



**BSW FIELD MANUAL**

## Table of Contents

# TABLE OF CONTENTS

CONTENT AREA	Page #
Acknowledgements	
Field Education Overview	
Field Education Contact Information	
<b>SECTION</b>	
<b>DESCRIPTION OF THE UNIVERSITY and SCHOOL OF SOCIAL WORK</b>	
Historical Sketch and Mission of GSU. ....	...
History of the School of Social Work .....	...
School’s Program, Mission, Purpose, and Goals .....	...
<b>BSW Program Objectives</b> .....	
<b>SECTION</b>	
BSW Degree Plan of Study.....	
BSW Foundation Curriculum Description	...
BSW Foundation Requirements	...
.....	...
.....	...
<b>SECTION</b>	
<b>FIELD EDUCATION SEQUENCE: DESCRIPTION &amp; COURSE OBJECTIVES</b>	
Description of Field Education	
.....	
<b>SECTION</b>	
<b>THE FIELD EDUCATION TEAM: ROLES AND RESPONSIBILITIES</b>	
Field Education Advisory Committee	
.....	
Students: Roles and Responsibilities	
.....	
Field Education Agency: Roles and Responsibilities	
.....	
Field Instructors: Roles and Responsibilities	
.....	
Faculty Field Liaisons: Roles and Responsibilities	
.....	

Director of Field Education: Role and Responsibilities .....	
<p style="text-align: center;"><b>SECTION</b></p> <p><b>THE FIELD EDUCATION PROCESS</b></p> <p>Introduction ..... ..</p> <p>.....</p> <p>Criteria for Selection of Field Education Agencies ..... ..</p> <p>.....</p> <p>Criteria for Selecting Field Instructors ..... ..</p> <p>.....</p> <p>Assignment Process of Students to Field Practicum ..... ..</p> <p>.....</p> <p>Training and Orientation of Field Instructors ..... ..</p> <p>.....</p> <p>Employment Based Practicum ..... ..</p> <p>.....</p>	
<p style="text-align: center;"><b>SECTION</b></p> <p><b>POLICIES AND PROCEDURES</b></p> <p>Field Education Policy Guidelines ..... ..</p> <p>.....</p> <p>Evaluation of the Field Education Component ..... ..</p> <p>.....</p> <p>Policy Statement: Field Attendance ..... ..</p> <p>Policy Statement: Field Placement Assignment ..... ..</p> <p>.....</p> <p>Policy Statement: Grievance Procedure ..... ..</p> <p>.....</p> <p>Policy Statement: Procedure for Placement Termination ..... ..</p> <p>.....</p> <p>Policy Statement: Termination of Student Enrollment ..... ..</p> <p>.....</p> <p style="padding-left: 40px;">(Academic and Non-Academic)</p> <p>Policy Statement: Non-Discriminatory Practices ..... ..</p> <p>.....</p> <p>Policy Statement: Sexual Harassment ... ..</p> <p>.....</p> <p>Policy Statement: Violence and Safety in the Workplace ..... ..</p> <p>.....</p> <p>Policy Statement : Employment-Based Practicum ..... ..</p> <p>.....</p>	
<p style="text-align: center;"><b>SECTION</b></p> <p><b>FORMS AND REPORTS: STUDENTS</b></p> <p>Field Placement Request Form ..... ..</p> <p>.....</p> <p>Field Placement Interview Results ..... ..</p> <p>.....</p>	

Confirmation of Field Placement	...
.....	...
Emergency Contact Form	...
.....	...
Field Attendance Documentation Log	...
.....	...
Field Education Journal (Weekly)	...
.....	...
Weekly Supervision Documentation	...
.....	...
Learning Contracts	.....
.....	.....
Mid-Semester and Final Evaluation Form	.....
.....	.....
Field Placement Request for Reassignment	.....
.....	.....
Field Placement Incident Report Form	.....
.....	.....
Field Placement Request for Leave	.....
.....	.....
Student Feedback of Field Placement Agency and Field Instructor .....	.....
Employment Based Placement Forms	.....
.....	.....
<b>SECTION</b>	
<b>FORMS AND REPORTS: FIELD AGENCIES &amp; FIELD INSTRUCTORS</b>	
Application for Affiliation with GSU School of Social Work	.....
.....	.....
Field Instructor Application and Agreement	.....
.....	.....
Agency and GSU School of Social Work Affiliation Agreement	.....
.....	.....
Confirmation of Student Placement(s)	.....
.....	.....
Field Agency Profile Form	.....
.....	.....
Agency Feedback of Student Placement Interviews	.....
.....	.....
Corrective Action Form	.....
.....	.....
Agency Feedback of Faculty Field Liaison	.....
.....	.....
Agency Feedback of Field Education Process	.....
.....	.....
Employment Based Practicum Approval Form and Letter Template .....	.....
<b>SECTION IX</b>	
<b>FORMS AND REPORTS: FACULTY FIELD LIAISONS</b>	
.....	

Initial Contact Phone Report	...
.....	...
Documentation of Phone Contacts	...
.....	...
Site Visit Report	
.....	
Field Hours Accumulation Report	
.....	
.....	

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# **SECTION I**

## **Grambling State University: History and Mission School of Social Work: Mission and Goals**



## GRAMBLING STATE UNIVERSITY HISTORICAL SKETCH

Grambling State University is one of two historically Black Universities in the State of Louisiana. It is located in the north-central part of the State approximately 65 miles east of Shreveport and 35 miles west of Monroe, Louisiana, the closet urban centers.

Historically, the University emerged as a result of the efforts of African American Farmers in rural North Louisiana which resulted in the establishment of the North Louisiana Colored Agricultural Relief Association in 1896. Booker T. Washington and Charles P. Adams (who later became the first president) played pivotal roles in establishing the Colored Industrial and Agricultural School on November 1, 1901. Four years later, the School moved to another location and was renamed the North Louisiana Agricultural Industrial School. By 1928, the School was able to offer two-year professional certificates and diplomas after becoming a State Junior College. The School was renamed Louisiana Negro Normal and Industrial Institute.

In 1936, under the leadership of Ralph W. E. Jones, the second president, the program was reorganized to emphasize rural teacher education. It became internationally known as the *Louisiana Plan* or *A Venture in Rural Teacher Education*. Professional teaching certificates were awarded. A third academic year was added in 1936, and the first Bachelor of Science Degree was awarded in 1944 in elementary education.

In 1946, the Institution's name was changed to Grambling College, after which students were prepared as secondary teachers, and curricula were added in the sciences, liberal arts, and business. These programs transformed the Institution from a single purpose to a multipurpose College. The addition of graduate programs in early childhood and elementary education gave the College a new status and a new name, Grambling State University in 1974.

In 1977, under the leadership of *Dr. Joseph B. Johnson*, the *third president*, a doctoral program in developmental education, and the Programs of Social Work and Nursing were established. In 1995, under the leadership of *Dr. Raymond Hicks*, the *fifth president*, funding for the expansion of facilities and the development of newly curricula continued. During his tenure, the Louisiana Education Consortium was established which includes Grambling State University, and two other institutions in the University of Louisiana System. Through this program, doctoral specialties in educational leadership and curriculum instruction are granted.

In 1998, under the leadership of *Dr. Steve A. Favors*, the sixth president, a *collaborative commitment to excellence* was implemented to embrace all segments of the University and the surrounding community. He was eager to move the University into the *21<sup>st</sup> Century* as it approached its centennial year. The School of Social Work prospered under his dynamic leadership.

In 2000, under the leadership of *Dr. Neari F. Warner, Acting President*, Grambling State University *celebrated its 100<sup>th</sup> birthday*. Dr. Warner assumed leadership and brought to the role of Acting President, a deep awareness of and dedication to academics and financial matters, as a result of having been the previous Provost and Vice President of Academic Affairs. This is reflected in her

intense knowledge of the needs of all academic programs. In both her previous and present administrative roles, she has continuously demonstrated her support and commitment to the School of Social Work.

Grambling State University assumes, in a unique way, the role of a public university. The University strives:

1. To provide equal access to higher education for all applicants regardless of race, color, sex, national origin, age, religion, disability, and veteran status;
2. To provide opportunities for students to develop intellectually, to acquire appropriate job skills, and to achieve self-actualization through instruction, research, public service, and special programs which seek to meet the needs of all students, including those who have been adversely affected by educational, social, and economic deprivation;
3. To generate new knowledge through pure and applied research related to curricular emphasis in business, science and technology, nursing, social work, liberal arts, and education;
4. To render service to the community and to the citizenry of Louisiana; and is dedicated to raising the standard of living and enhancing the quality of life through economic development, entrepreneurial activities and lifelong learning;
5. To expose students to opportunities that enhance their potential for appreciation of diverse cultures;
6. To provide opportunities for students to utilize information technologies in preparation for participation in a global society; and
7. To serve as a repository for preserving the heritage of people of African American descent.

Grambling State University endeavors to achieve excellence in higher education through teaching, research and service governed by the principles of academic freedom. The university believes that education is the cornerstone of an enlightened, creative and productive society. The guiding principle of the University embraces the motto that *everybody is somebody* and the conviction that total student development is best accomplished by providing an atmosphere conducive to the full realization of human dignity and productivity. GSU strives for meritorious attainments in post-secondary education through professional activity and creative teaching that are governed by the

principles of academic freedom. It is believed that such an atmosphere may optimally be provided for a total enrollment of 4,500 undergraduate and graduate students.

### **Bachelors of Social Work Program**

Grambling State University began offering one social work course in 1954 under the Social Science Department. In 1956, a social work curriculum was developed and this led to the Pre-Social Work Program. In 1968, after finding out the curriculum exceeded that at most colleges, the “Pre” was dropped from the title and Grambling began offering undergraduate degrees in Social Work. The Grambling State University, School of Social Work is now home to close to 250 students. The Grambling State University School of Social Work is the regional leader in social work education and boasts one of Louisiana’s finest programs. The school continues to meet the challenge of providing Northern Louisiana and areas beyond with knowledgeable and skilled social workers. The BSW program was first accredited by Commission on Accreditation of the Council of Social Work Education (CSWE) in 1984 and has consistently maintained its accreditation.

### **PURPOSE OF THE SCHOOL OF SOCIAL WORK**

Consistent with the University’s commitment to excellence in education emphasizing high academic standards, a liberal arts foundation, equal opportunity for all, diversity with particular emphasis on educating minorities, a sense community, teaching leadership, seeking improvement in the quality of life for all persons, and valuing each and all as somebody, is the Mission of the School of Social Work (formally revised and adopted by the faculty in 2009). *The School aims to make a difference in the lives of people in the northwest region of the state of Louisiana, and the state of Louisiana at large by providing a creditable and quality social work education to students as beginning generalist at the undergraduate level, and advanced direct practitioners at the graduate level; to be a leader in the academic market place for social work training and education in the areas of diversity and child welfare within a rural context; to provide the knowledge values and skills needed to impact racial, gender, social, economic, and geographical oppression in the state of Louisiana ; and to provide opportunities for faculty development, scholarship, and research within the School of Social Work.*

### **MISSION OF THE BACCALAUREATE SOCIAL WORK PROGRAM**

The purpose of the BSW Program is to provide the knowledge, values, and skills needed to be a competent and effective social worker at the beginning generalist level. Further, *it is the mission of the Baccalaureate Social Work Program to prepare students for entry level practice as beginning generalist, to foster an environment which is fertile with opportunities for student learning and leadership, to cultivate a learning environment that affirms diversity and respect for differences, and to offer a program of studies that is aligned with the purposes and values of the profession of social work.*

## **BACCALAUREATE SOCIAL WORK PROGRAM GOALS**

Bachelor Program Goals as Derived from the Program's Mission and seek to:

1. To prepare students for entry level generalist social work practice to engage, assess, intervene, and evaluate individuals, families, groups, organizations and communities as client systems.
2. To prepare students for generalist practice with rural populations particularly in North Central Louisiana.
3. To expose students to the realities of human diversity and how diversity and the environmental context impacts human behavior for racial and ethnic minorities.
4. To graduate students who engage in policy as practice and who will promote and support policy and causes that advance social and economic justice for all including populations at risk.
5. To graduate students who will apply the ethics and values of the profession to practice.
6. To engage students in critical thinking and its utilization as a tool for effective practice, problem formulation and resolution.
7. To provide the foundation knowledge, values and skills needed to pursue advanced studies in the field of social work, to assume leadership, and contribute to the body of knowledge.
8. To prepare students to be informed consumers of existing research, to engage in practice evaluation, and utilize practice based on evidence.

