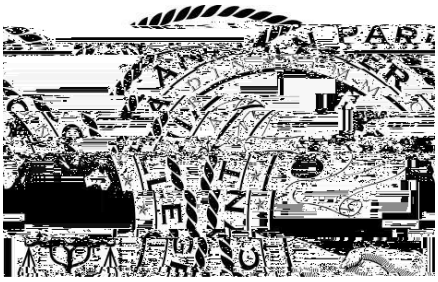
U N I V E R S I T Y

Social Work Program
Field Instruction Manual



Revised August 2022

SOCIAL WORK PROGRAM HISTORY, VISION, MISSION, AND GOALS

History

The first social work faculty member, Dr. Dannis Cooper, was hired in 1971 to begin developing social work courses at Hardin-Simmons University. Social work courses were offered, but as accreditation became a requirement in social work education in the 1980s, HSU began formalizing the social work major and seeking accreditation. The first Director of Field Education, Doris Thornton, was hired in 1984 and developed the Field Education curriculum. The social work faculty applied for accreditation in 1985 and was in candidacy through the Council of Social Work Education.

The program became fully accredited in 1986, retroactive for the graduating class of 1985. The program has remained fully accredited since that time. Both Dr. Cooper and Mrs. Thornton maintain an ongoing relationship with HSU and the Social Work Program. The programs offer the Doris S. Thornton Alumni Social Work Award annually to a graduating senior displaying outstanding academic achievement in social work practice and field. After the retirement of Dr. Cooper in 2010, the program established an annual research award to be given to a graduating senior for excellence in social work research.

The Social Work Program, like the University, provides intellectual, spiritual, cultural, and social opportunities, serving as a catalyst for the advancement and enrichment of its students and the community. The program combines its commitment to academic excellence with a concern for the overall development of each individual student with a distinctive Christian social work perspective.

Vision

HSU Social Work will be a premier social work education program in West Texas, developing competent and effective social work professionals to meet the needs of individuals, families, groups, organizations, and communities, and to serve those who are the most vulnerable and oppressed in society.

Mission

As members of the Christian community of Hardin-Simmons University, the mission of the Social Work Program is to:

- Prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values, and skills to serve individuals, families, groups, organizations, and communities;
- Develop professionals who promote social, economic, and environmental justice, dignity and worth of the individual, importance of human relationships, human rights; and scientific inquiry, and who are characterized by integrity, competence, and service; and,

- Produce leaders who advocate for changes in policy, resource development, and service delivery for the rights and justice of the most vulnerable and oppressed within a global context.

Goals

To prepare students for effective, competent, and ethical professional social work practice through immersion in the values and ethics of the social work profession, including respect and acceptance of all individuals with regard to age, class, color, culture, disability, ethnicity, family structure, gender, gender identity and expression, marital status, national origin, race, religion, sex, and sexual orientation.

To provide students with a generalist's knowledge of social work that is broad in scope, including: scientific inquiry for research-informed practice and practice-informed research; theory; values and ethics; the history, purpose, and philosophy of the profession; and specific understanding of practice settings, contexts, and clientele.

To educate students to understand and embrace diversity in the world and to be committed to the promotion of human rights and social and economic justice through policy analysis, formulation and development, service delivery, and through leadership in the development of a nurturing and supportive environment for all people, applying strategies of advocacy and social change, especially for those who are marginalized.

To foster student development and utilization of relational, cognitive, political, and professional skills appropriate to generalist practice, while being able to apply critical thinking within the context of professional social work practice with individuals, families, groups, organizations, and communities.

To create and support an environment that values, models, and promotes life-long learning, professional development, and active participation in the profession and community.

To grow the undergraduate social work program to better meet the increasing needs of society and develop innovative and adaptive methods of educating new social work professionals.

should be completed prior to the Fall semester. Formal placement cannot begin until the field instructor attends mandatory field instructor training and the student attends the first Field Seminar Class meeting.

Enrollment in Field II (SCWK 4552) requires that the student make a C or better in Field I (SCWK 4450). Students successfully completing Field I (SCWK 4450) are automatically approved for Field II (SCWK 4552) and continue in the same agency placement. For those students who expect to be placed in another agency for the second semester, a written request must be submitted to the university Director of Field Education and must identify agencies of interest for SCWK 4552 at least two weeks prior to their final evaluation for 4450. The Director of Field Education will review the student's reason for the request; their evaluation scores; agency, theory, and the self evaluation papers; and will consult with the student and field instructor to determine an appropriate placement. Final decision-making must be completed by the end of the semester.

