| 2 | Inadequate | - | Demonstrates partial comprehension of knowledge, minimal and/or less than satisfactory performance. |
| 3 | Adequate | - | Demonstrates expected level of knowledge, mastery of skills and/or satisfactory performance. |
| 4 | Commendable | - | Demonstrates analytical thinking and integration of above knowledge, above average mastery of skills, and/or above average performance. |
| 5 | Exceptional | - | Demonstrates exceptional comprehension of knowledge base, outstanding mastery of skill, and/or superior performance. |
| NA | Not Applicable | | |

TENNESSEE STATE UNIVERSITY
SOCIAL WORK PROGRAM
EVALUATION OF STUDENT FIELD EDUCATION

Appendix O

I. Demonstrates understanding of values and ethics and begin to apply this understanding to practice.

A. Articulate and practice social work values as presented in NASW Code of Ethics.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

B. Identify the social work profession code of ethics and other codes of ethics which guide agency practice and operation.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

C. Use professional judgment in responding to ethical/value dilemmas.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

D. Demonstrate ability to differentiate between personal values, system values, and social work values about race, ethnicity, age, gender, religion, national origin, sexual orientation, disability, socio-economic status, and life-styles.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

E. Demonstrate understanding and use of professional confidentiality.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

TENNESSEE STATE UNIVERSITY
SOCIAL WORK PROGRAM
EVALUATION OF STUDENT FIELD EDUCATION

Appendix O

F. Demonstrate commitment to social change and economic justice.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

II. Demonstrate understanding of professional helping relationships and effective communication in working with client systems, colleagues, and/or representatives of other organizations and communities.

A. Demonstrates ability to work within agency/setting purposes, structure, and constraints.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

B. Ability to communicate clearly and effectively in writing and orally and record with clarity and promptness.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

C. Planning and arranging work responsibilities.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

D. Skills developments in working with committees, boards and/or councils.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

TENNESSEE STATE UNIVERSITY
SOCIAL WORK PROGRAM
EVALUATION OF STUDENT FIELD EDUCATION

Appendix O

E. Awareness of personal attributes and skills and demonstrate concern for self-development.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

F. Takes the initiative in developing and implementing learning activities.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

G. Demonstrates the ability to accept and utilize constructive criticism.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

H. Personal appearance as related to field instruction standards.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

I. Professional responsibility as related to promptness, regular attendance, professional conduct, integrity, etc.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

J. Ability to work with client systems, colleagues and/or representatives of other organizations and communities.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

TENNESSEE STATE UNIVERSITY
SOCIAL WORK PROGRAM
EVALUATION OF STUDENT FIELD EDUCATION

Appendix O

III. Demonstrates familiarity with professional roles and functions within the agency setting.

- A. Ability to identify Social Work functions performed by self and other agency staff.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

- B. Ability to explain Social Work functions and agency mandates to clients, potential clients, collaterals, and agencies.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

- C. Ability to identify Social Work functions performed with individuals, families, groups, organizations and communities in problem resolution with client systems.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

IV. Begins to utilize community resources relevant to his/her field assignment.

- A. Identification and use of community resources.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

- B. Ability to locate and integrate needed resources into the problem solving process.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

V. Demonstrates effective *engagement* with clients and client systems:

- A. Demonstrates and use effective attending skills.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

TENNESSEE STATE UNIVERSITY
SOCIAL WORK PROGRAM
EVALUATION OF STUDENT FIELD EDUCATION

Appendix O

B. Ability to make eye contact when culturally appropriate.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

C. Ability to focus on systems, thoughts and feelings.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

D. Articulate agency services and system expectations.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

E. Ability to orient systems to the help process.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

F. Demonstrate effective oral and written communication skills.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

VI. Demonstrates the ability to formulate and apply *assessment* to the problem solving process

A. Ability to involve client system in the decision making process.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

TENNESSEE STATE UNIVERSITY
SOCIAL WORK PROGRAM
EVALUATION OF STUDENT FIELD EDUCATION

Appendix O

B. Ability to identify and make use of client systems strengths.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

C. Ability to clearly define the problems and needs of client systems.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

D. Demonstrate and begin to apply professional judgment.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

E. Demonstrate an understanding of and begins to apply partialization in working with systems.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

F. Ability to gather data for assessment purposes.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

VII. Demonstrate an understanding of and begins to apply systematic *planning* techniques in the problem solving process.

