



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

## **Master of Social Work Field Education Manual Fall 2021-Summer 2022**

---

### **Field Education Office**

Dr. Natalie Yates , LCSW  
Field Director  
Phone: (318) 274-7052  
Email: [yatesn@gram.edu](mailto:yatesn@gram.edu)

Campus Box 4274 Grambling, LA 71245 | Phone: (318) 274-3304 |  
Web page: <http://www.gram.edu/academics/majors/pro-grad-studies/socialwork/degrees/>

The MSW Field Education Handbook is intended to provide information for the guidance of the Grambling State University social work graduate students. The information offered in this handbook is subject to change and the Grambling State University Master of Social Work program reserves the right to revise or remove from any policy or procedure referred to in this handbook. This handbook is not intended to be and should not be regarded as a contract between the Grambling State University Master of Social Work program and any student, other person, or organization. Please report any errors to this document to [yatesn@gram.edu](mailto:yatesn@gram.edu).

## Acknowledgements

On behalf of the School of Social Work and the Field Education Office at Grambling State University, I would like to extend a warm welcome and appreciation to everyone who participated in the mission and process to help develop and expand field education in the School of Social Work (SOSW). Students, alumni, faculty, academic support staff, field instructors, and field agencies have all contributed to the success of field education. Each semester, the SOSW places approximately 125 master and bachelor social work students in agencies throughout the North Louisiana region. Therefore, it is in hopes that the content of this manual will be useful in understanding the mission, policies, and operation of field education within the SOSW.

This manual reflects the contributions of prior School of Social Work Field Directors, including Dr. Carolyn Hester, Professor Mildred Delozia, and Professor Gay Lynn Bond. It also reflects the hard work and effort of Dr. Gayberyl Wesley who edited this manual for 2019-2020 SOSW reaccreditation process.

Special recognition and thanks is afforded to all the members of our Field Advisory Committee. The Committee represents close to 100 years of combined years of field instruction to GSU School of Social Work students. And to our field instructors and field agencies, we are deeply thankful for your contributions to the School and our students.

Dr. Natalie Yates, LCSW  
Interim Director of Field Education and Assistant Professor  
Grambling State University

## Contents

Field Education.....	5
School of Social Work Contact Information.....	6
SECTION I .....	7
Grambling State University: .....	7
History and Mission .....	<b>Error! Bookmark not defined.</b>
School of Social Work: .....	<b>Error! Bookmark not defined.</b>
Mission, Goals, and Objectives .....	7
SECTION II .....	11
FIELD EDUCATION SEQUENCE:.....	11
DESCRIPTION.....	11
&.....	11
COURSE OBJECTIVES .....	11
SECTION III .....	16
THE FIELD EDUCATION TEAM: .....	16
ROLES AND RESPONSIBILITIES .....	16
SECTION IV .....	22
Field Education.....	22
SECTION V .....	136
FIELD FORMS AND REPORTS.....	136
SECTION VI .....	212
CONCLUSIONS AND OTHER USEFUL INFORMATION FOR STUDENTS & FIELD INSTRUCTORS.....	212

Dr. Natalie Yates, LCSW  
Interim Director of Field Education and Assistant Professor  
Grambling State University

Welcome to the Grambling State University (GSU) Master of Social Work (MSW) Program! The information contained in this manual is the student's guide to Field Education in the GSU MSW Program. It is intended to help you successfully navigate your MSW Program of Study. You will find detailed descriptions of policies and procedures related to Field Education. MSW students are required to adhere to the policies and procedures described in this handbook. The Handbook contains information available on:

- MSW Field Education requirements
- Academic policies and procedures

Students are responsible for knowing Program, Departmental, College and University policies and procedures as published in the GSU MSW Handbook, the MSW Field Education Manual and Graduate School Handbook. If you have questions or concerns regarding the MSW Program's policies and procedures, please do not hesitate to contact Dr. Natalie Yates, MSW Field Education Director at [yatesn@gram.edu](mailto:yatesn@gram.edu), Dr. Jacqueline Garrison, Associate Dean at [garrisonj@gram.edu](mailto:garrisonj@gram.edu), or Dr. Elise Read, MSW Director at [reedel@gram.edu](mailto:reedel@gram.edu). Students can also find important information available on the School of Social Work Website at: <http://www.gram.edu/academics/majors/pro-grad-studies/socialwork/>.

### **Note Regarding Academic Policies**

We make every effort to ensure that the policies contained in the GSU Field Education Manual are up to date and in accordance with University policies. In the event that the policies contained in this Manual conflict with official University policies, the University's policy will supersede this document. Students should also be aware that some policies, such as graduation requirements, are linked to the student's catalog year (typically the year a student was admitted to the University or to the major). Thus, two students in the same program may be subject to different requirements. For this reason, we encourage you to meet regularly with your Faculty Advisor to ensure that you are aware of and on track to meet all graduation requirements.

# Field Education

Social Work is a dynamic profession that evolves and changes over time in response to numerous factors in the practice community and society at large. In a similar vein, social work education has evolved and recently adopted a new “competency-based approach” to prepare students to become professional social workers. This new approach was adopted by the Council on Social Work Education in the 2008 Accreditation Standards. These new standards focus on teaching students through course work and field experience to acquire the competencies and related practice behaviors necessary to work effectively with diverse client systems. In addition, this approach includes a strong emphasis on the assessment of student mastery of the competencies as demonstrated through specific practice behaviors.

In the new competency-based model, field education plays a pivotal role in student education. It is in the field work experience that students, utilizing classroom theory and knowledge test their skills and develop professional competence and identity. Through field experience, students are indoctrinated into the values and ethics of the profession with diverse systems and clients.

As students, you are about to embark on a challenging course of study that will encourage you to think critically and outside of your comfort zone. As you embark on your practicum experience, this manual is designed to provide you with a model for achieving your objectives. The faculty and staff of the Grambling State University School of Social Work believe the field experience is one of the most important aspects of the graduate social work curriculum. We are committed to providing an educational experience that will meet your needs as students and train you as professional social workers in advanced generalist social work practice.

## School of Social Work Contact Information

Natalie Yates, LCSW  
Director of Field Education  
Assistant Professor  
Office: (318) 274-3100  
Email: [yatesn@gram.edu](mailto:yatesn@gram.edu)

Xavier Henson, LMSW  
Acting BSW Director  
Instructor/Field Liaison  
Office: (318) 274-3306  
Email: [hensonx@gram.edu](mailto:hensonx@gram.edu)

Evelyn Jenkins, LCSW  
Child Welfare IV-E Coordinator  
Field Liaison  
Office: (318) 274-3162  
Email: [jenkinse@gram.edu](mailto:jenkinse@gram.edu)

Dr. Cheri Holbrook  
Assistant Professor  
Field Liaison  
Office: (318) 274-3301

Dr. Elise Reed, LCSW  
MSW Director  
Field Liaison  
Office: (318) 274-3164  
Email: [reede@gram.edu](mailto:reede@gram.edu)

Dr. Gayberyl Wesley, LMSW  
Assistant Professor  
Field Liaison  
Office: (318) 274-3166  
Email: [wesleyg@gram.edu](mailto:wesleyg@gram.edu)

Precious Wilkerson-Carr, LCSW  
Instructor  
Field Liaison  
Office: (318) 274-2188  
Email: [carrp@gram.edu](mailto:carrp@gram.edu)

Dr. Jacqueline Garrison, Associate Dean, & Assistant Professor  
Office: (318) 274-3300  
Email: [garrisonj@gram.edu](mailto:garrisonj@gram.edu)

Dr. Carolyn Hester, Dean of Professional Studies  
Office: (318) 274-3302  
Email: [hesterc@gram.edu](mailto:hesterc@gram.edu)

## **SECTION I**

# **Grambling State University: History and Mission**

# Mission, Goals, and Objectives

## Grambling State University History

Grambling State University (GSU) is one of two Historically Black Universities in the state of Louisiana. GSU is a state supported coeducational public institution which was originally created for the purpose of meeting the educational, cultural, and social needs of African Americans in the north central region of Louisiana. GSU is located in the North Central part of the state in a predominately rural and economically impoverished, but culturally rich environment. It is approximately 65 miles east of Shreveport and 35 miles west of Monroe, Louisiana. The two referenced cities are the closest urban centers. According to 2018-2019 enrollment records, GSU serves a population of 5,205 students of which 91% are undergraduate, 87% are African American and 10% are international students.

Historically, Grambling State University emerged as a result of African American framers 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 was renamed the North Louisiana Agricultural Industrial School. By 1928, the School offered two-year professional certificates and diplomas after becoming a State Junior College. It was renamed Louisiana Negro Normal and Industrial Institute. The College continued a path of growth in numbers, and program offerings under the leadership of its second president, Ralph Waldo Emerson Jones.

In 1977, Dr. Joseph B. Johnson became the third president. Under his administration, the School of Social Work was created in 1984. A feasibility study was conducted in 1983 to assess the need for a graduate program in social work. With assistance from two consultants, Dr. Diane Bernard and Dr. Ben Granger, the following recommendation was made on August 15, 1983:

It was the consultant's opinion that Grambling State University should develop a MSW degree program based upon the Consent Decree and its ramifications, as well as established need for graduate level social workers in this region. The phase in program needs to place emphasis on quality in order to attract a well-quality faculty and to retain them.

The Board of Regents granted GSU permission to proceed to develop the MSW program. It was initially developed during the 1984-1985 academic year. The first class of graduate students was admitted in the Fall of 1986 and graduated in the Spring of 1988.

The purpose of the consent decree is in part now being accomplished through the MSW program at GSU by attracting students of the majority population to a historically black university thus, decreasing the segregation and increasing cultural diversity and sensitivity.



The MSW Program received its initial accreditation in 1989.

### **Mission of Grambling State University**

Grambling State University is a comprehensive, historically black, public institution that offers a broad spectrum of undergraduate and graduate programs of study. Through its undergraduate major courses of study, which are undergirded by a traditional liberal arts program, and through its graduate school, which has a professional focus, the University embraces its founding principle of educational opportunity. With a commitment to the education of minorities in American society, the University seeks to reflect in all of its programs the diversity in the world. The University advances the study and preservation of African American history, art, and culture.

Grambling State University is a community of learners who strive for excellence in their pursuit of knowledge and who seek to contribute to their respective major academic disciplines. The University prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and to lead productive lives as informed citizens in a democratic society. The University provides its students a living and learning environment which nurtures their development for leadership in academics, athletics, campus governance, and in their future pursuits. The University affords each student the opportunity to pursue any program of study provided that the student makes reasonable progress. Grambling fosters in its students a commitment to service and to the improvement in the quality of life for all persons.

Within its mission, Grambling State University seeks to provide undergraduate programs of study that are undergirded by a traditional liberal arts foundation and graduate programs that have a professional focus. The university and the MSW program at Grambling State University embrace its founding principle of equal opportunity within a commitment to the education of minorities in American society. The university seeks to reflect in all its programs the diversity present in the world and advances the study of African American history, art and culture. Grambling State University and the MSW program is a community of learners who strive for excellence and seek to contribute to the advancement of knowledge, and development of leaders. The University expects that all persons who matriculate and who are employed at Grambling will reflect through their study and work that the University is indeed a place where all persons are valued, "where everybody is somebody."

### **Mission and Goals of the School of Social Work**

The Mission of the School of Social Work at Grambling State University is: *“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.”* This mission statement was revised and adopted by the combined social work faculty in 2009. This mission statement is the basis for curricula development and field practice selections.

The Master of Social Work Program (MSW Program) prepares students for advanced direct practice by building on foundation generalist knowledge, values, and skills, with emphasis on high academic standards, affirmation and respect for differences and diversity, and aligned with the purposes, values and ethics of the profession of social work. Further, the program seeks to prepare students for advanced direct practice with individuals, families and groups in the areas of child welfare, substance abuse, and rural social work.

Congruent with the purpose and values of the social work profession, our mission emphasizes social workers responsibility to help individuals, groups, and communities improve their well-being; to understand the approaches and patterns of oppression and advocate for human rights and social and economic justice; to identify and seek to ease environmental factors that create or contribute to ones functioning; to understand the dimensions of diversity and the implication of intersectionality; and to facilitate opportunities for lifelong learning and scholarly contributions to the profession.

Additionally, our mission incorporates the social work values by recognizing the significance of human relationships throughout societal systems, from the micro to the macro level, including from a global perspective. The mission is linked to the value of dignity and worth in that it embraces enhancing clients’ capacity and opportunity to change and to address their own needs within a rural framework. Finally, the value of service is addressed through field practice, community engagement, and service learning training provided to promote students using their knowledge and skills to help enhance others through service, and to practice in an ethical and professional manner.

## **SECTION II**

### ***FIELD EDUCATION SEQUENCE:***

#### ***DESCRIPTION***

***&***

#### ***COURSE OBJECTIVES***

## **Description of Field Education**

Field education is an integral part of the educational process of the School of Social Work. In field education, students are provided educationally directed learning experiences in social service agencies or community settings under social work supervision. Students apply, test, and integrate the principles, theories, skills and values presented in the classroom as they work with individuals, families, groups, organizational systems, and communities in the field placement settings. Philosophically, the field education program is oriented toward the application of principles of adult learning and a learner centered teaching model that empowers interns to direct their own learning.

A concurrent field placement is the primary model used for the MSW program. The interns are at the field placement agency a minimum of two days a week, eight hours a day, for a minimum of 225 hours per semester. Interns are required to complete a minimum of 900 hours of field education to graduate from the program. The interns are placed at the same agency for both semesters for each academic year. This format is used for both the foundation and the concentration year of field education. The hours must be earned each semester and hours may not be carried over from one semester to the next. Interns are encouraged to complete additional hours in order to get the best possible experience from the agency setting.

The field education objectives are consistent with the Master of Social Work program goals and objectives. Each field education semester's objectives directly relate to the foundation year and concentration year objectives. For example, in the first semester of the first year of the MSW program the core course content focuses on the systems of individuals, families, and groups. In the field education syllabi for SWK 512, one objective reads that the student will, "demonstrate knowledge of the field agency's policies, procedures, organization structure, and service delivery system as they apply to individuals, families and groups."

The field education evaluation form for each semester is directly tied to the objectives of the field education course. The course objectives are also the basis for the learning contract that each student must complete no later than midterm of each semester. The objectives include the emphasis of the program on multiculturalism emphasizing African-Americans and rural culture.

Two models are used primarily by field instructors. These models include the apprenticeship model and a role modeling system. When using the apprenticeship model, the student observes the field instructor's behavior, the field instructor passes on practice wisdom via modeling; then the student practices what is observed. The apprenticeship model may be used more frequently during the first semester of field for foundation year students. As students progress in their knowledge and skills, a combination or more exclusively a role systems model may be utilized. When using the model identified as the role systems model, the student has responsibility to negotiate with the field instructor for the learning and has influence over the learning outcomes: *a partnership of learning model*. This model fits with the Master's program move to a learner centered teaching model. The role systems model has been emphasized in field instructors' training over the last six years.

## **School of Social Work Policy Statement: Class Attendance**

### **Purpose of Policy:**

The purpose of this policy is to make clear to all social work students (undergraduate and graduate) the requirements in effect relating to class attendance. While these policies are in keeping with the published policies for the entire University {see current catalog and website), the policy of the GSU School of Social Work will take precedence over any other more general policy. One characteristic of a professional is that they develop good time management skills. Learning how to manage class attendance provides training in this important professional skill.

### **Policy:**

It is the policy of the School of Social Work that all students are expected to attend all scheduled academic classes. This policy applies to all undergraduate and graduate students who take social work classes. Class attendance is mandatory.

**Excused absences:** Excused absences will only be awarded with a certifiable medical excuse from a doctor, documented death of a family member, or some other documentable situation that is out of your control. Prior notification and approval by the instructor on an on-going life situation with appropriate documentation may be excused by the instructor. Each instructor will make the decision as to whether the absence will be excused for his/her class.

