

**SOCIAL WORK PROGRAM
FIELD INSTRUCTION MANUAL**



A Supplementary Guide

For

**Field Instructors
Students and Faculty**

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PREFACE

This Field Instruction Manual is intended to familiarize the student and the agency field instructor with the requirements, standards, format and content of field instruction. The manual is designed to provide an initial orientation to the field experience and to serve as an ongoing reference and guide throughout the senior field experience.

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INTROCUCTION

The National Association of Social Workers recognizes the baccalaureate degree (BSW) qualifies students as beginning professional practitioners. The Council on Social Work Education (CSWE) has developed guidelines for undergraduate programs and standards for colleges/universities membership in the Council. The Council is the accrediting body for social work education programs.

The major purpose of undergraduate programs is to prepare students for the beginning level of professional social work practiced. Therefore, there is an emphasis on the use of educationally directed field learning. Originally, the word “field” brought to mind traditional social service agencies, staffed with social workers. Thus, students were trained for traditional social work practice. Now, the “field” can be the street, the neighborhood, the community, or any place where the needs of people should be met. No longer does “field” refer strictly to traditional agencies but encompasses non-traditional placements such as governors’ offices, mayors offices, legislators’ offices, sheriffs’ office, police departments and community action agencies.

“Field Instruction” is the phrase commonly used to denote educationally directed student learning in the field. Under the supervision of a qualified instructor, students learn by participating in the delivery of social services to individuals, small groups, families, organizations and communities. Students are generally assigned for a designated period of time to a specific agency, program, or service.

While the emphasis in field learning is on social work practice, the content of field instruction should be related to the total social work curriculum and not just to the social work practice courses.

Although some content may best be taught in the field and other content in the classroom, field instruction is a learning experience set within the framework of higher education and a basic component in a social work program. Therefore, it requires careful planning in terms of purpose, continuity, and sequence. The overall goals of field instruction should be to help the student integrate the various knowledge, values and skill components to which they have been exposed in the social work curriculum; to deepen the understanding of what has been learned, and to demonstrate the utilization of acquired knowledge. The educational focus of field instruction is paramount.

A high level of commitment by both the university and the field agency is indispensable to a sound and effective field instruction program. The availability of university resources, including faculty time for directing the program and relating field learning to classroom content, is essential.

The quality of the field instruction program depends on the level of competency and involvement of field and classroom faculty. Just as the student should be awarded appropriate academic credit for successfully completing field instruction, so field instructors and related university faculty should receive appropriate recognition for the time they need to spend on this program.

As the key purpose of field instruction is to assist students learn about and experience social work roles, the setting used for field learning should provide practice opportunities connected with social work practice. Field instruction placements are not limited to social work agencies, and the agency field instructor need not necessarily be a professional social worker. When either of these conditions is missing, the college faculty must assume extra responsibilities for insuring that the social work focus is maintained.

The educational use of field instruction has expanded in time and purpose. Since field instruction provides the student with the real life experience to apply and integrated all classroom knowledge and theory, efforts are made to get students into the field as quickly as possible. Field placements give students face-to-face contact with people in need of social services. Field placements also help the students increase their problem-solving ability. Finding solutions to clients' problems requires students to integrate classroom theory and knowledge and field experience. Field provides opportunities for students to understand the needs for social and economic justice for vulnerable and oppressed populations. Field placements also help students decide whether social work is actually the right career choices.

MISSION AND GOALS OF THE SOCIAL WORK PROGRAM

The mission of the undergraduate social work program at South Carolina State University is designed to prepare competent ethical and effective generalist professional practitioners for entry level practice with individuals, families, small groups, organizations and communities. The mission adopted by the Faculty in 2010, is consistent with the purpose of the social work profession which is to prepare graduates with the specific social work knowledge, skills and appropriate values for working effective with vulnerable populations. The mission is in keeping with the Educational and Policy Standards (EPAS) adopted by the Council on Social Work Education in April, 2008 for baccalaureate-level social work programs.

This mission is consistent with the purposes of social work which are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To achieve goals, developing resources, and prevent and alleviate distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promotes social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.

To develop and apply practice in the context of diverse cultures.

The preparation of generalist social work practitioners require that they be able to move into direct service positions in a variety of social service agencies, including community and organizational settings. As a professional discipline, meeting the goals and objectives of the social work program require that students be exposed to a breath of knowledge and experiences that go beyond the typical classroom curriculum. Therefore, there are considerable community service and experiential exercises in all classes and an educationally directed field instruction component that enhances students' understanding of the profession of social work, the variety of people it serves, and the variety of agencies and organizations in which social work activity takes place. Program mission and goals flow directly from its mission to prepare competent beginning level, generalist practitioners to intervene with client systems of all sizes. The social work program at South Carolina State has identified the following broad goals:

- To prepare graduates for beginning generalist professional social work practice with client systems of various sizes and types;

- To provide graduates with the skills necessary to work competently with diverse populations and intervene with people who are at risk because of their race, color, ethnic group identity, age, gender, handicapping condition, sexual orientation or any other characteristic that make them vulnerable to social and economic injustice;
- To prepare graduates who can demonstrate integration of professional values and ethics into their practice;
- To prepare graduates who will be lifelong learners and who will take responsibility for their personal and professional growth and development and contribute research based knowledge to the profession;
- To prepare graduates who understand and accept responsibility for working through individual intervention and advocacy to make social systems more responsive to the needs of vulnerable groups and communities;
- To prepare graduates for graduate study;
- To provide continuing professional development opportunities to the professional community.

The goals of the social work program in its preparation of generalist professionals are guided by standards set forth in the 2008 Educational Policy and Accreditation Standards (EPAS) established by the Council on Social Work Education. Hence, the social work program is a rigorous one and requires that students master a specific body of liberal arts content (humanities, social and behavioral sciences and biological science) and professional foundation knowledge (human behavior and the social environment, social work research, social welfare policy, social work practice, content on values and ethics, diversity and social and economic justice and field instruction. It is through the actual field experience that the student is able to demonstrate an ability to integrate knowledge in planned change efforts. Two necessary requirements for students to become effective practitioners are **(1)** that they be committed and **(2)** that they possess a level of maturity and readiness to understand and use themselves in an effective ethical way that facilitates change and empowers client systems.

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a specific body of knowledge, values, and skills of the social work profession for competent practice.

In preparing graduates our program is guided by the Educational Policy and Accreditation (EPAS) established by the Council on Social Work Education. (Appendix A)

- Social work education at South Carolina State University achieves these purposes by:
 - Providing curricula that are at the forefront of the new and changing knowledge base of social work and related disciplines;
 - Providing curricula that build on a liberal arts perspective that promotes breath of knowledge, critical thinking and communication skills;
 - Promoting scholarly attitudes of curiosity, open-mindedness, and critical thinking,
 - Offering programs that have flexibility in their design, structure, and outcomes,

- Preparing practitioners to work with individuals, families, groups, organizations, and communities without discrimination on the basis of age, culture, class, ethnicity, disability, gender, national origin, race, religion, or sexual orientation,
- Promoting culturally competent practice,
- Promoting the alleviation of poverty, oppression, and other forms of social injustice,
- Preparing social workers for practice in diverse political and cultural contexts and recognizing the global context of social work practice,
- Maintaining reciprocal relationships with social work practitioners, groups, organizations and communities,
- Formulating and influencing social policies and social work services,
- Engaging in the development of new knowledge,
- Promoting continual professional development of students, faculty, and practitioners,
- Promoting inter-professional and interdisciplinary collaboration,
- Making use of instructional and practice-relevant technology using the professional Code of Ethics to guide practice

PROGRAM OBJECTIVES

Program's objectives are implemented, including continuous assessment (Standard 8), ensures that the program outcomes are consistent with Educational Policy, Section 3 that call for social workers at the baccalaureate level to be able to:

1. Apply critical thinking skill within the context of professional social work
2. Understand the value base of the profession and its ethical standards and principles
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation and any other characteristics that put people at risk.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice
5. Understand and interpret the history of the social work profession and its contemporary structures and issues
6. Apply knowledge and skills of generalist social work practice with systems of all sizes
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities
8. Analyze, formulate, and influence policies
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

10. Use communicating skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change

Additional Program goals are the students will:

13. Identify with the social work profession
14. Demonstrate, through class and field, professional use of self
15. Identify and use resources for assisting client systems and for prevention

SOCIAL WORK CURRICULUM

The Social Work Program curriculum provides the students with a holistic learning experience. The students receive instruction in liberal arts as an essential part of a well-rounded educational process. Required liberal arts courses include English, Speech, Mathematics, Computer Science, biological Science, Humanities, Sociology, Psychology, Political Science, and Military Science or Physical Education. During the sophomore year students begin taking courses in their major.

The courses and their sequence in the Social Work Program curriculum at South Carolina State University were designed to implement the purpose, objectives, and educational outcomes of the BSW program. The basic purpose is to prepare students for generalist, professional social work practice. The program follows the guidelines as established by the Educational Policy and Accreditation Standards (EPAS) of the accrediting body which is the Council on Social Work Education. Social Work Values and Ethics undergird the curriculum. Please refer to Appendix A.

In providing such preparation a generalist approach is used. This consists essentially of a problem focused systems theory approach which is applicable to social work with individuals, families, small groups, organization and communities. The program seeks to prepare students to meet comprehensiveness of clients, while intervening on the most appropriate level(s) to bring about desired changes. This approach seems best for the students in our social work program. Many are of rural, low-income backgrounds; however, upon graduation most obtain employment in the less rural areas of the state. Many of the social welfare agencies in South Carolina are structured on a regional basis in the agencies are physically located in an urban-oriented community, but serve both that community and the more sparsely populated, rural areas. Placements for field instruction are with these agencies so that students gain experience in serving both populations.

As stated earlier, the social work courses and their sequences are designed to meet the program's purpose, objectives, and desired educational outcomes. Since content from earlier courses is used in subsequent course, much emphasis is place on students taking courses in the prescribed sequential.

Approved Courses and Electives

1. SW 300 is open to all university students and is required for majors.
2. All SW prefix courses, except SW 300 and electives, are limited to majors.
3. SW 306 and SW 307 must be taken prior to field instruction.

General Education/Liberal Arts Requirements

1. Orientation (two hours)
UNIV 101 – Introduction to University Community
2. Communication (nine hours)
English 150 – English Composition and communication
English 151 –English Composition and Communication
Speech 150 or 250 – Fundamentals of Speech Communication or Public Speaking
*A grade of C must be earned for satisfactory completion of these courses.
3. Humanities (nine hours)
Art 250 or Music 250 or Drama 254 – Art Appreciation, Music Appreciation or Introduction to Theatre
History 250 or 251 – World Civilization
English 250 or 251 – World Literature

4. Quantitative Reasoning and Technological Understanding (nine hours)
Mathematics 150 – Quantitative Reasoning or Mathematics 151 – Algebra
Mathematics 155 – Introduction to Mathematical Modeling
Computer Science 150 – Computer Technology
5. Science (eight hours)
Biological Science 150 – Biological Science
Biological Science 151 – Biological Science Laboratory
Biological Science 152 – Biological Science
Biological Science 153 - Biological Science Laboratory
6. Social and Behavioral Sciences (nine hours)
Psychology 250 – General Psychology
Sociology 250 – Introduction to Sociology
Political Science 252 – American Government

NOTE: Social work majors can take additional Social and behavioral Sciences courses
Approval Electives – six hours
Free Electives – nine hours

7. Personal wellness (two hours)
Physical Education 150 or Health Education 151 or Military Science 150 – Physical Education or Personal and Community Health or Introduction to Military Science
8. Cultural Awareness: The African-American Experience (three hours)
Social Work 250 – The African-American Experience: Pioneers in Social Welfare and Social Work is required for social work majors.