A. Demonstrates the ability to set long term and short goals in with multi level systems.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

TENNESSEE STATE UNIVERSITY
SOCIAL WORK PROGRAM
EVALUATION OF STUDENT FIELD EDUCATION

Appendix O

B. Ability to provide and select appropriate strategies in the problem solving process.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

C. Ability to formulate services contracts and utilize formal and informal services.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

D. Ability to evaluate outcomes and/or readjust if necessary

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

E. Demonstrates the ability to translate identified problems into needs.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

VIII. Demonstrates an understanding of and begins to *implement* intervention plans in broad range of practice issues.

A. Identify activities use to solve or prevent problems or achieve goals for social betterment.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

B. Uses a broad range of relationship and problem solving skills in order to intervene with members of a client system.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

TENNESSEE STATE UNIVERSITY
SOCIAL WORK PROGRAM
EVALUATION OF STUDENT FIELD EDUCATION

Appendix O

IX. Demonstrates understanding and begins to apply *evaluative process* in the helping process.

- A. Ability to select and pursue interventive strategies most efficient.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

- B. Ability to involve client system in the evaluative process.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

- C. Ability to identify clearly the tasks and who is responsible for accomplishment of tasks.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

X. Demonstrates skills in carrying out the *termination* phase of work with individuals, families, groups, and communities.

- A. Ability to determine when to terminate with client systems.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

- B. Skills in helping client system in the termination process.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

- C. Ability to identify ongoing needs of the clients system.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

TENNESSEE STATE UNIVERSITY
SOCIAL WORK PROGRAM
EVALUATION OF STUDENT FIELD EDUCATION

Appendix O

XI. Demonstrates an understanding of and begins to apply *follow-up services* as a component of the interventive process.

A. Skills in making follow-up contacts with client systems.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

B. Ability to re-access client systems needs after formal termination.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

XII. Begins to apply human behavior concepts, interventions between the individual and the environment, and individualization of people with respect to race, ethnicity, culture, class gender, sexual orientation, religion, physical or mental ability, age, and national origin.

A. Ability to assess situations using person-in-environment concept and set priorities for intervention.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

B. Ability to individualize and work with individuals, families, groups, communities and organization with respect to socioeconomic, ethnic, religious, gender, age, sexual orientation differences.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

C. Ability to apply behavior concepts and systems theory to broad populations inclusive of individual, family, group, organization and community systems.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

TENNESSEE STATE UNIVERSITY
SOCIAL WORK PROGRAM
EVALUATION OF STUDENT FIELD EDUCATION

Appendix O

XIII. Applies understanding of organizational arrangements and their implications for service delivery and professional practice.

- A. Ability to identify strengths and limitations of agency's service delivery system and the impact of state and federal law on service delivery.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

- B. Appropriateness of suggesting changes in agency programs, policies, and/or procedures as they affect clients.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

- C. Ability to apply knowledge of organizational policies in problems solving within the agency, and in the community served.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

XIV. Demonstrates understanding of social welfare policies and services at the local, state, and national levels and their implications for the promotion of social justice, and begins to relate this to his/her practice.

- A. Demonstrates knowledge of local, state and federal social welfare policy which addresses the needs of the special populations and populations-at-risk.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

XV. Demonstrates understanding of the basic concepts of research and begins to utilize this knowledge in evaluating own practice with the agency.

- A. Ability to measure impact of intervention on individuals, families, groups, organizations and communities.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

TENNESSEE STATE UNIVERSITY
SOCIAL WORK PROGRAM
EVALUATION OF STUDENT FIELD EDUCATION

Appendix O

B. Ability to measure outcomes in practice.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

C. Ability to use objective and subjective data in making informed decisions about practice.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

XVI. Makes productive use of supervision for professional development and practice evaluation.

A. Brings agenda, questions and concerns to supervision.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

B. Ability to assume responsibility for own learning.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

C. Professional self-awareness including the need for continued professional growth.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

D. Demonstrate affiliation with professional and community organizations.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

TENNESSEE STATE UNIVERSITY
SOCIAL WORK PROGRAM
EVALUATION OF STUDENT FIELD EDUCATION

Appendix O

XVII. Demonstrates ability to comply with Field Learning Contract.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments: _____

Supervisor's Narrative: (Attach additional comments if needed.)

Student's Narrative: (Students' reading and signature are required.)