**Unexcused absences:** Students will be allowed three unexcused absences within the semester. After three unexcused absences, students will receive a reduction in class attendance/participation points. The amount of attendance / participation points will be two points per incident.

**Roll Call:** Professors will call the roll at the beginning of every class. Class room attendance will be recorded as soon as classes begin; however, the enforcement of this policy will begin on the second week of class to allow for registration concerns.

**Tardiness:** Students will be allowed to be tardy two times in the semester. After two times of tardiness students will be deducted two points from class attendance or participation points.

**Leaving class early/not returning after break:** Students will be allowed to leave the class early if they have notified the professor ahead of class that they must leave. Students will be marked with an unexcused absence if they leave early without prior notification.

**Faculty Responsibility:** It shall be the responsibility of the faculty member to clearly explain the attendance policy to students at the beginning of each semester. The faculty member should also place the attendance policy in each course syllabus. Faculty may include up to a maximum of 10 points for class

attendance/participation. If the student should use all 10 class attendance/participation points, then two points will be deducted from his/her total grade points in the class per incident.

Appeal Process: The appeal process begins with the classroom faculty member. The student must first discuss his/her concerns with that faculty member. The student may then consult his/her academic advisor for guidance. In the event that the student wishes to appeal an issue further, the matter will be forwarded through the chain of command to the appropriate program director and then to the Associate Dean. Any further appeals would be subject to the University appeals process found at the GSU website.

### **School of Social Work Policy Statement: Classroom decorum expectations**

*Purpose of the policy:* Every GSU student is responsible for upholding the provisions of the STUDENT CODE OF CONDUCT as published in the General Catalog, the policies and procedures of the School of Social Work, and the NASW Code of Ethics. Students are expected to adhere to academic honesty, including provisions regarding: a) plagiarism and cheating; and b) misrepresentation/falsification of records or academic work.

Students are expected to behave in class as professionals in training

#### ***Policy:***

Students will not use class cell phones, radios or other electronic or listening devices in the classroom which distract from classroom instructions. Use of cell phones in the classroom is strictly prohibited. Cell phones may be turned to vibrate in case of emergencies. Cell phones will not be placed on desks.

Students are expected to maintain appropriate classroom decorum by reducing unnecessary and distracting chatter.

Students are to remain in the classroom throughout the entire class session.

Students are to maintain professional behavior in the classroom, which insures that all views will be heard in a respectful manner and the NASW Code of Ethics is observed.

Incidents of alleged academic misconduct will be handled through the established procedures of the School of Social Work and the University Judiciary Program, which may include either an “informal” resolution by a faculty member, or a formal hearing procedure, which may subject a student to a consequence up to suspension.

As a student social work major preparing to become a member of a profession, faculty not only assess you in terms of academic performance, but also in terms of your performance relative to professionalism, and your fit for the profession.

#### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

## Disability Services for Students

Grambling State University maintains the Office of Disability Services for Students (DSS) to help assure compliance with the rules and regulations set forth by various congressional acts, i.e., the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) 1990. This office has created an atmosphere of opportunity by providing services and mediating considerations for students.

The primary goal of the Office of Disability Services for Students is to ensure access for students with documented disabilities and to contribute to the development of self-advocacy and confidence of students with disabilities. We encourage students to take control of their own learning and to discuss the means for arranging types of appropriate support. In addition, we serve as an advocate for students in determining appropriate considerations.

The Office of Disability Services is located in the GSU Student Counseling Wellness and Resource Center, it is recommend that you read the handbook located on the GSU Webpage, as it will be a useful reference throughout college and beyond or visit and/or call the center on campus 318-274-3277.

### TENTATIVE SUBMISSION OF DOCUMENTATION SCHEDULE

Learner will submit documentation in accordance with the Field Documentation Schedule determined by the Field Education Director of the School of Social Work.

### TENTATIVE CLASS SCHEDULE:

(The instructor reserves the right to adjust the syllabus schedule with notice.)

# **SECTION III**

## ***THE FIELD EDUCATION TEAM: ROLES AND RESPONSIBILITIES***



### Roles and Responsibilities

The educational partnership includes multiple entities - the Student, the Field Instructor, the Field Agency, the Field Liaison, the School of Social Work (SOSW), and the Field Education Office. The communication between these entities is critical in developing a strong Field Education program. Each person must assume full responsibility for his/her part of the educational program and employ sound social work practice in carrying out his/her specific roles.

An effective educational partnership is based on every person being aware of the roles and responsibilities of everyone involved. The relationship between the entities is based on collaboration and acceptance of mutual responsibilities. Each of these entities has defined roles and responsibilities that allow this process to work. The following roles and responsibilities define what each entity is responsible for and to whom and therefore what each party can expect from one other.

### The Student

Often the only reason the School of Social Work has a relationship with the field agency is because of the School and agency's mutual interest in providing the environment where social work students may develop into social work professionals. While the School and the agency can provide the educational environment, the student has the overall responsibility for his or her own learning in the classroom, the field agency, and the profession. All of the responsibilities defined for the Field Education Office, the Field Liaison, the Agency, and the Field Instructor are the things that the student has a right to expect. In other words, each participant has the right to expect all other individuals involved in the field practicum to behave in a responsible manner. Specific responsibilities of the student in the field practicum include:

- Provide the Field Education Office with practicum planning materials in a timely manner. This means that materials are due on the date specified or specific arrangements have been made when the materials will be provided.
- Work collaboratively with the Field Education Office in the field placement process, and provide immediate feedback regarding the outcome of the placement interviews to the Field Education Office.
- Students need to be familiar with both their rights and responsibilities in the educational process. If a student is asked to engage in an activity, which he/she questions will enhance her/his learning, then the student should ask questions. On the other hand, students are encouraged to be open to all learning activities-where they might learn something they thought they already knew. Students are expected to be professional in their interactions with agency staff, clients and colleagues, conducting themselves within the guidelines provided by the agency, the School of Social Work, and the professional code of ethics.
- Students have primary responsibility for working with their Field Instructor to develop their written learning contract according to the guidelines defined by the School of Social Work. This contract will specify the activities and tasks the student and others will engage in order for the student to achieve the learning objectives defined by the School, as well as specifying the means that will be used to evaluate the attainment of the learning objectives.
- Students are expected to be familiar with and abide by the due dates specified in the field education calendar. This includes sending written materials to the Field Liaison, including the learning contract, writing samples, the learning contract update and any other written materials requested by the Field Liaison. It also includes abiding by start and ending dates for the field practicum.
- Complete written work expected by the agency and the School in a timely

manner.

- If a student does not think his/her learning needs are being met, then it is the student's responsibility to discuss this with her/his Field Instructor. If the student does not think that his/her Field Instructor is responding to his/her concerns, then it is the student's responsibility to discuss this with the Field Liaison. If the student does not think that his/her Field Liaison is responding to his/her concerns, then it is the responsibility of the student to discuss this with the Director of Field Education.
- Students are expected to take active responsibility for their own learning and negotiate within the parameters defined by the School of Social Work, the Agency, and the Field Instructor
- Students at the SOSW, Foundation MSW, and Direct Practice Concentration are expected to have a minimum of 225 practicum hours each semester.

### The Field Agency

The Field Practicum Agency is a social service agency that is able to offer the educational opportunities needed to support the School's curriculum and that is able to provide a qualified field instructor to guide the student's learning. These agencies are all voluntary and work with the School because of their interest in social work education and the belief that being part of the educational process enhances both the agency and the profession. The agency's basic responsibility is to provide conditions in the agency that support the achievement of field education objectives. The School selects agencies based on their ability to provide these conditions. The agency has the following responsibilities:

- Demonstrate a commitment to social work practice and social work education.
- Accept students without regard to age, sex, race, ethnicity, religion, or sexual orientation.
- Provide a qualified field instructor.
- Provide the field instructor with sufficient time and resources to carry out field instruction responsibilities with the student and with the School of Social Welfare.
- Provide the resources and the range and depth of learning experiences necessary for the achievement of field education objectives.
- Adopt an educational stance toward the student, viewing the student as a learner and developing professional rather than as an apprentice or a staff member, and not assigning inappropriate job tasks.
- Provide the student with resources necessary to carry out learning assignments such as adequate workspace, clerical support, access to relevant agency records and documents. Travel reimbursements may be provided to students for authorized activities according to agency policy.
- Provide students with appropriate training regarding HIPPA and other pertinent state and federal regulations related to agency practice.
- Provide vital and timely information to the School, such as a written description of the agency's services and learning opportunities for students, confirmation of field placements, and updates on staff policy and program changes affecting field education.
- Accept two or more students each practicum year, when sufficient learning opportunities and physical facilities are available.
- For agencies having several students in placement, delegate a staff member to serve as the field

education coordinator within the agency and as the contact person to the School.

### The Field Instructor

The Field Instructor is the agency's representative to the School, just as the Field Liaison is the School's representative to the agency. The agency delegates to the Field Instructor the responsibility of serving as the Student's *primary* supervisor.

Qualifications to be a Field Instructor include an MSW degree (SSW degree for SSW students) from an accredited school of social work, at least two years of post-MSW/SSW experience, practice competence in one or more professional areas, an expressed interest in being a Field Instructor and a willingness to accept the Field Instructor's role and responsibilities within the School's field education program. The Field Instructor has the following responsibilities:

- Orient the student to the agency, the staff and field instruction.
- Inform the student of safety concerns that need to be considered in the agency and practice, and develop a safety plan with the student.
- Provide the student with information about mandatory reporting laws and social worker's responsibilities within the agency.
- Actively collaborate with the student and Field Liaison in the development implementation and ongoing use of the student's field education learning contract.
- Take overall responsibility for the student's educational experience in the agency and coordinate student-learning experiences with other staff.
- Schedule weekly field instruction conferences with the student (about 1 hour per week for 2 semesters).
- Abide by the NASW Code of Ethics in your relationships with clients, colleagues and students and include discussion about the Code of Ethics in the weekly field education conferences with the student.
- Provide the student with ongoing feedback on the student's performance.

Support the student's initiative, when needed, in gaining access to other learning experiences and resources within the agency and professional community.

Maintain an ongoing evaluation of the student's progress and complete written evaluations of the student at the end of each semester - including recommendation of a grade to the Field Liaison.

Confer with the field liaison for mutual planning, review and evaluation of the field experience.

Inform the field liaison promptly of any problems in the field placement and, when necessary develop a plan of remedial action with the liaison and the student.

Provide feedback to the field liaison and the Field Education Office on the performance of their responsibilities.

Provide information to the School to assist in the future use of the placements, including the agency's interest in continuing to provide practicum opportunities, the learning opportunities available and the Field Instructor's interest in continuing serve as a Field Instructor.

Participate in School sponsored field education meetings. When new to field instruction, attend the required training programs for new field instructors sponsored by the School of Social Work.

### The Field Liaison

The Field Liaison is the School's representative to the agency. The liaison is a full-time faculty member in the School of Social Work. Every practicum placement has a liaison assigned by the school. This person is responsible for approving the student's learning contract, assigning the student's grade, and working with the student and the field instructor in any way that may be needed. The student will meet with his/her field liaison during orientation in August. The field liaison will provide the student with contact information. The student must contact the field liaison regarding any changes that occur during the placement. Additionally, if any problems arise, they must be reported to the field liaison immediately.

The liaison's basic responsibility is to monitor the educational progress of the student and assist the field instructor and student in meeting field education objectives. The Field Liaison has the following responsibilities:

- Initiate early contact with the field instructor and student, in order to clearly communicate availability and roles as an educational resource.
- Consult with the field instructor and student in developing and implementing the field education contract.
- Provide written feedback to the student on the learning contract and other written materials submitted by the student.
- Visit the field agency at least twice during the practicum year - minimum of one time each semester. Additionally, field liaisons will initiate one phone contact with the student and field instructor within four weeks of the student's first day of practicum.
- Respond to requests from field instructors and students for information and assistance in a timely manner.
- Consult with students on their field experience and progress toward achieving field education objectives. Monitor progress by initiating contact with student and field instructor at least once each month.
  
- Assist students and/or field instructors in the resolution of field related problems.
- Participate in School sponsored field education programs for liaisons.
- Participate in School sponsored field education programs with field instructors and students.
- Assign end-of-semester grades to students in collaboration with the field instructor, based on an informed judgment of the student's performance as indicated in the end-of-semester evaluation.
- Inform the Director of Field Education of situations jeopardizing the student's progress in practicum (e.g., unsatisfactory performance, agency-student mismatch). Submit a Practicum Concern report which includes a written plan that details the agreed upon plan of action to remedy the problem situations.
- Make annual recommendations to the Director of Field Education to the continued participation of agencies and field instructors in field practicum at the School of Social Work.

### The Field Education Office:

The Field Education Office's basic responsibility is the organization, implementation, and evaluation of the field education program. The Director of Field Education is the faculty member charged with this responsibility. The Field Education Office has the following responsibilities:

- Establish criteria and recruit a network of qualified field agencies and field instructors to participate in the field education program.

- Match students with participating field agencies.
- Assign a Field Liaison to each agency/student, whose purpose is to serve as the link between the School/Field Education Office and the Agency/student.
- Establish and conduct educational programs for field practicum participants.
- Provide orientations of students to the field.
- Provide orientations for field instructors and liaisons.
- Provide forums for field instructors, field liaisons, and academic faculty.
- Prepare a written Handbook of field practicum policies, programs and procedures for all field education participants.
- Establish ongoing and periodic opportunities for field practicum participants to evaluate the field education program.
- Issue continuing education credits for attendance at School sponsored field education programs and for the practice of field instruction.
- Provide students with basic information about the Health Insurance Portability and Accountability Act (HIPAA).

# SECTION IV

*Field Education*

*Process and Policies*

## 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 defined some expectations about how often each of the parties should meet together and provided some tools 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:

- Establishing Contact Requirements  
Suggestions for Agency Orientation
- Recommendations for Developing an Agency
- Safety Plan

Currently, the MSW Program provides concurrent placements as the only option for completing practicum hours. This means their practicum experience will occur at same approved agency the Fall and the Spring of that sequentially academic year as they take the required Practice courses. The field education calendar matches the University's calendar (See field education calendars at the beginning of this manual for specific dates); therefore, the students enter practicum in the Fall Semester during August and end practicum for the Fall Semester during December. In order to not disrupt the continuity of learning and commitment to practicum agency and the clients served, students return to the same practicum agency consecutively during the first week that classes begin in January and end May just prior to final exams.

Full-time students complete the required practicum hours at the same time they are taking the other required courses. The part-time students will complete practicum during the year when they are enrolled in the required Practice courses.

### Contact Requirements: Field Instructors, Field Liaisons, and Students

- 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.
- 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 MSW Students' Orientation 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. They should also 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.
- Field Liaisons are expected to contact the Field Instructor during the first 2 weeks of student beginning practicum to inform of the best way to communicate about student's progress, and to initiate an initial relationship with the Field Instructor.

- Field Instructors are expected to provide a minimum of 1 hour of supervision each week to the student.
- 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.
- It is expected that the Student and Field Instructor will be available for supervision and meetings with the Field Liaison.
- 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 SOSW Field Education Department for additional support when there are unresolved issues, or when you need help brainstorming an intervention or solution.

### **Agency Orientation**

Many agencies have activities and paperwork necessary to complete during the student's orientation to the agency that are completed prior to the student becoming actively involved in the work of the agency. Below are suggestions that Field Instructors and Students may find helpful.

1. Develop a brief orientation manual that includes:
 

<ul style="list-style-type: none"> <li>• Organizational chart</li> <li>• Staff and Agency contact information</li> <li>• Agency policy and procedures</li> <li>• Map of the agency</li> <li>• Agency forms</li> <li>• Community resources</li> </ul>	<ul style="list-style-type: none"> <li>• How to engage with students</li> <li>• Confidentiality guidelines</li> <li>• Ethics</li> <li>• Safety</li> <li>• Policy</li> <li>• Breaks, lunch, timesheet</li> </ul>
--	---
  
2. Provide students with the field agency's orientation handbook and review it with the student. It is important for students to spend some time not only learning about the site 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 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.