SOCIAL WORK COURSE DESCRIPTIONS

SW250. African American Experience 3(3,0). This course is designed to provide students with a sense of history and pride regarding the contributions of African Americans to social welfare and social work practice. The course focuses on the contributions of African Americans in initiating, planning and developing social welfare programs and services during the harsh period in US history when segregation, social and economic injustices toward people of color was acceptable.

Prerequisites: Junior status. (S)

SW300. Introduction to Social Work. 3(3,0). This course is a survey course examining the concepts, attitudes, resources, functions and activities in the field of social work. It stresses values, ethics, definition and function of the social welfare system. It also presents the history of social welfare policy and services in the United States, contemporary issues in social welfare, the impact of racism, oppression, poverty discrimination and gender on such programs. Thirty (30) hours of volunteer agency service is required. Students apply for admission to the program during this class.

Prerequisites: None. (F, S)

SW301. Human Behavior and the Social Environment I. 3(3,0). This is the first of two courses in the human behavior in the social environment sequence. Students apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development from conception to adolescence stressing the fundamental concepts of person-in-environment, human ecology, social system and strengths. Students utilize conceptual frameworks to guide their understanding of problem identification, assessment, intervention, and evaluation. *Prerequisites:* SW300. May be taken with SW 300 with approval for Program Coordinator. (S).

SW302. . Human Behavior and the Social Environment II. 3(3,0). This course expands upon the theories and knowledge taught in SW301 and incorporates theories specific to understanding biological, social cultural, psychological, and spiritual development from adolescence through old age of the life cycle and the adjustment tasks common to each stage. .The concepts of person-in-environment, human ecology, social systems, and strengths continue to be a focus. Students utilize conceptual frameworks to guide their understanding of problem identification, assessment, intervention and evaluation. *Prerequisites:* SW301. Taken concurrently with SW303, SW304, and SW305 (F)

SW303. Human Diversity and Social Work. 3 (3,0). Students will examine and understand the dimensions of diversity as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender and gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation. The cognitive and sensitivity focus of the course will help students address concepts of individuality, oppression, equality privilege and power as ways of helping them clarify attitudes and values as they deal with clients and other systems in their efforts to enhance social and economic justice. *Prerequisites:* SW301. Taken concurrently with SW302, SW304 and SW305. (F)

SW304. Social Policy and Services. 3(3,0). Social welfare policies and issues that affect social work practice and the problems which social workers confront is the focus of this course. Students examine the historical development and structure of social welfare policies and services through which society and organizations attempt to manage, control, minimize, and/or eliminate social problems, their consequences, and effects. Social workers are charged with the responsibility to become change agents. This course helps students explore their roles as practitioners in the

development and implementation of social policies and programs that further social and economic justice. *Prerequisite:* SW 301. Taken concurrently with SW302, SW303 and SW305. (F)

SW305. Orientation to Professional Development. 3(1,2). The course is a laboratory course. Course content will include issues related to student readiness to enter field instruction and professional practice. This course reinforces the communication process in social work and the skills needed in conducting professional interviews. Professional decorum, professional practice behaviors, stress and time management skills are some of the topic to be covered. The ethical principles embedded in the NASW Code of Ethics are reinforced. Role plays, case scenarios, mocked interviews provide students with opportunities to demonstrate the professional use of self. *Prerequisite:* SW 301. Taken concurrently with SW302, SW303 and SW304. (F)

SW306. Social Work Research and Statistics I. 3(3,0). This is the first of two courses in research and statistics. This course introduces students to the social work research process. Topics include basic principles in social work research, problem formulation, designing research ethics. Quantitative and qualitative research is emphasized. The intention of both courses is to prepare students to use research as a means of informing and improving their professional practice and to conduct research to add to the profession. *Prerequisites:* SW302, SW303, SW304, and SW305. Taken concurrently with SW 307. (S)

SW307. Social Work Practice I. 3(3,0). This, the first course in the practice sequence, reinforces students knowledge of generalist social work practice with individuals and small groups. The focus of theory is on problem solving with individuals and small groups and examines a number of theories including ecological systems, empowerment theory and strengths theory. Using the General Intervention Model (GIM), role plays and video-taped interviews to analyze case situations, students demonstrate beginning skills in the planned change process-engagement, data collection, assessment, intervention, evaluation and termination. *Prerequisites:* SW302, SW303, SW304 and SW305. Taken concurrently with SW306. (S)

SW 400.Social Work Research and Statistics II. 3(3,0). This course provides students with advanced skills in (a) conceptualizing research problems in practice, (b) completing research in such areas as needs assessments, program evaluation and single subject research; and (c) using inferential skills of data collection and analysis students understand and apply quantitative and qualitative research measures to a proposal initiated in SW 306 and completed during the field and seminar courses. The techniques of single subject research and ethical standards in research are reinforced. *Prerequisites:* SW 306 and SW307. Taken concurrently with SW 401, SW402 and SW403. (F)

SW401. Social Work Practice II. 3(3,0). This course focuses on a generalist approach to social work practice with families and individuals -at-risk because of substance abuse, domestic violence, poverty, handicapping conditions, poor housing, and unsafe communities. Special attention is given to intervention with individuals and families with special needs including gays and lesbians, people of diverse racial and ethnic backgrounds, and women. Practice focus on identifying, analyzing, and implementing ethically sound, evidence-based interventions and evaluating outcomes of interventions. *Prerequisites:* SW306 and SW307. Taken concurrently with SW400, SW 402 and SW403. (F)

SW402. Field Instruction I. 6(0,6). Under the supervision of a professional social worker, students spend 16 hours per week in an agency or an approved setting to acquire experience in direct generalist social work practice, thereby giving them an opportunity to apply theory to practice with individuals and small groups. *Prerequisites:* SW306 and SW307. Taken concurrently with SW400, SW401 and SW403. (F)

SW403. Social Work Seminar I. 2(2,0). A seminar to accompany SW402. Pulling from their field experience, students demonstrate entry knowledge, values and skills of generalist social work practice with individuals and small groups. Here, students integrate and apply theoretical frameworks learned in classroom and field instruction. *Prerequisites:* SW 306 and SW 307. Taken concurrently with SW 400, SW 401, and SW 402. (S).

SW 404. Social Work Practice III. 3(3,0). This third course in the practice sequence builds upon the conceptual base of the material presented in SW307 Social Work Practice I and SW 401 Social Work Practice II. The emphasis is on organizations and communities which provides a bridge between micro and macro levels of intervention. The course parallels and enhances the field practicum by providing a range of macro theories and methods. Students use knowledge and skill to respond proactively to macro-level problem appropriate for beginning generalist practice. *Prerequisites:* SW401, SW402 and SW403. Taken concurrently with SW405 and SW406. (S).

SW405. Field Instruction II. 3(3,0). This is the second part of the Field Instruction sequence. Students build upon field learning experiences from the preceding semester and demonstrate more advanced knowledge, values and skills as generalist social work practitioners who understand and employ strategies to advance social justice. While continuing with their intervention with individuals and groups, students focus on macro experiences. Students spend 16 hours per week in an approved setting. A total of 220 clock hours are required for the completion of the two semester field instruction experience. *Prerequisites:* SW 402 and SW 403. Taken concurrently with SW 404 and SW 406. (S)

SW406. Social Work Seminar II. 2(2,0). A seminar to accompany SW 405. This seminar is interconnected with Field Instruction II and pulling from their Field I experiences, students demonstrate greater understanding of macro level intervention and an ability to synthesize classroom theoretical knowledge with real practice situations. Students also discuss pertinent issues and concerns and share new insights. *Prerequisites:* SW 400, SW 401, SW 402 and SW 403. Taken concurrently with SW 404 and SW 405. (S).

Social Work Electives

SW415/SOC416. Gerontology I. 3(3,0). A survey of the field of social gerontology with particular focus on cross-cultural values affecting the position and status of the aged; the biological, psychological, and social aspects of aging; the impact of the aging population on American society, and social problems relating to aging. *Prerequisites:* None. (Alternate F, S)

SW416/SOC416. Gerontology II. 3(3,0). The principles and techniques essential in social work practice with the elderly, as well as concentration on death, dying and working with the dying individuals and their families. *Prerequisites:* None. (Alternate F, S)

SW417. Substance Abuse. 3(3,0). This course is a survey course which examines, primarily from a family systems perspective and approach, the use, abuse of and addiction to substances, (alcohol and drugs) both legal and illicit. A balanced perspective on treatment, spanning disease and maladaptive behavior is presented. *Prerequisites:* None. (Alternate F, S)

SW418. Child Welfare. 3(3,0). This course focuses on the history of child welfare in the United States and social changes, issues and problems facing children, youth and their families. Students will examine the role of child welfare policies, programs and practices that attempt to address these issues, including services to the child in his/her home, foster care, adoption, protective services and school social work. *Prerequisites:* None. (Alternate F, S)

SW 419. Disability Issues in a Multi-Cultural Society. 3(3,0). Important issues/topics related to disabilities in a contemporary multi-cultural society will be explored. There will be discussion of historical and contemporary thinking and assumptions of people and policy. Exercises, field, classroom discussions and guest lecturers will be used to help sensitize students to living with a disability. *Prerequisite:* Junior or seniors standing (Alternate F, S)

SW420. Special Topics. 3(3,0). This course offers selected students an opportunity to have intensive focus on a selected topic in social work. Students will research topics of interest and present their findings orally and in writing. Open to social work majors with a 3.00 average, or by recommendation of faculty advisor. *Prerequisite:* Junior or senior standing (Alternate F, S)

SW421. Health Care Issues in Social Work. 3(3,0). This course examines gender, social class, race and ethnicity as predisposing factors of health status, health behavior and health care delivery. Students are expected to consider undeserved population groups and their health status from a perspective of social change. *Prerequisite:* Junior or senior status. (Alternate F, S)

SW422. Grief, Dying and Death. 3(3,0). This course is designed to introduce students to a wide array of issues and strategies of intervention and grief counseling. Students will be prepared to work from an informed perspective that demonstrates an understanding of the special needs and communications of the dying and those who work with them. *Prerequisites:* None. (Alternate F, S)

SW423. International Social Welfare Policy. 3(3,0). Students will study the structure of the international system and its influence on international institutions, agency structures, geopolitical and psychosocial dimensions and global social welfare issues and services. *Prerequisites:* None. (Alternate F, S)

SW424. Women's Issues. 3(3,0). This course examines, from a multicultural perspective, the biopsychosocial issues impacting women in our society. The course will specifically address such issues as health, poverty, employment, career choices, violence, substance abuse and how these affect women. In addition, the course will address gender specific treatment programs. *Prerequisites:* None. (Alternate F, S)

FACULTY

The **Director/Coordinator of Social Work Program** must have an MSW from an accredited school of social work. In addition to the MSW, a doctoral degree and two to five years of full-time employment in delivery of human services after earning the MSW degree is preferred. If the doctoral degree is offered, it must be accompanied by a minimum of two years employment in an administrative capacity.