### **BSW PROGRAM OBJECTIVES**

- Demonstrate knowledge of the biological, psychological and social structural components of human beings in their functional capacity as individuals, families, groups, organizations and communities;
- Trace the evolution of social welfare as an institution while evaluating the social, economic and political milieu which determines policies programs and services;
- Apply generalist social work practice skills with individuals, families, groups, organizations and communities, in diverse settings and with diverse populations;
- Demonstrate knowledge of how research and statistics may be used to guide one as consumer and as foundation for a beginning examination of practice;
- Perform in agency, under supervision, the generalist practice skills sufficient for intervention with individuals, families, groups, and communities and with diverse populations in diverse settings, but most particularly in rural Louisiana;
- Demonstrate knowledge of social work's values, ethics, and ethical dilemmas;
- Discuss issues of social, economic and political justice identifying environments that give value to one set of policies, procedures and practices over another;
- Analyze the impact of social policy on African Americans, women, individuals with different sexual preference, the physically, mentally, and developmentally challenged and other-at-risk populations;
- Demonstrate leadership responsibility; and
- Discuss the importance of continuing professional education

**ROLES AND RESPONSIBILITIES**

**THE FIELD EDUCATION PROCESS**

## **THE FIELD INSTRUCTION TEAM**

All members of the Field Instruction Team are bound by the ethics and values of the social work profession. The roles and responsibilities of all members of the Field Instruction Team are specifically outlined so that there is clarity of function. The Field Instruction Team includes the Director of the Field Instruction Office, Faculty Field Liaison, the Agency, the Agency Field Instructor, and most importantly, the student intern. The school is responsible for all aspects of the student's education. Agency staff members serving as field instructors for the instruction have delegated responsibility for supervising this important aspect of student learning. The Director of Field Instruction and the Field Instruction Committee is responsible for the administration of the field instruction. This responsibility is primarily carried out by the faculty field liaisons that perform a coordinating function with the agencies.

The Field Instruction Committee is composed of program director, faculty field liaisons, the Director of Field, who serves as chair, student members, community practitioners, and other faculty members who are appointed by the Dean. This committee is charged with the overall administration of the field instruction program. Included in its activities are the development of policies subject to overall faculty approval and the implementation and operations of the policies.

The Field Instruction Committee also works with the Director of Field to develop the field instructor's orientation workshops that are held for all field instructors at the beginning of the semester when students are initially assigned to field. A field instructor's workshop may also be held once a year for the continuing education needs of field instructors. .

### Director of Field Education

The Director of Field Instruction is responsible for the Field Instruction Program. This responsibility is implemented in collaboration with the program directors and the faculty. The Field Director's primary purpose is administering the program so that students receive opportunities for the attainment of knowledge, development of skills and values consistent with their educational needs and the objectives of the program. Selecting placements for students, setting standards of achievement, and developing measurement/reporting instruments are included in the overall responsibilities of the Director of Field Instruction. The Director works closely with the faculty field liaisons toward achieving the objectives of the program for the students' education and providing stimulation and growth opportunities for the agency field instructors. The field instruction director is a tenure track position as associate professor.

### Responsibilities of the Director of Field Instruction include:

1. Identification, selection and evaluation of agencies for field instruction;

2. Visits or telephone contacts to agencies in which students are placed;
3. Provision of general and specific information to agencies regarding the BSW Program;
4. Development and implementation of an orientation program for students, faculty and field instructors;
5. Management and supervision of faculty field liaison activities;
6. Monthly meetings with faculty field liaisons;
7. Identification and assessment of students' readiness for field Instruction;
8. Coordination of needed action to resolve grievances that are brought to the Director of Field Instruction;
9. Collaboration with Research Faculty in insuring that practice research done by students meet program agendas and insure guidelines for student's research;
10. Participants in CSWE activities, particularly as they address field instruction courses;
11. supports the development of continuing education activities for the practice community;
12. Staffs the Field Instruction Advisory Committee;
13. Represents the school to the professional community including the state and national level.

### Faculty Field Liaison's Role

Faculty field liaisons are assigned to work with all students in field placements. Their primary purpose is to assure students' integration of classroom learning with field experiences and to assist the field instructors in developing appropriate educational experiences for the students.

### Responsibilities of Faculty Field Liaisons include:

1. Visiting the agencies for conferences with field instructors and students: - two (2) visits each semester is preferred for placements in which the field instructor has a BSW or MSW degree from an accredited school. The first visit should occur prior to or at the time of the mid-semester evaluation. More visits up to four (4) visits are preferred, to assure the social work educational component, when the field instructor does not have the MSW or BSW or related field degree, each semester until the field instructor has received ample training as a social work field instructor. The field liaison will notify the field office for approval when the required visits are planned to be reduced.
2. Assessing the students' progress toward achieving the educational expectations:

- assisting with the development of the Education plan,
  - accepting and reviewing students' activity logs,
  - reviewing and critiquing students' recordings and reports,
  - reviewing students' participation in supervisory conferences,
  - determining students' integration of values and skills in their Learning experiences;
3. Providing clarification of the educational experiences to field instructors and students;
  4. Assisting in the integration of classroom learning and field experiences;
  5. Assisting in the ongoing evaluation of the student and monitoring students' progress throughout the placement;
  6. Assigning students' grades in collaboration with the field instructor;
  7. Participation in field Instruction orientation and other meetings related to field Instruction;
  8. Participation in meetings of the Field Instruction Committee as needed;
  9. Completing and submitting the liaison's report following each agency visit in order to provide feedback about the agencies, field instructors and students to the Director of Field Instruction;
  10. Participating in grievance procedures;
  11. Participating in the decision making process of assigning students to field agencies and the re-assignment process of students to agencies if necessary;
  12. Participating and initiating as appropriate the Academic and Non-Academic Termination Policy with field instructors upon finalization of the policy.

### The Field Instruction Agency

The agency is a major component of the Field Instruction program. The agency is the vehicle through which the field instructors and the liaisons orchestrate the student's field learning experience.

### Responsibilities of the agency include:

1. Provision of learning experiences for the students that adhere to the BSW Program Mission, goals, and objectives;



2. Provision of experiences to work with populations-at-risk and diverse groups and economic and social justice issues;
3. Provision of appropriate supervisory and instructional personnel to insure quality learning experiences for the students;
4. When possible, provision of travel reimbursement for student expenses incurred while performing agency business;
5. Preparation of agency personnel for the arrival of students;
6. Provision of opportunities for students to utilize more than one social work intervention approach;
7. Provision of adequate space and supplies for students;
8. Provision of agency policies and procedures;
9. Provision of an agency environment that is supportive of social work values and ethics.

#### The Field Instructor's Role and Responsibilities

The agency based field instructor supervises and plans assignments for the students which will enable them to correlate classroom theory and field experiences in order to develop practice competencies.

#### Agency based field instructor's responsibilities are to:

1. Develop an agency specific educational plan with the student and/or faculty liaison;
2. Monitor students' hours for the placement by both sign in and out sheets and activity log;
3. Review, supervise and evaluate student learning activities;
4. Review and evaluate students' written assignments;
5. Participate in field Instruction orientation and other meetings related to field Instruction;
6. Serve as a professional role model for students;
7. Complete the mid-term and end of term evaluation of the student;
8. Meet with the intern and the faculty field liaison as required and notify the faculty liaison as soon as possible of any unusual circumstances related to the student's instruction experience;
9. Insure that students are oriented to agency formal and informal policies and procedures;

10. Hold an evaluation conference meeting with the student where the written evaluation may be discussed and signed;
11. Hold weekly conferences with students that are documented;
12. Use the field manual as an instruction experience guide, completing all forms with student interns in a timely manner;
13. Review course syllabi when distributed to aid in the integration of the field experience with classroom content.

### The Student's Role

It is the responsibility of the student to become a professional individual who strives to obtain the knowledge and develop the skills and values necessary for professional social work practice.

Responsibilities of the students are as follows:

1. Observe the rules and regulations of the agency, as well as the values and ethics of the profession;
2. Complete a daily time sign in and out sheet which is maintained by the agency, and the student activity log. When unplanned absences or lateness occur for reasons beyond one's control, the student shall arrange for the field instructor (or another agency appropriate person) to be notified within the hour of the usual time of the student's arrival;
3. Cancel and reschedule appointments and arrange for tasks to be handled when absences occur, in compliance with agency procedures;
4. Earn the designated minimum number of hours required for each semester course. When problems occur in reaching the minimum number of hours, the student shall arrange to complete the required hours as planned with the field instructor and the faculty liaison. When students complete the minimum number of hours prior to the end of the semester, those students must remain in placement until the official end of the semester;
5. Attend field work as scheduled unless these are official agency or school holidays. School holidays, as a rule are observed, but on occasion, students may need to continue in the instruction if their absence will interrupt the client-worker plan and/or progress. The field instructor makes the final determination in this area;
6. Attend and participate in field related workshops sponsored by the School of Social Work. Students may attend professional conferences, workshops, etc., held on the field Instruction days and be credited with hours in the instruction if approved by the field instructor, the faculty field liaison, and the Director of Field Instruction. **Students must inform field instructors, the Faculty Field Liaison, and the Director of Field verbally and in writing one week prior to any requested absences;**
7. Prepare for and attend all scheduled supervisory conferences and obtain a clear understanding of the material presented and tasks assigned;

8. **Respect the confidentiality of all case material and client interviews;**
9. Share observations, questions, and concerns with the field instructor and faculty field liaison, especially those situations where the client may be dangerous to self, others and subject to abuse.
10. Resolve problems or difficulties with the person with whom they occur in a professional manner. Resolution of difficulties should follow the appropriate chain of command, which is the agency field instructor, faculty liaison and Director of Field Instruct

# THE FIELD EDUCATION PROCESS

## Getting Started in Practicum:

In the first few weeks of the field practicum it is critical that the student, field instructor, and field liaison develop mutual expectations around not only when to communicate, but also develop an understanding of the different styles and expectations around communication. The School has defined some expectations about how often each of the parties should meet together and provided some tools provided in the following section to help Field Instructors, Field Liaisons, and Students prepare for the beginning of the practicum experience. This section includes information on:

- a) Establishing Contact Requirements
- b) Student: Agency Orientation Suggestions
- c) Teaching and Learning Styles

## Contact Requirements: Field Instructors, Field Liaison's and students

- a) Students and Field Instructors have a mutual responsibility to contact each other prior to the start of the practicum, and to arrange an initial orientation meeting/start date.
- b) During the latter part of August, and prior to the beginning date of practicum, all Students who are in practicum will meet their Field Liaisons at the GSU SOSW students' orientation meeting prior to the start of Practicum. During this meeting, the Field Liaison will give students his/her contact information and share his/her general approach to the Field Liaison role. The Student should inform the Field Liaison of the preliminary arrangements made with their Field Instructor concerning agency orientation and the start of Practicum. Additionally, they should share their contact information as well as any special needs or issues that may affect his/her learning in the Practicum. Contact information should include: mailing address, phone and e-mail address.
- c) It is expected that Field Liaisons will contact the Field Instructor during the first 2 weeks of the student starting practicum to provide information about the best ways to communicate about student progress, and to initiate a beginning relationship with the field instructor.
- d) It is expected that Field Instructors will provide a minimum of 1 hour of supervision each week to the student
- e) It is expected that Field Liaisons will meet with the Student and the Field Instructor at the field agency at least once each semester. Extended telephone conversations may also be beneficial.
- f) It is expected that the Student and Field Instructor will be available for supervision and meetings with the Field Liaison.
- g) Students, Field Instructors and Liaisons need to keep each other informed about any events that might influence the student's field placement. Early identification of issues is critical in preventing problems, so please communicate openly. Please contact the Field Education Department for additional support when there

are unresolved issues, or when you need help brainstorming an intervention or solution.

### Student: Agency Orientation Suggestions

While most agencies have some specific requirements that have to be completed during a student's orientation to the agency prior to becoming actively involved in the work of the agency, here are some suggestions that Field Instructors and students may find helpful:

1. Develop a brief orientation manual that includes:

- a) Organizational chart
- b) Agency procedures
- c) Map of the agency
- d) Paperwork / timesheet procedures
- e) Confidentiality guidelines
- f) Ethics
- g) Community agencies/resources
- h) Agency contact information and staff phone numbers
- i) Sample release of information forms
- j) Sample of other forms
- k) Other helpful resources for working with the agency client population
- l) Ideas for how to engage with students
- m) Local restaurants etc. for out of town students

2. Provide students with an orientation handbook and review it with the student. It is important for students to spend some time not only learning about the site where they will be assigned, but to also visit other sites within the organization and collaborating agencies. For example, the student may be assigned to work with families and children, but it is also important for them to visit the senior service center within the agency. In many agencies, practicum students are included in all staff meetings, board meetings, and quarterly meetings, as well as invited to all training opportunities. All of these components help the student to feel more part of the team.