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

GSU SOSW expects that all Field Instructor's will develop and review a safety plans 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 Instruction**

Field instruction is the primary means through which a collaborative relationship is developed between the Student and the Field Instructor, and also the means through which expectations are clarified and performance evaluated. This is a time to reflect on the activities of the past week - not just to report what you did, but also to discuss learning points, share successes and struggles, and identify any specific needs you may have. This time is different than the informal contacts that occur with the Field Instructor and other agency staff. It is a planned, scheduled time that is set aside to discuss the Student's social work practice. The School of Social Work expects that the student and field instructor will meet weekly for one hour. Depending on the setting, either individual or a combination of individual and group supervision is appropriate.

The practicum offers students the opportunity not only to develop knowledge and skills for social work practice, but to also develop a professional identity as a social worker and as an employee. Students are expected to adhere to the same standards of conduct as the employees in their Field Education agency. Once the Student and Field Instructor have agreed to a schedule of attendance, students are expected to adhere to this schedule unless they are ill, have an emergency, or have negotiated an exception with the Field Instructor. If the Student is unable to adhere to the schedule due to illness or personal/family emergency, he/she is expected to inform the Field Instructor, and others affected by the Student's absence immediately so that his/her responsibilities can be covered. If the student is unable to adhere to the agreed schedule on an ongoing basis, affecting both the agency and his/her learning, the Field Liaison should be informed and a plan made for student continuation in the practicum.

### **Guidelines for Supervision**

Here are some suggestions to help make the field instruction time most effective:

1. Meet weekly, throughout the year, at a regularly scheduled time with few or no interruptions;
2. The student should prepare an agenda of important issues he/she wants to discuss;
3. Use this time to focus on the student's practice (questions, experiences and concerns about practice), rather than as a time to schedule tasks;
4. The student should come prepared with her/his written process recordings, and video or audio-tapes. The importance of video/audio tapes and process recordings should not be underestimated. Though they can be a great deal of work, and sometimes embarrassing to review, they are instrumental in our growth as social workers. They are usually our most potent learning tool with such things as how our verbal tone, body language, and word choice affect our clients and other work associates;
5. The Field Instructor will review the student's written process recordings, video and/or audiotapes and then together will discuss the student's strengths and areas for improvement.
6. The student and Field Instructor will work to develop an open, honest and professional relationship. Part of this relationship will include determining the most effective way to give each other feedback.
7. Students shall embrace mistakes as an opportunity to learn; Field Instructors will provide constructive feedback to the student about his/her activities, along with noting her/his strengths.
9. The student will use the NASW Code of Ethics not only as guide to his/her work with clients, but as a guide to interactions with all other members of the agency;
10. The student should discuss what she/he is learning in classes with the Field Instructor, in the same way that he/she discusses what is occurring in the Practicum with her/his classmates and instructors.
11. This list provides some basic guidelines. The most important thing to remember is to meet regularly, be prepared, and use the time for the student to learn about themselves and their work.

### **Providing Feedback to Students**

It is extremely important to identify any issues-as early as possible-which may hamper the Student's learning in Practicum. In order to accomplish this, a number of different mechanisms have been established to evaluate student progress on an ongoing basis. These include:

1. Initial Learning Contract (developed at the beginning of the student's practicum)
2. Monthly written reflections by the student on their learning and their "work". These are sent to the Field Liaison and shared with the field instructor at the student's discretion.
3. Student Progress Report (due Fall semester, and includes two samples of the student's written work (one reflection and one sample of professional writing)
4. Mid-year evaluation (which a professional writing sample)
5. Spring semester Learning Contract Update and includes two samples of the student's written work (one reflection and one sample of professional writing)
6. End of the year evaluation. It is important that along with the numerical ratings that written

feedback be provided to the student. Original signatures are also required on the final evaluation because this becomes the official record of the student's completion of this requirement.

The above feedback mechanisms are required by the School, and are expected to be completed with the input and review of the field triad: the student, the field instructor and the field liaison. Any of these parties can request to meet to further discuss the student's progress. At a minimum, the school requires weekly supervision between the student and the Field Instructor, and at least one visit each semester by the Field Liaison.

### **Written Communication Requirements for Practicum (Student)**

Written communication is a critical skill for the professional social worker. The development of these skills in Practicum serves two purposes:

- **Critical self-reflection:** students must learn to critically examine and evaluate their own practice with client systems and agency staff. Examples of this type of writing include process recordings and journals. This type of writing is also an important method by which the Student and Field Instructor can collaborate about and discuss the Student's work. It is also an important mechanism for the Field Liaison to stay informed about the student's ability to be self-reflective. The major purpose of this type of writing is for student growth and learning and it does not belong in agency files. With this type of writing the process is more important than form, and does not require detailed attention to spelling, grammar, punctuation, etc. However, it must be written in such a way that those with whom it is shared can understand the meaning.
- **Agency documentation** is designed to contribute to the ongoing work of the agency, and includes such forms as client assessments, summaries, charts, progress notes, court reports, and working memoranda. The major purpose of this type of writing is to communicate with others about the work accomplished and typically belongs in agency files. With this type of writing, not only is the content critical, but so is the form. Attention to spelling, grammar, punctuation, etc. is imperative, since this written work communicates social work professionalism and skill. In accordance with Health Insurance Portability and Accountability Act (HIPAA) of 1996 requirements and the NASW Code of Ethics all identifying client information should be changed or blacked out. Papers written for academic classroom credit are not acceptable.
- Any information shared with the class/instructor will be confidential, within the limits defined by the Code of Ethics and state guidelines. All written materials submitted to the field liaison must follow HIPAA Regulations.

- Students are expected to follow the privacy rules established in HIPAA and not use any Personal Health Information in their writing samples that may identify the client systems with whom they are working. The NASW Code of Ethics is even more stringent than HIPAA in requiring that client confidentiality be protected.

### **The Field Conference: Student/Field Instructor/Field Liaison**

At least once during each semester the Student, Field Instructor, and Field Liaison will meet at the field agency to discuss the Student's progress and assess the learning opportunities available in the field agency. In addition, the Field Liaison acts as a consultant in developing the Learning Contract and is available to the Student and Field Instructor as needed. As part of the consultant role, the Field Liaison maintains contact with the student and Field Instructor through written documentation (see Liaison Reporting Dates on calendar), phone conversations, emails, and agency visits. The Field Liaison is also available for additional field conferences if problems or questions arise which could benefit from his/her expertise. In general, the field conferences should be at least 1 hour in length, and should include a review of the student's learning to date, future plans, and oversight that the appropriate learning opportunities are available to the student and included in the learning plan.

### **Grades**

Students receive credit for each course sequence in their Practicum only after they have completed the total number of clock hours for each course sequence SWK 512, SWK 522, SWK 633 or SWK 638. Grades are recommended by the Field Instructor and assigned by the Field Liaison. Grading for Practicum occurs two different times during the year. An Incomplete (I) may be given when a student has made satisfactory progress, but has insufficient clock hours for completion of the Practicum due to illness or other factors beyond the student's control for which an exception has been granted by the Field Instructor, the Field Liaison and approved by the Director of Field Education, and MSW Program Director. The Associate Dean for the School of Social Work must provide final approval for an incomplete grade. A plan of completion needs to be submitted to the Field Education Office when an Incomplete is assigned.

The vast majority of students will receive a grade each semester. However, the following guidelines exist for those exceptional times when a grade cannot be assigned:

- If a Student receives an unsatisfactory grade (C, D) at the end of first semester, the Field Liaison, Director of Field Education, and MSW Program Director will meet with the student to discuss the student's future in the program.
- If a Student receives a passing grade (A, B) at the end of first semester and an unsatisfactory grade (C, D) at the end of second semester, the student will not receive any credit for the Practicum in which she/he has been enrolled. The Director of Field Education, the Director of the MSW Program, the student, and other appropriate

individuals will meet to discuss the student's future in the program.

- If a Student receives an Incomplete (I), a written plan for completion of the Practicum must be developed by the student, in conjunction with the Field Instructor. The plan must be approved by the Field Liaison, and the Field Education Office. All parties should have a copy of the written plan.

An Unsatisfactory grade in Practicum may be assigned if a student engages in behavior described under "Grounds for Dismissal" in the next section. In these instances, dismissal will be immediate.

#### Change of Grade and Grade Appeal

Change of a grade in Practicum, as in all courses, may be made only if the original grade resulted from error. As stated in the University Policies & Regulations:

Appeals related to grades are addressed through the University's grade appeals process. It is an important part of the teaching responsibility of the faculty to provide careful evaluation and timely assignment of an appropriate grade to each enrolled student. There is a presumption that assigned grades are correct. It is the responsibility of the student appealing an assigned grade to demonstrate otherwise. In the absence of compelling reasons, such as instructor's error or clerical error, etc., the grade determined by the instructor of record is to be considered final.

#### **Protocol for Student Performance Concerns**

If the student's behavior does not meet the criteria for immediate dismissal, the following procedures must occur before an Unsatisfactory grade will be assigned in Practicum:

The Field Instructor must inform the Student of the specific aspects of his/her performance which are not meeting the expectations of satisfactory performance. It is usually appropriate to begin with just a face to face conversation about the concerns. However, significant concerns or repeat concerns that are not improving after discussion with the student should be immediately communicated to the Field Liaison. In addition, these performance concerns should be documented in writing on the Practicum Concern Form (included in this handbook and also found on-line). The student, Field Instructor and Field Liaison are expected to meet to develop a behaviorally specific, time-limited contract to help the student meet expectations in the areas of concern. This contract must be behaviorally specific so that the Student, Field Instructor and Liaison can all measure if the student has met the expectations to receive a passing grade. The contract is an integral part of the Practicum Concern Report and must specify:

- The performance areas that need improvement;
- The responsibilities of the student for demonstrating progress;
- The responsibilities of the Field Instructor in supporting the student;
- The specific means by which progress will be evaluated; and
- The dates when progress will be evaluated and the final grade determined. All parties should sign the written plan. The Field Liaison will inform the Director of Field Education if a student is in danger of disrupting from practicum, or receiving an unsatisfactory evaluation.

The Field Liaison is expected to inform the Director of Field Education and to be actively involved in any situation where the student is in danger of disrupting from practicum or receiving an unsatisfactory grade, and will offer consultation during this period to the student and the Field Instructor. The Field Liaison may require specific documentation from the Student and/or the Field Instructor. The Field Liaison is responsible for assigning the final grade.

Professional Development includes the continued development of professional identity as a social work administrator and advocate, an increasingly complex understanding of how the NASW Code of Ethics affects social work administrative and advocacy practice, taking active responsibility for one's own learning and performing in a professional manner, and developing an approach to administrative and advocacy practice that is client-centered.

- The basic components of professional behavior.
- Verbal and written communication skills.
- Student responsibility for own learning.
- The NASW Code of Ethics.
- Reflective practice skills.
- Use of supervision and consultation
- Collaborative practice

Strengthening staff performance in a diverse workplace includes the ability to apply knowledge and skills in (1) supervision and management of social workers and other human service staff; (2) building teams and organizational cultures that maximize staff morale and job satisfaction; and (3) create and maintain workplaces they reflect, contribute to, and celebrate diversity in the larger community.

- Strengths perspective and client-centered administrative practice
- Supervision and management of social workers, other human service staff members, and volunteers.
- Team building and organizational cultures that maximize staff/volunteer



- morale, and job satisfaction.
- Creation and maintenance of workplaces that reflect, contribute to, and celebrate diversity in the larger community.
- Recruitment, interviewing and hiring staff
- 

### **Recommended Assignments:**

Students are expected to develop an individual learning contract, in conjunction with their field instructor and field liaison, that will specify the activities they will be involved in to accomplish the defined field practicum learning objectives. Their contracts will also specify how the attainment of the objectives will be measured. At the core of practice is knowledge about concepts related to client-centered administrative practice, and the ability to practice in a manner consistent with social work's values and ethics and the themes of the school.

In these instances, dismissal will be immediate. However, if the student's behavior does not meet the criteria for immediate dismissal, the following procedures must occur before an Unsatisfactory grade will be assigned in Field Education:

- The field instructor must inform the student of the specific aspects of his/her performance which are not meeting the expectations of satisfactory performance and immediately notify the field liaison of her/his concerns;
- The student, field instructor and field liaison must meet to develop a behaviorally specific, time-limited contract to help the student meet expectations in the areas of concern (complete Field Practicum Concern Form). This contract must be behaviorally specific so that the student, field instructor and liaison can all measure if the student has met the expectations to receive a passing grade. The contract must specify the performance areas that are needing improvement; the functional responsibilities of the student for demonstrating progress; the functional responsibilities of the field instructor of supporting the student; the specific means by which progress will be evaluated; the dates where progress will be evaluated and the determination of the final grade. The Field Liaison will inform the Director of Field Education if a student is in danger of receiving an unsatisfactory evaluation.
- The Field Liaison is expected to be actively involved in any situation where the student is in danger of receiving an unsatisfactory grade and will offer consultation during this period to the student and the field instructor. The field liaison may require specific documentation from the student and/or the field instructor. The field liaison is responsible for assigning the final grade.

## **Field Education Policies and Procedures**

This section should be read in conjunction with the School of Social Work's MSW 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. 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 Act 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.

## **Practicum Disruptions**

### **Unanticipated Agency Change**

Sometimes changes within the field agency make it impossible for the agency to continue to support the educational needs of the student. Such changes may include budget cuts, staff changes, and loss of clients. In these instances, the Field Instructor needs to inform the Field Liaison immediately. The Field Liaison will then immediately contact the Field Education Office and arrangements will be made for the student to be placed in a different Field Education agency. When the change in Practicum is due to changes in the Field Education agency, the student will be given credit for the hours they have accrued.

### **Field Placement Mismatch**

If a significant mismatch has occurred between the student and the field agency or Field Instructor that was not apparent during the placement interview, a change in placement may be considered. In order for a change to be considered, the Student and Field Instructor should first discuss any difficulties with one another, and then invite the Field Liaison to meet with them if the problem cannot be resolved. If the Field Liaison agrees that there are irreconcilable differences for either the student or the agency, then the Field Liaison will immediately inform the Director of Field Education and complete a Practicum Disruption Form. Depending on the

circumstances, a student may be immediately placed in a new agency, or the student may be required to delay her/his Practicum until a Field Education agency is available that meets his/her educational needs. Credit for hours accrued prior to the disruption will be negotiated based on all of the factors in the particular situation. In situations where the Practicum is disrupted, the Director of Field Education may ask to meet with the student, the Director of the MSW Program and any other appropriate individuals to develop a plan for the student's progress in the program.

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 the field practicum, may not be eligible to complete the degree requirements. The student and his/her academic advisor will explore alternative educational and career options.

#### **University Policy on University Holidays, Inclement Weather, and Fall/Thanksgiving/Winter and Spring Breaks**

- **University Holidays:** If a student is scheduled to be in Practicum on a day that the University has cancelled classes students are not required to attend practicum, and these hours count towards the student's total clock hours. If the student is not scheduled to be in Practicum, then these hours do not count towards the student's total clock hours. However, as with sick/family leave, it is expected that students will behave in a professionally responsible manner and make appropriate arrangements for their absence.
- **Fall, Thanksgiving, Winter and Spring Breaks:** Students are entitled to GSU's Fall, Thanksgiving, Winter and Spring University breaks. However, in order to maintain continuity of care to clients, students should develop an appropriate plan for client coverage with their Field Instructor during these absences. It is not expected that students will be in practicum during these breaks and thus no practicum hours are accrued.
- It is important for students to be in practicum while classes are in session so that they will continue to have the learning opportunities needed to support classroom assignments and so agencies can assign professional duties within known temporal parameters.
- **Inclement Weather:** students are expected to attend Practicum during inclement weather if the agency is open. If the agency closes due to inclement weather when a student is scheduled to be in attendance, students are not required to attend Practicum, and these hours count towards the student's total clock hours.