The responsibilities of the director are to:

- Provide educational leadership to the program and assume administrative functions as required by the university
- Teach courses in social work
- Act as faculty liaison to agencies; and
- Provide academic, career, and personal counseling to social work students
- Supervise faculty and serve on University College Committees.

The **Coordinator of Field Instruction** must have an MSW from an accredited school of social work and two to five years of full-time employment in delivery of human services after earning the MSW degree.

In addition to teaching social work courses as designated by the program director, responsibilities of the Field coordinator are:

- Recruitment and ongoing evaluation of agencies and agency supervisors;
- Author and periodically revise the **Field Instruction Manual**;
- Assignment of students to agencies;
- Coordinate field seminars
- Coordinate assignments of field instructors and of faculty liaisons to agencies and
- Provide academic, career, and personal counseling to social work students.

Social work field faculty must have an MSW from an accredited school of social work, with a minimum of two years full employment in the delivery of human services after earning the MSW degree

Responsibilities divided among other faculty are to:

- Assist the field instruction coordinator;
- Teach social work courses as designated by the program director;
- Act as faculty liaison to field agencies and ;
- Provide academic, career, and personal counseling to social work students.

All faculty must participate in curriculum development revision and are encouraged to engage in research.

In keeping with the community outreach aspect of the university program, all social work faculty are expected to give their professional expertise to the growth and expansion of the community. Each is expected to be actively involved in professional organizations which enhance personal and professional growth and in organizations designed to promote better economic and social conditions for all.

FIELD INSTRUCTION: PURPOSES, OBJECTIVES AND GOALS

No other profession places more emphasis on real life experiences than does social work. Field instruction with supervision and time limitations comes as close to an actual work experience as possible. In field instruction the students have the responsibility for the delivery of service. This experience requires the students to use their knowledge and experience to develop and enhance problem-solving skills. It is in field instruction that students learn to integrate the theory and knowledge learned in class with experience for responsible problem solving of social welfare needs. This must be accomplished using the NASW Code of Ethics as a behavioral guide.

Field Instruction is intended to provide students with opportunities to engage in professional tasks which enable them to acquire and demonstrate those educational and skill competencies necessary to enter generalist practice with individuals, families, small groups, communities, organizations and agencies. Thus, field instruction is an integral part of the social work curriculum. It is critical to the educational objectives in that it provides an educationally focused learning experience whereby students integrate knowledge from other parts of the curriculum with their field practice experiences. To facilitate integration, field learning experiences are provided within the framework of specific objectives, and students are evaluated on the extent to which they achieve these objectives. Students are assisted in the process by their field instructors and field liaisons.

Preparation for field instruction is planned in a sequential process. Students first become acquainted with agency practice in the Introduction to Social Work course. They complete a thirty (30) hour volunteer experience which exposes them to the social service arena – both the diversity of clients who seek services and the professionals who help them. In subsequent social work course, Orientation to Professional Development (SW305), Social Policy and Services (SW304); the Human Behavior and the Social Environment sequence (SW 301 & SW 302); and Social Work Practice I (SW 307), students get further agency experiences through several avenues. For example, in these courses they serve as agency volunteers, where they begin to analyze social service programs. They also make visits to social service agencies. There are planned observational visits. Subsequent class discussions, guest lecturer's from the social service practice community adds to the knowledge base of our students. With these experiences as a foundation, the culmination of the process of learning about, and participating in, agency practice occurs in the two courses in field instruction, Field Instruction I (SW 402) and Field Instruction II (SW 405) and the two seminars, (SW 403 & SW 406).

Formal field instruction begins with SW 402, Field Instruction I and is taken the first semester of the senior year. The students are in an agency for two field days a week which equals a minimum of 220 clock hours. The primary intervention focus in this field is with individuals, families, and small groups. Students are concurrently enrolled in SW 400, Research & Statistics I; SW 401, Social Work Practice II; and SW 403, Field Seminar I where are classroom activities, assignments and discussion that also help students relate theory to practice.

Using content from previous courses and incorporating content from concurrent social work courses (Social Work Practice II and Research & Statistics II), students enrolled in Field Instruction I focus on working with individuals, families and small groups. For example, they select a case they have been assigned and conduct single subject research to be evaluated for research methodology. Practice application is submitted to and discussed in the Individuals and Families at Risk class and in seminars thereby helping students internalize learning. Intervention building skills and self-growth become a part of the field log for individual conference discussion and seminar discussions. These type assignments and discussions help students as they make progress in applying their knowledge, values, and attitudes and demonstrate a commitment to social work with diverse populations.

In the second semester of the senior year, students continue their placements as they enroll in SW 405, Field Instruction II and SW 406, Field Seminar II. They are in the same agency for an additional 220 clock hours with a focus on macro practice while continuing micro/mezzo practice. As they take Seminar II, SW 406 and Practice III, SW 404, this semester provides more opportunities for integration of knowledge. In addition, students keep field logs which are submitted to the faculty and are discussed during weekly individual conferences. These conferences occur on non field days.

Building on experiences from Field I (SW 402), students continue to refine micro and mezzo skills in Field II, SW 405. They are concurrently taking a macro practice course, SW 404. A requirement is to implement agency approved community or agency projects. Building on previous knowledge and using content from the macro class, the projects help students learn another level of making service delivery more than just and humane. A community agency paper for SW 404 utilizing their placement agency and community assists students in synthesizing content from policy, research, practice, human behavior, diversity, etc. At the conclusion of this field instruction course, students will have mastered the knowledge, skills and attitudes consistent with being a BSW and will be ready for beginning professional practice.

At the conclusion of the field practicum students have a minimum of 440 clock hours of field. Time is monitored by field logs, faculty liaison and student conferences as well as agency conferences. Students received a total of 16 credit hours for field and seminar.

In most instances, students in field instruction are placed in the agency on Tuesdays and Thursdays. They are under supervision of an experienced social work supervisor. Although this is a limited experience, it does provide students with a direct introduction to the career field. During placement, students attend a regularly scheduled seminar on campus with faculty instructors so the students can learn to interpret their experiences and can learn to apply sound principles and methods of social work to these experiences. The students are required to keep daily records of the field learning experiences and these records will be used for individual discussion and/or in group seminars.

Since the students are in an agency in the community, it is imperative that they understand the agency, the community and the relationships between the two. Therefore, the students are required to complete an agency approved community or agency project and present their findings in writing to the instructors.

Since field instruction complements classroom experience, it must be viewed in relationship to it. Therefore, based on programmatic objectives, the general purposes of field instruction are to help students to develop and apply skills for generalist social work practice with multilevel systems. The skills impact on individuals and social problems and help meet the following goals.

A. Objectives of Field Instruction

The objectives of field instruction are consistent with the program's objective of preparation for entry level practice and the EPAS. The objectives are to teach students to:

1. Apply social work practice skills with client systems of all sizes;
2. Use professional values and attitudes for the ethical practice of social work;
3. Effectively use self in professional and interpersonal relationships;
4. Use the problem solving process with individual,
5. Teach students how to use knowledge of communities and organizations in intervention and social work with communities and organizations;

6. Use appropriate communication (verbal and written) for professional recording, and with clients from diverse cultures;
7. Apply of social research to improve social work practice;
8. Understand and be sensitive to human diversity for effective service delivery and prevention activities;
9. Apply critical thinking skills in professional practice;
10. Evaluate agency policies and procedures and suggest ways these can be improved to better assist clients;
11. Use supervision to facilitate their learning and experiences

B. Field Component

To meet the purposes for the field component, specific goals for Field Instruction have been developed. At the conclusion of their field, students will:

1. Apply social work practice theory to practice situations.
 - 1.1. Identify problems and determine solutions.
 - 1.2. Use knowledge and ability to intervene at the appropriate level with clients and related systems.
 - 1.3. Identify social work professional activities by observing professionals in their relationships with other professionals and with clients.
2. Identify with the profession of social work and demonstrate professional ethics.
3. Demonstrate affective and interpersonal skills and professional competencies.
4. Identify problems and determine solutions.
5. Locate community resources and help clients use the structures appropriately.
6. Record and discuss case material in a professional manner.
7. Use research to improve service delivery.
8. Deliver effective service and change systems for all people regardless of ethnic and life style difference.
9. Affirm their commitment to become a professional social worker.

EDUCATIONAL DIRECTION OF FIELD INSTRUCTION

Educational direction of field instruction at South Carolina State University is assured through the following activities.

1. Field Coordinator visits a prospective agency and field instructor to discuss:
 - a. Agency programs, objectives, and expectations;
 - b. Proposed field instructor's qualifications and expectations; and
 - c. The social work program's objectives, requirements and expectations. A field manual and university/agency agreement are left when verbal agreement is reached. Then, the information which has been gathered is evaluated to determine if the proposed placement and the field instructor can meet the educational objectives of the program.
2. Agency persons are encouraged to attend social work classes and syllabi are available upon request.
3. All agency person supervising students are encouraged to attend student field instruction seminars.

4. Agencies complete and submit an agency profile which outlines the types of learning exposure available to the student's agency programs and services, specific requirements, etc. which is kept on file by the social work office.
5. Agency persons supervising students are also expected to attend an orientation and training seminar prior to a student being placed with them. This training is designed to give the field instructor an overview of social work education in general and at SCSU specifically. Also included are differences in agency supervision and field instruction, expectations of agencies, field instructors, students, and faculty liaisons; case assignments; student evaluation and termination. Additional topics are the field instructors as educators and students as adult learners. Annual program evaluations also are conducted with agency personnel.
6. Faculty liaisons make three agency visits the first semester and two or more arranged visits to each agency the second semester to evaluate the learning experiences provided for the student and to evaluate students' performance. This is done after the field instructor and student have completed the appropriate evaluation forms.
7. Field instruction seminars and weekly individual conferences with students help monitor the educational direction of experiences students are receiving, so changes can be initiated where needed.
8. Field faculty are readily available for assistance to agency persons and students.
9. Students are required to write a daily log of activities while at the agency and these are utilized by program faculty to further assure that field instruction is fulfilling program objectives.

STUDENTS INDIVIDUALIZED LEARNING PLAN

In view of the educational objectives of Field Instruction, field experiences are individual in terms of the students and the agency. Hence, students' practicums are designed to meet their learning needs. These assignments are spelled out in an individual students learning contact. Continuity and progression of learning are keys in the planning of appropriate learning experiences. The Field Instruction Manual delineates these objectives. The joint Students Agency Contact is due within the first month after field instruction begins.

Field instructors, classroom teachers and students are viewed as partners in this teaching/learning process. Since our program is planned for concurrent field instruction and class, and in field. Therefore, it is possible to initiate discussion of social work content in either location and reinforce the learning in the other. Interaction between classroom and field instructors make reinforcement of learning more possible.

Class and field content is built on a conceptual basis and the Field Instruction Manual spells out the levels of competency students in field should master by the end of each semester in the field. Progression in learning is demonstrated by the increasing demands made upon the students as they are functioning at the level expected for beginning generalist social work practice.