3. GSU SOSW expects that all Field Instructors will develop and review a safety plan with the student. This should be one of the first tasks completed in Supervision.

### **Recommendations for Developing a Safety Plan**

GSU SOSW expects that all Field Instructors will develop and review a safety plan with the students. This written safety plan developed should be specific to the function and layout of each agency, branch, or division of the organization. This should be one of the first tasks completed in supervision. Both staff input and expert consultation are important in the planning. Each safety plan must be detailed and comprehensive so that all staff members, clinical and non-clinical, know what to do in case of emergency. The plan must be reviewed and practiced on a regular basis if it is to be useful. Below you will find some suggestions that can be added to practicum agency's safety plan:

- How to recognize signs of agitation and what to do first
- What are code words and phrases to signal for help without increasing client's agitation

- How agency will conduct ongoing assessments of a client's level of dangerousness.
- When and how to use verbal de-escalation skills
- When and how to call security or police.
- When and how to evacuate building.

### **Exterior and Physical Layout**

- Maintain and furnish the facility so that it presents an organized, calm and respectful appearance to clients. Pay particular attention to the waiting area.
- Ensure adequate lighting inside and out.
- Be aware of traffic patterns with special attention to where clients can go unescorted. If the location of bathrooms and coffee area allows unescorted clients to walk through the building, be aware of the risks.
- Establish a risk room where potentially violent or agitated clients can be seen. This room should be furnished in a sparse, neutral manner, and located in a centrally located area with ready access to help.
- Evaluate the need for safety equipment including buzzers and alarms in offices.
- Furnish offices to allow a comfortable distance between client and worker and to permit easy exit for both. Eliminate items that may be thrown or used as weapons.
- Routinely inspect exterior and interior layout and all safety equipment to ensure all is in working order.

### **Rules, Regulations, and Procedures**

- Establish a format for taking a required history of violence as a part of regular intake procedure.
- Establish a format for communicating violent history to staff when current danger exists.
- Ensure adequate staffing at all times; no one should work in a building alone.
- Communicate safety policies to clients, when indicated.
- Orientate new students to safety policy and plan.
- Formulate and post a policy re: providing services to clients who are under the influence of alcohol or drugs.
- Provide ongoing supervision, consultation and training in details of the safety policy and plan with regular updates, assessment of the client's potential to become violent, treatment and clinical

interventions with violent clients, de-escalation techniques, non-violent self-defense, physical evasion, force deflection and disengagement skills, Tarasoff decision - the duty to warn and protect, and aftermath of client violence.

- Address institutional practices that unintentionally contribute to client violence.
- Design a program to address the aftermath of client violence.
- Address the physical and emotional needs, short and long term, of the assaulted worker, worker's family, coworkers and affected clients as well as a format for debriefing and communicating with all staff following an occurrence of violence.
- Develop a format to address the consequences of violent behavior with the client. Include the effect of the violence on services.
- Develop a format to determine when and how legal action against the violent client will be taken.
- Log and communicate to staff all work-related occurrences of violence including threats.
- Re-evaluate policies, procedures and training needs following an occurrence of violence.
- Develop a "Risk Assessment" tool and train all staff to use it.
- Develop a policy on home visits which includes:
  - leaving itinerary with office staff so worker location is known at all times
  - phoning the office frequently when in the field
  - providing portable phones and other safety equipment
  - providing options for escorts: staff or police
  - giving/getting permission not to go when risk of violence is high
  - establish relationships with security and police. Let them know what you do and what you need from them.

## **Background Check**

Due to the nature of work done in Social Service agencies, **ALL** students entering the practicum experience are subject to background checks which **must** be done and accepted by Field Director, prior to the semester they are to enter field. Students will use **CastleBranch**. Your CastleBranch Service Desk is available to assist you via phone, chat and email.

Monday-Friday 8am-8pm & Sunday 8am- 8pm EST

Phone: (888) 723-4263 or Website: [www.castlebranch.com](http://www.castlebranch.com)

## **Grambling State University – Social Work Instructions to Complete Background Check**

When you place your initial order, you will be prompted to create your secure CastleBranch profile account. From within your CastleBranch profile, you will be able to:

- View your order results
- Manage the requirements specific to your program
- Complete tasks as directed to meet deadlines
- Upload and store important documents and records
- Place additional orders as needed

To place your order, go to [www.castlebranch.com](http://www.castlebranch.com)

In the “**Place Order**” field, enter the following package code specific to your school and program:

- **GD27bg – Background Check Package**
- **GD27dt – Drug Test Package**

During order placement you will be asked for personal identifying information needed for security or compliance purposes. Supplying accurate and comprehensive information is important to the speed in which your order is completed. The email address you use when placing your order will become your username for your CastleBranch profile and will be the primary form of communication for alerts and messages. Payment methods include: MasterCard, Visa, debit card, electronic check, money order, and installment payment.

You can respond to any active alerts or To-Do List items now, or return later by logging into your CastleBranch profile. You will receive alerts if information is needed to process your order. Access your CastleBranch profile anytime to view order status and completed results. Authorized users at your school will have access to view your compliance status from a separate CastleBranch portal.

### **Field Education Requirements**

Practicum is a required course in the School of the Social Work's curriculum and must be satisfactorily completed in order to earn a BSW degree. During the BSW program, the curriculum focuses on helping students develop the knowledge and skills for generalist social work practice. The Practicum engages the student in supervised social work practice and provides students with opportunities to apply classroom learning in the field setting.

The Field Education Office places students in Practicum agencies. Students are asked to provide detailed information about their interests and prior work or volunteer experience. The Director of Field Education then works closely with students to match their interests with agencies that have expressed interest in providing Field Education. It is the responsibility of the Field Education Office to ensure that each Field Education agency is able to provide the appropriate learning opportunities and field instruction to students.

Students are selected for admission by the School of Social Work and educated without discrimination based on age, race, gender, ethnicity, sexual orientation, class, religious beliefs, or disability.

Agencies are selected to provide field education must have written policies and procedures in place to adhere to nondiscriminatory practices based on age, race, gender, ethnicity, sexual orientation, class, religious beliefs, or disability.



## Practicum Completion

The BSW Program offers block field placements as the only option for completing practicum hours for BSW students. As a general practice, BSW students are not placed in agencies in which they are employed. However, in unusual situations consideration will be given to a work-site placement. In order to protect the educational integrity of the practicum, it is necessary that strict conditions be met and that requests are decided on a case by case basis by the field director and faculty. Placements which may be approved under this exception to normal procedures will be monitored closely by the assigned faculty liaison and field director.

The Block placement means that the student will complete his/her field assignment four days each week instead of the three days (for two semesters) which was previously used for concurrent placements. The field education calendar parallels the University's calendar, with students entering Practicum during the fall semester the last week of August and ending the Fall Practicum the week before final exam week. (See the field education calendars at the front of this handbook for specific dates).

This section should be read in conjunction with the *School of Social WORK'S BSW Program Handbook*, which details policies and procedures for the School of Social WORK. Only issues pertinent to Field Education will be discussed in this section.

## Minimum Clock Hour Requirements

BSW Students are also expected to complete a minimum of 500 hours in Practicum during one semester of block placement. The 500 hours must be completed during one semester under the auspices of a four-day work week. Any schedule of completion must put student learning as the top priority. In general, students will be in the agency during regular working hours; however exceptions may be negotiated with the Field Instructor based on the agency's need and availability of supervision. All students are expected to be in the agency at least one full, eight-hour day each week in order to learn the agency's context for practice. It is the student's responsibility to keep written record of their field Practicum hours.

## **Contacts with Faculty Field Liaison**

The faculty field liaison will make 2 contacts with the agency during the semester. They will visit the agency generally one time per semester to confer with the student and field instructor about workload and performance. The field manual further outlines roles and responsibilities of the faculty field liaison to the student, the agency, the field instructor, and the School of Social Work.

The university has a commitment to make as many additional field visits as may be necessary when a student or agency is having difficulties. The first step is for the field instructor and student to confront the difficulties. The second step is to be proactive about calling upon the faculty field liaison for consultation immediately.

**Documentation/ learning tools:**

Documentation/learning tools are to provide a guide to the evaluation of student performance in field placement. They are designed so that the student may demonstrate in practice and written work their attainment of goals. The major objectives are then broken down into components for the mid-term and final evaluation processes. A complete description of these tools are included in the field manual. They will be briefly described for easy reference.

Each document/learning tool provides an opportunity for self-evaluation and feedback among the field education team. For example, professional behavior is demonstrated through information gleaned from the field hour documentation log. Interns who do not keep to a schedule, are behind in hours, or work sporadic hours can be identified through review. The learning contract demands critical thinking skills, written communication skills and abstract thinking skills to develop and to implement. The monthly journal both in the writing of it and the review of it provide opportunities for evaluation of the learning experience.

The Intern self-initiates the completion of all documentation learning tools rather than relies on the field instructor to instruct them to complete the documentation.

**Field Attendance Documentation Log:**

The student will keep a log from the first day of field placement that delineates hours spent in field placement. The field attendance documentation log must be co-signed by the field instructor or a designated agency representative. A student will not receive a grade if he/she has not worked the minimum number of required hours in field instruction. The minimum number of hours of field for the BSW Program is 500 hours.

**NOTE: It is the responsibility of the intern to insure that he/she meets the minimum required hours for his/her placement before the end of the semester**

**Field Education Weekly Journal:**

The intern will turn in to their field instructor a weekly journal. The journal will be a learning tool for all members of the field education team. The intern will trigger this experience by their reflections on the prior week's activities and how they have met the objectives of the field instruction course. The field

instructor after reading the journal will make necessary adjustments to foster learning, and the faculty field liaison will have an opportunity to also make needed adjustments in the overall learning process.

**Field Education Learning Contract (Educational Plan):**

By mid-semester, in collaboration with the field instructor and with review and help as needed by the field liaison, a learning contract (which was formerly titled educational plan) should be developed, written, and signed by the student, the field instructor, and faculty field liaison. The learning contract should address course objectives and be tailored to the field agency, its mission, service delivery, and service giving assignments. This learning contract is a working document and should be updated and amended as necessary over the course of the semester.

**Field Intern Seminar**

The interns will meet with their faculty field liaison or other assigned faculty for one hour each week for Field Seminar (Social Work 414).

**Supervision with Field Instructor:**

Field instructors agree to meet individually with field students for a minimum of one hour per week as well as on an as needed basis. In these supervisory sessions, field instructors assign, review, and analyze the students' experiences and guide them in skill and professional development. Students are expected to make relevant contributions to the learning process by being prepared for each supervisory session and discussing pertinent questions and issues with the field instructor. These supervisory sessions are documented on the supervision meeting form included in the manual appendix. The review of these forms becomes a basis for evaluation. In SW 414 (Field Seminar), the student should be able to ask for support and feedback as necessary. The student should also be able to be proactive in asking for assignments that meet their own learning needs.

**Formal University Evaluations at mid-term and end of semester:**

Students are formally evaluated at mid and end of semester by the field instructor. Evaluation instruments are provided in the BSW Field Manual Appendices. A copy of all required evaluation forms are to be submitted to the faculty field liaison. When requested, the field office will copy these forms, providing a copy to the BSW Program Director to be used for outcome evaluation of the BSW Program Curriculum.

The recommended procedure to use for formal evaluation is as follows:

The intern completes a draft of the evaluation. The field instructor completes a draft of the evaluation. The intern and field instructor review both drafts together striving to reach consensus. The draft information is turned into final evaluation form, signed by both intern, field instructor, and turned into the faculty field liaison.

The field instructor recommends a letter grade, A, B, C, for the student at the end of the semester. The faculty liaison awards the letter grade the student will receive in the field instruction course.

**Professional Behavior:**

Interns who manage their field education experience should evidence the following high professional standards of behavior in accordance with the following criteria:

- A. The field intern demonstrates a high level of professional behavior in that client needs and agency responsibilities generally take precedence over personal needs.
- B. The intern is prepared for the supervisory conference and requests feedback for professional growth.
- C. There are no problems with time and attendance, dress, attitude and professionalism in the work place.
- D. The intern offers useful feedback to the agency and field instructor on changes that could facilitate the field education experience at the agency such as proactively requesting additional assignments to meet course objectives.
- E. The intern demonstrates awareness of the need for lifelong learning to remain a Competent practitioner.

