

Texas Woman's University

BACHELOR SOCIAL WORK FIELD PRACTICUM MANUAL

Revised 8-22

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Texas Woman's University *Where the Emphasis* *Is On* *The Individual*

A BRIEF HISTORY

TWU

The Texas Woman's University is a comprehensive public university offering baccalaureate, masters', and doctoral degree programs with an enrollment of over 14,000. It is the largest university primarily for women in the United States. A teaching and research institution, the University emphasizes liberal arts, specialized, and professional studies. Established in 1901 by an act of the 27th Texas Legislature as the Girls' Industrial College, the institution began classes in 1903.

In 1905, the Legislature changed the name to the College of Industrial Arts. The College grew in academic excellence, in size and scope, and in reputation. In 1934, the name of the institution was changed to the Texas State College for Women to more accurately describe the scope of the school. Since 1957 the name has been the Texas Woman's University, reflecting its status as a major institution of higher learning primarily for women.

THE ORIEN LEVY WOOLF DIVISION OF SOCIAL WORK

The first social work course at TWU was offered in 1925. In 1946 the social work sequence was officially introduced with the coordination of all social work courses into a unit and the addition of the field experience. With the establishment of the Council on Social Work Education, TWU became a constituent member; this membership has been maintained since 1953.

From 1946 to 1968, social work studies were a sequence within the sociology major. Then, in 1969, the Coordinating Board of the Texas College and University System approved the social work major and a Department of Sociology and Social Work for

TWU. In 1974 baccalaureate social work programs became eligible to apply for accreditation by the Council on Social Work Education. The Social Work Program of TWU was one of two baccalaureate programs in Texas to become accredited that year.

The Social Work Program became the Department of Social Work in the Fall of 2019.

The BSW Program prepares students as beginning generalist social work practitioners who are committed to providing humane and effective services to those in need and to the pursuit of social and economic justice in the larger society.

The Joint Master's of Social Work Program (JMSW), located in Denton, Texas, is a collaborative Advanced Generalist MSW program between Texas Woman's University and the University of North Texas.

In 2020, due to the effects of the COVID pandemic, the College of Arts and Sciences was charged with reducing its budget by over 1 million dollars. This resulted in a reorganization, placing the Department of Social Work in what is now the School of Social Work, Psychology, and Philosophy. In 2021 Dr. Nila Ricks was named the inaugural director of the School of Social Work, Psychology, and Philosophy. Thanks to a generous gift from TWU alumna Orien Levy Woolf, the social work program was renamed the Orien Levy Woolf Division of Social Work.

TWU SOCIAL WORK FACULTY & STAFF

Dr. Nila Ricks, Associate Professor of Social Work, School of Social Work, Psychology, and Philosophy Director. Practice experience includes at-risk pregnant and parenting women, teen pregnancy intervention and prevention, families of children with special needs. Teaching experience includes Research, HBSE, Social Work Practice II, Professional Foundations of Social Work Practice, and other courses across the curriculum. Research interests include teen pregnancy with an emphasis on adolescent males, effects of social media among adolescents, adolescent suicide, and bullying.

Dr. Ratonia C. Runnels, Associate Professor of Social Work, Coordinator of Field Education. Practice experience includes community outreach, counseling, training, and advocacy in the fields of HIV/AIDS services and substance abuse prevention. Teaching experience includes HBSE, Practice III, Social Policies, Administrative Practice, Intro, and Advanced Internship-Field Seminar. Research interests include the intersection of spirituality and health with an emphasis on faith-based mental health services and spirituality among women with chronic illness.

Dr. Emarely Rosa-Davila, Assistant Professor of Social Work. BSW Program Coordinator. Teaching experience includes Clinical Intervention in Social Work, Recording Cases, Ethics, Vulnerable Populations and Field Seminar. Research interests include Community Mental Health, Mental Health Public Policy and Sports Psychology especially in how to keep collegiate-students athletes healthy.

Dr. Shamsun Nahar, Assistant Professor of Social Work. Teaching experience includes Social Work Research Method, Social Work Policy, Human Behavior and Social Environment, Diverse Populations, Introduction to Social Work, Social Work Practice, and Foundation Field Practice. Research interests include Natural disasters and women's health; Intersection of health equity and disaster social work; Reproductive health of critically disadvantaged and underrepresented women, such as disaster affected women, homeless women, and gender discriminated women; Gender equality, Intimate partner violence; and International social work.

Briana Riley, LMSW, Visiting Assistant Professor of Social Work. Professional experience and continuing education in school and acute healthcare settings, with specialized expertise in healthcare, trauma-informed practice and intervention, and in leadership capacities.

Catherine Credeur, LMSW, Visiting Assistant Professor of Social Work. Professional experience in healthcare settings, with specialized expertise in oncology social work, inpatient and outpatient medical and mental health settings, and program development and planning.

TWU JMSW FACULTY

Dr. Brandi Felderhoff, Assistant Professor of Social Work. Teaching experience includes practice and clinical courses, mental health, diagnosis and assessment, policy, direct practice with older adults, caregivers, and death and dying. Research interests include older adults, elderly caregivers, veterans/veteran caregivers, hospice and end-of-life care, caregiving issues in rural areas, and elderly caregivers of end-of-life patients.

Dr. Nila Ricks, Interim JMSW Program Coordinator.

Catherine Credeur, LMSW, Instructor.

ABOUT BSW PRACTICE

In Texas, graduates of accredited Social Work programs such as TWU may be licensed as social workers. LBSW's may engage in a wide variety of activities as identified by the Texas State Board of Social Worker Examiners in the Scope of Practice document:

§781.202. The Practice of Social Work.