The Field Education Office is supportive of students counting the following activities toward their total clock hour requirements when negotiated with, and agreed to by the student's field instructor, in advance of the event.

- Attendance at school-sponsored educational programs. Examples of school sponsored educational programs include Social Work Month events, membership on School of Social Work committees. Prior approval must be obtained from the Field Instructor or the student's supervisor.
- Attendance at field agency-authorized educational programs.

**POLICY STATEMENT 1.1 - Field Placement 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 field placement assignment prior to the notification of the student. The agency 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 letter must be submitted to the Director of Field outlining the student's rationale for a field placement reassignment.
  - 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 justification 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 2.1 - 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 MSW 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.

### **POLICY STATEMENT 3.1 – PROCEDURE FOR WITHDRAWING A STUDENT FROM AN AGENCY**

**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.

**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 admission to the MSW Program the potential student will receive (or be required to purchase) a copy of the GSU Code of Student Conduct, 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 *Code of Student Conduct* 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.

1. *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.

**Nondiscrimination**

Along with the expectation that students abide by standards set forth in the School of Social Work's Student Handbook, it is also expected that others abide by these same standards. As stated in the student Handbook:

Grambling State University supports this value commitment in its policy on nondiscrimination. The university is committed to providing an equal opportunity for all qualified individuals to be considered for employment, benefits and conditions of employment, educational programs and activities, regardless of race, religion, color, sex, disability, national origin, ancestry, age, veteran status, sexual orientation, marital status or parental status.

This value commitment is also part of the Code of Student Rights and Responsibilities. This Code "protects the rights of every student and describes responsibilities or expectations for student conduct." As such, it forms a significant part of the rules of the campus community. students are expected to familiarize themselves with the policies that govern student conduct.

If a student believes that his/her rights have been violated they are encouraged to seek

consultation from a faculty consultant on harassment and discrimination. Or, as with any member of the University community the student has the right to contact appropriate University personnel to discuss their concerns and options, but must abide by the appropriate chains of command in accordance with the University's Student Handbook.

The same rights afforded to students are afforded to all members of the University Community and violation of these rights by a student may be grounds for dismissal.

### **Policy Statement: Sexual Harassment**

*Purpose of the policy:* Among the principles which guide the School of Social Work is the belief that all people deserve to be treated in a manner that recognizes their individuality, dignity and self-worth. In order to promote this principle, the sexual harassment of students, faculty, and/or staff is strictly prohibited.

A. *Definitions:* Sexual harassment is defined as unwelcome sexual advances, request for sexual behaviors, or verbal or physical conduct of a sexual nature when:

Submission to such conduct is made either explicitly or implicitly, a term or condition of an individual's employment, or as a condition for a student's grade, or as a condition of a student's admission into, continuation in, or graduation from the program.

Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or as the basis of an academic decision affecting a student.

Such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working/education environment.

When this policy is not specific on a certain point, faculty members and field staff are expected in good faith, to conduct their activities in the spirit of social responsibility embodied in this policy.

B. *Faculty-student Relations:* The NASW Code of Ethics is clear in regard to the character of relationships. In keeping with the spirit of the Code of our profession and in recognition of the power faculty potentially have over the academic careers of students, intimate relations between faculty and social work students are unacceptable.

Students who experience discomfort when observing or being subjected to a faculty member's (1) personally directed sexually oriented remarks in or outside of the classroom or (2) inappropriate behaviors of a sexual nature, (i.e., intimate touching, kissing, caressing) are experiencing sexual harassment.

Further, the faculty is cautioned against behaviors that create the percept of sexual harassment. Under no circumstances is it acceptable for a faculty member to date a social work student. It is the belief of the School of Social Work that amorous relationships between the faculty and their students, due to the natural power imbalance between the faculty and students, could be potentially damaging to the student. Just as social work practitioners should not date their clients, the faculty should not date their students.

**Field:** When in Field placement, agency staff serves as Field Instructors, Placement Supervisors, and agency colleagues. As such, sexual harassment of a student by field agency staff is also strictly prohibited. Field agency staff are to conduct themselves in a professional manner in all of their GSU dealings with social work students. Dating between field staff and students is not acceptable. Allegations by students regarding sexual harassment by field staff should be reported to the student=s Field Liaison and to the Director of the Field Education Program.

**Staff-faculty Relations:** The NASW Code of Ethics is clear about the need for social workers to respect and demonstrate ethical principles in their relations with professional colleagues. The same principles apply within the School of Social Work. It is never appropriate for the faculty to carry on intimate relationships with subordinate staff members. Any unwelcome sexual advances made explicitly or implicitly by a faculty member having supervisory responsibilities for other faculty or staff members constitutes sexual harassment and will not be tolerated within the School of Social Work.

Any individual who believes she/he has been sexually harassed should report her/his complaint to the School Director and/or her/his academic advisor. \* All complaints regarding sexual harassment will be forwarded to the University=s EEO office for review.

\*Obviously in cases where the accusation is made against the School Director or Academic Advisor, another faculty member or the Dean should be consulted.

#### **POLICY STATEMENT: VIOLENCE IN THE WORK PLACE**

Purpose of Policy: To provide an organized mechanism for training to prevent and/or address potential violent situations and to outline a mechanism for reporting potential and actual incidents.

1. Students will review the policies of the field placement agency and follow the outlined procedures. The field instructor is to review these procedures and provide students with training on defusing potentially violent situations. Students will also be provided training at the field internship orientation and training.
2. Students are to report all incidents of or potential incidents of violence in the workplace to both the field instructor and faculty field liaison immediately.

3. Students will follow the university policy as well as the agency policy in resolving the incident.

**POLICY STATEMENT: STUDENT PLACEMENT AT PLACE OF EMPLOYMENT**

Purpose of Policy: To clearly define Grambling State University School of Social Work stance on placement at place of employment.

**POLICY:** Effective Fall 2019 semester, MSW students are authorized upon prior approval and submission of the required approval documents to be placed for their field internship at their place of employment (EBP). Please see Section for EBP documents and requirements. All forms must be submitted and approved by the Field Education Office prior to field placement at a student's place of employment. There must be clear evidence that the student's regularly paid employment is separate from their field practicum.

**POLICY STATEMENT: ALCOHOL AND SUBSTANCE ABUSE (8/2014)**

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 as mentioned in first paragraph. Therefore, 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.

### **Grounds for Dismissal**

Grounds for Dismissal may include behaviors which may be exhibited in interactions with clients, field agency staffs, faculty, students, and other individuals. These behaviors are specified in the Student Code of Conduct for the University and the School of Social Work. For example, such behaviors may include, but is not limited to the following:

Behavior that is illegal does not adhere to the NASW Code of Ethics or reflects other forms of inappropriate professional behavior will be grounds for dismissal from the SOSW and MSW program. This could include, but is not limited to sexual or racial harassment or harassment concerning sexual orientation, threatening behavior, plagiarism, theft and sexual misconduct with clients, and illegal use of drugs and other substances. This is inclusive of all behavior related to the status of students in the School of Social Work.

Unanticipated changes within the field agency that makes it impossible for the agency to continue to support the educational needs of the student. Such changes may include budget cuts, staff changes, and loss of clients. In these instances, the Field Instructor needs to inform the Field Liaison immediately. The Field Liaison will then immediately contact the Field Education Office and arrangements will be made for the student to be placed in a different Field Education agency. When the change in Practicum is due to changes in the Field Education agency, the student will be given credit for the hours they have accrued.

If a significant mismatch has occurred between the student and the field agency or Field Instructor that was not apparent during the placement interview, a change in placement may be considered. In order for a change to be considered, the Student and Field Instructor should first discuss any difficulties with one another, and then invite the Field Liaison to meet with them if the problem cannot be resolved. If the Field Liaison agrees that there are irreconcilable differences for either the student or the agency, then the Field Liaison will immediately inform the Director of Field Education and complete a Practicum Disruption Form. Depending on the circumstances, a student may be immediately placed in a new agency, or the student may be required to delay her/his Practicum until a Field Education agency is available that meets his/her educational needs. Credit for hours accrued prior to the disruption will be negotiated based on all of the factors in the particular situation. In situations where the Practicum is disrupted, the

Director of Field Education may ask to meet with the student, the Director of the MSW Program and any other appropriate individuals to develop a plan for the student's progress in the program.

Students are responsible for reading the School of Social Welfare's Student Handbook, Field Education Manual, and the NASW Code of Ethics. Students will be held responsible for knowing the information about professional conduct specified in these documents.

### **Protocol for Student Performance Concerns**

If the student's behavior does not meet the criteria for immediate dismissal, the following procedures must occur before an Unsatisfactory grade will be assigned in Practicum:

The Field Instructor must inform the Student of the specific aspects of his/her performance which are not meeting the expectations of satisfactory performance. It is usually appropriate to begin with just a face to face conversation about the concerns. However, significant concerns or repeat concerns that are not improving after discussion with the student should be immediately communicated to the Field Liaison. In addition, these performance concerns should be documented in writing on the Practicum Concern Form (included in this handbook and also found on-line). The student, Field Instructor and Field Liaison are expected to meet to develop a behaviorally specific, time-limited contract to help the student meet expectations in the areas of concern. This contract must be behaviorally specific so that the Student, Field Instructor and Liaison can all measure if the student has met the expectations to receive a passing grade. The contract is an integral part of the Practicum Concern Report and must specify:

- The performance areas that need improvement;
  - The responsibilities of the student for demonstrating progress;
  - The responsibilities of the Field Instructor in supporting the student;
  - The specific means by which progress will be evaluated; and
  - The dates when progress will be evaluated and the final grade determined. All parties should sign the written plan. The Field Liaison will inform the Director of Field Education if a student is in danger of disrupting from practicum, or receiving an unsatisfactory evaluation.
2. The Field Liaison is expected to inform the Director of Field Education and to be actively involved in any situation where the student is in danger of disrupting from practicum or receiving an unsatisfactory grade, and will offer consultation during this period to the student and the Field Instructor. The Field Liaison may require specific documentation from the Student and/or the Field Instructor. The Field Liaison is responsible for assigning the final grade.

Professional Development includes the continued development of professional identity as a

social work administrator and advocate, an increasingly complex understanding of how the NASW Code of Ethics affects social work administrative and advocacy practice, taking active responsibility for one's own learning and performing in a professional manner, and developing an approach to administrative and advocacy practice that is client-centered.

The basic components of professional behavior:

- Verbal and written communication skills.
  - Student responsibility for own learning.
  - The NASW Code of Ethics.
  - Reflective practice skills.
  - Use of supervision and consultation
  - Collaborative practice
3. Strengthening staff performance in a diverse workplace includes the ability to apply knowledge and skills in (1) supervision and management of social workers and other human service staff; (2) building teams and organizational cultures that maximize staff morale and job satisfaction; and (3) create and maintain workplaces they reflect, contribute to, and celebrate diversity in the larger community.
- Strengths perspective and client-centered administrative practice
  - Supervision and management of social workers, other human service staff members, and volunteers.
  - Team building and organizational cultures that maximize staff/volunteer morale, and job satisfaction.
  - Creation and maintenance of workplaces that reflect, contribute to, and celebrate diversity in the larger community.
  - Recruitment, interviewing and hiring staff

Disciplinary Process:

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 student's 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.

# **SECTION V**

## ***FIELD FORMS AND REPORTS***





COLLGE OF PROFESSIONAL STUDIES

SCHOOL OF SOCIAL WORK

**MSW FOUNDATION YEAR 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 (F)
2. Insufficient (D)
3. Emerging Competent Foundation (C)
4. Competent Foundation (B)
5. Advanced Competent Foundation (A)

**Instructions for rating interns on the 9 competencies in the first part of the evaluation.**

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.

\*If a student did not perform a competency due to “no opportunity” or not service not handled in the agency, then give the student N/A and make a statement in the “Comments” section to explain the discrepancy in scores.

<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						
Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services						

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						
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 \_\_\_\_\_

TOTAL POINTS RECEIVED/GRADE \_\_\_\_\_

140-155	A	Advanced Competencies
120-139	B	Competent
90-119	C	Emerging Competencies
80-89	D	Insufficient
79-Below	F	Unacceptable

**COMMENTS:**

_____	_____
Agency Field Instructor	Date
_____	_____
Student	Date
_____	_____
Faculty Field Liaison	Date
_____	_____
Director of Field Education	Date
_____	_____
Other, Please Specify	Date



COLLGE OF PROFESSIONAL STUDIES  
SCHOOL OF SOCIAL WORK  
**DIRECT PRACTICE 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 (F)
2. Insufficient (D)
3. Emerging Direct Practice Competencies (C)
4. Competent Direct Practice (B)
5. Advanced Direct Practice Competencies (A)

**Instructions for rating interns on the 9 competencies in the first part of the evaluation.**

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.

\*If a student did not perform a competency due to “no opportunity” or not service not handled in the agency, then give the student N/A and make a statement in the “Comments” section to explain the discrepancy in scores.

<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						
Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services						

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						
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 \_\_\_\_\_

Total Points Based on 31 Competencies/Grade \_\_\_\_\_

- 140-155      A      Advanced Competencies
- 120-139      B      Competent
- 90-119      C      Emerging Competencies

80-89            D        Insufficient  
79-Below       F        Unacceptable

COMMENTS:

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

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student**

\_\_\_\_\_  
**Date**

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

\_\_\_\_\_  
**Date**

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

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Other, Please Specify**

\_\_\_\_\_  
**Date**

**Grambling State University School of Social Work  
EMPLOYMENT-BASED PRACTICUM**

**EBP Practicum Form**

**Grambling State University School of Social Work  
Employment-Based Practicum (EBP)  
Field Instructor Responsibilities  
Agreement Form**

The Field Instructor is the student's primary educational resource within the agency, and as such agrees to support the educational goals of the School of Social Work's field education program. The field instructor must be willing to assume the overall responsibility for the student's educational experiences in the agency. The time commitment required of a field instructor is approximately 4 hours/week (1/2 day). To qualify, the field instructor must have a MSW degree from an accredited school of social work and at least two years of successful post-MSW experience. Specific responsibilities include:

1. Prepare for and conduct **regularly scheduled face to face weekly supervision conferences** with the student. Conferences are a minimum of 1 hour each week for the full calendar. A **minimum** of 30 hours of field education conferences is expected.
2. **A minimum of 50% of practicum hours must be spent in direct client practice.**
3. Collaborate with the student in identifying safety concerns that need to be considered in the agency and practice, and develop a safety plan with the student.
4. Abide by the NASW Code of Ethics in your relationships with clients, colleagues and students and include discussions about the Code of Ethics in the weekly field education conferences with the student.
5. Actively collaborate with the student and Field Liaison in the development, implementation and ongoing use of the Learning Contract.
6. Coordinate any student learning experiences that are overseen by other staff members.
7. Provide the student with ongoing feedback on the student's performance, including evaluation of both process and content oriented records that are required by the School.
8. Support the student in gaining access to additional learning opportunities and resources in the agency and professional community that may be of interest to the student.
9. Maintain an ongoing evaluation of the student's progress (verbal and written), and complete written evaluations of the student as required by Grambling State University School of Social Work.
10. Collaborate with the Field Liaison in planning, review and evaluation of the student's performance; recommend a mid-year and final grade to the Field Liaison.

11. **Inform the field liaison promptly of any problem in the field placement and, when necessary, develop a detailed written plan of remedial action with the student and field liaison.**
12. Participate in school-sponsored field education meetings in the School of Social Work, and attend the seminar for field instructors in August.
13. Provide feedback to the field Liaison and the Field Education office on the performance of the student's responsibilities.
14. If not already on file in the Field Education office, complete a resume and submit to the Field Education Office.  
For EBP (Employment Based Practicum's):
15. Ensure the student is fulfilling designated practicum hours that are very different from the student's employment responsibilities (different client populations, paperwork, skill set, staff etc). \*A minimum of 50% of practicum hours must be spent in direct client practice.
16. Thoroughly review the students EBP application, showing your agreement and support of Grambling State University's School of Social Work's expectations for EBP's.
17. Actively collaborate with the student's agency work supervisor. This collaboration is likely to include coordination of student hours/work load to ensure reduced work responsibilities, as well as dedicated practicum hours, along with resolving tensions that a student might experience between work and practicum responsibilities.