The field instructor and the intern will be asked to rate the intern's performance in this category at the end of the semester which will be documented on the final evaluation. The faculty field liaison will review the documentation/learning tools and professional behavior sections to confirm the field instructor and intern's self-evaluation.

**SECTION II**

**FIELD EDUCATION**

**POLICIES AND PROCEDURES**

Students, Faculty, Staff, Field Instructors and agencies are responsible for following the policies and procedures noted. University policies, the Student Code of Conduct, the NASW Code of Ethics and the La. Social Work Practice Acts of 1999 are also guides for conduct.

## **FIELD EDUCATION POLICY GUIDELINES**

The Field Education Committee has over the past few years, developed and reviewed the following policy guidelines. The purpose of these policies is to aid the members of the Field Education Team in resolving problems and mediating potential areas of conflict. Adherence to the use of these policies and procedures will insure that all members of the team have clear directions, access to decision making processes, and a chance to be heard in a systematic manner.

### **POLICY STATEMENT: ALCOHOL AND SUBSTANCE ABUSE**

**Purpose of Policy:** The School of Social Work is concerned about alcohol and drug abuse and their effects on students, job performance, the work environment, and the clients and public's confidence in our school's ability to train competent individuals to work with special populations. Therefore, in August of 2014, the school instituted "substance/alcohol free environment" policy. The following conduct violates this policy and may result in discipline up to and including discharge from the program:

\*Usage/ingestion, possession, sales manufacture, transportation, dispensation or distribution of alcohol, drugs, intoxicants or controlled substances or drug paraphernalia of any kind on field internship property or while in the course and scope of internship

\*Reporting to field agency or remaining on duty while impaired by, or under the influence of alcohol, drugs, intoxicants or controlled substances of any kind

\*Involvement with alcohol, drugs, intoxicants or controlled substances outside of internship hours to the extent such conduct adversely affects the ability of the intern to attend field or perform tasks with clients at field site.

\*Conviction of or pleading guilty or nolo contendere to a criminal charge of selling or possessing with the intent to sell any illegal controlled substances

"Controlled substances" includes the non-authorized use of prescription drugs. An authorized use of prescription drugs exists only if (a) the student is using and/or consuming prescription drugs in compliance with a healthcare practitioner's prescription and (b) the healthcare practitioner has certified that the student's use and/or consumption of the prescription drugs will not pose a risk to clients or others in the workplace.

Drug testing may be required if there is "reasonable suspicion" by field supervisors and/or field liaison. Reasonable suspicion-A student, who by reliable evidence, or by their observed or reported behavior, may be reasonably suspected of using, having ingested or being under the influence of drugs, alcohol or medications while in the field.

The suspicion will be reported to field liaison who will send a written request documenting concern and request for testing to the field director to be expedited.

The cost of testing will be will not be the responsibility of Grambling State University, nor School of Social Work, but rather the students. Using the same agency used for the background check, the student will also use the same process; scroll to Drug and/or Alcohol Testing, and choose “Drug Testing for Clinical or Program Requirement” for \$38.00. Testing will be done at an offsite location by Lab Corp and results sent to Director of Field Education via e-mail.

## **POLICY STATEMENT: BACKGROUND CHECKS**

**Purpose of Policy:** Due to the nature of work done in Social Service agencies, **ALL** students entering the practicum experience are subject to background checks which **must** be done and accepted by Field Director, prior to the semester they are to enter field. BSW students will do this in SW 418. Students will use **CastleBranch**. Your CastleBranch Service Desk is available to assist you via phone, chat and email.

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## **POLICY STATEMENT - FIELD ASSIGNMENT**

**PURPOSE OF POLICY:** To provide a uniform and fair process for the field placement assignment of students. This procedure will also model a process that illustrates appropriate use of team work, consultation and chain of command. Students will be responsible for following agency chain of command, using team models and for helping their clients use these same types of processes.

## **PROCEDURES**

1. The Field Director of the School of Social Work will be responsible for assigning students for agency field placement. The Director will consult with the Field Education Committee and other faculty as required.
2. The Field Director will base assignments on the following considerations: optimal student learning experience; consideration of the best match between agency, field instructor teaching style and student learning style; agency availability and preference; student interest in a particular client population or field of practice.
3. The Director of Field will notify the agency of the student’s field placement assignment prior to the notification to the student. The agency’s field instructor will then have an opportunity to prepare for the student’s placement appointment.

4. The Student will be notified of the Director's decision concerning field placement assignment. The student upon notification will be responsible for contacting the agency, setting up an appointment and having a personal interview with the field instructor. The field instructor will complete the Field Instructor's Placement Form within five days of the appointment with the student.

**NOTE: *THE STUDENT MUST COMPLETE THE FACE TO FACE APPOINTMENT WITH THE FIELD INSTRUCTOR BEFORE THERE WILL BE ANY RECONSIDERATION OF THE FIELD PLACEMENT ASSIGNMENT.***

5. A student who, after the preliminary appointment, wishes reconsideration of their field placement must take the following steps:
  - a. A letter must be submitted to the Director of Field outlining the student's rationale for a field placement reassignment.
  - b. A meeting will be scheduled through the field office for the student to present to the Field Education Committee. ***ONLY STUDENTS WHO HAVE SUBMITTED THEIR PRIOR WRITTEN JUSTIFICATIO WILL HAVE THEIR REQUEST CONSIDERED BY THE FIELD EDUCATION COMMITTEE.***
6. The Field Education Committee will make a decision and notify the student and agency as soon as possible. The Field Education Committee will make only one field assignment readjustment. Students may have to drop SW Field Placement for the semester if they are not willing to accept the assignment. The student must be aware that their ability to graduate as planned maybe affected by not accepting field assignments.
7. Students who refuse placements or who have established a pattern of being refused by agencies will have to meet with the Field Education Committee. The student, faculty field liaisons, and/or field director may initiate a meeting with the committee. The purpose of the meeting will be to identify problem areas that may be affecting the student's readiness for field placement and to develop a plan to address these areas of concern.
8. The Field Education Committee is a policy setting and decision making body of Field Education and will not serve as a school grievance committee.

After the withdrawal from field instruction, the student who disagrees with the withdrawal or the selection of the future field placement by the Field Education Committee can pursue the Field Instruction Grievance Procedure beginning at Step 3.

## **POLICY STATEMENT -GRIEVANCE PROCEDURE**



**PURPOSE OF POLICY:** The grievance procedures are developed for use by students, faculty, agency-based field instructors, and clientele. The grievance procedures are designed for resolution of conflicts that may emerge during the field education experience. A step by step procedure is outlined:

**PROCEDURE:**

- STEP 1. Whenever there is a conflict, the parties involved should make every effort to resolve the matter. If the matter cannot be resolved, then the matter should be brought to the attention of the agency-based field instructor. If the matter cannot be resolved at this level, the matter should be taken to
- STEP 2. This meeting, problem identification and results should be communicated verbally and in writing within five (5) working days following the meeting between the student and agency-based field instructor to the faculty field liaison.
- STEP 2. The student, agency-based field instructor and faculty liaison will meet to resolve the matter. If satisfactory resolution is not obtained, then the aggrieved parties will initiate action to the field director in writing within five (5) working days following the meeting to move to the next step.
- STEP 3. The aggrieved parties and the Director of Field Education will try to resolve the matter. If the matter cannot be resolved at this level, written statements from parties in conflict must be forwarded to the Program Director or faculty designed by the dean within five (5) working days from the date of the meeting with the aggrieved parties and the Director of Field Education.
- STEP 4. The BSW Program Director or his/her designee will meet the parties to try to satisfactorily resolve the matter. If a satisfactory agreement cannot be reached, the parties will initiate action in writing to the Associate Dean within five (5) working days following the meeting to move to the final step.
- STEP 5. The final step will involve meeting with a panel of three (3). Each party in conflict will select a representative from a list developed to hear the grievance. This panel of three (3) includes the Associate Dean and two selected representatives who will make a decision.
- STEP 6. If the decision is not accepted by the student, then the University's Grievance Procedure will be enacted.

**DISCIPLINARY POLICY**

. The School of Social Work faculty are committed to insure the successes of graduate and undergraduate social work in their field education. Faculty also have a responsibility to determine a student's readiness to enter the social work profession. Therefore, this document outlines policies and procedures for academic expectations, including scholastic and professional expectations of students. Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic and/or performance concerns. The ultimate goal of the Standards is to help students have a successful experience in field education.

Professional social work learning is an ongoing developmental process. The National Association of Social Workers, the national organization of the social work profession, sets forth a Code of Ethics for the profession, and a process for sanctioning social workers if they are found to have violated the code. Thus, it is critical that social work education programs serve as both socializers to and gatekeepers of the profession. Students are not expected to meet the criteria set forth in the standards at the same performance level when they begin the program as when they leave it. Students, however, will continuously strive to achieve the academic (scholastic and professional) performance standard criteria appropriate for their respective developmental level. Faculty (including adjunct), field instructors, and task supervisors will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career, utilizing the Practice Evaluation Form where necessary. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All graduate and undergraduate students are personally responsible for reading, studying, and abiding by the following documents to educate themselves on social work professional standards as set forth by the Council on Social Work Education (CSWE); the National Association of Social Workers (NASW), and the Louisiana State Board of Social Work Examiners.

- *CSWE Educational Policy and Accreditation Standards*
- *NASW Code of Ethics*
- *Louisiana State Board of Social Work Examiners Code of Conduct*
- *NASW Standards for Cultural Competence in Social Work Practice*
- *Grambling State University School of Social Work Student Handbook and Field Manual*

Additionally, students are also responsible for familiarizing themselves with and adhering to policies and procedures in the following documents:

- *Grambling State University Handbook and code of conduct*

## ***2.0 Criteria For Evaluating Academic (Scholastic And Professional) Performance in the School of Social Work***

Both professional behavior and scholastic performance comprise academic standards. All MSW and BSW students are expected to meet and comply with social work academic standards that include both scholastic and professional performance expectations. This includes, and is not limited to, demonstration of meeting competencies that reflect the schools mission, goals and objectives in the field practicum and classroom environments as well as maintaining good academic/scholastic standing. In addition, students are expected to meet the following six core standards

### ***2.1 Communication Skills***

- Expresses own feelings effectively and appropriately to the setting

- Acknowledges feelings of others
- Shows reasonable effort to adjust behaviors in response to changes in professional and interpersonal contexts
- Expresses tolerance of change in programmatic, academic, clinical or supervisory settings
- Thoughtful and reflective in response
- Appropriately participates and compromises in cooperative activities
- Acts professionally while experiencing difficult emotions
- Communicates respectfully and effectively with people from different ethnic, cultural, and linguistic backgrounds
- Demonstrates professionalism in written, oral and electronic communication
  - Respectful toward peers, supervisors, and/or instructors
- Actively examines and acknowledges own role in conflict
- Actively participates in problem-solving efforts
- Appropriately expresses emotions when conflicts are addressed
- Addresses conflict directly with individuals involved

### ***2.3 Critical Thinking Skills and Openness to Learning***

- Open to new ideas
- Responsive, open and receptive to feedback and supervision
- Appropriately incorporates feedback to enhance professional development
- Demonstrates ability to process information and apply it to appropriate situations in classroom and field practice settings

### **2.4 Self-Awareness**

- Applies appropriate stress management strategies to keep stress from interfering with performance and/or learning
  - o Exercises reason and judgment consistent with professional ability to deal with stressful situations, demanding expectations, and unexpected situations.
  - o Possesses the awareness to seek assistance from internal and external support resources, such as cohorts, peers and others. Additional professional resources might also be necessary to appropriately

manage stress in order to assure the best interest of clients being served by students during their field practice experiences.

- Accepts own mistakes and responds to them as opportunity for self-improvement
- Recognizes how own words and actions impact others
- Accurate and honest in describing own and others' roles in problems
- Openly discusses, respects and considers perspectives other than own
- Recognizes and effectively obtains assistance and/or utilizes support and resources available for emotional, physical or mental needs that are negatively impacting academic (scholastic and professional) progress, including, but not limited to:
  - o A significant decline in academic performance including professional performance
  - o An inability to use professional judgment
  - o An inability to fulfill the ethical and professional NASW Code of Ethics, Louisiana State Board of Social Work Examiners Code of Ethics and Professional Standards of Practice, and NASW Standards for Cultural Competence in Social Work Practice
  - o Evidence of alcohol abuse and/or abuse of other substances
  - o An inability to reflect a professional manner in appearance, dress, and general demeanor.