- (a) Practice of Baccalaureate Social Work--Applying social work theory, knowledge, methods, ethics and the professional use of self to restore or enhance social, psychosocial, or bio-psychosocial functioning of individuals, couples, families, groups, organizations and communities. Baccalaureate Social Work is generalist practice and may include interviewing, assessment, planning, intervention, evaluation, case management, mediation, counseling, supportive counseling, direct practice, information and referral, problem solving, supervision, consultation, education, advocacy, community organization, and policy and program development, implementation, and administration.

MISSION, GOALS, AND OBJECTIVES OF THE TWU B.S.W PROGRAM

Mission

The mission of the Orien Levy Woolf Division of Social Work is to embrace and promote academic excellence, ethics, diversity and the pursuit of social justice for all. The division is a reflection of social work's historic commitment to human rights, cultural complexity, and social, economic and environmental justice. Our overarching goal is to educate and graduate ethical, competent individuals who think critically and use evidence-based practice approaches to effectively serve and enhance the lives of culturally diverse, vulnerable individuals, families and communities in a wide variety of practice settings as practitioners, leaders and social justice advocates.

Through academic and practical preparation focused on the knowledge, skills, and values of the profession, the TWU baccalaureate program encourages students to develop strong identities as social workers. With an emphasis on leadership, service, and global awareness, we empower students to attain their professional potential and to rely on a pioneering spirit in advocating for social, environmental, and economic justice. The Orien Levy Woolf Division of Social Work prepares baccalaureate students for graduate school and/or social work licensure by emphasizing the following educational goals and objectives:

Goals

The goals of the Orien Levy Woolf Division of Social Work at TWU are to:

- *Prepare students for critical thinking through an educational process combining a liberal arts foundation with an exceptional strengths-based generalist professional social work education;*
- *Prepare students to practice effectively with diverse client systems of all sizes, to focus on the structural causes and consequences of social, environmental, and economic injustice, and to equip students with the knowledge and skills to effect positive change;*
- *Prepare students to value and conduct research and program evaluation in order to develop evidence based practices and to analyze and influence social policy;*
- *Produce graduates with an educational foundation women's issues who will incorporate social work values and ethics into their professional practice with a strong commitment to the empowerment of marginalized, underserved, and at-risk populations and the promotion of social, environmental, and economic justice.*

Field Objectives

Students in Field will develop and/or refine and demonstrate the following core social work competencies in a social work agency, as identified by the Council on Social Work Education:

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage In Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

In order to demonstrate proficiency in these nine core competency areas, students will engage in and be evaluated on their ability to effectively engage in 31 specific behaviors, again as recognized by the Council on Social Work Education.

PURPOSE AND OBJECTIVES FOR FIELD PRACTICUM

Field education has been deemed by the Council on Social Work Education as the “Signature Pedagogy” of the social work educational experience. Although the acquisition of knowledge and the development of practice skills are critical elements of any social work education, the field stands alone as the educational component that allows students to combine knowledge and skills in the actual practice of social work. A high quality, structured field experience is not just an important part of the curriculum; it is essential.

As students are placed in practicum agencies, they enter the field with the support, encouragement, and confidence of the full social work faculty. TWU students consistently perform well in the field, and are expected to display a high level of professionalism and competence.

Much time and energy is devoted to fully preparing students for the field and to appropriately matching students with agencies that are capable of meeting their learning needs. Additionally, the program invests heavily in selecting and developing quality practicum sites staffed with skilled and trained field instructors.

Field practicum marks the final learning experience in the BSW curriculum. In field, students put the knowledge, skills and values that they have learned in the classroom to work in an agency

setting. Under the guidance and supervision of field instructors, they assume the role of professionals and take on greater and greater levels of responsibility as they mature. Additionally, the field provides an opportunity to evaluate student competence for professional social work and, through such student evaluations, provides a means to measure program success.

The Social Work Field Practicum provides students with generalist practice experience in a social service agency setting in compliance with CSWE accreditation standards. The field is not on the job training; it is a learning experience in which students apply theories and concepts of generalist social work practice in working with individuals, families, groups, communities, and other professionals in a highly structured and monitored environment.

REACHING THE PROGRAM

The mailing address of the program is: Texas Woman's University
Department of Social Work
PO Box 425470
Denton, TX 76204-5887

The phone # is 940-898-2071, and the fax# is 940-898-2068. Dr. Ratonia Runnels, the Director of Field Education, may be reached by e-mail at RRunnels1@twu.edu or by phone at 940-898-2078.

EXPECTATIONS FOR STUDENTS RELATED TO FIELD PRACTICUM

NOTE: General expectations and policies related to field are included in this manual. Additional policies and expectations may be found in the student Handbooks of the TWU Social Work Program and the University. More specific information, including information on assignments and grading, may be found in the syllabus for the Integrative Seminar, SOWK 4463.

Making Application to the Field

The Field Practicum is available by application only. The field practicum admissions process takes place during the student's senior year, in the semester immediately preceding the field work placement. To be considered eligible to apply for the practicum, the student is expected to:

- Have successfully completed all social work and general coursework except for the practicum and the integrative seminar prior to the anticipated start date of the practicum;
- Attend a scheduled pre-field meeting;
- Submit an application for the practicum to the Director of Field Instruction by the designated deadline (forms are distributed at the meeting);
- Provide evidence, in the application, that (a) the student has or is completing all prerequisite social work courses with a C or better; (b) the student has a minimum cumulative GPA of 2.5;
- Be interviewed by faculty or a faculty committee, if requested.

The faculty will review the student's qualifications and recommend that the student either be placed in the field or that student's acceptance be denied or deferred. The committee may further advise the Director on the recommendation of field placement settings. Deferral allows the student one semester to take remedial steps towards preparation for field, and to reapply to the field practicum when such preparation is complete. Under rare circumstances, the faculty may recommend that a student not be accepted into field and not be eligible for reapplication. Students may appeal the decision of the faculty and/or faculty committee and are required to appeal conditional or denied field placement approval in a letter format. Upon receipt of the letter the faculty may request and schedule a formal meeting.