Agency Criteria: It is essential that this "practice arena" be able to provide experiences which can fully implement the objectives of the course. Each placement will be individually planned to best meet the learning needs of the student while having the following common elements inclusive of the 9 Social Work Competencies and 31 Practice Behaviors

AGENCY, STUDENT, AND UNIVERSITY ROLES

Agency Role: The role of the agency in field instruction is to provide the student educational experiences which are planned to promote the development of professional and personal maturity and to bring the capacity for thinking, feeling, and doing into balance. It is essential that the student see their role primarily as a student-professional – "one who is learning." Learning activities will provide opportunities for the student to integrate classroom knowledge with practice experience, meeting the CSWE Competencies and Practice Behaviors. This b-6 (c)Delevel(l)2.tfkir

The integration seminar increasingly becomes a forum for processing ethical dilemmas and applying critical thinking to practice situations. Prior to Spring Break, the seminar shifts focus to planning for employment, licensure, and graduate school. Aggressive efforts are made to develop a resume, contact agencies for job opportunities, and complete the university's placement process, all while continuing to share agency experiences. The seminar also addresses preparatory steps for students planning to take the State Licensure Exam, prior to or following graduation, and assisting those seeking graduate school placement in pursuit of a Master's degree in social work.

Evaluations follow the same procedure as in Field I (SCWK 4450) using the HSU Spring Field Evaluation (Appendix P), which rates self-awareness, identification with and commitment to the values and ethics of the profession, professional skills, working with client systems, functioning with the agency, and community involvement.

During both field placement semesters, students are expected to be active on campus and in their community through attendance and participation in a minimum of three NASW meetings or events, and at least three HSU Social Work Club meetings, events, or projects. The objective is to expose students to a variety of professional social workers in the community and to create visible evidence of the activities of social work majors on campus. It also provides students with leadership opportunities on campus and in the community. Other professional meetings, conferences, events can substitute for NASW involvement if approved by the Director of Field Education.

ORIENTATION TO THE AGENCY

The student is responsible for learning the agency programs, policies, and services. The field instructor will provide orientation to the physical setting, introduction to staff members, and acquainting the student with agency resources. The student should take the initiative to obtain access to:

1. Agency manuals, brochures, and flow charts which define purposes, procedures, and role of staff members
2. Description of services provided by the agency
3. Description of client population
4. Description of the agency's role within the social work community

The field instructor may include this information in the student's orientation to the field placement. If not, the student is responsible to ask as soon as possible. The following practical things should be decided upon during the orientation period:

1. Field placement schedule
2. Specific assignment of a workspace
3. Introduction to staff
4. Tour of the physical plant and instructions for use of telephone, fax, copy machines, etc.
5. Dress code
6. Expected behavior

ASSESSMENT AND EVALUATION

Team members involved in the student's learning provide ongoing assessment of the student's progress. The field instructor meets weekly with the student to evaluate specific tasks relevant to student development as a professional in the agency and community, to provide appropriate supervision and consultation, and to assess the student's ongoing progress toward student learning goals and objectives, social work competencies, and practice behaviors. During the weekly supervision (minimum of 1 hour required) the following will occur:

- The student is responsible to develop an agenda for each supervisory meeting defining how he/she expects to utilize the time. The field instructor may add to this agenda as needed in order to fully meet the above expectations.
- The field instructor reviews the activity section of the weekly log during this time and signs it as documentation that the student has shared it with the field instructor. This not only documents the student's weekly activities, supervision agenda, and discussion, but also serves as veron, bu2 (on a)-4 (gk)-4 (d)-161 (a)-3f0 (e(s)-1 (o 2 (lTd ( ))-2 (s)-s)-

- Other designated agency personnel may be called upon to assist in the evaluation process when appropriate, such as a task supervisor, other agency social worker, or other designated staff working with the student on a regular basis as part of their field placement

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Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in

Competency

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use culturally responsive methods for evaluation of outcomes; and
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

(CSWE - Council of Social Work Education, 2022)

Reference:

"2022 Educational Policy and Accreditation Standards." Council on Social Work Education (CSWE) - Accreditation, 2022 EPAS | CSWE

FIELD PRACTICUM HOURLY REQUIREMENTS

According to the Council of Social Work Education all accredited Social Work Programs must provide a minimum of 400 hours of field education at the baccalaureate level and 900 hours at the master's level (CSWE, Accreditation Standard 2.2.5, pg. 13). At Hardin-Simmons University we surpass these guidelines in our BSW program, requiring students to complete a minimum of 450 hours of field placement education.

For Field I (SCWK 4450) the student will spend approximately 14 hours per week for fifteen weeks in field placement to accumulate a total minimum of 210 hours. For Field II (SCWK 4552) the student will spend approximately 16 hours per week for fifteen weeks in field placement to accumulate a total minimum of 240 hours.

Each semester every student is responsible to develop a typical weekly schedule with the help of the field instructor and is due during the second class period, Class, Work, and Field Instruction Schedule (Appendix H). A copy should be given to the Director of Field Education and the field instructor. All schedule changes should be forwarded using the same procedure. The work pe510 (8TJ 0.04 T.

ADDITIONAL POLICIES AND PROCEDURES

Employed Social Worker Field Practicum Option

At the request of an agency field instructor:

A student may be removed from the field placement agency for documented unethical and/or unprofessional conduct or for lack of progress in attaining field instruction learning objectives. The student will be apprised orally and in writing of the specific nature of the concerns about her or his behavior, lack of progress in learning, or unsatisfactory performance. In an effort to arrive

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Professional Suitability and Professional Unsuitability

Hardin-Simmons University, the university's social work department, the Director of Field Education, and the agency-based field instructors expect students to conduct themselves in an orderly and cooperative manner with respect and commitment to the social work profession's mission, purpose, and standards set forth in the NASW Code of Ethics. The students are also expected to adhere to the field agency's mission, purpose, and the standard of conduct set for in their agency's policies and procedures.