### ***2.5 Work Habits and Behaviors***

- Dependable in meeting obligations
- Satisfactorily meets attendance requirements and notifies others in advance regarding absences
- Arrives on-time for scheduled obligations
- Meets deadlines, prioritizes responsibilities and satisfactorily completes paperwork/assignments
- Demonstrates a positive attitude
- Responsive, respectful, adaptable, and cooperative
- Exhibits appearance, dress and demeanor appropriate to the roles and settings
- Exhibits behaviors in the classroom, field, use of technology (including email, social media, etc.), and community environments that are in compliance with Program and institutional policies, professional ethical standards, and societal laws.

### ***2.6 Ethics***

- Maintains clear, appropriate and culturally-sensitive boundaries with clients, faculty, supervisors and peers

- o Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.
- o Prevents one's private conduct from interfering with the ability to execute all professional responsibilities.
- o Maintains confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstrates awareness of personal values and does not impose personal values on others o Exhibits a sound understanding of self-awareness: the knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships; recognizing one's strengths, limitations, and suitability for professional practice
  - o Conducts systematic evaluation of clients and their situations in an unbiased, factual way.
  - o Suspends personal biases during interactions with others.
- Demonstrates honesty and integrity in work, documentation and scholarship o Including but not limited to truthful about background, experiences, and qualifications; accurate and truthful professional documentation such as field time sheets, case notes, etc.; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Exhibits a strong commitment to the mission, goals, and core values of the Department of Social Work
  - o Strives toward the maintenance and promotion of high standards of practice.
  - o Appreciates the value of diversity. Provides the appropriate services to all those in need of assistance, regardless of a person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system.
- Follows applicable professional social work ethical codes and laws

### ***3.0 Policies And Procedures For Review Of Performance (Scholastic and Professional)***

Field faculty, field instructors, and liaisons will evaluate social work students according to the standards outlined in this document in a variety of settings, which include and are not limited to classroom, advising, and field practicum settings, as well as formal and informal conversations. The School of Social Work will use three levels of review to address a student's a performance. All information discussed during these review meetings among students and faculty will be kept confidential unless the shared information raises concerns about professional performance. Faculty, Faculty Liaisons, Field Instructors, and Task Managers will exchange information in an effort to identify a pattern of problems or concerns with a student in order to attempt to resolve issues with a student. This policy will also follow University procedures.

#### ***3.1 The Three Levels of Student Review***

### ***Early Intervention***

When possible, faculty, instructors and field instructors are encouraged to dialogue with students in person or through email at the first sign of any possible unprofessional behavior or academic concerns. This conversation will serve the purpose of notifying the student of the potential concerns and providing guidance for improvement or possible corrections. The faculty member, instructor or field instructor will document the conversation and maintain a copy of the record.

#### ***Level 1.***

This level of review includes the student and a faculty member. When a faculty liaison, field instructor, or task supervisor has concerns about possible unprofessional behavior of a student, then the field liaison will do the following:

- Contact the student and field instructor for a meeting to discuss the concerns and attempt to resolve the issue
- Document the content of the meetings with the student, utilizing the Practice Evaluation Form.
- Relay information of the concerns, plan of resolution, and outcome to the students advisor and place a copy of the form in their student folder.

#### ***Level 2.***

This level of review will occur if a student's behavior persists, a student goes through more than one Level I review related to similar concerns in any field practicum course. The Faculty Liaison, Field Instructor, and Field Director will do the following:

- Contact the student and hold a joint meeting with the student to discuss the concern(s)
- The team will develop a corrective plan if necessary with the student
  - The student might be asked to modify behavior or to seek further assistance, including professional assessment and intervention, if appropriate, to address the behavior
- The Faculty Liaison will document the content of the meeting along with the plan, utilizing the Practice Evaluation Form or another performance improvement plan and the form will be placed in the student's file. If more severe concerns arise or the behavior persists while the student is completing the field practicum, the student will be suspended from their field practicum for two days, and write a paper to the Field Director to explain what they plan to do going forward to change their behavior

**The Director of Field Education will also consult with the Field Committee to determine if the circumstances warrant further review or removal from field practicum**

#### ***Level 3.***

This type of review occurs when the previous reviews have not been effective at resolving the student's issues, or if concerns have been raised about a student's conduct that are serious enough to justify disciplinary action or

possible dismissal from the school of social work field education program. This review will include the Field Committee and the Director of the MSW or BSW program. During this type of review, the Field Committee, Field Director and Associate Dean will do the following:

- Inform the student in writing with advance notice of a date and time for a review meeting
- Conduct a meeting with the student, Field committee, Field Director, field instructor or task supervisor who has direct experience with the student. The student will also have the option to choose a different social work faculty member to serve in the mentor role if needed.
- Determine the issue and ensure that the student fully understands the severity of the matter
- Facilitate the identification of alternate solutions to present to the Associate Dean of the School of Social Work to discuss the situation and the alternate solutions recommended at the conference with the student. Both parties will come to an agreement in order to make a recommendation about the student. The Associate Dean of the Social Work will have ten working days to inform the student in writing about the final recommendation. The recommendation may include, but not be limited to, the following:
  - Continuation in Field Education without conditions.
  - Continuation in Field Education with conditions. If this is the case the student will meet with the Associate Dean of the School of Social Work again to fully understand the conditions and sign a statement of agreement.
    - This agreement will be placed in the student's file and monitored by the Field Director.
    - If the student still continues to have issues, they may be referred to the University Office of Conduct .
    - The student has the right to appeal the decision to the Dean of the College for Health, Community and Policy within ten calendar days of the date the decision is emailed to the student, following UTSA grievance and appeal procedures.

## **POLICY STATEMENT -PROCEDURE FOR WITHDRAWING A STUDENT**

**PURPOSE OF POLICY:** Students or field instructors should report potential problems at the field instruction agency to the faculty liaison as soon as they become aware of them. During visits to the agency the faculty liaison will meet with the student and field instructor and attempt to resolve potential or identified problems. Any problems are to be reported immediately to the Director of Field Education by the faculty liaison verbally and in writing on the Liaison Reporting Form.

### **PROCEDURE:**

A student can be withdrawn from an agency in the following manner:

1. The student can request the withdrawal. The student should discuss the request to withdraw with the field instructor and the faculty liaison. The student intern should submit to the faculty liaison in writing the specific reasons for the request. It will then be the responsibility of the faculty liaison to conduct a fact-finding effort with the student, the field instructor, and others as indicated. The Faculty Field Liaison will notify the Director

of Field of the issue. Based on the findings of this effort, the faculty liaison will decide to allow or disallow the student to withdraw. Once a decision is made to withdraw a student from an agency, it is the responsibility of the Field Education Committee to decide if another field placement for this student is indicated. An emergency meeting of the committee will be called on notification of the Director of Field. A faculty field liaison may chair the meeting if the Field Director is not immediately available.

2. The agency-based field instructor can request the withdrawal. The field instructor should notify the faculty field liaison as soon as they begin considering this step. If it is determined that there is irreconcilable incompatibility between student and agency, the field instructor must bring this to the attention of the faculty liaison. This must be done verbally and in writing with specific reasons for the request. Efforts must be made to determine causation since it is critical in assessing both student's needs and abilities, and the agency's appropriateness to serve as a learning facility. The faculty liaison will meet with the field instructor, the student, and others as indicated to discuss the request and to obtain necessary factual data on which a decision can be made and will put in writing the reason for recommending the withdrawal. The decision-making process remains the same as noted above.
3. The faculty liaison can request withdrawal. Sometimes the faculty liaison may observe that the agency, a field instructor, work assignments, etc. are not conducive to insure the achievement of the learning objectives of the School. Other reasons may be that there is incompatible with the code of ethics of the profession or the mission and philosophy of Grambling State University. The student may lack the personal skills or qualities or the professional behavior necessary for successful interaction with clients or patients. When this is thought to be the case, it is the responsibility of the faculty liaison to initiate the withdrawal process, after discussion with the Director of Field Education. The initiation must be preceded by fact-finding and a full discussion with the field instructor and the student.

The decision-making process remains the same as noted above.

**Social work is not an easy profession; it requires disciplined services, set within a conceptual framework based on scientifically tested theories. Professional practice is guided by complex social, behavioral, and practice theories. Social work is an art and a science.**

**Not all individuals are able to adjust to the requirements of social work. A student, who, in the judgment of the faculty, is unable to meet the expectations of professional social work practice, may not be eligible to complete the degree requirements. The student and his/her academic advisor will explore alternative educational and career options.**

#### **POLICY STATEMENT: TERMINATION OF STUDENT ENROLLMENT FOR ACADEMIC AND NON-ACADEMIC REASONS**

The Grambling State University School of Social Work (hereinafter called the GSU-SOSW) recognizes its responsibilities to terminate a student's enrollment from the GSU - SOSW for



either academic or non-academic performance. The GSU -SOSW follows the University and Board of Supervisors for the University of Louisiana System policies and procedures for academic performance. In addition, GSU-SOSW recognizes its responsibilities to the social work profession to serve in a gate keeping role for professional social workers.

These policies are meant specifically to outline conditions, grounds and procedures for academic, and the non-academic termination of social work students. These policies, grounds and procedures also apply to Social Work student's performance in field education. A Social Work student in field education is most likely to demonstrate behaviors that will provide relevant information regarding their expected and likely performance as professional social work practitioners. Students must be able to demonstrate professional conduct, ethics, knowledge and relationship skills, and must exhibit behavior consistent with the values, ethics, and standards of the Social Work profession.

Upon formal admission to the BSW program the student will receive a copy of the BSW Program Manual, the current NASW Code of Ethics and a copy of this policy. This information will also be available to potential students in the GSU – SOSW's Resource Room and Library. Prior to the finalization of a student's registration, a statement will be signed that they have read, understood, and agree to be bound by the standards noted in these documents. These statements will be kept on file in the student's permanent records. In addition, a mandatory GSU - SOSW student orientation meeting is held each Fall where these policies, standards and procedures are reviewed and explained. Students are informed that they will be held accountable for these policies, standards and procedures, even if they choose not to attend this orientation.

#### A. *Academic Termination Policy*

Academic termination of students will be accomplished in accordance with the policies of Grambling State University, the Graduate School and The School of Social Work. Academic Termination will include:

1. Failure to maintain minimum required grades.
2. Failure to maintain minimum required academic progress.
3. Failure to follow the professional and ethical standards outlined in the NASW. Code of Ethics for Social Workers, 1996 edition et seq., the GSU Code of Student Conduct, and/or other laws of the State of Louisiana governing the activities of social work students

#### B. *The Non - Academic Termination Policy*

A Non - Academic termination will be accomplished for serious violations including one of the following causes:

1. Violations of the GSU ACode of Student Conduct<sup>®</sup> and/or of the NASW Code of Ethics 1996 edition et seq.
2. Unresolved personal problems which, in the considered professional opinion of the faculty involved and/or the appropriate faculty committee and/or the Dean of the School of Social Work, will produce major impediments to the Student's functioning as a professional social worker and/or to the safety of the public.
3. Unresolved mental illness or emotional problems which, in the considered professional opinion of the faculty involved and/or the appropriate faculty committee, and/or the Dean, will produce major impediments to the student's functioning as a professional Social Worker and/or to the safety of the public.
4. Documented recent and/or ongoing illegal substance abuse.
5. The commission of a crime(s), under the laws of the state of Louisiana and the United States that have a bearing on a student's ability or suitability to function as a professional social worker and/or the safety of the public.
6. Other conduct that is unprofessional or improper for professional social workers. This includes, but is not limited to:
  - A. Practicing outside the scope of student social work practice.
  - B. Intellectual fraud or plagiarism, in a Social Work context, outside of class requirements.
  - C. Exploitation of a client defined as a breach of a Social Worker's duty to primarily promote client(s) well being and that of the larger society as defined in the NASW Code of Ethics 1996 et seq.
  - D. Failures to obtain informed consent or breach of the duty of confidentiality as defined in the NASW code of Ethics 1996 et seq.
  - E. Activities, in the practice of Social Work, in support of individuals or groups practicing or promoting any form of unlawful discrimination addressed in the NASW 1996 Code of Ethics et seq., including, but not limited to discrimination on the basis of race, ethnicity, national origin, sexual orientation, marital status, age or disability.