For Field I

Individual educational plans are developed to fit the unique needs of each student. It is very important that each student be aware of and verbalize goals for field instruction. This should be done in conjunction with the agency field instructor using classroom learning and individualized assessments to develop their individualized learning agreement. (Appendix B)

For Field II

Students will expand the individualized learning plan developed in Field I and will include macro practice application. This should be done in conjunction with the agency field instructor and should utilize the student's individualized learning contract distributed and discussed in class. (Appendix C)

SELECTION OF STUDENTS' ACTIVITIES AND ASSIGNMENTS

The agency field instructor has the responsibility of involving the students in planning the learning experiences and for assigning specific tasks. It is suggested that the first day or two in the agency be spent in orientation. This should include orientation to the agency's programs and policies as well as to the staff. The orientation period should prepare the students for any observations by helping them fully understand the situation and by knowing the significant things for which to look. The students should be given the opportunity immediately following the observation; the student should be assigned specific concrete client-agency-related tasks. Tasks/case selection will be discussed in more detail subsequently.

The learning experiences available in an agency are evaluated on the basis of meeting the educational objectives of the program. Students are involved in an educational assessment of their learning needs. To produce generalist social worker capable of intervening with multi-level systems, the field instructor is asked to assign some of the following tasks:

- 1.** Activities involving direct and indirect practice with individuals, small groups, families, communities, organizations, and institutions
 - a.** Interviewing with client/group/family
 - b.** Collaborating with other agencies
 - c.** Consulting with other workers inside and outside the agency

- 2.** Activities which enhance students' knowledge of agency and community
 - a.** Being oriented to assigned field agency
 - b.** Completing an agency-community study as a requirements for field instruction
 - c.** Participating in agency's in-service training, staff meetings, and conferences whenever feasible
 - d.** Attending at inter-agency meetings and professional workshops
 - e.** Making and receiving appropriate referrals
 - f.** Assigning of community projects as a part of caseload

- 3.** Activities which require collection, organization and evaluation of information
 - a.** Conducting intake interviews with clients
 - b.** Keeping case notes and records and sharing these with other professionals
 - c.** Writing case summaries and making recommendation regarding client/group
 - d.** Completing required agency-community studies
 - e.** Gathering information for agency purposes as assigned, i.e., self-study and grant writing
 - f.** Keeping log of experiences at the agency
 - g.** Evaluating agency effectiveness
 - h.** Evaluating one's own practice

Field instructors are asked to make assignments that enhance students' intervention with minorities of color, women, gays, lesbians, and other diverse populations.

Students should participate in planning their assignments. The assignments for students must be clearly understood by the field instructors and the students. They need to be assignments that can be accomplished and can involve the student in the delivery of worthwhile and necessary services and not just "busy work". They should be of assistance to the agency and student as well as of educational value for student. If assignments are carefully chosen, the

student can make a real contribution in helping people and thus help the agency, also while learning.

Since the students have so much to learn and retain, it is a good idea to have some material written down for them. They can refer to this material rather than having to ask or “re-ask” countless questions. Once prepared the folder containing the written materials about the agency can be used for successive students-if it is kept up-to-date.

As mentioned previously, students need an orientation period and should spend time observing professionals in the agency as they interact with clients. There should also be time allowed for a follow up question and answer period immediately following orientation and observation.

The first assigned cases should probably be cases already known to the agency in which the next step in intervention is clearly indicated. This gives the students an opportunity to evaluate a social study and a plan of intervention from recorded material and offers the assurance of some previous understanding of the client with whom they are expected to establish a social work relationship.

A case new to the agency should be assigned to the student as soon as they are capable of handling it. If it is possible for them to have the opportunity to carry a case through from intake to some accomplishments, this is the case that will probably give them the most satisfaction.

Additionally, it is important that the student be given cases which provide for achievement. A student's first case should be one in which the client is friendly to the agency and accepting of its services.

There are two major approaches in making assignments of tasks for students:

1. Assignments to student by case, groups, organizations, and/or community. At first, attempt to choose a recipient(s) who is non-explosive and who is least vulnerable. Be sure to make arrangements for situations with the client which occur when the student is not in the agency.
2. Assignment of students to certain jobs within the agency supervisor's unit. (In small agencies, the entire agency may be this unit)

The difference between number one and number two is that in number two all student tasks are chosen by the field instructor of the unit as related to the work of the unit as a whole and not by individual workers from their own caseload as is the case in number one. The second is definitely an advantage over the first because in the second the field instructor has complete control in the choice of assignments and can make assignments in relation to the student's needs as well as the demand of the workload. Another advantage is that the field instructor can make assignments for which she/he sees a need but which may not presently be in the caseload of any worker. For example, there may be value for the institution if the student initiates a recreation program for teenagers. This may be needed activity not presently assigned anyone in the agency.

In regard to activities which enlarge students' knowledge of agency and community, it is well to remember that as students look at their placement agency, they should have the opportunity to see the relationship between the agency and the community. To fully understand the significance of the effects agencies have on each other, the students must have repeated opportunities to learn about

community resources those needed as well as those available. Assignments to the students should be ones in which the clients may use various resources. Attending case conferences in which several agencies are represented is valuable to students. One suggestion to determine the student's understanding of these activities is to have the student write down all concepts or words not understood. The follow-up discussion can then clarify these points.

To summarize, field instruction tasks must be chosen in terms of educational value for the student. In deciding whether to assign a task to a student, the task must first be approached from an educational view. Does it give the student a chance to fulfill some of the outlined educational objectives? The second approach must be in terms of whether the task needs to be completed in accordance with the delivery of services of the agency. It should be clear that the educational needs of the student come first. However, it should be equally clear that the student, the agency, and the university must view field instruction as an opportunity to have needed tasks accomplished and may even provide for expansion of service.

FIEDL APPLICATION PROCESS AND REQUIREMENTS

Field instruction is an integral part of the social work curriculum. It is here that students truly begin to use, in an integrated manner, the knowledge, values, and skills of the profession as they intervene with client systems of various sizes and types.

Liability Insurance

All students whose field placement is necessary in order to meet degree requirements are covered by liability insurance carried by the university as long as the student is performing within the course and scope of his/her responsibilities as authorized. Additional coverage is available to students through the NASW Student Professional Liability Insurance Program for a fee (\$48.00). Students are encouraged to purchase this coverage and may do so by contacting the NASW-Virginia Chapter office in Richmond to inquire about membership.

Safety Issues

Students need to be aware that the practice of social work involves an element of personal risk. When students are concerned for their safety or the safety of others, they should discuss this concern with their field instructor to determine the best course of action. This discussion also must be shared with their faculty field liaison. Students are not to take unnecessary risks in the course of their field work. Agencies have agreed (see Memorandum of Agreement) to prepare students in whatever way necessary to maximize their safety in the learning environment. If a student's is threatened or injured while in the field practicum, or is involved in an incident when her/his safety could have been compromised, the student should report the event immediately to the following people; field instructor, and faculty field liaison or Field Department Office. At a minimum, someone from the agency and someone from the Program of Social Work should know of the event.

Criminal Record Checks

Many of our field agencies now require a criminal record check prior to accepting a student for placement. As a result of this reality of current social work practice, it is imperative that students inform the director or assistant director of field instruction if there is personal background information that should be known and taken into consideration during the placement process.

Access to a Vehicle

In conjunction with the movement of service delivery in health, mental health and family services toward community based models (which include outreach, home visits and community care), most placements require that students have a vehicle to perform their field assignments. Not having a vehicle limits field placement options.

Nondiscrimination and Sexual Harassment

SCSU does not discriminate on the basis of age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation or disability. The university also has a sexual harassment policy to ensure nondiscrimination against any member of the university community because of gender (see <http://www.scsu.edu/wconnect/ace/XPage.awp?&Page=antiharassment.htm>). Any incidents of discrimination and sexual harassment, as with all forms of abuse, should be brought promptly to the attention of the person responsible for the event during which the incident(s) occur. Those who choose not to mention the incidents to the persons having that responsibility (in the case of field placement, it would be the field instructor and/or the faculty field liaison) should discuss the incidents with the director or assistant director of field instruction, or the associate dean. The university has formal procedures to deal with problems that involve such violations of university policy. Students are provided a formal presentation during orientation prior to entering the agencies, agency field

instructors are requested to submit their agency's sexual harassment policy to the students' during orientation. They are asked to have a copy available in their orientation packet and to discuss it with students.

Students with Disabilities

The university has a policy regarding students with disabilities, which can be found in the University Bulletins. This policy is followed in all field instruction courses. The Field liaison usually contacts students who have been identified with a disability before field assignments are made to discuss appropriate accommodations. The Field Liaison works in collaboration with the Office of Student Services to assist students with disabilities in field related matters.

During the fall semester of their junior year, students attend an internship fair where they learn about various social agencies and meet potential field instructors. They complete an "Application for Field Placement packet" form (Appendix C) and submit it to the Coordinator of Field Instruction. An interview is scheduled with two faculty members during which students' strengths, learning needs, placement requests, and field requirements are discussed. There is additional discussion about the agency interviews and reports and the remaining requirements for placement.

Requirement for Field

1. Cumulative **GPA** 2.1;
2. At least a C in all social work courses;
3. Complete the application process;
 - a. Complete application form
 - b. Interview with faculty
 - c. Attend internship fair
 - d. Interview potential field instructor/agency representative
 - e. Complete **SLED** check
 - f. Complete all other paper work
 1. Assessment of agency interview
 2. Student data form for agency (Appendix D)
4. **Able to provide own transportation and costs associated with field**

After all information is assessed, the student receives a potential placement assignment with the name of the agency person to contact to set up an appointment for an interview. After the interview in the agency, students return the confirmation of placement form with the comments from the field instructor/representative and the student assessment of the interview to the Field Coordinator. After all data is received and evaluated and the final grades are checked, students receive a placement. Once a placement assignment is made, the Student Date Form completed by the student is mailed to the field instructor. The form contains all information about the student, which along with the information gathered during the placement interview, gives the field instructor sufficient data to begin planning for a specific student.

SELECTION OF FIELD INSTRUCTION PLACEMENT AGENCIES

Selection criteria for sites for Field Instruction are molded by the purpose of the Social Work Program. This purpose is to prepare students to enter social work practice as professionals on the baccalaureate level. Recognizing the contribution that Field Instruction can make in providing learning experiences for social work students, the field setting is selected on the basis of its ability to provide opportunities for observation and practice of social work.

It is of utmost importance that the agency dedicate and commit itself to follow through with the student for the agreed upon time. Therefore, an agreement between the University and agency is provided by the University for the agency to complete and is signed by all parties. (Appendix E)

Specific criteria required of the agency for students learning are as follows:

- 1.** Provide professional social work field instruction that lasts throughout placement;
- 2.** Provide a field instructor who will commit to a yearlong obligation;
- 3.** Only make changes in the field instructor agreement with the involvement of the Field Coordinator;
- 4.** Orient the student to agency policies and operations;
- 5.** Assure opportunities for students to observe and practice a variety of social work functions;
- 6.** Provide opportunities for students to participate in consultation, conferences, seminars and staff members within the agency and the community;
- 7.** Provide the appropriate working space including private interviewing space;
- 8.** Provide access to telephone, dictating facilities, and clerical help; and
- 9.** Make every effort to reimburse for travel incurred as a result of an agency assignment or make provision of transportation.

SELECTION OF FIELD INSTRUCTORS

When selecting an agency field instructor, the program looks for persons who can teach, interpret, and represent the professional image for which the student is preparing. They must be creative, resourceful, and intelligent, and they must be competent and comfortable in their role. Of utmost importance are a belief in and an interest in the student's ability to make a meaningful contribution to the profession of social work. The field instructors must be committed to remain in the program in the capacity of instructors for as long as the time required by the placement.