*The submission of these materials indicates you have reviewed and agree to provide a practicum setting which meets School of Social Work's learning objectives for the level of student you requested, as well as your agreement to abide by the requirements for field instruction. (If the field instructor is not the person filling out this form, it is the agencies responsibility to be sure the field instructor receives a copy).*

Agency:	
Printed Name of Authorized Official :	Signature:
Title:	Mailing Address:
City:	State and Zip Code:
Telephone Number	Email Address:
Name of student being supported:	

### **The Pieces: Putting the EBP Application Together**

- I. **Page 1 & 2 of this application (What is an EBP?) signed by all parties**
- II. **Application Check-Off Sheet**

It is the responsibility of the applicant to complete the application for an employment Based Practicum, and to communicate with the Field Education Office about this process. *Part of the assessment for approving an EBP application is the student's ability to organize and follow*

*application instructions in a timely and complete manner.* As stated in this application and at the EBP information sessions, **the application deadline is firm. ALL APPLICATIONS MUST BE POSTMARKED, OR OTHERWISE RECEIVED IN THE FIELD EDUCATION OFFICE NO LATER THAN 5:00 PM ON THE DUE DATE OR THEY WILL NO BE CONSIDERED.**

Please use this form to determine when the application is complete and ready to be sent to the Field Education office. Please include the original and one copy of each of the documents listed under part B in the application and submit in the order listed. This will help the Field Education office expedite the initial review of applications and therefore determine final decisions in a timely manner.

III. **A brief written statement identifying your personal circumstances; why are you applying for an EBP?**

IV. **EBP Cover Page**

This information is important if the Field Education office needs to contact the applicant or the agency for clarification, or the evaluate if the agency and field instructor meet the educational standards established by the School of Social Work at Grambling State University.

V. **Current Job Description**

Include a copy of your current job description. This document is very important in understanding the separation between the proposed practicum and your current job responsibilities.

VI. **Practicum Proposal Form**

The applicant is required to have practicum experiences different from his/her current job description. For example, if the applicant's employment involves providing case management to children and families, the proposed practicum should be on a different unit serving a different client population (i.e. providing services to adults with mental illness). This section helps define appropriate learning opportunities required by the school to meet the educational goals of the Foundation Level year of study. The framework for the learning opportunities required begins of page 14 of this application. It is the applicant's responsibility to carefully review this section with appropriate agency representatives, and then identify the learning opportunities that are available, or that can be developed in the proposed EBP agency setting. *The applicant must carefully review this section with his/her supervisor, agency administrator, and proposed Field Instructor before completing the application. What you will be doing for your proposed practicum should be well developed by the time your application is submitted. It should be obvious to the EBP reviewer what specifically you will be doing for your practicum, and how it is distinctly different from your job.*

It may be helpful to remember that the goal of the Foundation (1<sup>st</sup>) year in the MSW program is to provide educational opportunities that give a student good exposure to generalist social work practice. A student's 2<sup>nd</sup> year should be heavily weighted on honing the student's clinical social work skills.

VII. **Draft of the student's proposed weekly calendar**

151

Grambling State University School of Social Work • P. O. Box 4274 • Grambling, LA 71245  
• (318) 274-2373 (Field Office) • (318) 274-3254 (Fax)

As part of the EBP application—we request a clear plan or schedule for practicum. We ask the student, field instructor and supervisor to sit down and develop a draft calendar showing what the student’s week is generally going to look like. When the student will be working their job, when the student will be in classes, and when the student’s designated hours for practicum will be (and what specifically they will be doing). In other words, help us to visualize what a practicum week will look like for you, keeping in mind that you have hours per week that will be devoted to practicum. For instance, if you will be working at the elementary schools for part of your practicum, when will you be at those schools each week and what will you be doing? (ex: Monday’s: 8-noon-My job; 1-5pm Practicum, John Doe Elementary, Social skills group 1-2pm, individual counseling 2-3pm, classroom observation/support/family consultation 3-5pm) The proposed calendar doesn’t have to be set in stone, and can change as needed, but we want to be sure that the 3 parties (student, F1, and agency supervisor) have thought through a clear plan that is supported by everyone and that meets the EBP requirements. This plan (or a slightly revised one) can then be used in the learning contract this Fall. If the proposed plan needs major revision due to unforeseen circumstances you will need to submit a revision, in writing, to the field education office.

#### VIII. **Letters of Support:**

This application requires that (3) different parties write letters of agreement concerning the applicant’s proposed Employment Based Practicum – An Agency Administrator, the applicant’s Supervisor and the Proposed Field Instructor. The reason for these letters, and the detailed content that is requested, is to ensure that the applicant’s proposal is being supported through careful consideration of the implications for all involved. **An EBP cannot just be added on to the applicant’s current work responsibilities, nor can the student’s current job responsibilities serve as the practicum.** *Rather the development of an EBP requires an investment in the student’s learning by all parties.* It is hoped that these letters will facilitate the conversation, which will lead to a thorough understanding of the mutual commitments needed to make an EBP successful. **It is the student’s responsibility to provide the individual’s writing these letters with a copy of the application and specifically the following points of information requested in the respective letters.**

##### A. **Letter of Agency Authorization and Support from the Agency Administrator**

An employment Based Practicum requires the support of the agency administration in order for it to be a sound educational experience. This letter should be written by the agency administrator that is responsible for assigning staff and work responsibilities within the office in which the applicant is located. This letter needs to specify the type of support the agency is willing to offer to the student, and needs to include the following information:

- Describe the social work services the agency provides, and who within the agency provides these services. If qualified social workers are not currently employed in the agency, please comment on this.
- Describe the learning opportunities your agency can provide (please see the specific learning objectives beginning on page 14 of this application packet). These educational experiences must



include opportunities to work directly with individuals and groups in a manner that will provide the student with the opportunity to do culturally competent psychosocial assessments as well as develop and implement intervention plans (50% of a student's practicum hours must be direct client contact). It may be helpful to remember that the student applicant is in the Foundation level of the MSW program (1<sup>st</sup> year). Consequently, the practicum opportunities should be heavily weighted on honing social work skills that are generalist in nature—those educational opportunities that give a student good exposure to generalist social work practice. A student's 2<sup>nd</sup> year will be heavily weighted on honing either clinical or administrative social work skills---depending on the track a student chooses. Applicants will also need to have the opportunity to work within the organizational infrastructure to experience decision-making processes in the agency, and how these processes can impact the provision of client services.

- The practicum responsibilities must be **clearly different from the student's employment responsibilities**. For example, if the applicant's employment involves providing case management to children and families, the proposed practicum would need to allow the student to be reassigned to a different unit/client population etc. for the designated hours of practicum (i.e.: providing services to adults with mental illness); in order to maximize student learning, an EBP student should experience as part of their practicum different client populations, different staff, different paperwork, different community supports etc. from their regular job. Please identify what opportunities are available to the applicant to meet this need.
- The agency is able to support the student's educational goals. For example, the agency would need to support the student missing some work time to attend academic classes (most full-time students will be taking 4 academic courses in addition to their practicum). The agency must also be able to reduce the employee's regular work responsibilities to support the reassignment of the student to a different position within the agency; a student will not be able to work their normal 40 hours a week job while also completing the practicum and coursework. Rather, most EBP students have work responsibilities reduced to around 20 hours, then serve their practicum hours in a different unit in the agency (16 hours for Foundational Level students), while also taking classes. How will this be accommodated?
- Clearly specify the number of hours that the student will be expected to be in the agency each week—including the hours for both their current job and for the practicum. Foundation Level practicum students are expected to have 16 hours/week in practicum related activities. **Practicum cannot just be added on to the applicant's current work responsibilities, and an applicant's work responsibilities cannot be counted as the practicum.** While there may be some activities that are required for both the applicant's work and practicum, this overlap should be minimal, and no more than 2-5 hours each week (weekly meetings, etc.).
- Please specify the manner in which the agency will provide a qualified field instructor. This person may come from either within the agency or the agency may contract with a non-staff member from the community. ***The Field instructor must be someone other than the applicant's work supervisor, and must have an MSW from an accredited school of Social Work with at***

*least 2 years of successful post MSW experience. The Field Instructor is required to meet face to face with the student for 1 hour per week.*

- The agency must agree to provide support for the Field instructor to carry out the responsibilities required of them, including granting the instructor sufficient time and resources to carry out instructional responsibilities with the student, the agency and the School. **Average time is approximately ½ day per week.**
- Please specify how the agency will support the applicant's work supervisor in completing his/her responsibilities given the required changes in the applicant's employment responsibilities.

**B. Letter of Authorization and Support from the Applicant's Employment Supervisor**

An employment Based Practicum requires the support of the applicant's work supervisor in order for it to be a sound educational experience. Even if the agency administration agrees to the conditions of an EBP, there needs to be a clear agreement between the agency administrators, the work supervisor, the proposed field instructor and the applicant about how the applicant's work responsibilities will be reduced, and the support the applicant will be given for his/her educational program. This letter needs to specify the type of support the employment supervisor is willing to offer to the student, and needs to include the following information:

- The School of Social Work requires the applicant's field instructor to be different from his/her work supervisor. However, it is also imperative that a good working relationship be established between the field instructor and work supervisor in order to ensure appropriate learning opportunities for the applicant. Please comment on your current working relationship with the proposed field instructor and the manner in which you foresee this collaboration around the applicant's learning occurring with the agency.
- Describe the learning opportunities your agency can provide (please see the specific learning objectives beginning on page \_\_\_ of this application packet). These educational experiences must include opportunities to work directly with individuals and groups in a manner that will provide the student with the opportunity to do culturally competent psychosocial assessments as well as develop and implement intervention plans (50% of a student's practicum hours must be direct client contact). It may be helpful to remember that the student applicant is in the Foundation level of the MSW program (1<sup>st</sup> year). Consequently, the practicum opportunities should be heavily weighted on honing social work skills that are generalist social work practice. A student's 2<sup>nd</sup> year should be heavily weighted on honing clinical social work skills. Applicants will also need to have the opportunity to work within the organizational infrastructure to experience decision-making in the agency, and how these processes can impact the provision of client services. Please clearly describe what these different learning opportunities will be and how you will ensure that they are adequately utilized.

- The practicum responsibilities must be **clearly different from the student's employment responsibilities**. For example, if the applicant's employment involves providing case management to children and families, the proposed practicum would need to allow the student to be reassigned to a different unit/client population, etc., for the designated hours of practicum (i.e. providing services to adults with mental illness, etc.); In order to maximize student learning, an EBP student should experience as part of their practicum, different client populations, different staff, different paperwork, different community supports, etc., from their regular job. Please identify what opportunities are available to the applicant to meet this need.
- The agency is willing and able to support the student's educational goals. For example, the agency would need to support the student missing some work time to attend academic classes (full-time students will be taking 4 academic courses in addition to their practicum). **The agency must also be able to reduce the employee's regular work responsibilities to support the reassignment of the to a different position within the agency; a student will not be able to work their normal 40 hours a week job while also completing the practicum and coursework. Rather, most EBP students have their work responsibilities reduced to around 20 hours, then serve their practicum hours in a different unit of the agency** (16 hours/week for 1<sup>st</sup> year MSW students), while also taking classes. How will this be accommodated? Please include in your comments any potential problems with staff coverage and getting job responsibilities met during the times the applicant will be in classes and practicum.
- Clearly specify the number of hours that the student will be expected to be in the agency each week – including the hours for both their current job and for the practicum. Foundation Level practicum students are expected to have 16 hours/week in practicum related activities. **Practicum cannot just be added on the applicant's current work responsibilities, and an applicant's work responsibilities cannot be counted as the practicum.** While there may be some activities that are required for both the applicant's work and practicum, this overlap should be minimal, and no more than 2-5 hours each week.
- What kind of support have you received from the agency to complete your responsibilities given your support of the applicant's educational program?

### C. Letter from Proposed Field Instructor

The Field Instructor for a student in an Employment Based Practicum has the additional task of helping the student prioritize his/her learning and work. As noted on the Field

Instructor Responsibilities Agreement Form that is included in the application packet, the **Field Instructor agrees to provide at least 1 hour of face-to-face practice supervision to the student each week.** The time commitment to carry out Field Instructor responsibilities is approximately  $\frac{1}{2}$  **day each week.** In order to provide quality field instruction, the Field Instructor must have the support of the Agency, and in an EBP, also have a good working relationship with the student's work supervisor. In this letter, please comment on:

- Your prior experience as a Field Instructor for a MSW student, and your reasons for accepting the responsibilities to supervise this applicant. If you have supervised MSW students in the past that were not employed at your agency, how do you view supervising a student who is employed by the agency as being different?
- What relationship do you currently have with the applicant, if any? For example, you know each other from the break room, but never worked together; or you may not work together, but have developed a close personal friendship through volunteer activities. If you do have a prior relationship with the applicant, please discuss how you think this will influence your role as a Field Instructor and how you will manage the tensions that will invariably arise.
- The agreement that you have with the Agency around assuming responsibility as the applicant's Field Instructor, including time released from your other work obligations, and agreements of confidentiality around the applicant's learning. Please include a statement identifying your commitment and ability to provide 1 hour of face to face field instruction each week.
- Describe the learning opportunities developed for this employment based practicum (please see the specific learning objectives beginning on page 14 of this application packet). These educational experiences must include opportunities to work directly with individuals and groups in a manner that will provide the student with the opportunity to do culturally competent psychosocial assessments as well as develop and implement intervention plans (50% of a student's practicum hours must be direct client contact). It may be helpful to remember that the student applicant is in the Foundation level of the MSW program (1<sup>st</sup> year). Consequently, the practicum opportunities should be heavily weighted on honing social work skills that are generalist in nature—those educational opportunities that give a student good exposure to generalist social work practice. A student's 2<sup>nd</sup> year will be heavily weighted on honing either clinical or administrative social work skills—depending on the track a student chooses. Applicants will also need to have the opportunity to work within the organizational infrastructure to experience decision-making processes in the agency, and how these processes can impact the

provision of client services. Please clearly describe what these different learning opportunities will be, and how you will ensure that they are adequately utilized?

- The practicum responsibilities must be **completely different from the student's employment responsibilities**. For example, if the applicant's employment involves providing case management to children and families, the proposed practicum would need to allow the student to be reassigned to a different unit/client population etc. for designated hours of practicum (i.e.: providing services to adults with mental illness etc.) In order to maximize student learning, an EBP student should experience as part of their practicum different client populations, different staff, different paperwork, and different community supports etc. for their regular job. Please identify how applicant will meet this need.
- The agency must be willing and able to support the student's educational goals. For example, the agency will need to support the student missing some work time to attend academic classes (most students will be taking 3 academic courses in addition to their practicum). **The agency must also be able to reduce the employee's regular work responsibilities to support the reassignment of the student to a different position within the agency; a student will not be able to work their normal 40 hours a week job while also completing the practicum and coursework. Rather, most EBP students have their work responsibilities reduced to around 20 hours, then serve their practicum hours in a different unit in the agency (20 hours for 1<sup>st</sup> year MSW students) while also taking classes. *Please comment on your understanding of this agreement with the agency and student, and your ability as a Field Instructor to maintain accountability with this.***
- Please comment on the discussion you have had so far with the student and supervisor regarding the development of the practicum plan, and the applicant's work and educational responsibilities. Are their concerns at this time? In addition, it is important to clearly specify the parameters of confidentiality around the applicant's discussion of his/her work with you as a Field instructor. **Please include the signed Field Instructor Agreement form with your letter.**

### **Proposed Field Instructor Resume**

The proposed Field Instructor must have earned her/his MSW degree from an accredited School of Social Welfare and have at least two years of successful post-MSW experience. ***The proposed Field Instructor must also be someone other than the applicant's work supervisor.***

The Field Education office is required by the Council on Social Work Education (CSWE) to maintain a current resume on all field instructors in our program. These documents for CSWE that our field Instructors meet the minimum qualifications set forth in the accreditation standards. In some instances, the proposed field instructor may indicate they already have a resume on file with the Field Education office. Please verify that a current resume is on file, or send another copy of the Field Instructor's resume. The application will not be complete without this resume and will therefore not be considered.