Student	Date
---------	------

Field Instructor	Date
------------------	------

Field Liaison	Date
---------------	------

BSW/MSW Consultant	Date
--------------------	------

**TENNESSEE STATE UNIVERSITY
Baccalaureate Social Work Program**

STUDENT EVALUATION OF FIELD EDUCATION

This evaluation form is designed to obtain your impressions of Field Instruction experience provided this semester. The information will be used to evaluate the field agency and the Field Instruction program. Your responses will provide valuable feedback to us in our endeavors to increase the range and quality of field experiences afforded students prior to graduation.

We urge you to be candid and objective in your responses. You may use additional sheets to provide written comments.

The rating scale below is to be used for this form.

1	2	3	4
Poor	Average	Very Good	Excellent

Student _____ Semester _____ Date _____

Agency _____

Address _____

Field Instructor _____

SOCIAL WORK PROGRAM
Tennessee State University

Portfolio Review and Evaluation Process

Introduction

Student portfolio review and evaluation process are used to document and evaluate the professional growth and development of students during undergraduate education. Students begin to build the portfolio upon formal admittance to the Social Work program and continue to build until the date of presentation. The presentation is done in Field Instruction Seminar class which is the last semester of the senior year. The building of the portfolio allow students the opportunity to examine their achievements of the educational objectives of the Social Work program and the functions of the social work profession in general. Further, students are able to engage in the processes of thinking, doing, and reflecting that develops critical thinking skills and a sense of professional self.

Procedures and Format

1. Contact advisor to begin the organization of portfolio
2. A minimum of six (6) and a maximum of ten (10) documents should be included in the portfolio. The documents may be papers, tapes, drawings, paintings and other art artifacts, written description of learning experiences, community volunteer experiences, campus extra curricular activities, field experience assignments, etc. Students select the documents to be included.
3. All selected materials should be products of Tennessee State University or undergraduate social work related materials at other institutions.
4. Each portfolio will have a **rationale statement**, explaining in what way the materials presented give evidence that the student has achieved the identified competencies and educational outcomes of liberal arts and social work professional knowledge, values and skills (see attached).
5. Field Instruction Seminar assignments #3 and #4 must be included (see Field Instruction Manual).
6. Submit written portfolio to advisor **two weeks** before presentation date.

7. Use a loose-leaf notebook, with dividers clearly identifying each parts.
8. Written portfolio should be in four parts as follow:

- I. Introduction**
- II. Rationale Statement**
- III. Benchmarks**
 - A. Documents**
- IV. Conclusion Statement**

Students emphasis should be on: a) selection of documents b) development of introduction, rationale and conclusion statements and c) preparation of the oral presentation. Advisor will present a **summary statement** and **questions** for discussion.

9. Presentation should not exceed one hour; 30 minutes for oral presentation and 30 minutes allowed for questions and discussion from evaluators. Students are encouraged to be selective in their oral presentation materials and free to give considerable attention to selected documents, while giving a general review of remaining documents. Attention should be focus on engaging the audience and in depth analysis of materials.
10. The rating scale for the grading of the portfolio is from superior (20) to unacceptable (6); a possible maximum total of 200 points. Below 140 points is unacceptable and the portfolio evaluation process will have to be repeated.
11. Portfolio evaluation committee include: a) seminar instructor; b) program faculty advisor; c) one liberal arts faculty; and d) two (2) program Seminar (SW 420) students. Student's are free to invite other university non-rating faculty and peers. Students involved in the portfolio process will be requested to sign a "release form" agreeing to student evaluators.

**Social Work Program
Tennessee State University**



Portfolio Review and Evaluation Process

**Portfolio Presentation
for**

Date: _____

Reviewer:

Part III

Performance Evaluative Ratings and Comments:

Evaluation Rating Scale:

6	=	Unacceptable
14	=	Average
16	=	Good
18	=	Excellent
20	=	Superior

Benchmark 1:

Level to which student portfolio demonstrates **thorough exhibition** of competencies from the following liberal arts categories; think critically and learn independently, demonstrate effective oral and written communication skills, collect, organize, evaluate and interpret information about the world around them, engage in teamwork and systematic problem-solving, connect ideas to their “real work” circumstances, adapt to new or unfamiliar situations, demonstrate empathic understanding of persons who are different from them, exhibit integrity and ethical behavior in their professional and social relationships, demonstrate professional competence and an understanding of the intellectual issues that dominate scholarship in their discipline, understand and appreciate the importance of constant intellectual renewal and continuous learning and function effectively in a rapidly changing, technological, culturally diverse, and global society.