South Carolina State University's Social Work Program requires that a field instructor have a professional social work education degree. An exception to this requirement is evident when no such person is available in the agency, and the agency otherwise demonstrates unusual potential for meeting field instruction objectives. However, the person chosen to supervise student must have a social work focus and experience.

When a field instructor is not a professionally educated social worker, the field liaison has the responsibility for insuring that the basic planning for the actual teaching and evaluation of field instruction has a social work focus and is professionally sound and educationally directed. The faculty liaison uses the field instruction seminar and individual weekly conferences with the student to insure a professional learning experience for the student. Each student is required to keep a log, which is used as a starting point to help the student understand and evaluate his performance from a social work perspective.

All field instructors must attend Field Instruction Orientation Training, a seminar with students at the beginning of placement, as well as the annual end of the year field instructors meeting. The field instructor's agreement is Appendix F.

RESPONSIBILITIES OF FIELD INSTRUCTORS

Field placement settings serve as laboratories for the program in that they provide opportunities for students to demonstrate (under close supervision) their ability to integrate academic content with practice skills. The nature and functioning of the relationships between the program and field instruction settings is further spelled out by delineating responsibilities of all persons involved. The agency field instructor is responsible to the social work program for the following:

- 1.** Be familiar with the objectives for Field Instruction, the social work curriculum and the syllabi for the practice courses as supplied by the social work program.
- 2.** Be familiar with the data on the student which will be provided by the social work program in advance of the student's arrival at the agency.
- 3.** Participate in seminars at the university with other agency field instructors and faculty.
- 4.** Attend conferences with the program faculty at appropriate intervals in relation to the student's development.
- 5.** Prepare staff members in advance of student's placement so staff can understand and appreciate the social work program and students.
- 6.** Provide personally, or in conjunction with resources persons, and orientation to the setting and to community resources.
- 7.** Provide students with opportunities to practice a variety of social work skills and roles.
- 8.** Teach students the recording purposes and procedures used by the agency.
- 9.** Be available to students for ongoing instruction. Weekly supervisory conferences are necessary.
- 10.** Evaluate, at mid-semester and at the end of the semester, the students' progress and have completed the evaluation forms for the social work faculty liaison.
- 11.** Complete the form supplied by the university and entitled, "Field Instructors Agreement." Completed forms are to be returned to the Field Coordinator at the University. (Appendix F)
- 12.** Participate, with faculty and students, in evaluating the field curriculum.

Many students feel that field placement is the most meaningful part of the undergraduate program. They are usually enthusiastic about the opportunity to become involved, to act rather than just sit, and to learn to risk themselves in different types of relationships. It is imperative for the agency field instructor to learn about the student's knowledge, attitudes, skills, past experiences, and motivation. This knowledge is necessary before an individualized program can be developed for the student. South Carolina State University will supply selected background data on each student. However, most of the necessary information will be gained through the interaction between the agency field instructor and the student, at which time specific individualized goals for the student should be developed.

The University's expects the following from the field instructor in regard to student responsibility:

1. Introduce the student to other persons on the staff as soon as possible after the student arrives at the agency;
2. Supervise and instruct the student individually, in groups, or a combination of both methods in keeping with needs of the students.
3. Arrange for the students to attend staff and board meetings;
4. Learn first-hand from the student what the student's interests, goals and learning style are so that help can be given to the student in developing more self-awareness;
5. Provide personally, or in conjunction with resources persons, an orientation to the setting. From this orientation, the student should learn about;
 - a. Purposes, policies, functions, and goals of the agency
 - b. Sources of monies
 - c. Clientele served
 - d. Geographic area served
 - e. Specific activities of the agency
 - f. Relationship between the identified agency and other agencies and between the agency and the community
 - g. Expectations of the student as a student, as an agency representative, and as a social worker
 - h. Personnel regulations
 - i. What the student can expect from field instructor in terms of guidance and supportA good method is to prepare a folder with the information. After discussions, the student has a folder for references.
6. Select the workload for the student so that it is attuned to the setting, taking into consideration the student's capacity, interests, past experiences, life patterns, and objectives of the program. The students must feel they are making a meaningful contribution to the agency as well as having a learning experience. Therefore, busy work is never appropriate.
7. Assign the student a problem-solving task as soon as possible. This task should involve a single client, group or contact with another agency. This task should be selected so that students can gain some immediate satisfaction from their work. Thus students will be encouraged in their ability and not frustrated. However, be careful not to let students think they are doing well if they are not. Generally, it is advisable to have three "cases" ready for assignment to the student. Additional assignments are based on student's performance and complexity of situations
8. Increase the nature and complexity of the student's client/task assignments as the student develops and grows.
9. Assign tasks with a clarity that allows students to know the purpose of the task and to appreciate the need for the task.
10. Help students realistically and effectively organize their work.
11. Set aside the time necessary for preparation for student conferences and teach the student how to prepare for and participate, individually and in groups, in such conferences. It is imperative that the field instructor be available to the student on the days the student is in the agency.
12. Hold regularly scheduled conferences with students each week.
13. Give the student a chance to practice a variety of social work functions.
14. Give the student the chance to observe other staff members work in specific situation when they afford learning experiences. The students should know the purpose and objectives of their observations and should have the chance for immediate follow-up conferences.
15. Reinforce the student's effective communication, verbal, written, and listening, and see that the student:
 - a. collects facts
 - b. organizes facts
 - c. evaluates facts

- d. acts on facts.
16. Evaluate each task performed by the student by discussion of the task and by relating the task to theory. This helps the student learn and grow from each experience. Positive and negative aspects should be discussed.
 17. Help the students understand the steps in the process they took in performing each task and also to understand the feeling and attitude the students possessed during the performance of their role. Discuss with the student the transferability of such knowledge and roles to other social work settings.
 18. Help the student integrate knowledge, theory, and understanding of social work into practice skills.
 19. Reinforce basic social work values and concepts in the field instruction experience. These values and concepts are taught in class, but the students can begin to understand their importance and their effect for the client when the agency supervisor helps the students to recognize the concepts and values.
 20. Have material about the agency available for the students to read and to have a copy for their use. Be sure the student understands how and why the procedures must be carried out.
 21. Help the student see agency problems such as gaps in service, unmet needs, etc. and encourage possible steps for remediation.
 22. Teach the student the recording purposes and procedures used by the agency.
 23. Formulate the weekly conferences into a formal evaluation conference twice a semester (mid-term and final). The student should participate in the conference prior to the writing of the evaluation report and this process should be completed prior to the conference with the faculty liaison; sign the evaluation.
 24. Encourage questions.
 25. Provide opportunities for students to be exposed to diversities in cultures and life styles.
 26. If at any time, the student is found to be performing at a substandard level, the agency field instructor has the responsibility for preparing and discussing with the student a guideline of the steps for the student to follow in order to bring his/her work up to standard level. A copy of the guidelines must be sent to the field liaison and the Coordinator of Field Instruction. Faculty will be available to help in this situation.
 27. Abide by university guidelines for agency hours.

Responsibilities of the Field Coordinator

The field practicum at South Carolina State University is administered by a Coordinator of Field Instruction. This person is a full time faculty member who has the prerequisite educational and professional background. The Coordinator of Field Instruction has the responsibility for field administration. Liaison faculty works closely with the Coordinator to ensure a quality field program.

Some of the responsibilities of the field coordinator are:

1. Interview, with selected faculty, student applicants for field instruction to determine their readiness.
2. Locate agencies which are motivated and have appropriate available staff to instruct students.
3. Assist agency field instructor in developing appropriate plans for students.
4. Collect and provide appropriate background information on students for program and field use.
5. Revise, as needed, the Field Instruction Manual, which serves as a guide for field instructors, students, and faculty.
6. Plan and organize the Internship Fair which serves as an opportunity for students to learn about various agencies as potential placements.

7. Conduct orientation and other seminars for field instructors as well as the end of year evaluation of field.
8. Finalize placements for students and coordinate faculty liaisons.
9. Serve as member of the departmental Review Committee when the concern is field related.
10. Revise, as needed, all field forms and materials.
11. Hold scheduled meetings with field faculty regarding field program.
12. Provide overall mentoring of field program.
13. Conduct the end of placement evaluative survey.
14. Maintain and provide documentation regarding field program policies requirements, course syllabi, and other information regarding field activities.

RESPONSIBILITIES OF THE SOCIAL WORK FIELD LIAISONS

A. To the Agency

The program faculty is full-time persons with master's degrees in social work. They meet with agency personnel to help plan and coordinate student assignments. In addition, they coordinate the seminars connected with field instruction. It is these seminars which form a basis for helping students to integrate knowledge of social work practice with field instruction.

There are four broad responsibilities that the field liaison has to the agency:

1. Help the agency determine the needs of the individual student in order that the student's field instruction can be congruent with college objectives for the student and with agency goals;
2. Establish, with the field instructor, what classroom experiences need to be included to assist the student in the agency;
3. Establish the student's grade for field instruction. This is done only after consultation with the field instructor and with the student; and
4. Assist with periodic seminars for all field instructors. The seminars will be related to the program objectives.

B. To the student, the field faculty has the following responsibilities:

1. Teach the regularly scheduled Field Instruction seminars held for all students in Field Instruction. Purposes of the seminars are: to help student integrate knowledge with field practice; to help the student learn to lead seminars as students must take turns being the seminar leader; to help the students learn common goals, objectives, gaps, and voids in service of each agency; and to help students evaluate services offered and to learn to be social change agents. Students also enhance their self-awareness and internalize the use of the NASW Code of Ethics as their guide to ethical practice.
2. Hold regularly scheduled individual conferences with the students in relation to the log of daily activities kept by the student. The student has the responsibility for keeping conferences as scheduled.
3. Help the student achieve the objectives set for Field Instruction. Some of them have been outlined previously in this guideline. Others will be determined by specific needs of students.
4. Determine the student's grades. Basis for grades will be clearly outlined in the syllabus of each field instruction course. Syllabi are given to students and field instructors.

RESPONSIBILITIES OF STUDENTS

The student, on field instruction days, must:

1. Be open-minded about the experiences. Be prepared by being rested, relaxed, and ready to go to work.
2. Remember that on field instruction days, the role is of professional and not that of a campus student.
3. Follow the agency guidelines for time. Be on time for work and do not leave before the agreed upon time.
4. Follow instructions as given by field instructor; question any detail not fully understood.
5. Be uncritical of agency policy and personnel until the meaning of the policy is understood. Be sure any criticism is constructive.
6. Participate fully in activities planned for students including conferences and seminars.
7. Participate fully in the evaluation of student performance. At the time of signing the evaluation form, if there is substantial disagreement between the student and field instructor, the faculty liaison will try to mediate the disagreements. If this does not resolve the issue, the student should prepare a written addendum to the evaluation which is signed by the student and shared with the field instructor. This addendum will be attached to the evaluation form and become a part of the student's social work record.
8. Be creative and use initiative in performance while in agency.
9. Show respect for clients and for agency personnel by being considerate and helpful.
10. Cooperate with other students in placement.
11. Report to agencies every placement day. However, if for some reason a student is unable to report, be certain to call the agency and the university. If more than one day is missed, the student is expected to compensate during holidays, weekends, or semester breaks for time missed. Make-up time must be in cooperation with the agency.
12. Be responsible for own transportation, insurance or costs associated with field work.