Once a student has been accepted into the field practicum, the student will be assigned to an agency for practicum. Students must contact the agency immediately and arrange an interview for the practicum position. The student should approach the practicum as a job seeker and the agency as a prospective employer. The student should dress professionally for the interview and behave in a professional manner. Once accepted by the agency the student will attend a field practicum orientation conducted at TWU by the Social Work Director of Field Instruction. Failure to contact the agency in a timely manner may result in the student not being allowed to enter field.

Students may be interviewed by the faculty, or part of the faculty, as part of the application process.

Hours Required

Texas Woman's University utilizes a block field format; students must complete and document a *minimum of 416 hours* of work in one agency in one semester. Students are expected to be in their agencies approximately 32-36 hours *per week*. Students are not permitted to participate in field more than 40 hours in any week, unless permission is granted by the program and by the agency. It is vitally important that students not fall behind in their hours; catching up is difficult or impossible.

Note- The Council on Social Work Education (CSWE) has approved a reduction in practicum hours to 85% for the 2020-21 academic year, which, for our program, is a minimum of 354 practicum hours, approximately 24 hours each week. Remote learning, service delivery, and remote supervision have also been approved by CSWE.

The agency and the program must be notified if a student misses a scheduled day at the agency. Valid reasons for not reporting to the agency include serious illness, death of a family member, automobile accident, or similar unpreventable emergencies. The field practicum carries many of the responsibilities of a paying job (unfortunately without the salary). Students should protect their practicum in much the same way employees protect their jobs: through regular and punctual attendance, meeting or exceeding expectations, effectively communicating with the supervisor/field instructor, showing initiative and motivation, and getting along with colleagues.

These are *minimum* hourly requirements for the successful completion of field practicum. Failure to complete the full 416 hours may result in the student receiving a failing grade. Students may not begin the field practicum before the first day of class or continue after the last day of class in the semester. Students may not complete the practicum early and should conclude their hours the last week of the semester. Grades of "incomplete" are not awarded for SOWK 4469.

The Learning Contract

The learning contract is an agreement that is negotiated between the student and the agency. The learning contract identifies information about the structure of the practicum (scheduled work hours, total hours, duration, supervision details, etc.) as well as specific behavioral activities to demonstrate mastery of each of the nine learning objectives and 31 related behaviors, along with multiple methods of measurement used to evaluate the accomplishment of each activity.

The learning contract should be signed by both the student and the field instructor and submitted to the TWU practicum instructor by the assigned date. The student's evaluation and final grade in SOWK 4469 will be based largely on completion of the activities identified in the learning contract.

The learning contract is an extremely important document, and students should expend considerable time and energy in the development of the document. The learning contract details specific activities that, when completed, serve to demonstrate competence in all areas of the learning objectives. A great deal of consultation with the field instructor is generally required. In order to successfully complete the practicum and graduate, students must demonstrate competence in each of the learning objective areas and the related 31 behaviors.

Seminar Attendance

Field students must be concurrently enrolled in SOWK 4469, the Field Practicum, and SOWK 4463, the Integrative Seminar. Students are expected to attend all scheduled field seminar meetings. The seminar may be taught as a "hybrid" course, with some face-to-face classroom sessions and some "virtual" class sessions via discussion boards. Absences deprive a student of an essential form of experiential learning and will adversely affect the grade. Students are allowed one absence without penalty. *Students who miss more than one class will have their grade lowered by one full letter grade for each missed class.* For example, a grade of 'A' will lower to a 'B'. *An absence is defined as missing all or part of a class.* Failure to participate in discussion boards will be considered an absence for that week.

Responsibilities related to seminar:

Each student is expected to comply fully with the requirements of the seminar course as described in the course syllabus. A full description of activities, assignments, and expectations for seminar may be located in the syllabus to SOWK 4463. In general, students are expected to:

- Attend the seminar meetings each week.
- Submit a field log each week.
- Develop and complete an original research project focused on some aspect of practice or agency evaluation.
- Participate fully in all seminar activities and discussions as described in the seminar syllabus.
- Facilitate or co-facilitate a seminar class if assigned.
- Complete any other assignments.
- Maintain a professional demeanor at all times.

- Bring a copy of the NASW Code of Ethics to class each week.

Credit for Life Experience

No credit for life experience or previous work experience is awarded for any social work courses including the Field Practicum.

Employment Related Placements

In order for students to be assigned to their place of employment for practicum, the practicum must be a new learning experience. The continuation of a previous job would not be considered a new learning experience. In such cases, the Director of Field Education, the student, and the field instructor work collaboratively to ensure that practicum activities are new to the student, meet the requirements for successful completion of all learning objectives, and are unrelated to previous work activities.

On occasion, agencies may hire students while they are still participating in practicum or offer paid practicums. As long as no aspects or requirements of the practicum are compromised, such employment is allowed on a case-by-case basis, with approval of the Director of Field Education required.

External Conferences, Cross Training, and Workshops

With the permission of the field instructor and as part of the learning contract, students may attend conferences, workshops, and engage in cross training opportunities in other agencies as part of the practicum. However, students should not expend more than 5% (about 20 hours) of the practicum in such activities.

Weekly Logs and Supervision Meetings

Each week, students must meet with their field instructor. During supervision, students and field instructors will discuss the topics introduced by the weekly log for that week (see Appendix for sample log). Students are then to summarize the supervision discussion, and submit the log via Canvas. The logs provide students an opportunity to record and report weekly and total hours, engage in self-reflection and evaluation, discuss relevant social work topics with the field instructor, communicate concerns and successes to the program, and identify social work roles and functions filled that week.