Attendance in the Field

Attendance in the field placement and the integrative seminar is mandatory. Per university policy, a student missing more than 25% of the class (three or more sessions) may not receive credit for the course.

Violation of NASW Code of Ethics

In instances where the student's problem is not primarily academic but has arisen because of a violation of professional ethics or behavior that is detrimental to the welfare of the student's client, the student may be terminated from field practicum and is also subject to dismissal from the Social Work program by the Director of Field Education and Social Work Department Chair. Refer to the NASW Code of Ethics for complete information.

Academic Dishonesty

Hardin-Simmons University does not tolerate academic dishonesty and has policies in place to address these issues. Academic dishonesty is essentially a violation of

Continuance in the Program

Students who are unable to secure a satisfactory field placement for reasons relating to their inappropriateness or their lack of readiness for placement will be subject to termination from the program.

Student Statement of Agreement

This signed statement attests that the student has read and understands the content of the Social Work Field Instruction Manual. The statement is signed by the student prior to beginning field instruction. (Appendix F)

Sharing Sensitive Student Information

Relevant student information, written and oral, may be shared between involved parties (Social Work Chair, University Director of Field Education, and Agency Field Instructor). This information will be shared to assist with appropriate field placements, to enable informed choice by field instructors, to protect clients, to protect students, and to facilitate the learning process. The university Director of Field Education may share relevant student information from oral and written communications and field seminars with field instructors. It is likewise expected that field instructors will share relevant information from field placement with the Director of Field Education. Students, the Director of Field Education, and field instructors will have knowledge of this policy before the placement begins. “Relevant Student Information” is defined as any information which will have direct impact on the field placement. Information is relevant if it may affect clients, field instructors, agency staff, or the learning process.

Student Transporting Clients and Use of Personal Vehicle

HSU students should not transport agency clients unless explicit consent has been given by university director of field education and the agency field instructor or other designated agency administrator with such au

PAPERWORK AND ASSIGNMENTS

Field Instruction I (SCWK 4450)

1. Class, Work and Field Instruction Schedule (Appendix H)
2. Student Agreements (Appendices E and F)
3. Student Logs (Appendix J)
4. Learning Contract: Goals and Objectives (Appendix I)
5. Ethnographic Observation & Meeting Analysis (Appendix K)
6. Agency Analysis Paper & Presentation (Appendix L)
7. Theory Paper (Appendix M)
8. Case Paper and Presentation (Appendix N)
9. Attendance (Required: All Integrative Seminar classes; 3 NASW or other approved agency/community meetings, events, or activities; 3 HSU Social Work Club or Sigma Beta meetings, events, or activities) More than three absences could result in termination from field.

Evaluation

Evaluation is an on-going process within the field agency and in the integrative seminar. Both the agency-based field instructor and the HSU Director of Field Education will provide feedback to the student regarding her/his performance level. There will be two formal agency evaluation periods where the student, field instructor, and Director of Field Education will meet together: 1) the first at mid-term, 2) at the end of the semester. Both student and field instructor independently complete the evaluation form (Appendix t t

Field Instruction II (SCWK 4552)

1. Class, Work and Field Instruction Schedule (Appendix H)
2. Student Agreements (Appendices E and F)
3. Learning Contract: Goals and Objectives (Appendix I)
4. Student Logs (Appendix J)
5. Self-Evaluation Paper (Appendix O)
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APPENDICES

A. APPLICATION FOR FIELD PLACEMENT
B. STUDENT EDUCATIONAL NEEDS ASSESSMENT
C. AGENCY INFORMATION FORM
D. FIELD INSTRUCTOR INFORMATION
E. STUDENT STATEMENT OF UNDERSTANDING
F. STUDENT AGREEMENT
G. AGENCY-UNIVERSITY AGREEMENT
H. CLASS, WORK, AND FIELD INSTRUCTION
I. LEARNING CONTRACT GOALS AND OBJECTIVES WITH LEARNING CONTRACT WORKSHEET
J. STUDENT LOG ASSIGNMENT
K. ETHNOGRAPHIC OBSERVATION & MEETING ANALYSIS
L. AGENCY ANALYSIS PAPER & PRESENTATION
M. THEORY PAPER GUIDELINES
N. CASE PAPER & PRESENTATION GUIDELINES
O. SELF-EVALUATI5 (9.40 Tc 0 Tw)-6.9 (ES)-003 Tw 9.41149.88 42PYP

APPLICATION FOR FIELD PLACEMENT
Appendix A

Please Type or Print:

Name_____ Age _____ Classification _____ Phone _____

Address_____ City _____ ST___ Zip_____

Do you own a car?_____ If not, how do you plan to get to your placement?_____

Do you have a valid driver's license?___ What State?_____

Have you ever been convicted of a felony?___ If yes, please define the charge and the judgment.