*The Non - Academic Termination Process*

There are three pathways (D - F) that may be followed in the consideration of violations that may lead to termination or other less stringent disciplinary action:

1. Informal discussion with the faculty member or field instructor involved. This may be a verbal or written process. A satisfactory resolution is reached and/ or the issue will be referred to the next step in this process.
2. The faculty member or field instructor involved investigates an alleged violation, discusses the situation with the student(s) and determines that:
  - A. No violation existed, in fact;
  - B. A violation existed and verbal warning is sufficient;
  - C. A violation exists and a written warning is given to the student. The written warning is placed in the student's permanent record. The student has a right of appeal to the next step;
  - D. A violation exists and is of sufficient seriousness that the situation is referred to the Professional Standards committee of the School of Social Work, as appointed by the Dean, for consideration and termination or other less stringent disciplinary action.

*OR*

- E. A violation exists and is of sufficient seriousness that the situation is formally referred by the Professional Standards Committee and/or the Dean to Grambling State University's formal hearing process for termination or other less stringent disciplinary action, or if such formal processes are requested by the student. Thereafter, the judicial and appeals process is conducted according to procedures set up in the GSU Code of Student Conduct;
- F. A violation exists and is of sufficient seriousness and urgency that the situation is referred to the Dean to seek an emergency suspension pending a formal university hearing according to the GSU Code of Student Conduct procedures.

### *Appeals*

- ✓ All appeals beyond the GSU - SOSW Professional Standards' Committee will be made in accordance with the policies and procedures outlined in the GSU Code of Student Conduct.

Further redress may be available under the laws of the State of Louisiana or of the United States.

*Severance*

- ✓ If any portion of this policy will be found by a court of competent jurisdiction to be invalid or in violation of any relevant statute or regulation, that portion of this policy will become null, void, and separated from the rest of this policy which will remain in force.

**SECTION III**  
**FORMS AND REPORTS**  
**STUDENTS**



**FIELD PLACEMENT FORM**

**INSTRUCTIONS:** After your preliminary interview and once a decision has been made, please complete this form and return to the Field Office to:

Dr. Natalie Yates, LCSW, Field Director  
School of Social Work  
P.O. Box 4274, Grambling, LA 71245  
Fax 318-274-7052 or Email [yatesn@gram.edu](mailto:yatesn@gram.edu)

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

Phone # and/or email \_\_\_\_\_  
\_\_\_\_\_

AGENCY NAME:

AGENCY ADDRESS  
CITY/STATE:

AGENCY TELEPHONE:

AGENCY FIELD INSTRUCTOR:

Please mark appropriate section:

I accept student                       I will attend orientation

I cannot accept student at this time

I will consider another applicant

CIRCLE ONE                      BSW                      FOUNDATION                      DIRECT PRACTICE  
(1<sup>ST</sup> YR)                                      (2<sup>ND</sup> **GRAMBLING STATE UNIVERSITY**)

**Grambling State University  
College of Professional Studies  
School of Social Work**

Semester: \_\_\_\_\_

**Field Education Journal**

<b>Place an "X" in the appropriate Box to indicate your status as a student:</b>	[    ] MSW Direct Practice/ 2 <sup>nd</sup> Year Student	[    ] MSW Foundation Year/1 <sup>st</sup> Year Student	[    ] BSW Student

Field Education Journal # \_\_\_\_\_  
Period Covered: \_\_\_\_\_

Student: _____	Field Instructor: _____
Agency: _____	Field Liaison: _____

**IMPORTANT (PLEASE READ INSTRUCTIONS)**

**Instructions:** Second year (direct practice) master's level students will complete this form on a monthly basis. MSW students in their first year (foundation year) of field practicum and BSW students will complete this form on a weekly basis.

How did the activities that you participated in during this period help you to meet the educational objectives in your field syllabus and learning contract?
How did the activities enhance your skill development?
How did the activities link to your classroom learning?

Do you need help linking your learning experience in the classroom with your field experience?

Yes  No  (If yes, please explain.)

What have you learned about yourself?

What additional help and/or experiences do you need?

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Liaison's Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_





**School of Social Work**

***Acknowledgement of Professional Standards***

Student name \_\_\_\_\_ G-number \_\_\_\_\_

All MSW and BSW students are responsible for reading, studying, and abiding by the following documents to educate themselves on social work professional standards set forth by the Council on Social Work Education (CSWE), the National Association of Social Workers (NASW), and the Louisiana State Board of Social Work. This includes the following documents:

- NASW code of ethics
- Louisiana Social Work Board
- School of Social Work field manual

This form is in acknowledgement that I understand the professional standards for field education, and that this form will be kept in my field folder with my other documentation. In signing this form, I acknowledge that I have read, comprehend, and will adhere to the rules and standards set forth in the documents and standards outlined.

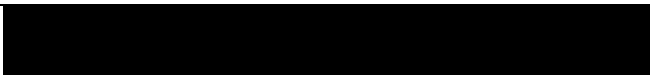
Signatures

Student \_\_\_\_\_ Date \_\_\_\_\_

Field Director \_\_\_\_\_ Date \_\_\_\_\_



Total Hours for the Period:
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I certify that the above information is true and correctly represents an accurate accounting of my field hours.

Student's Signature:	Date:
Field Instructor's Approval and Signature:	Date:

**DOCUMENTATION OF WEEKLY SUPERVISION**

<b>Frequency:</b>	Complete on a weekly basis.	
<b>Purpose:</b>	To document the general content of the weekly supervisory conference.	
<b>Procedure:</b>	The student and supervisor will identify areas of growth for the student, learning expectations, and assignments	
Student		Course
Agency		Semester
Field Instructor		Date of Conference

Content/Topic Areas
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Supervisor's Feedback
-----------------------

Student's Feedback
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Identification of Assignments/Area of Growth/Learning Expectations or Tasks	Person(s) Responsible for Completion

Student's Signature/Date	Supervisor's Signature/Date
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COLLEGE OF PROFESSIONAL STUDIES  
SCHOOL OF SOCIAL WORK  
BSW FIELD LEARNING CONTRACT

STUDENT \_\_\_\_\_ EMAIL \_\_\_\_\_

PHONE \_\_\_\_\_ ALTERNATE PHONE \_\_\_\_\_

SEMESTER

FALL \_\_\_\_\_ SPRING \_\_\_\_\_ YEAR \_\_\_\_\_

Agency Name \_\_\_\_\_

Address \_\_\_\_\_

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

Phone \_\_\_\_\_ Fax \_\_\_\_\_

Email \_\_\_\_\_

Please use the following values to rate the student's performance as tasks are completed on Learning Contract.

1. Knowledge of however does not apply to practice
2. Knowledge of and applies to practice at the beginning generalist level
3. Knowledge of and applies to practice at the foundation year level

<b>Educational Policy 2.1.1- Demonstrate Ethical and Professional Behavior</b>	Field Learning Activity	Performance Measure	Status
Make Ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct research, and additional codes of ethics as appropriate to context;	<ol style="list-style-type: none"> <li>1. Review SW Code of Ethics RE respect, personal values, social justice</li> <li>2. Review NASW Code of Ethics RE ethical dilemmas</li> <li>3. Attend professional meetings</li> <li>4. Observe professional styles of various social workers</li> <li>5. Review files/case studies and documentation tools</li> <li>6. Organize materials for supervision sessions</li> <li>7. _____</li> <li>8. _____</li> </ol>		
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations,			
Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication			
Use technology ethically and appropriately to facilitate practice outcomes;			
Use supervision and consultation to guide professional judgement and behavior			

<b>Educational Policy 2.1.2- Diversity and Difference in Practice</b>	Field Learning Activity	Performance Measure	Status
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Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	<ol style="list-style-type: none"> <li>1. Attend multidisciplinary team meetings</li> <li>2. Meet with team meetings to learn more about their role</li> <li>3. Review ways and tools used to evaluate effectiveness and client satisfaction</li> <li>4. _____</li> <li>5. _____</li> </ol>		
Present themselves as learners and engage clients and constituencies as experts of their own experiences;			
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies			

<b>Educational Policy 2.1.3- Advance Human Rights and Social Economic, and Environmental Justice</b>	Field Learning Activity	Performance Measure	Status
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;	<ol style="list-style-type: none"> <li>1. Review NASW Code of Ethics</li> <li>2. Attend NASW and other professional meetings</li> <li>3. Research legislation that impacts delivery of services</li> <li>4. _____</li> </ol>		
Engage in Practices that advance social, economic, and environmental justice			

	5. _____		
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<b>Educational Policy 2.1.4- Engage in Practice Informed Research and Research Informed Practice</b>	Field Learning Activity	Performance Measure	Status
Use Practice experience and theory to inform scientific inquiry and research	1. Attend multidisciplinary team meetings to learn more about their role 2. Review ways and tools used to evaluate effectiveness and client satisfaction 3. _____ 4. _____		
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings			
Use and translate research evidence to inform and improve practice, policy, and service delivery			

<b>Educational Policy 2.1.5- Engage in Policy Practice</b>	Field Learning Activity	Performance Measure	Status
<b>Identify social policy at the local, state and federal levels that impact wellbeing, service delivery, and access to social service</b>	1. Review any state or federal policy that impacts delivery of services		
Assess how social welfare and economic policies impact the delivery of and access to social services			



Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental rights	2. Review ASWB and LABSWE practice act and policies that impact service delivery		
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	3. Attend meetings RE any policy issues or changes 4. _____ 5. _____		

<b>Educational Policy 2.1.6- Engage with individuals, families, groups, organizations, and communities</b>	Field Learning Activity	Performance Measure	Status
Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1. Review and become familiar with tools for client intake, interview, psychosocial, etc.		
Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies	2. Observe/participate in client meeting, intake, interview 3. Observe in group work (client, staffing) 4. _____ 5. _____		

<b>Educational Policy 2.1.7- Assess with Individuals, Families, Groups, Organizations and Communities</b>	Field Learning Activity	Performance Measure	Status
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	<ol style="list-style-type: none"> <li>1. Review, become familiar with assessment diagnosis tools</li> <li>2. Become familiar with treatment plans, goal development</li> <li>3. Research legislation that impacts delivery of services</li> <li>4. _____</li> <li>5. _____</li> </ol>		
Apply knowledge of human behavior and social environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies			
Develop mutually agreed on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies			
Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of client and constituencies			

<b>Educational Policy 2.1.8- Intervene with individuals, families, groups, organizations, and communities</b>	Field Learning Activity	Performance Measure	Status
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	<ol style="list-style-type: none"> <li>1. Observe/review a client case from intake to termination</li> <li>2. Review an become familiar with interventions and</li> </ol>		
Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with client and constituencies			

Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	outcomes in agency case study 3. Organize referral information in binder for student/agency 4. _____ 5. _____		
Negotiate, mediate, and advocate with and on behalf of diverse client and constituencies			
Facilitate effective transitions and endings that advance mutually agreed on goal			

<b>Educational Policy 2.1.9- Evaluate Practice with individuals, families, groups, organizations, and communities</b>	Field Learning Activity	Performance Measure	Status
Select and use appropriate methods for evaluations of outcomes	1. Review termination criteria and documentation 2. Become familiar with completing evaluation documentation 3. Opportunity to participate evaluation activities 4. _____ 5. _____		
Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluations of outcomes			
Critically analyze, monitor, and evaluate intervention and program processes and outcomes			
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.			

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Agency Field Instructor

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Date

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Student

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Date

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Faculty Field Liaison

---

Date



COLLGE OF PROFESSIONAL STUDIES  
SCHOOL OF SOCIAL WORK  
**BSW FINAL FIELD EVALUATION**

STUDENT \_\_\_\_\_ EMAIL \_\_\_\_\_

PHONE \_\_\_\_\_ ALTERNATE PHONE \_\_\_\_\_

SEMESTER

FALL \_\_\_\_\_ SPRING \_\_\_\_\_ YEAR \_\_\_\_\_

Agency Name \_\_\_\_\_

Address \_\_\_\_\_

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

Phone \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

University Faculty Field Liaison \_\_\_\_\_

Please use the following values to rate the student’s performance as tasks are completed.