#### **IX. Field Agency Data Form (ADF)**

All agencies that serve as practicum sites are required to complete this form and submit it to the Field Education office prior to students being placed in the agency. Again, this assured that the agency meets the educational standards established by the school of Social Welfare and CSWE, and is our official means of identifying the "placement pool". An agency administrator is responsible for completing these forms, but the applicant is responsible for determining whether this annual form is no file with the Field Education office. If this form is not on file, the application will not be considered complete and will not be considered.

#### **Practicum Learning Opportunities Required by Grambling State University School of Social Work**

This section helps define appropriate learning opportunities required by the school to meet the educational goals of the Foundation Level year. It is the applicant's responsibility to carefully review this section, and then the applicant, supervisor, and field instructor's responsibility to identify the learning opportunities that are available, or that can be developed in the proposed EBP agency setting. ***This section must be carefully reviewed by all parties (applicant, supervisor, agency administrator, Field Instructor) before completing the application.***

Grambling State University is committed to a curriculum that is centered on social work practice, which integrates four themes throughout the curriculum: 1) the strengths perspective, 2) social justice, 3) diversity and 4) a critical perspective. During the Foundation Year of the MSW program at the GSU's SOSW. The curriculum focuses on developing a generalist perspective of social work practice.

Some broad examples of each of these (4) areas are identified below. These examples serve as a guide as to what kinds of learning opportunities qualify under the accreditation guidelines. **Please do not address each of the objectives separately.** Rather, please clearly specify which learning opportunities are available in the proposed agency under each of the (4) **learning objective**. **Please also clearly state which activities are related to the applicant's present employment and which are being specifically designated as different learning opportunities for the practicum.**

### ***I. Professional Development***

The development of professional identity including verbal and written skills and physical presentation; The effect of the NASW Code of Ethics on clinical social work practice; one's responsibility to reflect on and critically analyze one's own practice.

1. Demonstrate professional verbal and written communication skills and physical presentation that are consistent with the profession and the agency. What opportunities in the agency are available to help develop these skills?
2. Demonstrate the ability to critically analyze one's own practice (through evaluative processes including the use of supervision) and then apply this understanding to the use of self in the intervention process.
3. Demonstrate an ability to effectively utilize supervision and consultation. Open and professional communication in supervision and the ability to receive supervisor feedback are critical components of the supervisory process.
4. Demonstrate the ability to engage in clinical social work practice in a manner consistent with social work values, ethics and theories/perspectives taught by GSU's SOSW. What opportunities are available in the proposed agency to develop social work values/ethics/theory?
5. Describe important characteristics or relationships with other professionals in the field, and the impact of collaboration on behalf of the client. What learning opportunities exist in the agency for developing these skills?

### ***II. Direct Practice***

The development of knowledge and skills to work effectively with individuals, groups and families; utilization of theories taught by the school; demonstrate consideration for client strengths and barriers; begin to complete comprehensive biopsychosocial assessments; develop and implement appropriate intervention plans.

1. Demonstrate the ability to work effectively with individuals, families, and groups through all phases of the helping process.
2. Demonstrate the ability to work collaboratively with other staff and agencies in facilitating client access and use of resources.
3. Complete comprehensive biopsychosocial assessments, utilizing a strengths perspective.
4. Demonstrate application of select social work models/approaches/theories appropriate to the agency setting.
5. Apply knowledge and understanding of human diversity, with particular emphasis on demonstrating the skills required to fully explore with clients the experience and impact of being a member of a marginalized group.

### ***III. Community and Organizational Practice***

Develop the knowledge and skills to understand the organization and the community both as the context for practice with individuals, families and small groups, as well as to understand the community and organization as client systems in and of themselves.

1. Identify and describe how policies are formulated and enacted within the agency through formal and informal means, and how these policies impact the delivery of services within the employing agency.
2. Identify and describe how social policies are formulated and enacted at the state and federal level and how these policies impact the delivery of services within the agency; demonstrate the ability to critique existing policies at various levels through the values articulated in the NASW Code of Ethics.
3. Identify and describe the societal and institutional conditions that lead to both the oppression of and give privilege to clients based on race, ethnicity, class, economic status, age, gender, sexual orientation and other personal characteristics; demonstrate an ability to analyze how agency policies and practices facilitate or impede effective provision of services to clients who have experienced these conditions.
4. Apply knowledge about indirect practice through assuming specific roles in the community and the agency that focus on larger systems that impact clients. Demonstrate your knowledge of how agency, community, and legislative advocacy can enhance service delivery and client well-being. For Example: get involved in a local community coalition specific to your client population to engage in advocacy; or monitor outcomes for clients and use the information to advocate for improvements in agency policy or practice.

#### **IV. *Research and Policy Practice***

The development of knowledge and skills needed to (1) evaluate research studies and effectiveness of practice (2) analyze the impact of social policies on client systems, workers, and agencies and (3) to influence policy.

1. Demonstrate the ability to read and analyze research that contributes to the development of social work theory and practice, using the values articulated in the NASW Code of Ethics;
2. Demonstrate the ability to evaluate the effectiveness of one's own practice with client systems of various sizes
3. Demonstrate the ability to analyze social policies at various levels (agency, local, state, federal) that contribute to the oppression and privilege of people based on race, ethnicity, class, economic status, age, gender, sexual orientation and other personal characteristics.
4. Demonstrate the ability to influence the development of social policy.
5. Demonstrate the ability to critique existing policies at various levels through the values articulated in the NASW Code of Ethics.

The EBP application *does not replace the learning contract that all students are expected to write (in conjunction with the field instructor and field liaison) at the beginning of the*



*practicum. However, much* of the information developed for the EBP application can be used in the development of the initial contract that is due at the beginning of the practicum.

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

**Field Attendance Documentation Log for Semester:** \_\_\_\_\_ **20**\_\_\_\_\_

General Instructions: The intern will sign in using this attendance form. The Field Instructor or an agency designee will verify the intern's attendance by initialing in the agency section.

**Lunchtime is not counted as a part of the field education hours.** The intern will generally work the hours of the agency. Interns are not to schedule field hours on a regular basis on the day that they are in class (Monday).

Student's Name:				Field Instructor:	
Agency:				Time Period Covered:	
Date	Beginning Time	Ending Time	Total Daily Hrs.	Intern's Initials	Comments and Tasks and Activities
Total Hours for the Period:					

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:

**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: \_\_\_\_\_

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

*Monthly Report for Direct Practice Concentration*

Student:	Agency:
Field Instructor:	Field Liaison:
Month Covered:	Semester: [    ] Fall                      [    ] Spring

*MSW Direct Practice students are to submit a report the first week of each calendar month covering field activities for the preceding month. The report is to be given to the faculty liaison for discussion at the Seminar Meeting. This meeting will be scheduled each month by the faculty liaison. If the meetings are not held monthly, turn in the form per the arrangements made with the field liaison.*

**Section I: Direct Practice Learning Exposure**

What was the number of assignments given to you this month in each area identified?			
Individuals:	Families:	Groups:	Other (Macro-level)

How many interviews were held at each practice level or how many assignments were given at the macro-level?			
Individuals:	Families:	Groups:	Other (Macro-level)

What is the number of your total caseload <b>to date</b> ?			
Individuals:	Families:	Groups:	Other (Macro-level)

List the groups that you worked with, including your function (leader or co-facilitator):		
Group	Function	No. of Sessions

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

**Section II: Other Activities**

Other Activities	Approximate No. of Hours
Interviews with clients or group sessions	
Conference with field instructor	
Community consultation	
In-service training	
Staff meetings	
Case conferences	
Case recordings	
Assigned and unassigned reading	
Other (please specify)	

- a) What was your most useful learning experience?
- b) What was the least useful?
- c) Any questions or comments for faculty liaison.
- d) Any questions or comments for discussion at the seminar meeting?
- e) Have you participated in any in-service training or seminars? (If yes, specify)

**Section III: Other activities (check all that apply)**

Program Planning or Development	
Agency-based Research	
Single system design graphs or charts	
Advocacy	
Staff Training	
Staff Supervision	
Work with the court system	
Developed or developing training materials/curriculum	
Work with political or government officials	
Team delivery of services/Interdisciplinary Team Meeting	
Case staffing	
Grant Writing or grant research	
Assisted with program development	
Other (Please Specify)	

**Student:** \_\_\_\_\_

1. Were you involved in any especially outstanding (good or bad) experiences or issues relating to special client populations or issues related to cultural diversity (i.e., clients of color, rural issues, populations-at-risk, social justice issues or values and ethics during the past month)? **Please discuss.**

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

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

Field Liaison's Comments:

\_\_\_\_\_  
\_\_\_\_\_

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

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

***End-of-Semester Report for 1<sup>st</sup> Year (Foundation-Year) MSW Students***

Student:	Agency:
Field Instructor:	Field Liaison:
Month Covered:	Semester: [ ] Fall [ ] Spring

*MSW 1<sup>st</sup> Year students are to submit this report during the last week of the semester covering field activities for the currently ending semester. The report is to be given to the faculty liaison for review and assessment of your field experience.*

**Section I: Direct Practice Learning Exposure**

Did you have any assignments during the semester for either of the practice levels identified?			
Individuals:	Families:	Groups:	Community:
Please describe what you did.	Please describe what you did.	Please describe what you did.	Please describe what you did.

How many times did you conduct an interview or facilitate or co-facilitate an activity at each practice level or how many assignments did you have at each level (if none please indicate)?			
Individuals: # times	Families: # times	Groups: # times	Other (Macro-level) # times
_____	_____	_____	_____
Caseload/Assignments with Individuals: # Ind. _____	Caseload/Assignments with Families: # Fam. _____	Caseload/Assignments with Groups # Gps. _____	Other Assignments at the Macro-level # _____



--	--	--	--

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

List the groups that you worked with, including your function (leader or co-facilitator):		
Group	Function	No. of Sessions

List and describe any primary case management roles and activities you performed.	
Case Management Role	Activities/Tasks

**Section II: Other Activities**

Other Activities	Approximate No. /or Hours
Psychosocial Assessments	
Client Intakes	
Interviews with clients or group sessions	
Conferences with field instructor	
In-service training	
Staff meetings	
Case conferences	
Case recordings completed	
Assigned and unassigned reading	
Other (please specify)	

- a) To what extent did your field practicum experience assist you in understanding the GIM model?

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

**Section III: Other activities (check all that apply)**

Program Planning or Development	
Agency-based Research	
Single system design graphs or charts	
Advocacy	
Staff Training	
Staff Supervision	
Work with the court system	
Developed or developing training materials/curriculum	
Work with political or government officials	
Team delivery of services/Interdisciplinary Team Meeting	
Case staffing	
Grant Writing or grant research	
Assisted with program development	
Other (Please Specify)	

Were you involved in any especially outstanding (good or bad) experiences or issues relating to special client populations or issues related to cultural diversity (i.e., clients of color, rural issues, populations-at-risk, social justice issues or values and ethics during the past month)? **Please discuss.**

Did this field placement provide you with relevant tasks or experiences at the generalist intervention level? Please explain.

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

Do you feel that this field experience was over your head as a first-year student? Please explain.

Did this field experience expose you to any clinical practice activities? Please explain.

Was the DSM-5 used during your experience? If so, to what extent?

What area(s) or tasks did you complete that you felt were the least useful of your learning experience?

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

Field Liaison's Comments:

---

---

---

Signature Field Liaison: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_

Director of Field Education Review 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
---------------------

Supervisor's Feedback
-----------------------

Student's Feedback
--------------------

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

Student's Signature/Date	Supervisor's Signature/Date
--------------------------	-----------------------------

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

**Field Education  
STUDENT APPLICATION FOR INTERNSHIP**

**Section I: Identifying Information**

<b>Name:</b>		<b>Academic Status:</b> New Student <input type="checkbox"/> Returning Student <input type="checkbox"/>	
Street Address:	City	State	Zip Code
Home Phone #	Cell Phone #	Email Address:	
Age on Nearest Birthday: Under 25 years <input type="checkbox"/> 26 – 35 <input type="checkbox"/> 36 – 45 <input type="checkbox"/> Over 45 years <input type="checkbox"/>			

**Note: Attach a current resume with this application which includes all work, volunteer, and internship experiences.**

**Section II: Status of Student (Check all that Apply)**

<input type="checkbox"/> Full-Time	<input type="checkbox"/> Part-Time	<input type="checkbox"/> Foundation Year	<input type="checkbox"/> 2nd Yr./Direct Practice
Do you have an undergraduate degree in social work? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, where did you receive your undergraduate degree?			
If your degree is not in social work, in what area did you receive your bachelor's degree?			

**Section III: Social Work Interest**

Briefly describe why you have chosen social work as a career.

**Student:** \_\_\_\_\_

<b>Place an "X" beside all areas of practice you are interested in gaining more exposure/skills during your internship.</b>		
Psychiatric: In-patient [ ] Out-patient [ ]	School Social Work [ ]	Child Welfare [ ]
Counseling [ ]	Corrections [ ]	Geriatrics ( )
Crisis Intervention ( )	Veterans Services ( )	HIV/AIDS ( )
Homeless Services ( )	Addictions ( )	Medical ( )
Hospice/Home Health [ ]		

<b>Rank the populations in order from 1-4 (1 being your most desired [population] to indicate your interest.</b>			
Children [ ]	Adolescents [ ]	Adults [ ]	Elderly [ ]

<b>Please place an "X" beside the skills or experiences that you would like to develop/be exposed to during your internship experience.</b>		
Assessment [ ]	Treatment Planning [ ]	Group Counseling Skills [ ]
Individual Counseling Skills [ ]	Community Presentations [ ]	Community Resource Development [ ]
Information/Referrals [ ]	DSM/Medication	Advocacy Skills
Human Services Management	Supervision	Program Development
Program Evaluation	Grant Writing	Cultural Diversity
Legal Issues/Court System	Didactic Group Skills	Multidisciplinary Team Setting
Medical Terminology	End of Life Care Issues	Veterans Re-entry
Offender Re-entry	Corrections	Other (Specify)

#### Section IV: Miscellaneous Information

<b>Requested Information</b>	<b>Yes</b>	<b>No</b>
Do you speak a second language?		
If yes, what language/s?		
What form of transportation will you use to attend your internship? Will you be dependent on someone else for transportation? [ ] Yes [ ] No [ ] You have not worked out your transportation needs [ ] (Please clarify)		
<b>Requested Information Continued</b>	<b>Yes</b>	<b>No</b>

<p>Do you have a current employer?</p> <p>If yes, how many hours per week? [      ]</p> <p>What is your work schedule? (Indicate time and days of week)</p>		
<p>Have you had previous paid social work/social services experience?</p> <p>If yes, please describe:</p>		
<p>Have you had previous volunteer social services experience? How long and please describe:</p>		
<p>Please list any licenses or certifications that you have or specialized social work related “training” you have completed.</p>		
<p>Acceptable geographic location(s) for placement:</p> <p>Grambling/ Ruston [   ]    Monroe [   ]    Shreveport [   ]</p> <p>Natchitoches [   ]    Alexandria [   ]    Open [   ]</p> <p>Other (Specify)</p>		
<p>Is there anything else that we need to know about you relative to your anticipated placement experience?</p>		

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

What are your strengths?

What are areas that you think you really need to improve in order to become a professional social worker?