Have you ever been charged with an ethical violation?_ If yes, please define the charge and the judgment.

Semester you plan to take field placement? B B B B B B B B B B B B B B B B B B B B B B B B B B B B

Will you have completed all program requirements by the semester you plan to take field placement?

_____If not, program requirements for enrollment in SCWK 4450 by this date?

_____ If not, define the basis for your application for field.

Semester you expect to graduate _____

Describe campus activities

Describe paid or volunteer work experience within the past three years

Describe your ability to work effectively with others, especially those who are different.

What are your personal expectations of and goals for your field placement? Include any specific limitations and/or preferences which concern you.

Accumulative Grade Point Average _____

Grade Point Average in Social Work Courses _____

APPLICATION FOR FIELD PLACEMENT
Appendix A

I consent to this application being released to the field instructors and agencies at which I will interview and be considered for field placement. I understand the field coordinator will share relevant and sometimes sensitive personal and educational information about me with the field instructor and agency for the purpose of securing an appropriposeducatg onagve pe4 (f)3 (i)n(du)-3 (i

STUDENT EDUCATIONAL NEEDS ASSESSMENT
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NAME: _____ DATE: _____

APPLYING FOR: SCWK 4450 _____ 4552 SCWK _____

PLACEMENT FOR: FALL _____ SPRING _____

Below you will find brief statements describing knowledge, skills, values or attitudes which are expected of the beginning generalist social work practitioner. Use the rating scale continuum to evaluate your own educational needs at the present time. After you circle the number you deem appropriate, briefly explain your choice.

1. To demonstrate awareness of a professional value system in verbal and written interchange.

Unable 0 1 2 3 4 5 6 7 8 9 10 Very Able

Explana

STUDENT EDUCATIONAL NEEDS ASSESSMENT
$ S S H Q G L [%

4. To demonstrate respect for each person's right to share in society's resources.

Unable 0 1 2 3 4 5 6 7 8 9 10 Very Able

Explanation

5. To demonstrate beginning understanding of human interaction in social relationships.

Unable 0 1 2 3 4 5 6 7 8 9 10 Very Able

Explanation

6. To be able to identify the dynamics of given situations and to be able to evaluate their significance to the functioning of focal systems.

Unable 0 1 2 3 4 5 6 7 8 9 10 Very Able

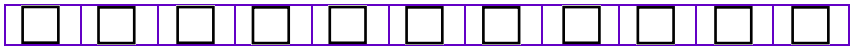
Explanation

7. To be able to recognize the function of both formal and informal systems and to be able to interact with each in a way that meets desired goals.

STUDENT EDUCATIONAL NEEDS ASSESSMENT
$ S S H Q G L [%

8. To beable to demonstrate an understanding of how society's institution's impact. both positively and negatively, the functioning of individuals, families, small groups and large groups.

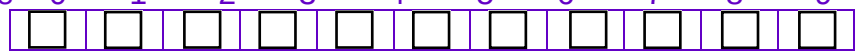
Unable 0 1 2 3 4 5 6 7 8 9 10 Very Able



Explanation

9. To be able to demonstrate engagement (presentation of self as helper) skills.

Unable 0 1 2 3 4 5 6 7 8 9 10 Very Able



Explanation

10. To demonstrate ability to establish working relationship with client system.

Unable 0 1 2 3 4 5 6 7 8 9 10 Very Able

Explanation

11. To demonstrate effective verbal and nonverbal communication skills.

Unable 0 1 2 3 4 5 6 7 8 9 10 Very Able

Explanation

STUDENT EDUCATIONAL NEEDS ASSESSMENT

16. To be able to recognize c

20. To be able to show ability to negotiate agreements with client systems regarding specific tasks completion.

Unable 0 1 2 3 4 5 6 7 8 9 10 Very Able

Explanation

21. To

24. To demonstrate skills for developing and modifying agency policy as a response

28. To exhibit knowledge of the interactional nature of the social service agencies both within the social service community and the larger community.

Unable 0 1 2 3 4 5 6 7 8 9 10 Very Able

Explanation

29. To demonstrate professional integrity as a sanctioned member of an agency staff.

Unable 0 1 2 3 4 5 6 7 8 9 10 Very Able

Explanation

30. To be able to assess own development of social work competencies in a skillful manner.

Unable 0 1 2 3 4 5 6 7 8 9 10 Very Able

Explanation

31. To be able to evaluate, whether goals set and methods of intervention chosen have been effective.

Unable 0 1 2 3 4 5 6 7 8 9 10 Very Able

Explanation

32. To demonstrate an interest in continued learning that recognizes the impact of constant change in society upon the knowledge base available to social workers

Unable 0 1 2 3 4 5 6 7 8 9 10 Very Able

Explanation

AGENCY INFORMATION FORM
Appendix C

Year (_____)

Name_____Phone(___)_____

Street Address_____

City_____State_____ Zip _____

Agency Director_____

Contact Person_____ Phone (_____

Field Instructor_____ Phone (_____

Field Supervisor_____ Phone (_____

(Person designated by agency to provide Social Work supervision) _____)_____.9 (oA CA

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FIELD INSTRUCTOR INFORMATION

Appendix D

Name _____

Agency_____

Degree_____MSW_____BSW_____Other (specify)_____

University/College B B B

STUDENT STATEMENT OF UNDERSTANDING
Appendix E

Prior to beginning a field placement, all students are expected to know the contents of the current Social Work Field Instruction Manual. Students are requested to sign the following statement to that effect:

In consideration of enrollment in SCWK 4450 or 4552, (Field Instruction I & II), I understand and agree to abide by the following responsibilities in order to fulfill field education requirements.