1. Unacceptable
2. Insufficient
3. Emerging BSW Generalist Level
4. Competent BSW Generalist Level
5. Advanced BSW Generalist Level

**Instructions for rating interns on the 9 competencies.**

The standard by which an intern is to be compared is that of a new beginning-level social worker. Nine competencies that are specified in this evaluation form are those established by our national accrediting organization (The Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

<b>Educational Policy 2.1.1- Demonstrate Ethical and Professional Behavior</b>	1	2	3	4	5	NA
Make Ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct research, and additional codes of ethics as appropriate to context;						
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication						
Use technology ethically and appropriately to facilitate practice outcomes;						
Use supervision and consultation to guide professional judgement and behavior						

Total Points \_\_\_\_\_

<b>Educational Policy 2.1.2- Diversity and Difference in Practice</b>	1	2	3	4	5	NA
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels						
Present themselves as learners and engage clients and constituencies as experts of their own experiences;						
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies						

Total Points \_\_\_\_\_

<b>Educational Policy 2.1.3- Advance Human Rights and Social Economic, and Environmental Justice</b>	1	2	3	4	5	NA
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;						
Engage in Practices that advance social, economic, and environmental justice						

Total Points \_\_\_\_\_

<b>Educational Policy 2.1.4- Engage in Practice Informed Research and Research Informed Practice</b>	1	2	3	4	5	NA
Use Practice experience and theory to inform scientific inquiry and research						
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings						
Use and translate research evidence to inform and improve practice, policy, and service delivery						

Total Points \_\_\_\_\_

<b>Educational Policy 2.1.5- Engage in Policy Practice Identify social policy at the local, state and federal levels that impact wellbeing, service delivery, and access to social service</b>	1	2	3	4	5	NA
Assess how social welfare and economic policies impact the delivery of and access to social services						
Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental rights						

Total Points \_\_\_\_\_

<b>Educational Policy 2.1.6- Engage with individuals, families, groups, organizations, and communities</b>	1	2	3	4	5	NA
Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies						
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings						
Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies						

Total Points \_\_\_\_\_

<b>Educational Policy 2.1.7- Assess with Individuals, Families, Groups, Organizations and Communities</b>	1	2	3	4	5	NA
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies						
Apply knowledge of human behavior and social environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies						
Develop mutually agreed on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies						
Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of client and constituencies						

Total Points \_\_\_\_\_

<b>Educational Policy 2.1.8- Intervene with individuals, families, groups, organizations, and communities</b>	1	2	3	4	5	NA
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies						
Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with client and constituencies						
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes						
Negotiate, mediate, and advocate with and no behalf of diverse client and constituencies						
Facilitate effective transitions and ending that advance mutually agreed on goal						

Total Points \_\_\_\_\_

<b>Educational Policy 2.1.9- Evaluate Practice with individuals, families, groups, organizations, and communities</b>	1	2	3	4	5	NA
Select and use appropriate methods for evaluations of outcomes						
Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluations of outcomes						



Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes						
Critically analyze, monitor, and evaluate intervention and program processes and outcomes						
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.						

Total Points Based on 31 Competencies

140-155	A	Excellent
120-139	B	Good
90-119	C	Emerging
80-89	D	Insufficient
79-Below	F	Unacceptable

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Field Education

\_\_\_\_\_  
Date

College of Professional Studies  
School of Social Work

Student Feedback of Field Placement Agency and Field Instructor

Name: \_\_\_\_\_ Agency Assigned: \_\_\_\_\_

BSW      MSW (Generalist Field Education or Direct Practice ) (Circle One)

Period Covered: From \_\_\_\_\_ To \_\_\_\_\_

Please complete the following form. It will be used as part of the data for assessment of agencies and for agency selection in the future. You make use the back of the form to complete your answers to these very important questions. This form must be turned in to receive a final grade. The form should be turned into your faculty field liaison with your final field paper work.

AGENCY \_\_\_\_\_

1. Did the agency provide written copies of its rules and regulations?  
YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_
2. Did the agency provide easy access to records for learning experiences?  
YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_
3. Was there evidence that the agency staff members were prepared for the arrival of students?  
YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_
4. Were opportunities available for exposure to the total operation and activities of the agency?  
YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_
5. Were there opportunities to work with African American clients?  
YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_
6. Were there opportunities to work with rural clients?  
YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_
7. Were there opportunities to work with clients from other cultures than Euro or African American?  
YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_

SUPERVISION

8. Were appropriate service/learning experiences available during the semester?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_
9. Did you have access to instructional personnel when needed?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_
10. Were weekly instructional conferences held?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_
11. Did your field instructor encourage you to explore both your strengths and weaknesses?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_
12. Estimate the amount of time each week that your field instructor met for field supervision:  
 \_\_\_\_\_hours.
13. Estimate the amount of time each week you were given supervision and consultation by other agency staff: \_\_\_\_\_hours.

LEARNING ACTIVITIES

14. Were there service/learning experiences that involved engagement with individuals, groups, communities, and other organizational systems?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_
15. Were there opportunities to develop skill in generalist practice?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_
16. If you are a second year MSW concentration student, were there opportunities to develop skills in direct practice?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_

STUDENT EVALUATION OF AGENCY

17. Were service/learning experiences related to enhancing and refining social work values and ethics?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_
18. Were there opportunities to assess present needs, services, and issues?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_
19. Were there opportunities for understanding the interrelationships between social work practice evaluation and social work research?

YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_

## IMPRESSIONS

20. Were the supervisory sessions beneficial?

YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_

21. What would you list as the most positive features of field education?

22. Would you recommend this agency to other students:

YES \_\_\_\_\_ NO \_\_\_\_\_ UNCERTAIN \_\_\_\_\_ Why? / Why not?

23. Suggestions for improvements of the field experience at this agency:

What were the three most important competencies (knowledge, skills, values) you gained from your field experience?

**RETURN (Original) APPLICATION TO:**  
**Grambling State University**  
**School of Social Work**  
**Field Education Office**  
**Attn: Dr. Natalie Yates**  
**Campus Box 4274**  
**Grambling, LA 71245**  
**Phone: (318) 274-3304 (School of Social Work's Administrative Office)**  
[yatesn@gram.edu](mailto:yatesn@gram.edu)  
*Grambling State University*  
*School of Social Work*

Field Instructor and Student Feedback on the Field Education Process

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

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

Field Instructor for: (Please Circle One) First Year MSW

Second Year MSW

**(Please use this document as either a form or a format. Write on the back of the page if you need extra space)**

1. Please comment on the successfulness of the field education learning experiences this year. Consider the following factors which influence the experience: the organization, the community environment, the student, the field instructor, the school.
2. How many times did the faculty field liaison make contact with you? Please comment on the helpfulness of the faculty field liaison taking into consideration availability, responsiveness to problems when assistance was requested, the quality of technical assistance when requested, the provision of linkage between the provision of linkage between the school and the agency.
3. What recommendations do you have in improving the faculty field liaison=s role?
4. Please comment on the field education program, in general, taking into consideration, adequacy of communication, effectiveness of the placement process, and responsiveness of the office.
5. What recommendations do you have for the improvement of the Field Education Program in general?

Please feel free to add additional comments. Thank you!



## **College of Professional Studies School of Social Work**

All students admitted to the MSW degree program of the School of Social Work at Grambling State University are required to sign the following statement.

I, \_\_\_\_\_, have a copy of Grambling State University's Code of Student Conduct Handbook, GSU MSW Field Manual, Social Work Professional Oath, and the latest edition of the NASW Code of Ethics. I have read both of them and understood the contents therein and agree to be bound by the standards noted in these documents.

Signed: \_\_\_\_\_

Date \_\_\_\_\_

Address: \_\_\_\_\_



**Grambling State University**  
**College of Professional Studies**  
**School of Social Work**  
**Field Education**

## BSW STUDENT APPLICATION FOR INTERNSHIP

**Print of type all parts of the following application (blue or black ink only)**

### Section I: Identifying Information

<b>Name:</b>		<b>Expected Graduation Date:</b>		
Street Address:		City	State	Zip Code
Home Phone #		Cell Phone #		Email Address:
G Number:		Marital Status:		DOB:

**Emergency Contact:**

Name: \_\_\_\_\_ Relationship to you: \_\_\_\_\_

Contact number (s) \_\_\_\_\_

Address: \_\_\_\_\_

## Section II: Academic Progress

What is your current year-to-date GPA? \_\_\_\_\_

Please list your grades in the following courses:

Course	Grade
Social Work 200	
Social Work 301	
Social Work 304	
Social Work 305	
Social Work 306	
Social Work 400	
Social Work 401	
Social Work 402	
Social Work 403	
Social Work 405	
Social Work 420	

## Section III: Social Work Interest

Part 4: Background, Experiences, and Motivation (Type questions and answers on a separate sheet of paper.)

1. What paid or volunteer experience have you had in work with children and/or families?
2. Briefly describe your motivation/goals related to working in this field of practice.
3. What academic, professional, and personal strengths will you bring to the field placement?
4. Briefly describe your beliefs as to what are the most powerful forces in a child's life.
5. Have you ever be arrested and/or convicted of a crime? If yes, please provide details.



**Section IV: Medical Information:** This information is used in assessing your ability to function appropriately within particular settings.

A. Describe any disabilities (physical, learning, etc.) that may interfere in your work with children and families.

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B. Medications: \_\_\_\_\_

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**Section V: Miscellaneous Information**

Do you have your own transportation	Yes	No
Will you be dependent on someone else for transportation?		
I have not worked out my transportation needs [ ] (Please clarify)		
Do you have a current employer?	Yes	No
If yes, how many hours per week? [ ]		
What is your work schedule? (Indicate time and days of week)		
Is there anything else that we need to know about you relative to your anticipated placement experience?		

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

**Section VI: Advisor evaluation:**

On a scale of 1 – 10 (10 = excellent and 1 = poor) how would “you” rate yourself in the following areas?

Writing Skills	Oral Communication Skills	Assertiveness Skills	People Skills/Friendliness	Professional Dress and Attire	Punctuality	Dependability

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

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

Field Director: \_\_\_\_\_

**Please return all documents to: Dr. Natalie Yates, LCSW**

**Assistant Professor/Director of Field  
Adams Hall, Room 328 or  
GSU Box 4274  
Grambling, LA 71245  
Phone: 318.274.7052  
E-mail: [yatesn@gram.edu](mailto:yatesn@gram.edu)**

# **FORMS AND DOCUMENTS:**

**AGENCY, FIELD INSTRUCTOR, FIELD  
LIAISON**

## **NON EMPLOYMENT BASED PLACEMENT AGREEMENT**

### **GRAMBLING STATE UNIVERSITY College of Professional Studies School of Social Work FIELD PLACEMENT AGREEMENT**

The School of Social Work Program at Grambling State University enters into agreement with \_\_\_\_\_ (Field Placement Agency) to provide field experience for the University's social work students who are enrolled in the Field Instruction courses for the Master of Social Work and Bachelor of Social Work Programs.

#### **RESPONSIBILITIES OF THE UNIVERSITY**

- 1.1 Develop the curriculum program and policy guidelines for Social Work Field Instruction courses for the Master of Social Work and Bachelor of Social Work Programs.
2. Prepare students academically for entry-level generalist social work practice at the Bachelor's level and for direct practice social work at the Master's level.
3. Provide a University faculty field liaison to assist students in relating field agency experiences to social work content, while serving as a resource person to agency field instructors in conferences, seminars, etc.
4. Provide a field instruction seminar where students share information from placements with one another at the Bachelors of Social Work level.
5. Provide the agency with a schedule of the time frame for placement and objectives for the learning experiences being sought for students.
- 1.6. Provide for coordination of the field instruction education program between the field placement agency and the University.
- 1.7. Provide for Comprehensive General Liability Insurance coverage for students the duration of their placement.
- 1.8 Provide consultation and assistance to agency field instructor when needed, in dealing with matters of concern regarding the student and his/her field performance.
- 1.9 The University shall insure that a health program is available for its. As a minimum, said health program shall include annual routine laboratory tests,

chest x-rays or TB test and a general physical examination. The University shall require its Social Work students and faculty field liaisons to be responsible for their own personal health care expenses. The University will be responsible for OSHA Blood Borne Pathogen Standard by providing proof of Hepatitis B immunization or a signed waiver from each student and faculty field liaison who refuses to be immunized and post-exposure and follow-up are the responsibility of the University. In the event of accident or illness of a student or faculty member, the health care agency shall arrange immediate emergency care, but is not responsible for the cost involved, follow-up care, or hospitalization. The student's own health insurance is responsible for coverage of all health related expenses. The faculty field liaison's own health insurance is responsible for coverage of all health related expenses not covered under Workman's Compensation.

- 1.10 The University shall hold all patient/client information confidential.
- 1.11 Any written materials that the social work intern completes for a classroom assignment during their field practicum is turned in to faculty. Once the assignment is read and graded by the faculty, the material is placed in a confidential folder in the faculty office and at the end of the field instruction year, the material is placed in the field instruction office, (after a period of three (3) years, the material is shredded). The final evaluations and the mid-term evaluations are maintained in the student's department files for a period of 3 additional years. The field education student is instructed to change any identifying information regarding the client and client system. These additional measures are provided by the University in order to protect the confidentiality of the agency and the clients.
- 1.12 The University will provide orientation and training for agency personnel and will provide Field Instruction syllabi.