_____ 6 _____ 14 _____ 16 _____ 18 _____ 20

Comments: _____

Benchmark 2:

Level to which student's portfolio demonstrates **range** of competence for at least one of the liberal arts categories: think critically and learn independently, demonstrate effective oral and written communication skills, collect, organize, evaluate and interpret information about the work around them, engage in teamwork and systematic problem-solving, connect ideas to their "real work" circumstances, adapt to new or unfamiliar situations, demonstrate empathic understanding of persons who are different from them, exhibit integrity and ethical behavior in their professional and social relationships, demonstrate professional competence and an understanding of the intellectual issues that dominate scholarship in their discipline, understand and appreciate the importance of constant intellectual renewal and continuous learning and function effectively in a rapidly changing, technological, culturally diverse, and global society.

_____ 6 _____ 14 _____ 16 _____ 18 _____ 20

Comments: _____

Benchmark 3:

Level to which student's portfolio demonstrates **thorough exhibition** of competence for the following categories or professional knowledge, values, and skills: engagement of multilevel client systems, problem assessment, planning, and implementation of planned change, evaluation, termination, and follow-up. (**See Professional Knowledge, Values and Skills**)

_____ 6 _____ 14 _____ 16 _____ 18 _____ 20

Comments: _____

Benchmark 4:

Level to which student's portfolio demonstrates **range** of competence for at least one of the following categories of professional knowledge, value and skills: engagement of multilevel client systems, problem assessment, planning, implementation of planned change, evaluation, termination, and follow-up. (See **Professional Knowledge, Values and Skills**)

_____ 6 _____ 14 _____ 16 _____ 18 _____ 20

Comments: _____

Benchmark 5:

Level to which student's portfolio demonstrates professional growth and acceptance of and commitment to social work professional values.

_____ 6 _____ 14 _____ 16 _____ 18 _____ 20

Comments: _____

Benchmark 6:

Level to which student's portfolio demonstrates integration of liberal arts and professional social work knowledge, values and skill. (Some documents should demonstrate both liberal arts and professional social work competence).

_____ 6 _____ 14 _____ 16 _____ 18 _____ 20

Comments: _____

Benchmark 7:

Level to which student's portfolio demonstrates adherence to format guidelines and correct grammar.

_____ 6 _____ 14 _____ 16 _____ 18 _____ 20

Comments: _____

Benchmark 8:

Level to which student's oral presentation demonstrates planning, organization, and effective communication skills.

_____ 6 _____ 14 _____ 16 _____ 18 _____ 20

Comments: _____

Benchmark 9:

Level to which student stimulated and directed the dialogue component of the portfolio presentation.

_____ 6 _____ 14 _____ 16 _____ 18 _____ 20

Comments: _____

Benchmark 10:

In general, the student demonstrated his/her readiness to become a beginning level professional social worker and a well educated citizen.

_____ 6 _____ 14 _____ 16 _____ 18 _____ 20

Comments: _____

Name of Student: _____

Evaluator's Signature: _____

Date: _____

**Tennessee State University
College of Arts and Sciences
General Education/Liberal Arts Program Outcomes**

Tennessee State University College of Arts and Sciences is committed to excellence in teaching and advising, research and creative activity, and public service. The College aims to provide students with a solid academic foundation upon which to pursue lifelong learning and build successful lives and careers. This foundation includes a broad liberal education that encompasses the humanities, natural sciences, mathematics, computer sciences and the social sciences, and extensive knowledge and skills in a major field of study. The College of Arts and Sciences is dedicated to providing graduates who can demonstrate the ability to:

1. Think critically and learn independently.
2. Demonstrate effective oral and written communication skills.
3. Collect, organize, evaluate, and interpret information about the world around them.
4. Engage in teamwork and systemic problem-solving.
5. Connect ideas to their “real work” circumstances.
6. Adapt to new or unfamiliar situations.
7. Demonstrate empathetic understanding of persons who are different from them.
8. Exhibit integrity and ethical behavior in their professional and social relationships.
9. Demonstrate professional competence and an understanding of the intellectual issues that dominate scholarship in their discipline.
10. Understand and appreciate the importance of constant intellectual renewal and continuous learning.
11. Function effectively in a rapidly changing, technological, culturally diverse, and global society.

Humanities: Graduate should demonstrate an awareness of various means of creative expression, both within a given cultural and across cultures or languages. This creative expression will exemplify multiculturalism and globalism; students after exposure to the intellectual climate will display on tests and behavior an understanding of how human ideals, values, and ethics can be examined and illuminated figuratively; demonstrate an awareness of the past and current relationships between creative expression and the societies from which they grow. Graduates will be able to formulate judgment about words of creative expression and understand their basic premise. Students will demonstrate an understanding about how the creators of expressive works and the critics of them make informed qualitative judgment about works.