1. Upon acceptance of the field placement to assist in the adjustment to that agency by providing information on my background, experience, interests and goals for this learning experience.

2. Assume all costs incurred while taking this tg2.6 (p.9 (u)10.14(r)-4 (e)-1. <</MCID41 (e)10.9 (t)-2.6 (h)12.8</M

The Field Instructor will:

1. be available to the student to provide on-going evaluations of her or his field experience in accordance with Agency standards for supervision. At least one hour per week will be scheduled to evaluate performance and assess learning goals.
2. complete the written evaluation of the student's performance at mid-term and semester's end and participate in the formal evaluation process.
3. plan work tasks to meet learning objectives and

CLASS WORK AND FIELD INSTRUCTION SCHEDULE

Appendix H

Name_____ Agency_____

Address _____

Cell/Home Phone _____ Agency Phone _____

Field Instructor _____ or Contact Number_____

Time	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							

1:00 p.m.

LEARNING CONTRACT: GOALS AND OBJECTIVES
(Appendix I)

Your course work has prepared you with a multitude of "academic education." To make the absolute most out of this field instruction experience, take time to develop some very specific learning goals for yourself. You will need to set tasks for yourself utilizing the Core Competencies to exemplify your ability to complete the established goals within each category. You will also need to determine the resources you will employ and a realistic time frame for each of the goals and tasks to be completed. Utilize your "Student Educational Needs Assessment" tool to help in determining appropriate goals for yourself and actual behaviors you will need to reach your goals in the blank sections at the end of the worksheet.

You may not have an opportunity to complete each goal and task within your agency, dependent upon the limitations placed by your field placement and the policies and clientele with which you

LEARNING CONTRACT: GOALS AND OBJECTIVES
(Appendix I)

Competency	Practice Behavior (Goals)	Tasks	Resources Needed	Time Frame
Competency 2: Advance Human Rights and Social,				

Notes:

LEARNING CONTRACT: GOALS AND OBJECTIVES
(Appendix I)

Competency	Practice Behavior (Goals)	Tasks	Resources Needed	Time Frame
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice	Demonstrate anti-racist and anti-oppressive social work practice at the individual (Micro system) level.			
	Demonstrates anti-racist and anti-oppressive social work practice at the family and group (Mezzo system) level.			

Notes:

LEARNING CONTRACT: GOALS AND OBJECTIVES
(Appendix I)

Competency	Practice Behavior (Goals)	Tasks	Resources Needed	Time Frame
Competency4: Engage in Practice Informed Research and Research Informed Practice	Apply research findings to inform and improve practice, policy, and programs Identify ethical, culturally informed (f)1.1.1 (o)5 (			

Notes:

LEARNING CONTRACT: GOALS AND OBJECTIVES
(Appendix I)

LEARNING CONTRACT: GOALS AND OBJECTIVES
(Appendix I)

Notes:

LEARNING CONTRACT: GOALS AND OBJECTIVES
(Appendix I)

Competency	Practice Behavior (Goals)	Tasks	Resources Needed	Time Frame L

Notes:

LEARNING CONTRACT: GOALS AND OBJECTIVES
(Appendix I)

LEARNING CONTRACT: GOALS AND OBJECTIVES
(Appendix I)

Competency	Practice Behavior (Goals)	Tasks	Resources Needed	Time Frame
Personal Goals in Correlation to Competency	1.			
	2.			
	3.			
	4.			

Notes:

Log-Description and Expectations

Student logs which are completed weekly are an integral component of the intern learning process. An essentially important function of the field log is to promote critical thinking and reflection as the intern begins to integrate theoretical knowledge, values and skills acquired in the academic setting with beginning field practice (successes, failures and learning opportunities). Although each student should follow the basic format and must reference each core competency at least twice throughout the intern field practice experience, the field log also has two additional objectives.

2. To connect student practice in the field to the competencies and practice behaviors learned throughout the Social Work curriculum.
3. To serve as a record of progress made during the field instruction and to identify areas in need of improvement.

Your log will be submitted each week. It should be complete and dddd«P•òKHÍ4.ÞZŠXÙÃ P+ ìiÒ(1)

idence of growth and learning. This should be apparent via your learning and process of the week's supervisory conference and new content.

(2) Evidence of integration of the social work core competencies with agency services.

(3) Adherence to the prescribed form, neatness, communication skills and completeness. Points will be taken off for lack of effort, clarity, signatures, etc.