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

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

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

\*\*\*\*\*

**Field Education Office Use Only**

<b>Date Received:</b>	<b>Signature:</b>
-----------------------	-------------------



Grambling State University  
College of Professional Studies  
School of Social Work

**Confirmation of Field: SWK 512, SWK 521 and SWK 633, SWK 638**  
**(To Be Completed and Submitted to the Director of Field Education by the Third Week)**

<b>Student's Name:</b>	<b>Cell Phone No.</b>
<b>Email Address:</b>	

**FIELD PLACEMENT INFORMATION**

<b>Name of Placement:</b>	<b>Address of Placement:</b>
<b>Name of Field Supervisor:</b>	<b>Contact Phone No. of Field Supervisor:</b>
<b>Email Address of Supervisor:</b>	
<b>If you have alternate field days other than Wednesday and Thursday, please indicate the days that you are at your field placement?</b>	<b>What hours are you at your field placement?</b>

<b>Please provide a brief description of your duties at your placement:</b>
---

<b>Please list problems or concerns you are having with your placement:</b>
---

**Signature:** \_\_\_\_\_ **Date :** \_\_\_\_\_



COLLEGE OF PROFESSIONAL STUDIES

SCHOOL OF SOCIAL WORK

MSW FOUNDATION FIELD LEARNING CONTRACT

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

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

SEMESTER

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

MSW \_\_\_\_\_ 1<sup>st</sup> year \_\_\_\_\_ 2<sup>nd</sup> 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
4. Knowledge of and applies to practice at the direct practice concentration level
5. Knowledge of and applies to practice at the advanced concentration 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. Use supervision to discuss potential impact of personal values, experiences, and ways to respond</li> <li>5. Review materials RE self-care and compassion fatigue</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			

	<ol style="list-style-type: none"> <li>6. Observe professional styles of various social workers</li> <li>7. Attend continuing education events</li> <li>8. Review files/case studies and documentation tools</li> <li>9. Become familiar with electronic documentation tools</li> <li>10. Review SWB Technology Standards</li> <li>11. Organize materials for supervision sessions</li> <li>12. Prepare questions or case studies to review during consultation and evaluations</li> </ol>		
--	--	--	--

<b>Educational Policy 2.1.2- Diversity and Difference in Practice</b>	Field Learning Activity	Performance Measure	Status
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. Review current literature and research on local populations and services</li> </ol>		
Present themselves as learners and engage clients and constituencies as experts of their own experiences;			

<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>	<ol style="list-style-type: none"> <li>2. Attend multidisciplinary team meetings</li> <li>3. Meet with team meetings to learn more about their role</li> <li>4. Review ways and tools used to evaluate effectiveness and client satisfaction</li> </ol>		
--	---	--	--

<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;	1. Review NASW Code of Ethics		
Engage in Practices that advance social, economic, and environmental justice	2. Review any state or federal guidelines that impact services provided to clients 3. Attend NASW and other professional meetings 4. Use supervision to explore the impact of personal and professional values 5. Research legislation that impacts delivery of services		

<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. Review current literature and research on local populations and services		
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	2. Attend multidisciplinary team meetings to learn more about their role		
Use and translate research evidence to inform and improve practice, policy, and service delivery	3. Review ways and tools used to evaluate		

	effectiveness and client satisfaction		
--	---------------------------------------	--	--

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

<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/participate in group work (client, staffing)		



<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. Review assessment tool with SW Faculty Liaison; formulate treatment intervention approach</li> <li>3. Become familiar with treatment plans, goal development</li> <li>4. Use supervision to explore the impact of personal and professional values</li> <li>5. Research legislation that impacts delivery of services</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. Review materials RE self-care and compassion fatigue</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	<ol style="list-style-type: none"> <li>2. Become familiar with treatment plans, goal development</li> <li>3. Observe/review a client case from intake to termination</li> <li>4. Review an become familiar with interventions and outcomes in agency case study</li> <li>5. Organize referral information in binder for student/agency</li> <li>6. Attend case/clinical staffing</li> </ol>		
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			

<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	<ol style="list-style-type: none"> <li>1. Review termination criteria and documentation</li> <li>2. Become familiar with completing evaluation documentation</li> </ol>		
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	3. Opportunity to participate evaluation activities		
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	4. Develop awareness and self-reflection for evaluating own practice		

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date



COLLEGE OF PROFESSIONAL STUDIES

SCHOOL OF SOCIAL WORK

MSW DIRECT PRACTICE FIELD LEARNING CONTRACT

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

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

SEMESTER

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

MSW \_\_\_\_\_ 1<sup>st</sup> year \_\_\_\_\_ 2<sup>nd</sup> 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
4. Knowledge of and applies to practice at the direct practice concentration level
5. Knowledge of and applies to practice at the advanced concentration 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;			
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
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			

<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;			
Engage in Practices that advance social, economic, and environmental justice			

<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			
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 Identify social policy at the local, state and federal levels that impact wellbeing, service delivery, and access to social service</b>	Field Learning Activity	Performance Measure	Status
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			
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.			

<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			
Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies			

<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			
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			



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 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			
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.			
--	--	--	--

\_\_\_\_\_

Agency Field Instructor

\_\_\_\_\_

Date

\_\_\_\_\_

Student

\_\_\_\_\_

Date

\_\_\_\_\_

Faculty Field Liaison

\_\_\_\_\_

Date

Grambling State University  
College of Professional Studies  
School of Social Work

Student Feedback of Field Placement Agency and Field Instructor

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

Assigned: \_\_\_\_\_

MSW (Foundation 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?

**Non Employment Based Practicum – 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.
- 1.2 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.
- 1.3 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.
- 1.4 Provide a field instruction seminar where students share information from placements with one another at the Bachelors of Social Work level.
- 1.5 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): _____	



**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:**

<b>Signature:</b>	<b>Date:</b>
-------------------	--------------

\*\*\*\*\*

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

**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

## Acknowledgment of Receipt of Documents

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, 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: \_\_\_\_\_

**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:





**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 \_\_\_\_\_

# SECTION VI

## ***CONCLUSIONS AND OTHER USEFUL INFORMATION FOR STUDENTS & FIELD INSTRUCTORS***

This information was taken directly from a tutorial developed by James Keppel, Clinical Assistant Professor of Pharmacy (University of Kansas), for Pharmacy students. Language has been changed where appropriate to be more reflective of social work (i.e., client instead of patient, agency instead of facility, health/mental health rather than just health).

### **HIPAA Regulations**

This information was taken directly from a tutorial developed by James Keppel, Clinical Assistant Professor of Pharmacy (University of Kansas), for Pharmacy students. Language has been changed where appropriate to be more reflective of social work (i.e., client instead of patient, agency instead of facility, health/mental health rather than just health).

### **INTRODUCTION**

The information contained below is intended to provide you with a general understanding of applicable laws regarding the privacy and security of health information, especially the Health Insurance Portability and Accountability Act of 1996. Because activities involving the use or disclosure of health/mental health information vary among health care facilities, this document cannot address every question or circumstance. Questions pertaining to the privacy practices of the health care facility in which you are conducting your Field Education rotation should be addressed to your on-site supervisor or the Privacy Official of the agency in question.

### **PRIVACY LAWS IN GENERAL**

Health/mental health care providers are subject to numerous state and Federal laws addressing the privacy of health information. The most far-reaching of these laws is the Federal Health Insurance Portability and Accountability Act of 1996 ("HIPAA"). The U.S. Department of Health and Human Services (HHS) has issued a set of regulations to implement the privacy provisions of HIPAA. Those regulations are called "Standards for Privacy of Individually Identifiable Health Information" or the "Privacy Rule: Compliance with the Privacy Rule was required by April 14, 2003. Separate HIPAA regulations, which establish standards for the security of electronic health information systems, have been issued. The compliance date for the security standards is April 21, 2005 for most covered entities.

Enactment of HIPAA's Privacy Rule does not mean that all state and Federal laws regarding privacy no longer apply. We are still required to abide by all:

- State laws regarding the reporting of disease, injury, child abuse, birth or death, or state laws regarding the conduct of public health surveillance, investigation or intervention.
- State laws that provide clients with "more stringent" or greater privacy protections.
- Certain Federal privacy laws such as the Family Educational Rights and Privacy Act (FERPA) and the federal law applicable to records of federally assisted substance abuse treatment programs.

Familiarize yourself with HIPAA and other laws applicable to the uses and disclosures that occur in your practice setting. "Uses" of health information occur within a health/mental health care agency as we perform our various professional functions. "Disclosures" occur when health information leaves a mental health/health care agency. The privacy provisions of HIPAA are founded on two very basic principles:

- Health information belongs to the client.
- Clients should be informed about all the uses and disclosures of their health information.

Building on these principles, the Privacy Rule establishes new rights of access and control for clients and new responsibilities for health care providers.

### **WHAT INFORMATION IS COVERED?**

Protected Health Information (PHI) is the core focus of HIPAA's Privacy Rule. PHI is defined as individually-identifiable information, created or received by a "covered entity, that relates to the past, present, or future physical or mental health condition, the delivery of health/mental health care or payment for care. PHI can be electronic, paper, or oral. Practically speaking, PHI is found throughout the agency setting, in clinic charts, billing records, rounding lists, medical media, and electronic databases, in conversation, faxes, and emails.

PHI occurs when health status is associated with demographic information or images that could identify a client. Some individually-identifiable demographic information is obvious, such as name, address, and social security number. But the Privacy Rule defines some less obvious information to be individually identifiable as well, for example, birth date, dates of health care service, city, county, and zip code. The Privacy Rule lists eighteen (18) factors that can cause information to be PHI. Consider these hypothetical examples:

Is it PHI?

Jack Spratt - 309 Cherry Lane

Not PHI

Information has individually identifiable demographics, but no health information is attached.

"This patient is a 45-year old resident of Topeka, Kansas who came to the Emergency Room with a head injury."

PHI

Health information is associated with the city of residence.

A head-shot photograph used in a classroom to demonstrate the physical indicators of spousal abuse.

## PHI

Full-faced photos are PHI, even if names are not attached. The client must grant written permission for the photo.

### **USE AND DISCLOSURE: GENERAL ISSUES**

HIPAA's Privacy Rule requires reasonable efforts to use and disclose only the "Minimum Necessary" amount of PHI appropriate to the situation. As mental health/health care providers, we already follow this principle in many of our daily activities. For example, quality improvement reviews rely on summary data instead of client names, and case descriptions in the classroom use only the information that is needed to support learning. The Minimum Necessary standard also requires covered entities to implement "role-based access." That means that individuals in a particular job category should only have access to the PHI that is needed to perform the duties of that job.

The Minimum Necessary standard does not prohibit incidental uses and disclosures that occur as a by-product of another permissible or required use or disclosure, as long as reasonable safeguards and Minimum Necessary policies and procedures are in place. Reasonable safeguards will vary depending upon the needs and circumstances of the mental health/health care facility, the nature of the PHI it holds, and the potential risks to clients' privacy. In addition, the Minimum Necessary standard DOES NOT apply to:

- Treatment. Providers and student health professionals may use whatever information is required to give care, including the entire medical record, when appropriate.
- Disclosures to the client themselves.
- Disclosures made when a client has given written authorization for the release.
- Certain disclosures that are required by law.

HIPAA also requires that we verify the identity and authority of individuals requesting PHI, unless their identity and authority to access the PHI is known. It is important to understand and follow the specific policies and procedures for verification of identity and authority in the agencies in which you are doing your Field Education. Following are reminders of some of the steps that should be taken to promote privacy during routine tasks:

- Guard paper records and notes about clients or research subjects. Record only the minimum necessary for supervisory conferences and credentialing logs.
- Keep oral communications with and about clients or research subjects private as circumstances allow, e.g., move to a private room, draw curtains, keep voices low, don't talk in elevators, hallways, or cafeterias.
- Use discretion when calling out names in a waiting room. Depending on the facility, supervisors may establish special protections for waiting rooms.

- Keep client lists and schedules out of public view whenever possible.
- Do not discuss or access the records of a client or research subject that is not under your care.
- Dispose of confidential information only through appropriate means, e.g., use of a locked bin or shredder.
- When transporting agency or research records, never leave them unattended.
- Respect clients' privacy when requesting information over the phone. Do not repeat information so that others in waiting rooms or office areas can identify the client or hear symptoms/concerns.
- Verify the identity and authority of individuals who request client information.
- Always consult the appropriate medical records office or official when someone asks for copies of client care records so that correct procedures for release of information are followed.

When information is maintained on computers:

- Access only the information that is needed for your responsibilities. Use passwords on network files that contain PHI.
- Do not share passwords.
- Log off of health information systems when you leave the workstation.
- Protect the security of laptops and hand-held devices, by using password protections and locking up the machine itself.
- Transfer PHI from hand-held devices to a secured network server as soon as possible.
- Remove PHI from the device once it is transferred.

### **USE AND DISCLOSURE: TREATMENT, PAYMENT, OPERATIONS**

Under HIPAA's Privacy Rule, PHI may be used only for treatment, payment, or health care operations, unless the client gives written permission or federal law specifically allows the use.

Other state or federal laws may require written permission from a client even in the contexts of treatment, payment or healthcare operations. Care must be taken to ensure that appropriate written permission is obtained, in accordance with the policies and procedures of the agency in which you are doing your Field Education.

### **USE AND DISCLOSURE: AUTHORIZATIONS**

In certain contexts, other than treatment, payment or health care operations, HIPAA requires specific written authorizations prior to disclosure of PHI. HIPAA's Privacy Rule includes additional requirements regarding the format and content of such authorizations. In some cases, other state and Federal laws also require use of a specific written authorization. Examples of



situations where specific written authorizations are required include the following:

- Disclosure of Psychotherapy Notes (as defined in HIPAA);
- Disclosure of PHI for marketing purposes;
- Disclosure of PHI for research activities (unless one of the exceptions to individual authorization for research are met);
- Disclosure of PHI pertaining to records of substance abuse clients maintained in connection with the performance of any federally assisted specialized alcohol or drug abuse program;
- Disclosure of PHI by a Louisiana "treatment facility" such as a state licensed community mental health center, community service provider for the developmentally disabled, psychiatric hospital or state institution for the mentally retarded;
- Disclosures of PHI to life insurance companies.
- It is important that you understand the policies and procedures regarding written authorizations for any agency in which you work or train.

#### **USE AND DISCLOSURE: PERMITTED OR REQUIRED BY LAW**

Like other laws, HIPAA recognizes that certain disclosures of health information should be permitted without written permission of the client. Examples include disclosures in the context of public health activities (such as reporting communicable diseases and vital statistics), certain law enforcement disclosures, disclosures for health oversight purposes (such as disclosures required by state licensing authorities), disclosures pursuant to a court order or subpoena, and disclosures made during a report of abuse to appropriate state officials. In certain contexts, additional requirements must be met prior to the disclosure. If your duties will involve the disclosure of health information in any of these contexts, you must obtain additional information about the specific policies and procedures applicable, from your on-site supervisor(s).

#### **USE AND DISCLOSURE: RESEARCH**

HIPAA also imposes new privacy protections for research participants. Beginning April 14, 2003, research projects involving the use or disclosure of PHI must comply with these requirements. Generally speaking, research uses/disclosures by a covered entity require a HIPAA compliant written authorization, unless one of the following criteria is met:

- the information is compiled into a "limited data set" and a data use agreement is executed;
- the activity qualifies as "preparatory to research";
- a waiver of the information is completely de-identified and no longer governed by HIPAA;
- the individual authorization requirement is obtained from an institutional review board (IRB) or privacy board; or

- the researcher is accessing information solely on decedents

#### **USE AND DISCLOSURE: MINORS**

Ordinarily, Louisiana laws regarding the confidentiality of PHI pertaining to minors should be followed. In most cases, a parent is the personal representative of a minor child and can exercise the minor's rights with respect to PHI. Regardless of whether a parent is the personal representative, a clinic or healthcare provider may disclose to a parent a minor child's PHI when and to the extent it is permitted or required by State or other laws. Conversely, a parent does not have the ability to exercise the minor's rights regarding use and disclosure of PHI when:

- State or other law expressly prohibits the parent from accessing such information;
- State or other law does not require the consent of a parent or other person before a Minor can obtain a particular health care service, and the minor consents to the health care service;
- A court determines or other law authorizes someone other than the parent to make treatment decisions for the minor; or
- A parent agrees to a confidential relationship between the minor and the physician.