Natural Sciences: Graduates will demonstrate an understanding of the fundamental biological and physical concepts and principles as they relate to living organism, use observational skills developed through active participation in scientific experiments and exercise, arriving at generalizations through inductive and deductive reasoning, and to communicate these skills in verbal and written forms; demonstrate scientific attitudes such that responsible decisions and

resolutions of problems concerning science related issues may be made objectively; an awareness of the ecological problems of the world; demonstrate an awareness of how mankind fits into the sociological whole and an appreciation for the beauty of nature.

Mathematics and

Computer Science: A basic understanding of how deductive logic is employed to obtain valid conclusions and competency. An understanding of how and when mathematics is used as language (translation of “real world problems” into the language of mathematics and then interpreting the computation results as they relate to the original problem; a basic understanding of how deductive logic is employed to obtain valid conclusions, ability to communicate using the computer, awareness of the power and capabilities of computers and the technical limitations, understanding of basic computer programming; an awareness of the social ramifications that have been and will continue to be created by the growing use of computers.

Social Sciences:

Graduates will demonstrate a sound understanding of human groups, including our historical legacy, the social economic, political, and cultural framework of modern society, and knowledge valuable to human growth and well-being. Provide students with desire for life long learning and inquiry, an ability for abstract logical thinking and critical analysis, an interest in the expansion and transmission of knowledge, and an enlightened world view resulting in an informed citizen realistically prepared for a fulfilling role in contemporary society, global overview of world, political process and political decision making, economical growth theory, supply and demand analysis, problem solving, social and economic awareness.

PROFESSIONAL KNOWLEDGE, VALUES AND SKILLS

1. Engagement:
 - a. Make effective use of attending skills
 - b. Is sensitive to client systems values and behaviors
 - c. Treat client systems with respect
 - d. Is capable of developing and maintaining professional relationships
 - e. Explains agency services, expectations and constraints
 - f. Is capable of focusing on client systems thoughts and feelings
 - g. Is capable of orienting systems to the helping process
 - h. Is skillful in oral and written communication
 - i. Use appropriate questioning techniques
 - j. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.
2. Assessment:
 - a. Clearly define the problem and needs of client systems
 - b. Is capable of data collection and use of observational skills for the assessment process
 - c. Involves client systems in assessment process
 - d. Is capable of identifying and using client strengths
 - e. Is able to partialize the problem
 - f. Is able to apply professional judgment
 - g. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.
3. Planning:
 - a. Is skillful in developing and writing long and short term goals
 - b. Skillful in determining and selecting appropriate strategies in the problem solving process.
 - c. Skillful in formulating service contracts. Is capable of writing clear objectives in formulation of the service contract
 - d. Is capable of organizing, interpreting, and presenting collected data.
 - e. Skillful in using formal and informal services for planned change. Is able to identify and record client system's data on appropriate agency forms.
 - f. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.

4. Implementation:
 - a. Is capable of identifying activities to solve or prevent problems
 - b. Help client systems select task and activities which are consistent with goals and problem identification.
 - c. Is capable of using a broad range of relationship and problem solving skills in order to intervene with multilevel client systems.
 - d. Promotes client systems self-determination in problem resolution activities.
 - e. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.
5. Evaluation:
 - a. Is skillful in selecting interventive strategies, most efficient and consistent with stated problem and needs.
 - b. Skillful in involving client systems in the evaluative process.
 - c. Is capable of identifying clearly the tasks for the worker to accomplish
 - d. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.
6. Termination:
 - a. Is capable of identifying when it is appropriate to terminate services.
 - b. Makes appropriate referrals and identify ongoing needs of client systems
 - c. Helps client systems through the phases of termination.
 - d. Deals effectively with unplanned terminations.
 - e. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.
7. Follow-up:
 - a. Makes follow-up contracts with client systems.
 - b. Skills in re-accessing client system needs often after formal termination has taken place.
 - c. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.