Refer to the attached pages for the format.

STUDENT LOG ASSIGNMENT
Appendix J

Sample Log

Total Cumulative Hours_____

STUDENT LOG ASSIGNMENT
Appendix J

Section III: New Learning (Field Instructor does not review this section)

Observations: What did you notice in Field this week? (I saw, I heard, I noticed…)

Experiences: Where did you go? What did you do? With whom did you communicate?

Responses: What were your emotional, intellectual, analytical, social, spiritual and practical reactions to your Field observations and experiences this week? (I felt, I thought, I sensed, I decided, I realized, I did)

Roles: Which Social Work roles did you inhabit this week? (broker, advocate,

ETHNOGRAPHIC OBSERVATION AND MEETING ANALYSIS

(Appendix K)

Students enrolled in SCWK 4450 Field Instruction I will attend a formal meeting related to their field placement agency. This meeting should consist of community members, an organization, or a political body such as the Board of Supervisors or City Council. This assignment aims to understand how formal meetings function as venues for decision-making. Use the observations from the questions below to guide the ethnographic observation and meeting analysis. (EPAS competency 7 Assessment)

Conduct an ethnographic observation of an agency or public decision-making meeting. As you observe this formal decision-making, focus your observation according to the following questions:

1) Who

THEORY PAPER GUIDELINES
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The Theory Paper is an opportunity for students to demonstrate use of critical thinking skills to apply, analyze and evaluate the use of theory in social work practice through the lens of a particular client/client system in the field placement setting.

1. Knowledge & Comprehension

   - Define social work (including mission and values).
   - Define generalist practice and discuss the utilization of generalist practice in the field placement setting.
   - Compare and contrast the terms framework, perspective, theory and model in social work practice.

2. Application & Analysis of Theory (Application & Analysis)

   - Select a client or client system and briefly describe the client's presenting concern and psychosocial situation (physical, cognitive, social-emotional and environmental strengths and limitations).
   - Define, describe and apply 3 theories from the HSU theoretical framework to this case.
   - Define, describe and apply 1 theory (not from the HSU theoretical framework) to this case. (Examples: Feminist Theory, Intersectionality Theory, Existential Theory, Family Systems Theory)
   - Define and describe at least 2 of the HSU theories that seem inappropriate for this particular case. (Due to the theories' limitations and criticisms).

3. Synthesis and Evaluation

   - Based on one of the

CASE PAPER & PRESENTATION GUIDELIN ES
$pendixN

The Case Paper and Presentationas7 M8 (r T1nE.e)4 masi8-C>TBTj -0.05t-0.x(8-C-C>TBTeTe

SELF-EVALUATION PAPER GUIDELINES
(Appendix O)

I. Self-Awareness

Identify the nurturing and toxic influences you have experienced during your field experience and describe how they impacted on your learning

A. From the university

B. From the agency

C. From your support system

(Be careful to identify specific structures and levels of support from various individuals in each of the above areas. Where appropriate, utilize Symbolic Interaction Theory, Systems Theory, and Exchange Theory to describe your interactions.)

II. Functioning Within the Agency

Utilize the Needs Assessment tool (Appendix B), feedback from mid-term evaluation, logs, cases, supervisory sessions with field instruction, and seminar participation to identify:

HSU SPRING FIELD EVALUATION
(AppendixP)

Student:_____ Date:_____

Field Instructor:

5 – Outstanding 4 – Above Average 3 – Acceptable 2 – Needs Improvement 1 – Unsatisfactory

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

	Midterm Evaluation	Final Evaluation
Student advocates for human rights at the individual (Micro system) level.		
Student advocates for human rights at the family and group (Mezzo system) level.		
Student advocates for human rights at the organizations and community (Macro system) level.		
Student engages in practices that advance human rights to promote social, racial, economic, and environmental justice.		

Comments

Midterm Evaluation:

Final Evaluation:

HSU SPRING FIELD EVALUATION
(Appendix P)

5 – Outstanding 4 – Above Average 3 – Acceptable 2 – Needs Improvement 1 – Unsatisfactory

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice

HSU SPRING FIELD EVALUATION
(Appendix P)

5 – Outstanding 4 – Above Average 3 – Acceptable 2 – Needs Improvement 1 – Unsatisfactory

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

	Midterm Evaluation	Final Evaluation
Student demonstrates anti-racist and anti-oppressive social work practice at the individual (Micro system) level.		
Student demonstrates anti-racist and anti-oppressive social work practice at the family and group (Mezzo system) level.		