### **RESPONSIBILITIES OF THE AGENCY**

2.10 Assist in the student learning process in accordance with the mission of the Social Work Program

at Grambling State University.

2.2 Provide an orientation to the student of the agency's mission, policies, organizational structure, programs and function.

2.3 Educate the student as to the agency's role in the community and their collaborative efforts with other agencies in the community.

2.4 Familiarize the student with the agency's policies and procedures regarding clinical social work, case management, record keeping, intake and termination as it relates to the student's educational level.

2.5 Assign workloads and supervise the completion of client-related tasks and responsibilities according to the student's abilities and readiness for such tasks.

- 2.6 Allow the student to attend and/or participate in professional meetings, conferences, staffing, etc. where the student has the opportunity to identify with the social work profession as a professional practitioner.
- 2.7 Submit a field instruction mid-term and final field performance evaluation of the student to the Faculty Field Liaison on specified dates in the semester.
- 2.8 Notify the University faculty field liaison or the field instruction director of any continuing problems/difficulties and/or concerns regarding the student's ethics, work performance, commitment, etc.
- 2.9 Terminate in collaborative dialogue with the School, any student if his/her continued placement in the agency is not in the best interest of the client system, agency or the student.

**MUTUAL RESPONSIBILITIES**

- 3.1 Agency shall not be responsible for providing workman's compensation benefits or other employee benefits to any student or faculty member.
- 3.2 Neither the University nor the Agency will make monetary compensation to the other for the use of the facility.
- 3.3 This agreement may be modified and supplemented by mutual consent of both parties as circumstances demand.
- 3.4 The number of students eligible to participate in the field education program at the agency will be mutually determined by the University and the Agency.

This Done and Signed: \_\_\_\_\_ Day of \_\_\_\_\_, 20\_\_\_\_\_

\_\_\_\_\_  
University/School

\_\_\_\_\_  
Agency Field Instruction Supervisor

\_\_\_\_\_  
Field Education Director

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Associate Dean, School of Social Work

Member of the University of Louisiana System  
 An Equal Opportunity Employer and Educator/Facilities Accessible to the Disabled  
**Grambling State University**  
**School of Social Work**  
**Field Education – Agency Profile**

<b>SECTION I: AGENCY INFORMATION</b>	
Name of Agency:	
Agency's Address:	
Agency's Main Phone number:	Fax. Number:
Executive Director:	
Number of Employees:	Website Address:

<b>SECTION II: FIELD INSTRUCTOR(S)</b>			
Name of Field Instructor:		Name of Field Instructor:	
Title of Field Instructor:		Title of Field Instructor:	
Credential:		Credential:	
Location (If different from above):		Location (If different from above):	
Phone No.		Phone No.	
Fax No.		Fax No.	
Email Address:		Email Address:	
How many students will you supervise?		How many students will you supervise?	
MSW Students:	BSW Students:	MSW Students:	BSW Students:

<b>SECTION III: AGENCY'S SERVICES</b>	
Type Agency ( <b>Check all that apply</b> ): For-Profit <input type="checkbox"/> Non-Profit 501 (c)(3) <input type="checkbox"/> Sole Proprietorship <input type="checkbox"/> Limited Liability Corp. <input type="checkbox"/> Faith-Based Agency <input type="checkbox"/> Subsidiary of Larger Agency <input type="checkbox"/> National Agency <input type="checkbox"/>	
Services: Mental Health <input type="checkbox"/> Medical Social Work <input type="checkbox"/> School-Based Social Work <input type="checkbox"/> Social Services <input type="checkbox"/> Child Welfare <input type="checkbox"/> Home Health <input type="checkbox"/> Other (Please Indicate): _____	
Client Population ( <b>Check all that apply</b> ): Adults <input type="checkbox"/> Children <input type="checkbox"/> Teens <input type="checkbox"/> Families <input type="checkbox"/>  Adults (over 65) <input type="checkbox"/> Disabled <input type="checkbox"/> Veterans <input type="checkbox"/> Homeless <input type="checkbox"/> HIV/AIDS Diagnosed <input type="checkbox"/>  Other (Please List): _____	
Other Comments (List any special qualifications that students must have):	

**GRAMBLING STATE UNIVERSITY**  
**College of Professional Studies**  
**School of Social Work**  
**Field Education**

Approved [ ]  
 Not Approved [ ]  
 Date: \_\_\_\_\_

**APPLICATION-FIELD INSTRUCTOR**

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

Name:	
Name of Agency:	
Address of Agency:	
City, State, Zip Code	Parish
Field Instructor's Phone:	Field Instructor's Email Address:
Fax:	

**SECTION I: FIELD INSTRUCTOR'S CREDENTIAL**

[ ] LCSW [ ] GSW (GSW or above is required for supervision of MSW Practicum students)

State of Louisiana License No. [ ] Other Credential

(Specify) \_\_\_\_\_

If a licensed social worker is not available, what is the agency's alternate plans for supervision by a licensed social worker.

**Note: A professional social worker (LCSW or GSW) must provide weekly supervision to each MSW student. The field instructor may be licensed or credentialed through another licensing authority, i.e., LPC. However, the student's weekly supervisory conferences must be conducted by a licensed/credentialed social worker.**

**SECTION II: ACADEMIC TRAINING (Name of Institution attended and other information specified)**



**A. College or University (Undergraduate Degree)**

Name of College or University	Dates Attended:	Major	Degree	Date of Degree:

**B. Graduate School and Post Graduate Training**

Name of College or University	Dates Attended:	Major	Degree	Date of Degree:

**C. Professional Licenses and Certificates**

	Awarding Authority	License/Certificate Number

**SECTION III: PRACTICE EXPERTISE (Check all that apply)**

<input type="checkbox"/>	Individuals	<input type="checkbox"/>	Families	<input type="checkbox"/>	Adolescents
<input type="checkbox"/>	Groups	<input type="checkbox"/>	Children	<input type="checkbox"/>	Adults
<input type="checkbox"/>	Older Adults	<input type="checkbox"/>	Community Advocacy	<input type="checkbox"/>	Clinical Practice

**SECTION IV: EMPLOYMENT HISTORY (Last 10 Years) – ATTACH RESUME**

Position, Employer, and Location of Agency	Dates	Type of Work

**SECTION V: SCHOLARSHIP AND PROFESSIONAL ORGANIZATIONS:**

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<b>Signature:</b>	<b>Date:</b>
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\*\*\*\*\*

**Date Received in Field Education Office** \_\_\_\_\_

<b>Comments:</b>
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**RETURN (Original) APPLICATION TO:**  
**Grambling State University**  
**School of Social Work**  
**Field Education Office**  
**Attn: Dr. Natalie Yates, LCSW**  
**Campus Box 4274**  
**Grambling, LA 71245**  
**Phone: (318) 274-3304 (School of Social Work's Administrative Office)**  
[yatesn@gram.edu](mailto:yatesn@gram.edu)

**Agency Visit – GSU Faculty Field Liaison Report**

**This form should be completed for every agency visit completed by the field Liaison.**

Faculty Liaison: \_\_\_\_\_ Field Instructor: \_\_\_\_\_  
 Student's Name: \_\_\_\_\_ Field Instructor's e-mail: \_\_\_\_\_  
 Agency Name: \_\_\_\_\_ Field Instructor's Phone No. \_\_\_\_\_

Days/Hours of Placement \_\_\_\_\_

Is this an Employment Based Practicum?  Yes  No If Yes, Complete Part II

**STUDENT PRACTICE:**

Student maintains professional presence? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 Student is punctual? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 Student is able to look at own behavior, attitudes, feelings regarding clients? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 Student is able to seek out assistance and information from colleagues? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 Student seeks out learning opportunities? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 Student shows initiative in all areas of practice? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_

**SUPERVISION:**

Student prepares for supervision? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 Student is reflective? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 Student is an active learner? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 Student submits process recordings each week, on time? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 Student's process recordings are comprehensive? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_

**FIELD INSTRUCTOR (FI):**

Is FI accessible to student? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 FI holds regular supervision? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 FI provides attentive feedback on process recordings? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 FI shows clarity of supervision comments? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 FI has a reasonable expectation of student? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 FI's teaching skills are appropriate? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_  
 FI is responsive to liaison's calls? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_

<b>Items Reviewed / Discussed (check all that apply)</b>	
____ Educational Plans (designed/revising)	____ Educational Plans (progress with activities)
____ Process recording/ practice reflections	____ Monthly reports
____ Supervision(frequency/content)	____ Integration with course work
____ Appropriate use of self	____ Evaluation
____ Problem resolution /mediation	____ Termination (spring)

Field Liaison's Signature & Date: \_\_\_\_\_  
Signature Date

**Comments: Stop here UNLESS the Student is doing EBP. If Student is doing EBP then please complete part II.**

**PART II**

**Employment Based Practicum (EBP) for** \_\_\_\_\_

A. Job title for Employment Based Practicum \_\_\_\_\_

B. Job title for paid employment: \_\_\_\_\_

Student and Field Instructor's brief statement of how the EBP differs from the student's regular/paid employment with the agency.

1. Is there evidence that the student has assignments for his/her EBP which are new and different from those normally associated with assignments associated with his/her employment? Please explain.

2. Does the student work in a different site than their actual employment to facilitate the transition from worker/employee role to the learner/student role? If no, explain how they have facilitated the transition i.e., different supervisor/field instructor, client population, paperwork, skill set, staff, etc.

3. Is there evidence that the field experience is educationally directed? Please explain.

4. How has the student's work hours been reduced or revised to accommodate the students required 16 hours each week for field practicum?

Faculty Field Liaison \_\_\_\_\_ Date \_\_\_\_\_

**Field Education  
Faculty Liaison Phone Contact Reporting Form**

**Note: The phone contact reporting form must be completed by the 4th week following the student's first day of field.**

Student's Name:	Student's Status: <input type="checkbox"/> BSW <input type="checkbox"/> Foundation Year <input type="checkbox"/> Direct Practice
Agency's Phone #:	Date of Phone Contact:

**Please report the progress of the student's achievement:**

1. Has an educational plan been developed?	
2. If no to the above, does the field instructor need assistance in completing the educational plan?	
3. Attach a copy of the student's job description and review the student's weekly journals. After reviewing these documents, answer question 4 below.	
4. Are the student's assignments appropriate? If no, what is your plan to ensure that the student's assignments are appropriate and as agreed upon by the School of Social Work and the agency?	
5. Is the student meeting with the field instructor on a weekly basis for a minimum of 1 hour? Has any problems or concerns been noted? <input type="checkbox"/> Yes <input type="checkbox"/> No   If yes, please explain.	
<b>Note: Review the Weekly Supervision Format Form</b>	
6. Has the student been in attendance at field as scheduled? If no, document why.	
<b>Note: Please review the field attendance documentation log in the student's file. If the student is behind in hours provide documentation of why the student is behind and the performance plan for catching up.</b>	
5. Has the student expressed any concerns in integrating classroom knowledge and theory into their field practicum? Is the generalist problem solving model being utilized in placement for foundation year students or direct practice students receiving clinical experience?	
<b>Note: For documentation of this, please review the student's weekly journal and discuss the above with the student and supervisor during site visit.</b>	
Field Liaison's Signature:	Date:

**Grambling State University  
College of Professional Studies  
School of Social Work  
Field Education**

**Faculty Field Liaison Monthly Report of Student Contacts**

In accordance with the School of Social Work’s policies and procedures, each student placed in a field practicum must receive a minimum of at least one agency-based visit per semester. The agency-based visit must be supplemented with a minimum of one phone call to the agency regarding the student’s progress and performance during his/her practicum experience. In order to facilitate compliance, the Field Education Office has initiated a monthly tracking form to ensure that the SOSW is in compliance 100% each semester with this CSWE requirement. Therefore, please provide the information below for each of your assigned students. The Field Education Office will maintain a master list of all students who received an agency-based contact and/or phone call during the preceding month. Two weeks before the last day of field/end of the semester, a list of all students who have not received a visit and phone call at their placement will be generated.

**Month** \_\_\_\_\_ **2021**

<b>Student’s Name (List all students who received an agency-based visit/phone contact)</b>	<b>√ if Agency- Based Visit completed</b>	<b>√ if Phone contact made</b>

Faculty Field Liaison: \_\_\_\_\_ Date \_\_\_\_\_

Note: Return to Dr. Natalie Yates at [yatesn@gram.edu](mailto:yatesn@gram.edu) or place in my mailbox. Thanks.