8. Professional Growth:
 - a. Is able to demonstrate professional roles and functions within the agency setting.
 - b. Utilizes community resources relevant to placement assignment.
 - c. Is skillful in seeking feedback and applying that feedback for professional growth and development.
 - d. Makes appropriate use of authority.
 - e. Is able to work within agency setting purposes, structure and constraints.
 - f. Demonstrates a commitment to social and economic justice.
 - g. Works on committees, boards and/or council providing professional leadership.
 - h. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.
9. Support Professional Values:
 - a. Is able to articulate and apply social work professional values.
 - b. Understands and promotes affiliations with professional organizations.
 - c. Understands and apply professional confidentiality
 - d. Is able to recognize and analyze ethical values dilemmas
 - e. Sensitivity to and respect values about race, gender, ethnicity, age, national origin, religion, socio-economic status, sexual orientation, disability and lifestyles.
 - f. Understands and apply professional responsibility as related to promptness, conduct, integrity, etc.
 - g. Satisfactorily demonstrates accomplishment of practicum learning objectives related to this competence.

TENNESSEE STATE UNIVERSITY
SOCIAL WORK PROGRAM

FIELD EDUCATION TRAINING ASSESSMENT SURVEY

A. Training Issues:

1. Have you received prior agency field instructor training from TSU ?
 Yes _____ No _____

2. Did the training you received prepare you to fulfill your functions as an agency field instructor for TSU Social Work Program? (Circle one number)

1	2	3	4	5
Not At All	Somewhat	Moderately	Very Well	Extremely Well

B. Responsibilities in your agency

- 1. About what percentage of your time do you spend doing each of the following functions as part of your current position: (fill in as many as appropriate; total = 100 %)**

_____	Crisis intervention
_____	Intake/assessment
_____	In-home services
_____	Case management
_____	Supervision
_____	Staff development training
_____	Administration/managerial
_____	Program development
_____	Therapy/counseling
_____	Other
	TOTAL SHOULD BE 100%

- 2. What percentage of time do you spend in practice activities involving the following client systems?**

_____	Individual
_____	Families
_____	Groups (task or therapeutic)
_____	Organizations
_____	Community
	TOTAL SHOU LLD BE 100%

3. What percentage of the following populations does your agency serve?

_____ Asian/Pacific Islander
 _____ African American
 _____ Hispanic
 _____ Caucasian
 _____ Other
 _____ TOTAL SHOULD BE 100%

4. Indicate why you feel training/continuing education is important (Check all that apply).

_____ Possible promotion
 _____ Improved skill or knowledge
 _____ Feel more competent in serving agency clientele
 _____ Professional growth
 _____ Prevent burnout
 _____ Communicate with other professionals
 _____ Keep current in field
 _____ Personal growth
 _____ Escape, travel
 _____ Other _____
 (please specify)

C. Please indicate (using the scale below training/continuing education workshops you would like TO SUPPORT YOUR EFFORTS AS AGENCY FIELD INSTRUCTOR.

	1 Not Important	2 Somewhat Important	3 Moderately Important	4 Very Important	5 Extremely Important
1. Generalist practice	1	2	3	4	5
2. Problem-solving process (General Method)	1	2	3	4	5
3. Diversity/Populations at Risk	1	2	3	4	5
4. Social justice	1	2	3	4	5
5. Strategies for organizational change	1	2	3	4	5
6. Human behavior and the social social environment	1	2	3	4	5
7. Social welfare policy	1	2	3	4	5
8. Framework for policy analysis	1	2	3	4	5
9. Social work values/ethics	1	2	3	4	5
10. Resolving ethical dilemmas	1	2	3	4	5

11.	Evaluation of practice and/or program	1	2	3	4	5
12.	Group work	1	2	3	4	5
13.	Psycho social assessment	1	2	3	4	5
14.	Community needs assessment	1	2	3	4	5
15.	Child welfare services	1	2	3	4	5
16.	Grant proposal writing	1	2	3	4	5
17.	Community practice	1	2	3	4	5
18.	Education supervision and consultation	1	2	3	4	5
19.	Other (specify) _____	1	2	3	4	5

D. Please indicate (using the scale below) training/continuing education you would like to have to help you as a **PROFESSIONAL SOCIAL WORKER** within your agency and/or as a **FIELD INSTRUCTOR**