On non-placement days, the student is responsible for:

1. Taking turns planning and facilitating seminar.
2. Keeping individual conferences with the field liaison.
3. Keeping a daily log of all activities. This is to be used as the basis for the conferences as listed in number two. Log should include an agenda for the conference and must be submitted prior to conference.
4. Submitting written course assignment in a timely manner.
5. Contacting field liaison if problems arise that need clarification and cannot wait until next scheduled conference.
6. Evaluating placement, field instructor and program at the conclusion of the placement

STUDENT RIGHTS

The University catalog and Student Handbook clearly depict the rights of all students, as does the Social Work Program Student Handbook. For example, the catalog has information pertaining to grade reports, incompletes, withdrawals, unethical behavior and dismissals. All students at South Carolina State University have the right to receive instructions by qualified professionals in their respective disciplines, appropriate resources, academic support services, and to be treated with dignity and respect in their educational endeavors.

The Student Government Association (SGA) is the official organization representing the student body. As the official representative of students, the Association investigates problems of student life and activities and makes reports and recommendations to the proper officials of the university. Any student may appear before the SGA to present questions or ideas for consideration.

The Social Work Program makes every effort possible to assume that the rights of students are respected and that there are appropriate avenues for students to influence aspects of the program. More specifically, the Program has delineated the following as student rights:

1. The right to instruction by qualified professionals;
2. The right to appropriate academic supports and resources;
3. The right to receive course syllabi, books and course assignments in a timely manner;
4. The right to an explanation of academic expectations and grading criteria;
5. The right to have faculty present in class on a timely basis;
6. The right to meet with faculty for individual consultation during scheduled times;
7. The right to advisement for academic and school related concerns from an assigned advisor;
8. The right to have papers and assignments returned in a timely manner with appropriate comments and grades;
9. The right to field practice with qualified supervision;
10. The right to fair and consistent grading;
11. The right to review their academic records;
12. The right to privacy in relation to academic records;
13. The right to be treated with dignity and respect in educational endeavors;
14. The right to participate in the governance of the Social Work Department.

These rights shall not be abridged by any person affiliated with the University. In such instances that one or more of these rights are abridge, grievance is appropriate.

EVALUATION OF STUDENT PERFORMANCE, COUNSELING OUT REVIEW AND APPEALS PROCESS

1. Evaluation

The criteria of evaluation of student academic performance are made explicit in comprehensive course syllabi distributed to students in each course at the beginning of each semester. Faculty members are required to model course syllabi after a format which includes course description, significance of the liberal arts and/or prerequisites, educational objectives, course outline, measurable outcomes, requirements, grading and course calendar. The grading system is based upon the extent to which the student meets the course objectives as demonstrated by the specific tasks, such as student papers, class discussions, and examinations. The academic expectations contained in the syllabi are discussed in detail at the onset of each course. The University grading system is based on the four-point system. A=4.00, B=3.00, C=2.00, D=1.00. Final letter grades are assigned as A, B, C, D or F. All D's and F's must be repeated in the major area of study. Students are expected to maintain a 2.00 grade point average in their social work classes.

Students involved in field instruction participate in a joint evaluation process, of which guidelines are distributed to field instructors and students at the beginning of the field experience. Mid-semester reports are used as part of an accountability system to identify strengths and problem areas in student performance.

End of semester evaluative reports are a joint evaluative process using the Field Instruction I & II “Evaluation Form”. The criteria for assessment include performance as “outstanding, above average, satisfactory, marginal and unsatisfactory level of professional development. Also included is a category which reflects “limited or no opportunity to evaluate.” Competencies are assessed in “Assessment of Problems, Intervention, Client Evaluation, Development of Professional Self-Awareness, Students Major Strengths, Behavioral Attitudes, Use of Supervision, Plan for Improvement, Potential for Social Work as well as additional comments.

Student and agency field instructor jointly complete and discuss the evaluation form, after which they meet with the faculty liaison for further discussion. Recommendations are made for further skill-building. Seminars for field students are held weekly and provide yet another opportunity to develop the student’s capabilities as well as a critical and ethical analysis of their field experience.

For students experiencing difficulty in their field internship, attempts are made to help all students successfully complete this practicum. If students are experiencing difficulties, they are encouraged to reach out to faculty liaison, other social work faculty and agency instructors for help to resolve practice and/or professional issues or concerns.

When a field instructor ascertains that a student’s performance is deficient to the point that passing the course is doubtful, the student and faculty liaison should be advised orally of the deficiencies and of the possible resolution. This should immediately be put in writing and signed by the field instructor and the student. A copy is sent to the field liaison and to the field coordinator. The field liaison may help by clarifying issues and suggesting ways of working to resolve these issues. The faculty will be available for support, advice, and assistance. If at this point, all involved feel the problems can be resolved successfully before the semester ends no further intervention may be necessary. The field instructor and student submit written progress reports to the faculty at intervals determined during the conference.

If the difficulties persist, the faculty member may ask the field coordinator to consult on the situation. Conferences may be held with those involved to examine the student’s performance, the field instruction teaching methods, and the appropriateness of the agency setting. The purpose is to offer educational alternatives which could include changes in the student’s use of opportunities, changes in teaching methods or agency assignments and/or provisions for extended time. **For example**, assigning a grade of “incomplete” to allow students the time necessary to master competencies. The goal, of course, is for students to be able to successfully complete the practicum. Written reports of those conferences with faculty liaisons are made a part of the student’s folder.

If the student is unable to complete the practicum, an option for repeating the course is available. Another option is to initiate the counseling out process. On occasion where the student is the first one to identify the deficiencies, he or she should immediately initiate this process by discussing concerns with the appropriate persons.

Those students functioning below the minimum 2.00 grade point average are made aware of the faculty’s concern and are required to meet with their advisor and to work out a program that would be of assistance to them. These students cannot enroll in additional core social work courses until the minimum 2.0 grade point average is attained. The University and the program are aware of the need to “counsel out” students, who in spite of advising and persistent efforts of faculty, continue to attain an unacceptable academic average.

Although students may decide to withdraw at any time from the Social Work Program some students wish to remain in the department in spite of the difficulty they have maintaining standards.

Again through the advisement process, faculty have been successful in helping some students work toward meeting academic standards. This is accomplished by analyzing with the student what the difficulty might be and recommending remedial assistance.

2. Counseling Out for Academic and Non-academic Reasons

A major function of social work education is to ensure that competent persons enter the social work profession. Protection of the integrity of the profession and the rights of clients to quality service require that graduates from the program be prepared to deliver social services in a professional manner. At times it becomes necessary to reassess a student's motivation and suitability for a career in social work.

The counseling out process begins with a needs assessment. An attempt is made to determine the goals and objectives of the student. The next step is to match the goals and objectives of the student with the social work program objectives and those of the social work profession. When an imbalance exists, the process is designed to work with the student to clarify concerns, reassess the student's potential, and redefine the student's goals and objectives.

This is always done within an empowering framework. That is, the need of the student is the driving force that leads to decision making. If counseling out is necessary, other degree options are pursued. Students are apprised of the various programs available throughout the University system and assisted with the transition process when a student chooses this option.

Students are encouraged to explore their reasons for pursuing a career in social work. They are assisted with operationally defining their career goals, looking at what they want, determining whether the profession meets their needs or whether they need to consider another way of fulfilling their professional needs. The program's policies and procedures are included in the Field Manual. The criteria established for this decision includes one or more of the following.

Inadequate Academic Performance

Any student who consistently performs at below average levels in coursework is subject to critical review by the social work faculty. Such a review is mandatory for students who do not meet the grade point requirements. The program requires that students maintain a 2.0 grade point average and that they earn a "C" or better in all social work courses. At the end of each semester, students' records are reviewed. Any student who does not meet academic standards is sent a letter by the program director. This letter reminds them that they cannot proceed in the social work curriculum. Students are reminded of their right to appeal this decision and are referred to the Student Handbook and asked to see their advisor. If a student chooses to appeal, he/she will follow the appeal process outlined. This information is included in the Field Manual as well.

For students experiencing difficulties in their field internship, attempts are made to help all students successfully complete this practicum. If students are experiencing difficulties, they are encouraged to reach out to field liaison, other social work faculty and agency field instructors for help in resolving practice and/or professional issues or concerns.

When a field instructor ascertains that a student's performance is deficient to the point that passing the course is doubtful, the student and field liaison should be advised orally of the deficiencies and of the possible resolutions. This should immediately be put in writing and signed by the field instructor and the student. A copy is sent to the field liaison and to the field coordinator. The field liaison may convene a conference in which all three participate. The field liaison may help

by clarifying issues and suggesting ways of working to resolve these issues. The faculty will be available for support, advice, and assistance. If at this point, all involved feel the problems can be resolved successfully before the semester ends no further intervention may be necessary. The field instructor and student submit written progress reports to the field liaison at intervals determined during the conference.

If the difficulties persist, the field liaison may ask the field coordinator to consult on the situation. Conferences may be held with those involved to examine the student's performance, the field instruction teaching methods, and the appropriateness of the agency setting. The purpose is to offer educational alternatives which could include changes in the student's use of opportunities, changes in teaching methods or agency assignments and/or provisions for extended time. For example, assigning a grade of "incomplete" allows students the time necessary to master competencies. The goal, of course, is for students to be able to successfully complete the practicum.

If the student is unable to complete the practicum, an option for repeating the course is available. Another option is to initiate the counseling out process. On occasion when the student is the first one to identify the deficiencies, he or she should immediately initiate this process by discussing concerns with the appropriate person.

The University also has policies and procedures for handling students who consistently fall below minimum academic requirements. In these cases students are placed on probation and are required to carry reduced course loads. If the academic performance does not improve within the time period specified, the student can be suspended from the University. The student can appeal to the Review Board for reconsideration.

Inadequate Interpersonal Relationship Skills

Social work requires the ability to relate to others non-judgmentally and with warmth and genuineness. Although the ultimate test of the student's interpersonal skills is in relationship to clients (especially seen in SW402 and SW405-Field Instruction courses) faulty relationships with faculty and peers raise serious questions about the students' suitability for the profession of social work. The National Association of Social Workers Code of Ethics, which spells out ethical behaviors, is used as a basis for evaluating a student's potential for professional social work. Students experiencing difficulty in the social work program are assisted by their advisors to identify the difficulties and develop a plan for addressing the area(s) of concern. It is during this time that the advisor and student must carefully assess the student's motivation and potential for professional practice. Students are helped to clarify what they want and the most appropriate method to reach their goals.

Other behaviors that might bring into question a student's suitability for social work includes: (a) attitudes and behaviors inconsistent with the NASW Code of Ethics (b) mental/emotional difficulties that impair performance, interactions, and/or relationships with peers, faculty, agency staff and/or clients and (c) unresolved personal issues which impair performance and interactions with peers, faculty, agency staff and/or clients.

Lack of Adaptation to the Goals of the Program

A social work student may demonstrate, through behavior and attitudes expressed in the classroom, little or no commitment to the social work profession. Prejudices and other judgmental attitudes may present themselves, and may not pose a problem as long as the student is willing to

develop self awareness and grow toward professionalism. However, a student who continues to be un-accepting of social work values, and the goals and objectives of the social work program, will be encouraged to select another major.