HSU SPRING FIELD EVALUATION
(Appendix P)

5 – Outstanding 4 – Above Average 3 – Acceptable 2 – Needs Improvement 1 – Unsatisfactory

Competency 5: Intern Engages in Policy Practice

	Midterm Evaluation	Final Evaluation
Student uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. Student applies critical thinking to analyze, formulate, and advocate		

5 – Outstanding 4 – Above Average 3 – Acceptable 2 – Needs Improvement 1 – Unsatisfactory

Competency 6:

5 – Outstanding 4 – Above Average 3 – Acceptable 2 – Needs Improvement 1 – Unsatisfactory

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

	Midterm Evaluation	Final Evaluation
Student applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.		
Student demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		

Comments

Midterm Evaluation:

Final Evaluation:

HSU SPRING FIELD EVALUATION
(AppendixP)

5 – Outstanding 4– Above Average 3 – Acceptable 2 – Needs Improvement 1 – Unsatisfactory

HSU SPRING FIELD EVALUATION
(AppendixP)

5 – Exceeding 4– Above Average 3 – Acceptable 2 – Needs Improvement 1 – Unsatisfactory

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

	Midterm Evaluation	Final Evaluation
cts and uses culturally responsive methods n of outcomes.		
ally analyzes outcomes and applies dings to improve practice with individuals (Micro system) level.		
Student critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with families and groups (Mezzo system) level.		
Student critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with organizations and communities (Macro system) level.		

5. Student's major strengths:

6. Student's areas for growth:

HSU SPRING FIELD EVALUATION
(AppendixP)

MIDTERM EVALUATION

The following parties have participated in this evaluation:

Intern: Date:

Community Assets Map

(Appendix Q)

MAJOR INTEGRATION PAPER
(Appendix R)

The Major Integration paper requires student to utilize their weekly logs, learning contracts and field practice experiences to evaluate growth in each of the Nine Social Work Competencies along with the applicable Practice Behaviors put forth by CSWE (2022).

To demonstrate a capacity to integrate and apply seminal Social Work knowledge and principals into the internship, students are asked to complete the following:

1. Define and introduce each of the Nine Social Work Competencies (CSWE, 2022).
2. Expand upon the use of practice behaviors related to each competency in social work practice using examples from field placement.
3. Integrate Social Work knowledge, values, and skills (theoretical and conceptual frameworks, values & ethics, micro-skills, generalist intervention model, etc.)
4. Include textbooks, articles, agency documents, and similarly useful scholarly literature to provide the academic weight needed to support your own personal experiences and conclusions.

*Because the paper is integrative in nature, first-person may be used (however, it should not take away from the professionalism of the narrative.) The end of each paper should conclude with a reflective response to the following thoughts and questions

1. What you have learned about yourself?
2. What strengths and limitations have you learned about yourself as you enter the next season in your professional journey?
3. In which ways have you grown the most?
4. What else has your Social Work education provided to you?
5. How and where will you use these skills in the future and to what with-which groups?
6. With these questions in mind consider and describe the current state of your relationship to the Social Work profession.

***Refer to the grading rubric to assist you in writing your paper.

MAJOR INTEGRATION PAPER
(Appendix R)

Major Integration Paper Rubric

	Description	Points Possible
	• Definition/Professional Description and Introduction to concept. • Examples/ “Lessons learned” from field placement regarding this concept. • Integration of professional values and ethics; inclusion of ethical/legal considerations as relevant professionally • Relevant research or evidence base included to add depth of insight and to validate any claims made. • Ex: Many Native Americans have poor eyesight, so we provided the Chief with free vision services. This statement would require a reliable reference to validate the claim that Native American’s have poor eyesight OR “Learning theory says that behavior which is modeled will be reproduced”. Such a statement requires a source.	15
	Clearly understand the dimensions of diversity and intersectionality of multiple factors; understand forms and mechanism of oppression, discrimination, etc. as they impact agency clientele and professionals	
	Identify how rights & justice impact c 1.4ions needed/taken; e4c.	
	Discuss how research has informed your practice; how has practice informed research	
	Use ofknowledge, integration of theoretical & conceptual frameworks	
	Identify the importance of policy as relevant to practice as a professional social worker; relevant to field agency & clientele	
Helping Process Generalist Intervention Model	Integration of social work process; professional social work sk	
Educational and Professional Sentiments and Goals	Demonstrates thorough reflection on SW education up to this point and clearly elaborates on how this education will be used in the future.	

work; grammar, spelling, word usage,and style of

FIELD INSTRUCTOR'S EVALUATION OF THE HSU SOCIAL WORK PROGRAM
(Appendix S)

Pl(T)-3cuLn3cuLsP Tl(T)(l(T)ow)21 (i(T)ng (i(T)tl(T)-3cuLml(T)sP)-1 n3cuLc3cuLc3cuLoP)-10 entire field instruction experience with a Hardin-Simmons University student.

Use the scale of 0 – 10, with 10 being the highest. Use "NA" for any item which does not apply to you.

1. Planning with the field director for student placement:
   (Field Director)

   _____ Made appropriate contact prior to placement
   _____ Provided adequate information about the student
   _____ Clearly identified expectations
   _____ Provided field manual and due dates
   _____ The student was appropriate in the interview

2.