#### **USE AND DISCLOSURE: BUSINESS ASSOCIATES**

Under HIPAA a covered entity may disclose PHI to a "Business Associate" or permit the Business Associate to create or receive PHI on its behalf. Such disclosures are permitted to help the covered entity carry out its health care functions. If such disclosures are made, the covered entity must obtain prior satisfactory written assurances, in the format required by HIPAA, that the Business Associate will appropriately safeguard the information. Examples of Business Associates include but are not limited to legal or accounting firms, consultants, third party billing companies, practice management companies, health care clearinghouses and accreditation bodies.

#### **PATIENT RIGHTS UNDER HIPAA**

Beginning April 14, 2003, clients have the following rights under HIPAA:

- Right to receive a Notice of Privacy Practices;
- Right to access (inspect and copy) one's own medical record;
- Right to amend the record, where appropriate;
- Right to request special accommodations for communicating health information in a confidential manner;
- Right to request restrictions on the uses and disclosures of health information;
- Right to obtain an "accounting" or list of non-routine disclosures; and
- Right to lodge a complaint about privacy violations.

Facilities have some flexibility in how they administer these client rights. You are responsible

for knowing the specific policies and procedures that have been established to administer these client rights at the site where you are completing your Field Education. Additional information regarding these client rights is set forth below.

### **PATIENT RIGHTS: NOTICE OF PRIVACY PRACTICES**

Covered Entities must develop and distribute to patients/clients a "Notice of Privacy Practices" or "NPP." The NPP is required to provide a plain language description of:

- How PHI may be used and disclosed;
- The individual's rights with respect to the information;
- The covered entity's legal duties with respect to the information; and
- Who the individual can contact for further information.

The Privacy Rule includes additional requirements regarding content and distribution of the NPP. You are responsible for knowing the specific privacy practices of the Field Education site(s) where you are completing your Field Education.

### **PATIENT RIGHTS: RIGHT TO ACCESS**

Clients have a right to access (inspect and obtain a copy of) their health information. Covered entities must comply with the Privacy Rule's requirements regarding:

- Time frames for responding to a request for access;
- Grounds for approving or denying a request for access;
- Informing the individual regarding approval or denial of the request for access;
- Documenting or recording the request and response; and
- Additional steps which must be taken when processing a request for access.

### **PATIENT RIGHTS: RIGHT TO AMEND**

Clients have the right to request that their PHI be "amended" if the information is inaccurate or incomplete. Covered entities must comply with the Privacy Rule's requirements regarding:

- Time frames for responding to a request to amend;
- Grounds for approving or denying a request to amend;
- Informing the individual regarding approval or denial of the request to amend;
- Documenting or recording the request and response;
- Informing others of the amendment or request for amendment; and
- Additional steps which must be taken when processing a request.

### **PATIENT RIGHTS: RIGHT TO CONFIDENTIAL COMMUNICATIONS**

Clients have the right to confidential communications of health/mental health information. For

example, a client may request that communications containing health information be sent to an alternative address. Covered entities:  
Be sent to a different address.

### **PATIENT RIGHTS: RIGHT TO REQUEST RESTRICTIONS**

Clients have the right to request restrictions on uses and disclosures of their health information to carry out treatment, payment or health care operations. Generally speaking, a covered entity:

- Is not required to agree to a restriction;
- May not use or disclose PHI in violation of a restriction (if agreed to). Exceptions apply in certain contexts, e.g., emergency treatment;
- May terminate its agreement to a restriction; and
- Must document restrictions (if agreed to).

### **PATIENT RIGHTS: RIGHT TO ACCOUNTING OF DISCLOSURES**

Clients have the right to obtain an "accounting" or listing of certain disclosures of their health information. Covered entities must therefore "log" or track certain disclosures when they are made. There are a number of exceptions to the "accounting" requirement. For example, clients do NOT have the right to obtain an accounting of the following types of disclosures:

- To carry out treatment, payment or health care operations;
- To individuals of PHI about themselves;
- Pursuant to individual authorization;
- To persons involved in the client's care, such as a client's Personal (Legal) Representative;
- As part of a Limited Data set (as defined in HIPAA);
- For national security or intelligence purposes;
- To correctional institutions or law enforcement, about an inmate; and
- That occurred prior to April 14, 2003.

### **PATIENT RIGHTS: RIGHT TO LODGE COMPLAINT REGARDING PRIVACY PRACTICES**

Clients have the right to file a complaint with a covered entity or the secretary of the U.S. Department of Health and Human Services. Intimidation, retaliation or discrimination against a client or any other individual for exercising their rights under applicable privacy laws, including but not limited to filing a complaint regarding a privacy practice, is strictly prohibited. Steps must be taken to mitigate, to the extent practicable, the harmful effect of a use or disclosure of PHI in violation of the requirements of the Privacy Rule.

### **SANCTIONS**

Violations of a health care facility's policies and procedures, or laws regarding the confidentiality and privacy of health information may result in disciplinary action and other corrective measures. In addition, violations may result in significant legal penalties, including fines of \$100 for each accidental violation, fines up to \$250,000 and federal prison sentences of up to 10 years for selling PHI or using it to harm someone, and additional liability under other state privacy laws.

## **EDUCATION AND TRAINING**

Health care facilities covered by HIPAA are required to provide their workforce (including student clinicians or trainees) with training regarding HIPAA's Privacy Rule. As a result, you may be required to receive additional "HIPAA training" at your Field Education sites. This training is needed to provide you with information regarding the specific HIPAA compliance processes that have been established for those health care facilities. If you have any questions regarding the HIPAA training provided or required by a specific health care facility, you should contact your supervisor or the Privacy Official at that health care facility in question.

Work related violence against social workers is a fact of life. It is pervasive and must be addressed by every school of social work, agency and individual worker. Violence includes physical assault, verbal assault, harassment and the threat of assault. Many occurrences of violence can be anticipated and their impact lessened; some may be prevented entirely. If agencies have well-conceived safety policies and procedures in place, client and worker safety will be maximized and the agency's liability will be minimized.

NASW's Committee for the Study and Prevention of Violence Against Social Workers recommends that every agency and private practitioner develop safety policies and procedures that address prevention, intervention and aftermath strategies. Listed below is an outline of requirements for developing a comprehensive policy and safety plan. This outline is general. Each agency or private practice must develop specific guidelines that address their unique characteristics.

The HIPAA require that any personal information that may identify a person must be removed to protect confidentiality. Confidentiality applies to both classroom discussions and to written work. Please follow these simple, yet essential guidelines:

- Always disguise the name and other personal identifying information when you speak and write about a person, following the guidelines established by HIPAA.
- If writing in great detail about a client, ask permission from the client.
- Share nothing about specific clients, agencies or other students outside of the classroom.

Any information shared with the class/instructor will be confidential, within the limits defined by

the Code of Ethics and state guidelines. All written materials submitted to the field liaison must follow HIPAA Regulations.

Note: All information in this section is taken from the National Association of Social Workers web site at: <http://WWW.NABSW.socialworkers.org/professionalcentennial/violence.htm>.

**THE GSU SCHOOL OF SOCIAL WORK EXPECTS THAT THE FIELD INSTRUCTOR AND STUDENT WILL REVIEW THE AGENCY'S SAFETY PLAN AS PART OF THE ORIENTATION PROCESS.**

## **LEARNING STYLE INVENTORY**

The Learning Style Inventory is derived from an experiential theory and model of learning developed by Kolb (1984)\* and based on the seminal contributions of John Dewey, Kurt Lewin & Jean Piaget. It is a practical self-assessment instrument that can help us assess our unique learning styles. It has the advantage of only taking about 30-45 minutes to complete and provides us with our preferred approach to learning in everyday life.

Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

### The Learning Style Model

In this experiential model, learning is viewed as a continually recurring problem solving process in the four-stage cycle depicted below. Concrete Experiences are followed by Reflective Observations that lead to the formulation of Abstract Concepts and Generalizations that lead to Active Experimentation to test the hypotheses that have been developed. This is an ongoing process, and may be entered anywhere in the cycle.

### Abstract Conceptualization

Our learning styles become second nature, and we are often unaware of how we approach problem solving. Our learning becomes a tacit way of knowing, largely influenced by our past experiences. The Learning Style Inventory is one tool the student and the Field Instructor can use

to make.

The Learning Style Inventory Instructions:

It will take 30-45 minutes to complete the Learning Style Inventory and develop your Learning Style Profiles. As you complete the Learning Style Inventory remember that there is no right or wrong answer. The Inventory gives you an idea of *how* you learn; it does not evaluate your learning ability.

*Rank order each set of four words (going across) in the 10 items listed below. Assign 4 to the word which best characterizes your learning style, a 3 to the next best, a 2 to the next, and a 1 to the least characteristic word. Assign a different number to each set of the four words.*

Do not use the same number twice in any one set of words.

1	( ) involved	( ) tentative	( ) discriminating	( ) practical
2	( ) receptive	( ) impartial	( ) analytical	( ) relevant
3	( ) feeling	( ) watching	( ) thinking	( ) doing
4	( ) accepting	( ) aware	( ) evaluating	( ) risk-taking
5	( ) Intuitive	( ) questioning	( ) logical	( ) productive
6	( ) concrete	( ) observing	( ) abstract	( ) active
7	( ) present oriented	( ) reflecting	( ) future-oriented	( ) practical
8	( ) open to new experiences	( ) perceptive	( ) intelligent	( ) competent
9	( ) experience	( ) observation	( ) conceptualization	( ) experimentation
10	( ) intense	( ) reserve	( ) rational	( ) responsible
Scores Only	(CE)	(RO)	(AC)	(AE)

Total the numbers you have given to the ten words in each of the four columns (add all of your scores going down). The sum of the first column gives you your score on CE: Concrete Experience; the second column gives you your score on RO: Reflective Observation; your score on the third column is for AC: Abstract Conceptualization; and the fourth column is your score on AE: Active Experimentation.

Total the numbers you have given to the ten words in each of the four columns (add all of your scores going down). The sum of the first column gives you your score on CE: Concrete Experience; the second column gives you your score on RO: Reflective Observation; your score on the third column is for AC: Abstract Conceptualization; and the fourth column is your score on AE: Active Experimentation.

Transfer each of your scores to the Learning Style Profile on the next page by placing a mark by the number you scored on each of the four dimensions. Connect these four marks with straight lines.

Interpretation:

Your individual scores provide you with a measure of the relative emphasis you give to each of the four different learning modes. In other words, the higher the number, the more your learning style tends toward that experience. Kolb (1984) defines each mode as follows:

Concrete Experience (CE) -- A CE orientation focuses on being involved in experiences and dealing with immediate human situations in a personal way. It emphasizes feeling more than thinking; a concern with the uniqueness and complexity of present reality over theories and generalizations; and intuitive, "artistic" approach over a systematic, scientific approach to problems.

Reflective Observation (RO) - An RO orientation focuses on understanding the meaning of ideas and situations by carefully observing and describing them. It emphasizes reflection and understanding over action and practical application; a concern with what is true or how things happen over what will work.

Abstract Conceptualization (AC) - An AC orientation focuses on using logic, ideas, and concepts. It emphasizes thinking rather than feeling; a concern with building general theories rather than intuitively understanding unique, specific areas; a scientific more than an artistic approach to problems.

Active Experimentation (AE) - An AE orientation focuses on actively influencing people and changing situations. It emphasizes practical applications as distinct from reflective



understanding; a pragmatic concern with what works rather than with what is absolute truth; an emphasis on doing, more than observing.

Your dominant learning style, how you resolve the tensions between conceptualizations and experience, and between action and reflection, is determined by locating the quadrant with the largest enclosed space on your Learning Style Profile. The quadrant is labeled on the Learning Style Inventory in italics.

Kolb (1984) describes the characteristics of each style based on both research and clinical observation.

**Convergent** - The convergent learning style relies primarily on the dominant learning abilities of abstract conceptualization and active experimentation. The greatest strength of this approach lies in problem solving, decision-making, and the practical application of ideas. The style works best in situations where there is a single correct answer or solution to a question or problem. The style suggests a preference for task accomplishment or productivity rather than for more socio-emotional experiences.

**Divergent** - The divergent learning style has the opposite learning strengths from the convergent. It emphasizes concrete experience and reflective observation. Its greatest strength lies in imaginative ability and awareness of meaning and values. The primary adaptive ability of divergence is to view concrete situations from many perspectives and to organize many relationships into a meaningful "gestalt." The emphasis in this orientation is on adaptation by observation rather than action. It is called divergent because it works best in situations that call for generation of alternative ideas and implications, such as a "brainstorming" idea session. The style suggests a preference for socio-emotional experiences over task accomplishment.

**Assimilative** - In assimilation, the dominant learning abilities are abstract conceptualization and reflective observation. The greatest strength of this orientation lies in inductive reasoning and the ability to create theoretical models, in assimilating disparate observations into an integrated explanation. As in convergence, this orientation is focused less on socio-emotional interactions and more on ideas and abstract concepts. Ideas are valued more for being logically sound and precise than for their practical values. It is more important that the theory be logically sound and precise.

**Accommodative** - The accommodative learning style has the opposite strengths from assimilation, emphasizing concrete experience and active experimentation. The greatest strength of this orientation lies in doing things, in carrying out plans and tasks and getting involved in new experiences. The adaptive emphasis of this orientation is on opportunity seeking, risk taking and action. This style is called accommodative because it is best suited for those situations where one must adapt oneself to changing immediate circumstances. In situations where the theory or

plans do not fit the facts, those with an accommodative style will most likely discard the plan or theory.

Although each of us may have a dominant learning style (some tend to be pretty equally distributed) it is important to remember that a learning style describes how we learn, not how well we learn. No particular style is intrinsically better or worse than another - only different. Understanding the commonalities and differences between your learning style and those you are working with may be useful in communicating more effectively. It can also give you an idea of your strengths and where you can grow.

**SAMPLE**  
**JOB DESCRIPTION**

**TITLE: Social Work Practitioner**

**BRIEF DESCRIPTION:** Using a multi-systems perspective and the ecological model, the Social Work Practitioner will provide culturally competent social work practice from an African American and/or rural practice perspective. The social worker will provide counseling and referral services to homeless adults, many of whom have are mentally challenged and/or have substance abuse issues.

**TYPICAL DUTIES AND RESPONSIBILITIES:**

- Complete psychosocial assessment;
- Interview clients individually;
- Provide information and counseling support to clients and their families;
- Recommend and sometimes make decisions about the best course of action for a particular situation;
- Make referrals to other agencies;
- Participate in internal case staffing;
- Participate in training, supervision, and team meetings;
- Maintain case history records and prepare reports;
- Develop treatment plans with clients, encouraging them to create and pursue goals for improving their lives;
- Complete individual needs assessment data

**KNOWLEDGE, SKILLS, AND ABILITIES:**

- Master's Degree in Social Work from an accredited social work program;
- Minimum LMSW or CSW;
- 1year experience in social work
- Excellent oral and written communication skills;
- Preferred school based case management experience;
- Knowledge and skill in systems theory and ecological model with a focus on the bio-psychosocial approach;
- Must have experience working with the public;
- Knowledge of theories, principles, and practice of community engagement;
- Knowledge of the spectrum of homelessness;
- Knowledge of substance abuse;
- Ability to work with a very diverse client population including but not limited to homeless individuals, mentally ill, substance abusers, ex-offenders, and older adults

**Positive Circles of Support is an equal opportunity employer that will ensure equal opportunity for all people without regard to race, color, sex, sexual orientation, gender identity, religion, age, ancestry, national or ethnic origin, marital status, disability, veteran or draft status. Note: All**

**applicants accepted for employment must undergo a criminal background check before the first day of employment.**