Students are required to meet with their field supervisor each week to discuss the students' progress and performance in the agency. These weekly meetings must be documented on the weekly log. If the student fails to meet with the field supervisor three or more times during the semester, the student could receive a failing grade in the course. Falsification of supervision records will result in referral to TWU Student Life for an inquiry of academic misconduct, and/or a failing grade in the course.

Here is a bit of information on the “Roles” section of the weekly log sheet:

Social Work Roles and Functions:

Social workers find themselves in a variety of practice settings, but there are specific roles that social workers may fill, regardless of the work setting. These functions generally fit into three broad categories: consultancy (for problem solving), resource management, and education. Each function may be applied in a variety of ways, from micro interventions to work with society and other social work professionals.

- Consultancy
 - 1) With individuals and families, social workers may assume **the enabler role**, in assisting clients in finding solutions to problems.
 - 2) At the mid, or mezzo, level, **the facilitator** assists groups and organizations by assisting with organizational development strategies.
 - 3) At the macro level, social workers may serve in **the planner role**, resolving community and social problems through planning and community organization.
 - 4) In the professional system, social workers serve as **colleagues and monitors** to other social workers, sharing with and providing feedback to their professional peers.
- Resource Management
 - 1) At the micro level, **the broker and advocate** utilize case management techniques in order to link clients with the appropriate resources.
 - 2) At the mid-level, social workers function as intermediaries between representatives of groups and organizations, as well as networking in order to coordinate or develop services. These are known as the **convenor and mediator roles**.
 - 3) **The activist** works at the macro-level to bring together key leaders at the community or societal level in order to bring about social change.
 - 4) In the professional system, social workers function as **catalysts**, organizing professional endeavors with colleagues and by developing interdisciplinary relationships, in order to create an effective system of social services.
- Education
 - 1) Social workers serve as **teachers** at the micro-level, providing clients with information and helping them learn new skills.
 - 2) **The trainer** works at the midlevel, providing instruction to members of formal groups and organizations.
 - 3) At the macro-level, social workers assume **the outreach role**, spreading information in the community, and educating citizens about social issues, injustice, and social services.
 - 4) In the professional system, social workers may add to the foundation of social work knowledge, thus assuming roles as **researchers and scholars**.

From: DuBois B. & Miley, K.K., (2002). *Social work: An empowering profession* (4th Ed.). Boston: Allyn & Bacon.

Logs should be turned in to Canvas by 8:00AM Tuesday following each week of field work. If the field instructor is unable to meet with the student to complete the log, the field director must be informed immediately.

Travel

It is the responsibility of students to arrange transportation to and from the agency and to provide their own transportation when travel is required in the course of their work activities. All students who drive cars to or from practicum or for their agencies are required to have automobile insurance and students' cars must be fully legal to operate. Travel expenses are the responsibility of the student, except in those instances where the student can be reimbursed by the agency. Travel to and from the agency at the beginning and end of the day, time spent traveling to and from the field seminar, or time spent on campus does not count toward the minimum number of field hours needed to complete the field practicum.

Please Note:

- *Students are not permitted to transport clients or patients in their personal vehicles during the field practicum.*
- *Students may only transport clients/patients in an agency vehicle only if the student is covered as an authorized driver on the agency's insurance and all required safety trainings have been completed.*
- *Students may do "ride-alongs" with agency employees to perform regular duties, however the employee must be compliant with all agency transportation authorizations (training, insurance coverage, etc.)*

Holidays

Students observe the same holidays and vacations as the University and are not required to be in the agency when the University is not holding classes. However, they may elect to work at the agency during these times if they so desire and if the agency agrees. The total clock hours required of students each semester, 416, does not vary, regardless of holidays.

Adherence to Policies and Procedures

Students must adhere at all times to all federal, state, and local laws, agency policies and procedures as well as all TWU student policies, including Social Work Program policies and the TWU Student Code of Conduct. Violation of the law, agency policy and procedures, or violation of University and/or program policies may result in the student being removed from the agency and failing the course. Students may be removed from the practicum if they are charged with a crime while in field, until the disposition of the charge is known.

Professional Demeanor

In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation

provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstration of respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire; how one handles adversity; personal hygiene; taking responsibility for one's own behavior; motivation; emotional maturity; originality; etc...

Sources of information concerning professional demeanor include, but are not limited to: formal *and informal* interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and/or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers who are employable and who can remain employed.

Statement on Civility

Students should maintain civility at all times with faculty and other students, both inside and outside the classroom, as well as with agency staff. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors and a failing grade may be issued for the course.

Academic Dishonesty

Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries.

All students should complete the module on plagiarism found at <https://libguides.twu.edu/c.php?g=270163&p=1803990> within the first three weeks of the semester.

In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member. All required assignments in this course may be checked for plagiarism using Turnitin.com. All suspected cases of plagiarism will be referred to the office of Student Life. Academic dishonesty may result in a failing grade in the course and dismissal from the program.

Students with Disabilities

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with the instructor by appointment or during office hours to discuss approved accommodations and how course requirements and activities may impact your ability to fully participate.

Student Evaluations and Grades

Students are expected to actively participate in the evaluation process. All assignments, including the weekly logs, should be turned in when due. At least two formal evaluations of field performance will occur during the practicum. Students and field instructors are encouraged to work together during the evaluation process. The final responsibility for assigning the field practicum grade resides with the course professor. Refer to the syllabus for exact grading formula.