Although students may decide to withdraw at any time from the social work program, some students wish to remain in the program in spite of the difficulty they have maintaining standards. Again, through the advisement process, faculty has been successful in helping some students work toward meeting academic standards. This is accomplished by analyzing with the student, what the difficulty might be and recommending remedial assistance.

Procedures for Termination from the Social Work Program

Students who may be identified by faculty as being deficient in meeting suitability requirements in either academic or behavioral areas must meet with their advisor. A plan for remediation is developed, if appropriate. However, if termination is recommended, the advisor discusses the situation with the full faculty and also will advise the student of the appeal process. If the student is interested in appealing, he/she is referred to the Student Handbook for the process. The program's Review Committee is responsible for hearing all student appeals. The purpose of this committee is to review what has occurred and to evaluate, assess and make recommendations. The committee is made up of two faculty members and a student representative. The committee assists in resolving problems and developing solutions within university policies. In the event the difficulties are field related, the field coordinator and faculty liaison are members of the committee. Any student wishing to appeal a decision will appear before this committee (along with an advocate should they choose) to present the situation.

After thorough review the Review Committee may make any one of the following recommendations:

1. Permit the student to continue in the program conditionally. These conditions must be agreed to by the students.
2. Allow the student to withdraw from the program.
3. Terminate the student from the program. In such a case, the committee would recommend that the student receive appropriate counseling to make a different career choice.

3. Appeal Process

Because of the seriousness of a recommendation to counsel a student out of the Social Work Program, additional steps have been identified in the process in order to assure that student rights are protected. When a student wants to appeal a decision the following specific appeal steps should be followed.

1. First step: Discussion with the concerned individual.
 - a. The students with a grievance should initially discuss with the appropriate person (i.e. Admission Committee if denial of entry into the Program: Coordinator of Field Instruction if related to field issues.
 - b. If the dispute is not resolved at that level and the student is not satisfied with this decision, he/she may request a hearing to appeal the decision.
 - c. The student is informed that an appeal to the program director in writing is necessary. The student is advised to prepare a plan to present to the committee. This should be initiated within seven (7) days.

2. Second step: Hearing procedure.

- a. The student will notify the director, in writing, that a hearing is requested. This letter should clearly state the reason for the hearing request and the reason for the disagreement with the decision and the requested solution.
- b. The Director will convene the Review Committee within five (5) days of receipt of the request for appeal, and will notify, in writing, all concerned persons regarding the time and place of the hearing.
- c. The Review Committee will consist of the following persons:
 - a. The student with the grievance
 - b. Two social work faculty
 - c. One student representative
 - d. Director (non-member)
 - e. If field related, the Field Coordinator and Field Liaison
- d. The student with the grievance will present his/her case. All data and evidence should be presented in writing and may be supported with witnesses.
- e. Following the presentation and discussion, the Review Committee will reach agreement to either:
 - a. Uphold the previous decision;
 - b. Reverse the decision; or
 - c. Suggest alternative solutions

3. Third step: Further appeal

- a. If either party wishes to contest the decision made by the Review Committee, he/she should follow the University Appeal Procedure.

Minutes of all appeal procedures will be available and kept by the Director for review by the student and/or persons concerned with the proceedings. Copies of final letters of notification of the decisions by the Review Committee will be kept by the Director. Final recommendations from the committee are given to the Program Director.

3a. Grade Appeals Process

A student may appeal a course grade if the student has evidence that the grade was assigned in a malicious, capricious, erroneous, or arbitrary manner. Any changes in grades must be done within six weeks of the fall, spring, or summer terms following the date the final grade were submitted to the Office of Admissions and Records. Students in the Social Work Program should use the following steps.

1. Within three weeks of the ensuing term, the student should discuss the assigned grade with the faculty member. If it is found that the assigned grade is incorrect in the judgment of the faculty member, he/she will initiate the appropriate change. If a change is made, the matter is concluded.
2. If the faculty member is no longer with the University, the student should confer with the Program Director who will make every effort to obtain written input concerning the matter from the former faculty member. If it is not possible to obtain information from the former faculty member, the student may appeal the grade as described below.
3. If the question of the grade cannot be resolved by the student and faculty, the student may appeal in writing to the Program Director. If at all possible, the written appeal to the Program Director should be made at the end of the fourth week of the term.

4. If the student continues to be dissatisfied and believes that he/she has sufficient documentation and wants to pursue the issue, he/she can appeal (in writing) to the Program Director. The Director shall review with the faculty member the substance of the student's appeal and seek to determine its validity. If it is determined that the assigned grade is inappropriate based on the facts presented, The Program Director should recommend to the faculty that the grade be changed.
5. The Program Director will notify the student in writing, usually within ten (10) days of the appeal, whether or not the assigned grade will be changed. If the grade is changed to the student's satisfaction, the matter is concluded. If the grade is not to be changed, the Director will also advise the student of the right to appeal to the Dean of the College of Education, Humanities and Social Sciences.
6. If the grade is not to be changed, and the student wishes to appeal, copies of all written communication mentioned above should be sent by the Program Director to the Dean of the College of Education, Humanities and Social Sciences.
7. The student must appeal (in writing) to the Dean of the College of Education, Humanities and Social Sciences. With the written appeal, the student should provide all information possible that relates to the appeal. This appeal should be made within one week of the receipt of the departmental level decision.
8. The Dean will meet with the student to discuss the facts and contentions pertinent to the grade appeal. The Dean will also meet with the faculty member, and the Program Director to gather all relevant information concerning the course, its structure, and the assignment of the grade assigned to the student. Following these meetings, the Dean shall make a recommendation concerning the student's appeal to the Program Director, and the faculty member. If this results in the change of grade to the student's satisfaction, the matter is concluded.
9. If the appeal is not resolved at the Dean's level, the Dean shall request a review of the student's appeal by a committee comprised of three faculty members and three undergraduate students all of whom have voting privileges. This committee will be appointed by the Dean.
10. The committee shall conduct a hearing and shall review all pertinent information presented by the student, the faculty member, the Program Director and the Dean and any others who may be called to assist the committee. If the problem exists with academic areas other than social work, the student should follow the appeals process as outlined in the University Student Handbook.

SPECIAL REQUIREMENTS FOR FIELD INSTRUCTION

- 1.** There are no exemptions from Field Instruction. Field instruction is an educationally directed learning experience to prepare social work students for generalist social work practice and/or graduate study. Therefore, field instruction is not a paid employment experiences.
- 2.** Life experience in social work will be useful in assisting students in career choices and select placement but prior life experiences and employment cannot be substituted for field placement.
- 3.** Students employed by an agency and desiring placement in that agency are evaluated on a case-by-case basis. If the placement meets the same criteria as other agencies, the students must present documentation from the agency stating that supervision and tasks are different from their regular job. Also, the agency must assure that the specific time is allocated for field instruction is separate from regular work hours. The student meets the same requirements and objectives as other students and their learning contract is closely monitored to assure that learning activities are educationally focused and meet student learning needs. No credit is given for life or work experiences. Students are encouraged to explore all other options first.
- 4.** Students with medical conditions including pregnancy must obtain a statement from their attending physician confirming their physical health to go on the field. Each case will be evaluated on an individual basis.

CHANGING AGENCY PLACEMENT

Students, who feel that their agency is not working out for whatever reasons, must submit their request for a change in writing to their field liaison. A meeting should be arranged with the field instructor, the student and the field liaison. If the problems cannot be resolved, the student's request, supported by a statement from the faculty liaison will be submitted to the field coordinator who will assist the student in finding an appropriate placement.

EARLY AND LATE COMPLETION OF FIELD

Students are required to remain on the field until the end of the semester. Early and late completion of field is not an option. Students are required to consult with their field liaison should they have any problems that will affect their field days.

POLICY ON COURSE CREDIT FOR LIFE EXPERIENCE AND PREVIOUS WORK EXPERIENCE

It is the program's policy that no social work course credit will be granted for students' life experiences or previous work experience. The BSW curriculum is designed as an integration of the academic course work and field placement learning that infuses specific content that is in keeping with the professional standards of the profession. Therefore, the learning in professional social work begins at the point of entry into the program. Students are encouraged to utilize their life and/or work experiences to expand and refine their social work knowledge, values, and skills.

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SOCIAL WORK PROGRAM**

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Field Instructor's Assessment

Date: _____ Total Cumulative Field Hours: _____

Student: _____ First Semester of Placement: _____
Second Semester of Placement: _____
(Check one)

Agency: _____

Field Instructor: _____

Instructions for Rating Interns on the 10 Competencies for Field Evaluation as required by the accrediting organization (Council on Social Work Education):

Students will be evaluated on this form at the end of each of the two (2) semesters of field education. Focus will be on the level of performance achieved and on progress demonstrated during the year as reflected in the evaluation.

The following definitions are devised so that the field instructor may have a clearer understanding of the meaning given to evaluation terms used in this form.

5 = EXCELLENT (E):

This reflects that the student has exhibited performance skills of the highest quality and has practiced well above the expected level for a beginning level social work student.

4 = ABOVE AVERAGE(AA):

This reflects that the student has exhibited performance skills of a high level and has practiced above the expected level for a beginning level social work student.

3 = AVERAGE(A):

This reflects that the student is performing at an expected level. There are no deficiencies in his/her performance nor has he/she performed above the expected level.

2 = DEFICIENT (D):

This reflects that the student is performing slightly below the expected level and is displaying certain deficiencies in knowledge, skills, or attitudes.

1 = UNSATISFACTORY(U):

This reflects that the student is performing clearly below the expected level of performance and his/her practice is unsatisfactory.

0 = NOT ASSESSED (NA):

This reflects that the student has not had the opportunity to demonstrate competence in this area.

Under each competency statement there are several items that you are asked to rate according to the criteria above. Please add any comment or clarification of content at the end of each section.

Field Instructor's Assessment of Student's Achievement of Practice Behaviors

Competencies and Practice Behaviors	Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
Competency 1: Identify as a professional social worker and conduct oneself accordingly.						
1.1 Advocate for client access to the services of social work						
1.2 Practice personal reflection and self-correction to assure continual professional development in social work						
1.3 Attend well to professional roles and boundaries						
1.4 Demonstrated professional demeanor in behavior as well as present and handle himself/herself appropriately in manner and dress						
1.5 Showed commitment to engage in career-long learning to enhance personal and professional development						
1.6 Utilized supervision and consultation with field instructor throughout the semester.						
Competency 2: Apply social work ethical principles to guide professional practice.						
2.1 Recognizes and manage personal values in a way that allows professional values to guide practice.						
2.2 Is skilled in integrating the NASW Code of Ethics into practice (e.g., preserved the confidentiality of clients)						
2.3 Is skilled in tolerating ambiguity to resolve ethical conflicts						
2.4 Is skilled in applying strategies of ethical reasoning to arrive at principled decisions.						
Competency 3: Apply critical thinking to inform and communicate professional judgments.						
3.1 Is skilled in distinguishing, appraising, and integrating multiple sources of knowledge, including research-based and practice wisdom.						
3.2 Analyze models of assessment, prevention, intervention, and evaluation						
3.3 Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.						
Competency 4: Engage diversity and difference in practice.						
4.1 Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege and power.						
4.2 Gain sufficient self-awareness to eliminate the influence of personal bias and values in working with diverse groups.						
4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.						
4.4 View themselves as learners and engage those with whom they work as informants.						