FIELD INSTRUCTOR'S EVALUATION OF THE HSU SOCIAL WORK PROGRAM
(Appendix S)

FIELD DIRECTOR EVALUATION BY STUDENT
(Appendix T)

Instructions:

Response Key: 1) Poor; 2) Fair; 3) Satisfactory; 4) Superior; 5) Outstanding; NA) Not Applicable

MAKE ALL RESPONSES TO QUESTIONS 1 – 20 ON ANSWER FORM

Students can make comments or answer specific faculty questions on the back of ANSWER SHEET

QUESTION:	SCORE:	
I. General Rating		
1. How would you rate this professor in teaching ability?		
II. Structure and Content:		

A. To what degree were the course objectives:

4. Explicitly stated?		
5. Adhered to?		
6. Negotiable with student consent? (Response key for this question 1) not at all; 2) very little; 3) somewhat; 4) very much; 5) completely; NA) Not Applicable		

C.

FIELD DIRECTOR EVALUATION BY STUDENT
(Appendix T)

IV. Style of Teaching		
To what degree did the professor:		
14. Teach you to analyze issues effectively?		
15. Encourage your development as a social work professional?		
V. Attitudes Toward Students		
To what degree:		
16. Was the professor available for advice and consultation?		
17. Did the professor demonstrate respect for the integrity maturity of the student?		
VI. Relevance and Value to Career		
To what degree did this course:		
18. Contribute to your ability to perform as a social worker?		

Speak Out Project(Field II)

justice through advocacy. The purpose
life" opportunity to articulate a concern
will plan and implement a Speak Out

Preparation Guidelines

1.

- Facilitate a letter writing campaign
- Letter to the editor (which sheds light rather than heat
- Organize a public forum, viewing, reading, etc.
- Participate and provide leadership in a March, Rally, e
- Develop a creative presentation for legislators or other scrapbook, etc.)
- Create a blog

** Adapted from Kathy Armenta, University of Texas

STUDENT EVALUATION OF FIELD EXPERIENCE
(Appendix V)

Give a copy of steps 1-5 to your field instructor for his/her review/feedback and turn in by the end of the semester.

Students are to evaluate their Field Agency and Field Instructor at the end of the Spring Semester

tl-1
Disagree

Agree	Strongly Agree

k.	Honored my role as a student and supported completion of r learning contract	1	2	3	4
l.	Kept me informed regarding case(s), changes in agency po and procedures, schedules, appointments, and meetings	1	2	3	4
m.	Was effective in training and application of the NASW Code	1	2	3	4

PROCESS RECORDING GUIDELINES
(Appendix W)

The purpose of this assignment is to give the student an opportunity to refine skills which begin to identify her or him as a professional Social Worker.

A. It focuses on the consciously planned and purposeful process of a social work intervention.

B. It provides a tool to allow the student to increase awareness of self and client in relation to what happened (content) during the interaction and how each reacted (affect).

C. It focuses on recognizing and communicating significant

Another option is the use of SOAP notes. SOAP Notes

HARDIN-SIMMONS UNIVERSITY
ASSUMPTION OF RISK, RELEASE AND INDEMNIFICATION AGREEMENT
(Appendix X)

I am fully aware of dangers and risks involved in taking part in a field practicum (herein referred to as "the Activity") which include, but are not limited to the following dangers and risks: which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability, economic or emotional loss, and/or death, and I choose to voluntarily participate in the Activity with full knowledge that the Activity may expose me to such dangers and risks. I THEREFORE AGREE TO VOLUNTARILY ASSUME FULL RESPONSIBILITY FOR ALL SUCH DANGERS AND RISKS to which I may be exposed as a result of participating in the Activity.

As consideration for being allowed to participate in the Activity, which is sponsored by Hardin Simmons University (HSU), I HEREBY RELEASE, WAIVE, HOLD HARMLESS, AND INDEMNIFY HSU (and its Board of Trustees, officers, employees, agents, volunteers and students) from any and all liability, claims, demand, suits, costs, and charges, in connection with or arising out of the Activity, including, but not limited to, any serious bodily injury, medical care received following an injury, death or property damage sustained by myself or others, except for loss, harm, or injury caused by gross negligence or intentional misconduct by HSU (or its Board of Trustees, officers, employees, agents, volunteers or students).

I further understand and agree that this agreement is to be binding on my family, heirs, assigns, and personal representatives.

I certify that I am physically and mentally able to participate in the Activity. I understand that if I am at all uncertain about my ability to participate in this Activity, it is my obligation to consult my personal physician. In the case of a medical emergency occurring during my participation in the Activity, HSU (and its employees or agents) may (but is not obligated to) take any actions to secure whatever treatment it considers to be warranted under the circumstances regarding my health and safety. Such actions do not create a special relationship between HSU and me. I agree to be solely responsible for any costs related to that treatment.

This agreement is governed by Texas law, and I understand that this agreement is intended to be as broad and inclusive as is permitted by Texas law. If any portion of this agreement is invalid, I agree that the remaining provisions shall continue to be in full force and effect.

I certify that I am at least 18 years old or if I am not yet 18, that my parent or guardian has read this agreement and signed below. I have read this agreement, I understand it, and I agree to be bound by all of its terms.

Signature _____ Date: _____

Name (Print) _____

Signature of Parent (If Under 18) _____ Date: _____

Parent Name (Print) _____