Students will receive two grades while in field, one for the seminar (4463) and one for their performance in the field (4469). Grades range from A through F. A grade of B is considered to be the normative grade, reflecting good solid professional social work performance at the beginning level. A grade of A reflects superior, exceptional performance in all areas of practicum performance; a grade of C reflects below average performance.

Students are expected to meet or exceed minimum program requirements to successfully complete the practicum. These minimum expectations include, but may not be limited to, working at least 416 hours in the agency; completing all activities identified in the learning contract; turning in required paper work on time; meeting weekly with the field instructor for supervision; completing a quality research project; and attending all related field seminars on the TWU campus. The final grade the student receives in the seminar class is detailed in the seminar syllabus. Note that all assignments must be completed to receive a passing grade.

Grading Scheme for 4469

The grade assigned for SOWK 4469 is determined by two primary factors: 1) professional demeanor, and 2) level of competency in all nine learning objectives (the core competencies), as measured by the successful completion of activities developed in the learning contract.

Professional demeanor: 50%

Practice competence: 50%

The grading scheme for SOWK 4463 is detailed in the syllabus.

Failing Grades and Removal from an Agency

Students who fail to meet minimum practicum standards and/or requirements, or who are unable to demonstrate sufficient practice competence or professional comportment, may be removed from field and dropped from the program. Additionally, any student who is removed (or “fired”) from an agency due to poor performance, unprofessional conduct, unethical behavior, or similar reasons may fail the practicum and be dropped from the program.

Examples of conduct that could result in being “fired” from an agency include but are not limited to:

- Excessive absences
- Chronic lateness
- Inability to accomplish objectives
- Repeated exhibition of poor practice skills
- Inappropriate relationships with clients or staff
- Insubordination
- Failure to take direction
- Alcohol or drug use
- Failure to attend supervision
- Inability to get along with co-workers
- Ethical violations
- Legal violations
- Agency policy violations

Students who are removed from the program may apply for re-admittance to the program and to the field, but must first submit for approval a detailed plan for remediation or take other actions the social work faculty deems appropriate. Students must demonstrate an ability and willingness to function at a professional and ethical level of conduct, complete any recommended plan for remediation, or otherwise be judged ready for readmission by the social work faculty before being readmitted to the program. Some forms of gross misconduct may render the student ineligible for readmission to the program.

Periodic Review, Remediation and Termination from the Program

While a thorough review prior to admission to field is helpful in assuring that students in the program will become competent social work professionals, there may be occasions, including during field, when individuals must be considered for termination from the program for failure to meet academic standards. The program endorses the position that all criteria and standards for student performance in field, including professional behavioral expectations (as discussed elsewhere in this document), are "academic" standards.

The faculty of the TWU social work program takes seriously the responsibility to protect the rights of students and to serve a gate keeping function for the social work profession. We believe it is a disservice to the University, students, the profession, field agencies, and clients if

students who fail to achieve an adequate level of professional skill and knowledge or fail to demonstrate full adherence to the professional code of ethics are allowed to remain in the field.

Students receive a formal review of their progress at the time of application to the major and at the time of application for placement in field. In addition, students will undergo formal faculty review when any of the following critical events occur:

1. The student's overall GPA falls below 2.5; or
2. The student receives a "D" or "F" in any social work class; or
3. The student receives an "I" in the practicum class or seminars; or
4. The student fails to adhere to agency policies and procedures; or
5. The student is terminated from his or her practicum agency; or
6. The student fails to adhere to the Student Code of Conduct set forth in university policy; or
7. The student fails to adhere to the standards of conduct reflected in the NASW Code of Ethics, the Texas State Board of Social Work Examiners Code of Conduct, or the Texas State Board Standards of Practice; or
8. The student violates any of the policies outlined in the "Expectations for Students Related to Field Practicum" section of this Field Manual; or
9. The student engages in other behavior not specifically discussed in this manual that the social work faculty deem sufficiently unprofessional or problematic to warrant review.

As previously stated, students who receive a failing grade for practicum or related seminars will automatically be removed from the Social Work Program. Students who fail to meet minimum practicum standards and/or requirements may also be dropped from the program. Additionally, any student who is removed from an agency due to poor performance, unprofessional conduct, or similar reasons may fail the practicum and be dropped from the program. Students who are removed from the program may apply for re-admittance to the program and to the field, but must first submit for approval a detailed plan for remediation or take other actions the social work faculty deems appropriate. Students must demonstrate an ability and willingness to function at a professional level of conduct, complete any recommended plan for remediation, or otherwise be judged ready for readmission by the social work faculty before being readmitted to the program. Some forms of gross misconduct may render the student ineligible for readmission to the program.

During any formal faculty review of student progress, the faculty may, based upon evidence of insufficient progress or the occurrence of one or more problematic critical events, and a thorough review of the circumstances of the situation:

- Deny admission or readmission to the program; or
- Place the student on "conditional" status; or
- Postpone the student's advancement in the program; or
- Drop the student from the program; or
- Refer the student and situation to the Office of Student Life for possible sanctions; or
- Take any other action the social work faculty deems appropriate.

Any adverse action short of discontinuation from the program or denial of admission to the program must be followed by a written plan of remediation that is jointly developed by the Field Director and the student and approved by the faculty as a whole. Specific remedial action, specific time-frames and specific responsibilities must be delineated in the plan. When a problem presents itself, it is the intent of the social work faculty to find a fair and equitable resolution, which protects student rights, upholds the standards of professional conduct and protects the welfare of future clients. Students have the right to appeal decisions by faculty that result in delay or termination from the program.

Appeals in Field

Students have the right to appeal faculty and administrative decisions that result in delay or termination from the program. Additionally, students have the right to request exceptions to field policies.