1	2	3	4	5
Not Important	Somewhat Important	Moderately Important	Very Important	Extremely Important
1.	Generalist practice		1 2 3 4 5	
2.	Problem-solving proc		1 2 3 4 5	
3.	Diversity/Populations at Risk		1 2 3 4 5	
4.	Social justice		1 2 3 4 5	
5.	Organizational analysis		1 2 3 4 5	
6.	Strategies for organizational change		1 2 3 4 5	
7.	Human behavior and the social environment		1 2 3 4 5	
8.	Social welfare policy		1 2 3 4 5	
9.	Framework for policy analysis		1 2 3 4 5	
10.	Social work values/ethics in practice		1 2 3 4 5	
11.	Resolving ethical dilemmas		1 2 3 4 5	
12.	Evaluation of Practice and/or Program		1 2 3 4 5	
13.	Group work		1 2 3 4 5	
14.	Psycho social assessment		1 2 3 4 5	
15.	Community needs assessment		1 2 3 4 5	
16.	Child welfare services		1 2 3 4 5	
17.	Grant proposal writing		1 2 3 4 5	
18.	Community practice		1 2 3 4 5	
19.	Education supervision and consultation		1 2 3 4 5	
20.	Other (specify) _____		1 2 3 4 5	

Can you think of any other ways the Social Work Program can help you as an agency field instructor?

Can you think of any other ways the Social Work Program can help you as a social services provider in the community?

E. Background Information:

1. Age 25 - 35
 36 - 45
 45 - 55
 56 - 65
 66 - older

2. Educational background: Check only the highest level received.
☐ high school graduate ☐ M S/ M A (Not MSW)
☐ some college ☐ BS/BA (Not BSW)
☐ Master of Social Work ☐ Ph.D.
☐ Bachelor of Social Work ☐ Other (please specify)

3. Other credentials:
☐ L CSW ☐ Not a licensed social worker
☐ CM SW ☐ Other

4. What is your current position title?

5. How long have you been in your current position?

6. In which program do you serve as an agency field instructor?
☐ BSW
☐ M SW
☐ both BSW and M SW

Tennessee State University
Field Instruction
Field Instructor Questionnaire

1. How long have you been an agency field instructor?
 - a. ☐ less than 6 months
 - b. ☐ 1-2 years
 - c. ☐ 2-3 years
 - d. ☐ 3-4 years
 - e. ☐ 4-5 years
 - f. ☐ 5-6 years
 - g. ☐ 6+
2. What is your job title? _____
3. In what field did you obtain your degree? _____
4. What is the highest degree you attained? _____
5. How long have you been practicing Social Work? _____
6. What is the total numbers of field students that you have supervised in your current agency?
 - a. ☐ one
 - b. ☐ two
 - c. ☐ three
 - d. ☐ four
 - e. ☐ five
 - f. ☐ six
 - g. ☐ more
7. What is the total number of TSU field students that you have supervised in your current agency?

8. How receptive is your agency to having Social Work practicum students?
 - a. ☐ very receptive
 - b. ☐ receptive
 - c. ☐ neutral
 - d. ☐ not receptive
9. Which of the following best describes the organization for which you work?
 - a. ☐ public
 - b. ☐ private, profit
 - c. ☐ private, nonprofit
 - d. ☐ other

10. How would you describe your agency setting?

- a. ☐ Agency for the aged
- b. ☐ Substance abuse
- c. ☐ Medical Hospital
- d. ☐ State Hospital
- e. ☐ Mental Health Center
- f. ☐ Correction (Adult)
- g. ☐ Correction (Juvenile)
- h. ☐ Child Welfare Agency
- i. ☐ Residential Treatment (please specify) _____
- j. ☐ Mental Retardation
- k. ☐ Other _____

11. Which of the following age groups do you work with the most?

- a. ☐ elderly (65+)
- b. ☐ adolescents (12-17)
- c. ☐ adults (18-24)
- d. ☐ children (0-11)
- e. ☐ all ages

12. How prepared do you feel that your TSU field student was for working with your agency your agency population?

- a. ☐ well prepared
- b. ☐ adequately prepared
- c. ☐ moderately prepared
- d. ☐ less prepared
- e. ☐ poorly prepared

13. How well are the TSU field students prepared for entry level Social Work practice?

- a. ☐ well prepared
- b. ☐ adequately prepared
- c. ☐ moderately prepared
- d. ☐ less prepared
- e. ☐ poorly prepared

14. How would you rate the competency level of the TSU field students that you have supervised?

- a. ☐ exceptional
- b. ☐ commendable
- c. ☐ adequate
- d. ☐ inadequate
- e. ☐ unacceptable