The formal appeals/exceptions process for field is as follows:

- 1) The student shall submit a written appeal to the Director of Field Instruction. The appeal should explain why the student is requesting the appeal or exception to policy, and then detail exactly what the student would like to see as an outcome. If the appeal/request for exception is not resolved favorably, then the student may;
- 2) Submit a written appeal to the Social Work Program Director. The appeal should explain why the student is requesting the appeal or exception to policy, and then detail exactly what the student would like to see as an outcome. If the appeal/request for exception is not resolved favorably, then the student may;
- 3) Submit a written appeal to the Chair of the Department of Social Work.

Required Qualifications for Field Instructors

Social workers interested in serving as field instructors for the TWU Social Work Program must meet the following criteria:

- 1) Graduated from a CSWE accredited social work program with a BSW or MSW;
- 2) Have a minimum of two years of professional social work practice;
- 3) Be licensed in the State of Texas as a social worker;
- 4) Agree to provide ongoing supervision and consultation with students, with a minimum of one meeting per week;
- 5) Attend one full day of Field Instructor training;
- 6) Attend one Orientation to Field at the beginning of the semester;
- 7) Agree to attend additional training as offered and provide feedback and consultation to the program about the field.

Selection Criteria for Field Settings

It is the intent of the Orien Levy Woolf Division of Social Work to partner with a variety of agencies to provide students with quality generalist opportunities to begin their social work careers. The selection of field settings is done with the best interests of the students in mind. Agencies must meet the following criteria in order to be considered for field placements:

- 1) Have one or more full time social workers on staff that meet all of the “Required Qualifications for Field Instructors” described above;
- 2) Be a stable, safe agency that is engaged in services consistent with generalist social work practice;
- 3) Offer sufficient breadth and depth of opportunities to allow students to practice and demonstrate competence in the Nine Core Competencies and the 31 Practice Behaviors identified by CSWE;
- 4) Communicate as needed with the TWU Field Director or other faculty liaisons to ensure optimal student outcomes;
- 5) Agree to field visits by the Field Director or Field Liaison as requested, typically one per semester;
- 6) Agree to submit all practicum related paperwork and student evaluations.

Agencies and field instructors wishing to affiliate with TWU to provide practicum opportunities should complete and submit the “Agency Affiliation Application” to the Director of Field Education. The decision to place students with agencies is made by the Director of Field Education.

Ongoing Contact

The program will be involved in ongoing dialog with agencies hosting students through regular e-mail contact, phone calls and a minimum of one field visit to each agency per semester.

The Role of the Director of Field Instruction

The Director of Field Instruction is a full-time faculty member who is responsible for:

- Overseeing the operations of the field component;
- Ensuring compliance with CSWE standards related to field
- Developing agency field sites;
- Training and evaluating field instructors;
- Maintaining an ongoing dialog with field agencies and instructors;
- Visiting students in the agency, generally once per semester;
- Reviewing student applications for field placement;
- Placing students in appropriate field settings;
- Monitoring student placements;
- Evaluating student performance in the field;
- Assigning grades in field;
- Providing orientations for students and field instructors;
- Maintaining field records;
- Serving as a gatekeeper for the profession if necessary;

Dr. Ratonia Runnels presently serves as the Director of Field Instruction.

While students are enrolled in the practicum classes, they will be instructed, supervised, and evaluated by at least two individuals: the agency field instructor and at least one TWU faculty member, usually the Field Director. The field instructor and faculty member will work together to evaluate the student on social work competencies as well as professionalism. While the agency field instructor may recommend a final grade for the student, the ultimate responsibility for assigning the grade rests with the TWU field professor.

Policy on Field Practicum Placements

The Director of Field Instruction has primary responsibility for matching students with agency placements. Several things will be taken into account when assigning students to agencies, including 1) geographical location, 2) agency/field instructor availability and suitability, 3) student learning needs, and 4) student preferences. The decision where to place students will be made in consultation with the student and other social work faculty. The ultimate placement decision rests with the faculty.

The Role of the Field Instructor

The field instructor must be a full time employee of the agency, licensed and degreed as a social worker, with a minimum of two years of practice experience. Additionally, the field instructor must attend field orientations and participate in a full day training session on effective field instruction.

The field instructor will:

- Meet with and screen the prospective student;
- Meet at least weekly for formal supervision with the student. Supervision may occur in a small group format;
- Be available for the student when needed;
- Provide assistance in the development of a learning contract;
- Work weekly with the student to complete the weekly field logs;
- Provide the student with honest, helpful feedback on performance;
- Monitor student progress toward accomplishment of learning objectives;
- Maintain appropriate boundaries with the student;
- Complete a mid-term student evaluation;
- Complete a final student evaluation;
- Inform the program of unusual or critical student issues;
- Provide feedback to the program at the conclusion of the practicum;
- Serve as a gatekeeper for the profession if necessary;
- Function as a mentor, guide, teacher, and role model;
- Not function as the student's therapist, banker, friend, or parent;

The Role of the Student

While in field, the successful student will:

- Display initiative and take responsibility for much of the learning experience;
- Become familiar with the agency's structure, functions, policies, resources, and procedures;
- Become familiar with the role of the agency in the social welfare community as well as with other community resources;
- Eagerly complete all tasks and assignments provided by the field instructor;
- Attend weekly meetings with the field instructor;
- Faithfully adhere to all agency policies, University and program policies, laws, and the Codes of Ethics/Conduct for the NASW and the State of Texas
- Behave professionally at all times;
- Develop a comprehensive learning contract as described in this manual and the field syllabus;
- Complete all activities specified in the learning contract;

- Be an active participant in the evaluation process by engaging in ongoing self-critique of work and through participation in the mid-term and final evaluations.
- Notify the agency and the program immediately if the student will be late to or absent from field;
- Attend all seminars and complete all assignments;
- Complete and submit Weekly Logs on time;
- Immediately contact the field instructor if serious problems or difficulties arise in the agency;

APPENDIX

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Official Agreement for Social Work Students Entering Field Placement

I, _____, understand that participation in the field as an undergraduate practicum student requires adherence to certain professional standards. If accepted into the field practicum, I agree to:

1. Read, understand, and adhere to the Codes of Conduct/Ethics of the Texas State Board of Social Work Examiners and the National Association of Social Workers, the field manual, the TWU Student Code of Conduct, and all field policies.
2. Follow all laws of the State of Texas and all other jurisdictions in which I might practice.
3. Review all agency policies and procedures within two weeks of beginning the practicum and comply with agency policies and procedures while in the field.
4. Come fully prepared and participate actively in all scheduled meetings with the Agency Field Instructor. I agree to meet at least weekly with the field instructor for supervision and notify the practicum instructor if I miss any supervision sessions. I understand that it is my responsibility to arrange supervision meetings with the field instructor.
5. Come fully prepared and participate actively in all practicum seminar classes. I understand that missing more than two classes during the semester may result in my failing the practicum.
6. Provide proof of insurance if using my vehicle for agency business.
7. Conduct myself in a professional manner at all times. This includes being punctual, reliable, and responsible in all field practicum assignments, as well as interacting in a professional manner with all clients and co-workers.
8. Negotiate a learning contract with my field instructor, as per instructions, and submit it in writing to the practicum instructor by the second seminar meeting.
9. Attend all meetings and turn in all assignments related to the practicum and the seminar classes as specified in the syllabus.
10. Inform the program and the field agency of current address, phone number, and e-mail at all times so that I may be contacted.
11. Attend the Field Orientation meeting, to be held prior to the beginning of practicum (students will be notified of the date).

I understand that my academic records and the information contained in this application may be reviewed by TWU faculty and agency personnel in potential field sites. I understand that field practicum is reserved for students completing the last semester of their BSW program and degree; entry into the field prior to the final semester must be approved by the Social Work Program Director.

I further understand that failure to comply with this agreement might result in a failing grade for the practicum and that substantial violation of this agreement could result in dismissal from the program.

Signature: _____

Date: _____

Log 1

Time and Activities

Date range worked this week	
Hours completed this week	
Total Hours to Date	
Activities Completed	

Functions/Roles Performed

	Micro	Y/N	Mezzo	Y/N	Macro	Y/N	S/W Profession	Y/N
Consultancy	Enabler		Facilitator		Planner		Colleague/Monitor	
Resource Management	Broker/Advocate		Convenor/Mediator		Activist		Catalyst	
Education	Teacher		Trainer		Outreach		Scholar	

Self-Evaluation

Describe your orientation to the agency. What interventions did you observe or participate in at your agency this week? How effective were the practice	
--	--

interventions you observed this week?	
<p>What learning objectives did you accomplish or make progress on this week? For each learning objective (3 minimum) provide an example(s) of how you accomplished the objective(s) or associated practice behavior(s).</p> <ul style="list-style-type: none"> • Demonstrate ethical and professional behavior • Engage diversity and difference in practice • Advance human rights and social, economic, and environmental justice • Engage in practice-informed research and research-informed practice • Engage in policy practice • Engage with individuals, families, groups, organizations, and communities • Assess individuals, families, groups, organizations, and communities • Intervene with individuals, families, groups, organizations, and communities • Evaluate practice with individuals, families, groups, 	

organizations, and
communities

Questions for Weekly Reflection

Set your supervision schedule with your field instructor and discuss personal goals for supervision. How will your field instructor ensure that you are acculturated into the social work profession, and not just supervised on your work?

What is the agency's formal mission? Do an informal survey and ask employees to tell you in their own words what the agency's mission is.

Other Topics Discussed

Describe any problems, questions, etc. Faculty Advisor should be alerted to.	
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**TWU Social Work Program
Field Instructor Evaluation of Student Performance**

Student Name:	Date:
----------------------	--------------

MIDTERM

☐

FINAL

☐

Rating Scale for Evaluation of Field Placement Performance	
<u>Directions</u> - Circle the appropriate response to the student's performance on each identified practice behavior utilizing the following key:	
Rating	Description
4	Complete mastery of key behavior; <i>excellent with little room for improvement</i>
3	Fully demonstrated mastery of key behavior; <i>above average with some room for improvement</i>
2	Adequate mastery of key behavior; <i>good but with room for improvement</i>
1	Nearing mastery of key behavior; <i>average with considerable room for improvement</i>
0	Failed to demonstrate mastery of key behavior; <i>below average with significant room for improvement</i>

Please provide comments under any competency statement that is scored at the highest or lowest levels, and otherwise as desired. Your critical feedback is invaluable to students as they learn to assess their own progress as a practitioner, as well as learn to use feedback from supervision. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance.

The field instructor's rating of these items will be considered when calculating the grade that is given to the intern; however, the faculty liaison has the responsibility of assigning the grade for the course. Course grades will be based on the faculty liaison's overall evaluation of the student's performance in placement in conjunction with the field instructor's evaluation; intern logs; seminar participation; and other assignments throughout the semester.

The following scale may be helpful when determining will be used:

4 is equivalent to 100 (excellent with little room for improvement)

3 is equivalent to a 95 (above average with some room for improvement)

2 is equivalent to 85 (good but with room for improvement)

1 is equivalent to 75 (average with considerable room for improvement)

0 is equivalent to 60 (below average with significant room for improvement)

I. COMPETENCY AREAS:

Please refer to the learning contract and evaluate the completion and quality of specific tasks performed in each of the following areas. Please rate both mastery of the overall competence area and individual practice behaviors.