15. How would you rate your field student(s) ability to apply Social Work values?
- a. ☐ exceptional
 - b. ☐ commendable
 - c. ☐ adequate
 - d. ☐ inadequate
 - e. ☐ unacceptable
16. How would you rate your field student(s) ability to apply the Social Work process (engagement, assessment, planning, implementation, evaluation, termination, follow-up, professional growth and support of professional values) to your agency?
- a. ☐ exceptional
 - b. ☐ commendable
 - c. ☐ adequate
 - d. ☐ inadequate
 - e. ☐ unacceptable
17. Overall, how would you rate the performance of the Tsu student(s) you have supervised?
- a. ☐ exceptional
 - b. ☐ commendable
 - c. ☐ adequate
 - d. ☐ inadequate
 - e. ☐ unacceptable
18. How satisfied are you with the performance of your practicum student(s)?
- a. ☐ very satisfied
 - b. ☐ somewhat satisfied
 - c. ☐ neutral
 - d. ☐ dissatisfied
 - e. ☐ very dissatisfied
19. On the average, how frequently do you have formal supervisory meetings with your practicum student(s)?
- a. ☐ once a week
 - b. ☐ twice a week
 - c. ☐ three times a week
 - d. ☐ four times a week
 - e. ☐ daily

20. What you like to continue to serve as an agency filed instructor/supervisor?

- a. ☐ yes
- b. ☐ no
- c. ☐ undecided

21. How would you rate your relationship with the Social Work Program of Tennessee State University?

- a. ☐ very satisfied
- b. ☐ somewhat satisfied
- c. ☐ neutral
- d. ☐ dissatisfied
- e. ☐ very dissatisfied

22. Based on you experience with TSU field students what areas would you recommend needs improvement?

23. Identify areas that need to be improved to strengthen the Field Instruction Program.

24. Identify strengths of the Tennessee State University Field Instruction Program.

25. What other comments would you like to make about the program?

Tennessee State University STUDENT 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; N/A = 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

Appendix T

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 extent 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: _____

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: _____

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

Please provide additional comments if needed. _____

SOCIAL WORK TERMS

- | | |
|------------------------------------|--------------------------------------|
| 1. Problem Solving Casework | 46. Categorical Assistance |
| 2. Public Assistance | 47. Certification |
| 3. Systems Theories | 48. Change Agent System |
| 4. Assessment | 49. Chicano |
| 5. Goal Setting | 50. Childhood |
| 6. Social Group Work | 51. Chins |
| 7. Guardian Ad Litem | 52. Chronic |
| 8. Tactics | 53. Class Action Suit |
| 9. Target System | 54. Client System |
| 10. Intervention | 55. Closed System |
| 11. Cost-Benefit Analysis | 56. Code of Ethics |
| 12. Least-Restrictive Environment | 57. Coercion |
| 13. Poverty Line | 58. Informed Consent |
| 14. Policy | 59. Cognitive Theory |
| 15. Practice Wisdom | 60. Coming Out |
| 16. NASW | 61. Committee on Inquiry |
| 17. Variance | 62. Validity |
| 18. Ventilation | 63. Reliability |
| 19. Confidentiality | 64. Committee on Inquiry |
| 20. Acceptance | 65. Contract |
| 21. Dual Relationship | 66. Control Group |
| 22. Accountability | 67. Correlation |
| 23. ACSW | 68. Cost-of-living Index |
| 24. Action System | 69. Council on Social Work Education |
| 25. Activity Group | 70. Creaming |
| 26. Acute | 71. Crisis Theory |
| 27. Jane Addams | 72. Curandero |
| 28. Adolescence | 73. Dependent Variable |
| 29. Adversarial Process | 74. Diagnosis-Related Groups |
| 30. Advocacy | 75. Dorothea Dix |
| 31. Affect | 76. DSM IV |
| 32. Saul Alnsky | 77. Educator Role |
| 33. Mary Richmond | 78. Enabler Role |
| 34. Almshouse | 79. Entitlement Program |
| 35. Altruism | 80. Equifinality |
| 36. Analysis of Variance | 81. Ericksonian Theory |
| 37. Applied Research | 82. Extened Family |
| 38. Charity Organization Societies | 83. Family |
| 39. Autonomy | 84. Family Therapy |
| 40. Baseline | 85. Facilitator |
| 41. Block Grant | 86. Feminism |
| 42. Bonding | 87. Freedom Riders |
| 43. Broker role | 88. Generalist |
| 44. Case Management | 89. Group Leader |
| 45. Single-Subject Design | 90. Group Therapy |

91. Hawthorne Effect
92. Hispanic
93. Homeostasis
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. Mifasance
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. Sick 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 Proverty