Competency I: Demonstrate Ethical and Professional Behavior		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
1.	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	0	1	2	3	4
2.	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	0	1	2	3	4
3.	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication	0	1	2	3	4
4.	Use technology ethically and appropriately to facilitate practice outcomes	0	1	2	3	4
5.	Use supervision and consultation to guide professional judgment and behavior	0	1	2	3	4

Comments:

Competency II: Engage Diversity and Difference in Practice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
6.	Apply and communicate understanding of the importance of diversity and difference in shaping the experiences in practice at the micro, mezzo, and macro levels	0	1	2	3	4
7.	Present themselves as learners and engage clients and constituencies as experts of their own experiences	0	1	2	3	4
8.	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	0	1	2	3	4

Comments:

Competency III: Advance Human Rights and Social, Economic, and Environmental Justice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
9.	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	0	1	2	3	4

10.	Engage in practices that advance social, economic, and environmental justice	0	1	2	3	4
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Comments:

Competency IV: Engage in Practice-Informed Research and Research-Informed Practice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
11.	Use practice experience and theory to inform scientific inquiry and research	0	1	2	3	4
12.	Apply critical thinking to engage in analysis of qualitative and quantitative research methods and research findings	0	1	2	3	4
13.	Use and translate research evidence to inform and improve practice, policy, and service delivery	0	1	2	3	4

Comments:

Competency V: Engage in Policy Practice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4

Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
14.	Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services	0	1	2	3	4
15.	Assess how social welfare and economic policies impact the delivery of and access to social services	0	1	2	3	4
16.	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	0	1	2	3	4

Comments:

Competency VI: Engage with Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
17.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	0	1	2	3	4
18.	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	0	1	2	3	4

Comments:

Competency VII: Assess Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
19.	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	0	1	2	3	4
20.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data clients and constituencies	0	1	2	3	4
21.	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	0	1	2	3	4
22.	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	0	1	2	3	4

Comments:

Competency VIII: Intervene with Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4

Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
23.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	0	1	2	3	4
24.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	0	1	2	3	4
25.	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	0	1	2	3	4
26.	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	0	1	2	3	4
27.	Facilitate effective transitions and endings that advance mutually agreed-on goals	0	1	2	3	4

Comments:

Competency IX: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
28.	Select and use appropriate methods for evaluation of outcomes	0	1	2	3	4
29.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	0	1	2	3	4

30.	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	0	1	2	3	4
31.	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	0	1	2	3	4

Comments:

II. PROFESSIONAL BEHAVIOR (no written explanations necessary for this section)

KEY: 0 = Poor

1 = Needs Improvement

2 = Adequate

3 = Good

4 = Excellent

Punctuality	0	1	2	3	4
Dependability	0	1	2	3	4
Appropriate appearance and attire	0	1	2	3	4
Adherence to agency policies and procedures	0	1	2	3	4
Writing ability	0	1	2	3	4
Interaction with co-workers, supervisors and (if appropriate) other students	0	1	2	3	4
Willingness to be a team player and cooperate with others	0	1	2	3	4
Assertiveness	0	1	2	3	4
Attitude	0	1	2	3	4
Ability to accept supervision	0	1	2	3	4
Gives proper notification if work or a meeting will be missed	0	1	2	3	4
Timeliness in submitting reports and other material	0	1	2	3	4

Demonstrates appropriate respect for supervisors	0	1	2	3	4
Handles adversity appropriately	0	1	2	3	4
Neatness in presented and written material	0	1	2	3	4
Takes responsibility for his or her own behavior	0	1	2	3	4
Motivation	0	1	2	3	4
Emotional maturity	0	1	2	3	4
Originality	0	1	2	3	4
Overall, his or her presentation is professional	0	1	2	3	4

Brief Summary Statement regarding student progress toward learning objectives and suitability for practice as a beginning generalist social worker:

 Date_____

Field Instructor's Signature

 Date_____

Student's Signature

Student Evaluation of Field Instructor and Site

Your Name: _____

Agency: _____

Field Instructor: _____

Date: _____

Field Site Evaluation: 0 = strongly disagree 2 = agree 4 = Strongly agree	0	1	2	3	4
The facility is good - it is safe, accessible and has a place for <u>me</u> .					
The services are appropriate to generalist social work practice.					
The field instructor and agency follow the values and ethics of the profession					
The field instructor gave me the attention and support I needed, and made sure someone was there for me when they were not available.					
The field instructor and agency assisted and supported me in the research project; this is a good agency in which to conduct research.					
The field instructor provided me with weekly supervision and was available to me					
The field instructor assisted in developing a learning contract with appropriate objectives and activities.					
I was treated with respect by all members of the agency staff.					
The feedback I got was helpful in building my skills.					
The agency afforded me the opportunity to demonstrate competence in all areas of the learning contract.					
The evaluation I received was fair and accurate.					

Would you recommend this site for another student? Why or why not?

What type of student would benefit most from this placement?

What should a student bring with them (in terms of knowledge and skills) to work in this placement?

Would you take a job there if it were offered to you? Why or why not?

Additional On-Line Resources

- The National Association of Social Workers, Code of Ethics
<http://www.socialworkers.org/about/ethics/code-of-ethics.asp>
- The Council on Social Work Education, Educational Policy and Accreditation Standards
<https://www.cswe.org/accreditation/standards/2022-epas/>
- Texas Behavioral Health Executive Council Texas State Board of Social Worker Examiners:
<https://www.bhec.texas.gov/texas-state-board-of-social-worker-examiners/index.html>
- LBSW Scope of Practice:
[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=22&pt=34&ch=781&sch=B&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=22&pt=34&ch=781&sch=B&rl=Y)
- TWU Student Code of Conduct
<https://public.powerdms.com/TWU1/tree/documents/1745742>