Field Instructor’s Assessment of Student’s Achievement of Practice Behaviors

Competencies and Practice Behaviors	Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
Competency 5: Understand the forms and mechanisms of oppression and discrimination.						
5.1 Understand the forms and mechanisms of oppression and discrimination.						
5.2 Advocate for human rights and social and economic justice						
5.3 Engage in practice that advance social and economic justice						
Competency 6: Engage in research-informed practice and practice-informed research.						
6.1 Use practice experience to inform scientific inquiry						
6.2 Use research evidence to inform practice						
Competency 7: Apply knowledge of human behavior and the social environment.						
7.1 Is knowledgeable of conceptual frameworks to guide the processes of assessment, intervention, and evaluation.						
7.2 Critique and apply knowledge to understand person and the environment.						
Competency 8: Engage in policy practice to advance social and economic well-being and deliver effective social services						
8.1 Analyze, formulate, and advocate for policies that advance social well-being.						
8.2 Collaborate with colleagues and clients for effective social policy.						
8.3 Understands the methods of social work practice employed with social welfare agencies, especially rural environments.						
Competency 9: Respond to contexts that shape practice						
9.1 Continuously, discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant services.						
9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.						

Field Instructor’s Assessment of Student’s Achievement of Practice Behaviors

Competencies and Practice Behaviors	Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
Competency 10: Engage, assess, intervene, and evaluate with individuals, families, organizations, and communities.						
10.1 Is skilled at engaging in substantively and effectively preparing for action with individuals, families, groups, organizations, and communities.						
10.2 Is skilled in using empathy and interpersonal skills.						
10.3 Is skilled in developing a mutually agreed-on focus of work and desired outcomes.						
10.4 Is skilled in collecting, organizing, and evaluating client data.						
10.5 Is skilled in assessing client strengths and limitations						
10.6 Is skilled in developing mutually agreed on intervention goals and objectives.						
10.7 Is skilled in selecting appropriate intervention strategies.						
10.8 Is skilled in initiating actions to achieve organizational goals,						
10.9 Is skilled in implementing interventions that enhance client capacities.						
10.10 Is skilled in helping clients to resolve problems.						
10.11 Is skilled in negotiating, mediating, and advocating for clients.						
10.12 Is skilled in facilitating transitions and endings.						
10.13 Is skilled in critically analyzing, monitoring, and evaluating interventions.						

APPENDIX

APPENDIX

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APPENDIX

A



COUNCIL ON SOCIAL WORK EDUCATION

Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum

feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,¹ human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.

¹ These six value elements reflect the National Association of Social Workers *Code of Ethics*. National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; 3
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

2 National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

3 International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

B2.0.2 *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

B2.0.3 *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

⁴ Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

- B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
- B2.0.5** Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

- M2.0.1** Identifies its concentration(s) (EP M2.2).
- M2.0.2** Discusses how its mission and goals are consistent with advanced practice (EP M2.2).
- M2.0.3** Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.
- M2.0.4** Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].
- M2.0.5** Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
- M2.0.6** Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

- 2.1.1** Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.
- B2.1.2** Provides generalist practice opportunities for students to demonstrate the core competencies.
- M2.1.2** Provides advanced practice opportunities for students to demonstrate the program's competencies.
- 2.1.3** Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
- 2.1.4** Admits only those students who have met the program's specified criteria for field education.
- 2.1.5** Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.
- 2.1.6** Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.1.7** Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.1.8** Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

APPENDIX B

*South Carolina State University
Social Work Program
Field I
Learning Contract for*

Student: _____

Placement: _____

Address: _____

Telephone: _____ **E-mail:** _____

Field Instructor: _____

Placement Hours: _____ **Supervision Time:** _____

**GOAL 1:
TO LEARN AGENCY SERVICES**

TASKS	DATE	MEASUREMENT

**GOAL 2:
TO LEARN MAJOR REFERRAL RESOURCES USED BY PLACEMENT AGENCY (AT
LEAST 5)**

TASKS	DATE	MEASUREMENT

**GOAL 3:
TO COMPLETE A SINGLE SUBJECT RESEARCH**

TASKS	DATE	MEASUREMENT

**GOAL 4:
TO IDENTIFY SOCIAL AND ECONOMIC INJUSTICE ISSUES**

TASKS	DATE	MEASUREMENT

**GOAL 5:
TO INTERVENE WITH INDIVIDUALS, FAMILIES AND GROUPS (AT LEAST 5)**

TASKS	DATE	MEASUREMENT

**GOAL 6:
TO PLAN AND FACILITATE A GROUP**

TASKS	DATE	MEASUREMENT

**GOAL 7:
TO IDENTIFY AND OBTAIN APPROVALS FOR A MACRO PRACTICE PROJECT**

TASKS	DATE	MEASUREMENT

I agree to abide by the NASW Code of Ethics

Student Date

Field Instructor Date

Faculty Liaison Date

**South Carolina State University
SOCIAL WORK PROGRAM
LEARNING CONTRACT FOR FIELD II**

Student _____

Placement _____

Address _____

Telephone _____ **FAX** _____

Field Instructor _____

Placement Hours _____

Supervision Time _____

Faculty Liaison _____

For each goal, give the tasks, completion dates and measurements.

Goal I: To work with macro systems.

Goal II: To complete a macro practice project identified from first semester. (Outline for reports provided)

Goal III: To develop/implement planned change effort to change the social and economic injustice issue identified first semester.

Goal IV: To continue Intervention with Individual Families (at least 4-6) and small groups.

Goal V: To enhance Continued Professional Development.

Goal VI: Additional individual goals.

Students, field instructors and faculty liaisons must identify tasks, measurements, and due dates for each tasks and completion of goal.

I agree to abide by the NASW Code of Ethics

Student **Date**

Field Instructor **Date**

Faculty Liaison **Date**

APPENDIX C

Admission to the social work program

Students may declare their major as social work upon admission to the University, but are not eligible for admission to the professional social work program until they have completed the formal application process.

Freshmen who declare social work as their major upon admission to the University learn about the social work program and its admission process in two ways. **(1)** During Freshmen Orientation a social work faculty meets with groups and discusses the program and **(2)** all students are enrolled in Univ101-Introduction to University Community where various disciplines, including social work are discussed. At the time of admission to the University all students are assigned a faculty advisor. This offers another opportunity for students to learn about the program. During September of each academic year, all majors and interested students are invited to the Social Work Program Orientation. Here, all facets of the program are presented. During the freshman and sophomore years, students are enrolled in general education courses. The first social work course is normally taken at the end of the sophomore year or the beginning of the junior year.

Application Process

- Students must be enrolled in SW300- Introduction to Social Work. Students who have transferred into the University or those wishing to change their major to social work may apply during the first meeting of the Admission Committee.
- Students must have a cumulative grade point average of 2.30 or better.
- Students must review their academic transcript with the instructor teaching SW300 prior to completing the application. This is to ensure that they have completed prerequisite courses or will be scheduled to enroll in the courses.
- Students must have completed Biological Science 150 and Biological Science Lab 151; Psychology 250- General psychology; and Soc 250- Introduction to Sociology
- Students must complete the Application for Admission to the Social Work Program
- Students must complete a personal statement paper “Why I Want to be a Social Worker”. This personal statement provides applicants an opportunity to share with the Admissions Committee about their goals and aspirations, personal strengths and challenges, and other characteristics that are relevant to the social work profession. The personal statement provides the Admissions Committee with another tool to evaluate the students’ professional and academic goals that are consistent with the values and goals of the social work profession and the Social Work Program. Students are given guidelines for the “Why I want to be a Social Worker” paper.
- Students complete a 30 hour volunteer experience in a social service agency
- Students must complete SW300-Introduction to Social Work with a grade of C (2.30) or better.
- Students must interview with the Admissions Committee. Prior to this meeting, students must have submitted the Admission Package to SW 300 instructor.

Evaluating the Application for Admission to the Social Work Program

The social work program has a formal process for evaluating applications and for notifying students of the decision and any contingent conditions associated with admission. The Admission Committee is responsible for evaluating applications for admission to the program and for notifying students of the decision. Determination of admission is made by consensus.

Process for Evaluating Applications

- Students' application packages are submitted to the instructor teaching SW300 and transmitted to the chair of the Admissions Committee. The Application committee consists of three full-time faculty members.
- The Application Committee reviews each application based on the application criteria (completion of specific liberal arts courses, Cumulative **GPA of 2.30**, copy of current unofficial transcript, and the Why I want to be a Social Worker paper)
- The "Why I want to be a Social Worker" paper is evaluated using a rubric to assess the applicant's written communication skill and the congruence with the student's interests, motivations, experiences, goals, strengths and challenges associated with the values and ethics, and goals of the social work profession and the Social Work Program.
- The Committee interviews the student to assess the student's readiness to proceed in the program. The decision is by consensus.
- Students are notified of the Committee's decision, in writing, within two weeks of the interview.

The Application Package includes the following:

- Social Work Program Application
- "Why I want to be a Social Worker" paper
- Copy of the unofficial transcript
- One reference letter. This can be from any adult the student chooses who he/she believes is knowledgeable about their potential for social work practice, such as an instructor, community person, agency.

Rubric for Evaluating Program Applicants

The Admissions Committee evaluates the applicant's written skills and the congruence of the applicant's values, beliefs, goals, ambitions, and experiences to the values and goals of the social work profession and the Social Work Program. Applicants earn 10 points on each of the 10 areas that are evaluated. A score of 80 indicates that the "Why I want to be a Social Worker" paper is approved as confirmation that the applicant is able to articulate ideas and thoughts in writing as demonstrated by the organization of the paper, sentence structure, grammar and spelling, use of punctuation, and paragraph formation. Students who receive less than 80 points must rewrite the paper. A score less than 80 indicate that the applicant has challenges in written communication. The Committee evaluates the following variables:

- Student perception of social work as a career choice **(10 points)**
- Student's interests, motivations and experiences that establish suitability for the Social Work profession **(10 points)**.
- Students' career goals and aspirations are congruent with the goals of the social work profession and the social work program **(10 points)**.
- Students strengths and challenges as related to working with diverse populations and/or with persons who hold different values and beliefs **(10 points)**
- Social problem and preferred service population is clear **(10 points)**
- Student's understanding of and adherence to the NASW Code of Ethics **(10 points)**
- Student's knowledge from general education courses and their relevance to social work courses **(10 points)**.
- Grammar. Spelling, and sentence structure **(10 points)***
- Student followed the APA format **(10 points)***
- Submission of all materials **(10 points)**

***Will be evaluated using the Writing Grading Rubric**

Application to the Program Decisions

There are three possible decisions. **(1)** Full Acceptance indicates that the student has met all admission criteria without stipulations. **(2)** Provisional Acceptance indicates that the student has not met all admission criteria. The Committee notifies the student of any outstanding requirements, such as low grade point average, completion of required prerequisite courses. Students have one semester to change from provisional to full status. **(3)** Denial indicates that the student does not meet the criteria for admission. Students who are denied may appeal the Admission Committee's decision following the steps outlined in the Handbook for Social Work Students, page 5.

COLLEGE OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES
Department of Human Services
SOCIALWORK PROGRAM APPLICATION
(To be Typed)

1. Name: _____ Student I.D. # _____

2. Local Address: _____

City: _____ State: _____ Zip Code: _____

3. Local Telephone #: _____ Cell #: _____

4. Permanent Address: _____

5. Birth Date: _____ 6. Sex: _____ M _____ F 7. Race: _____

8. Marital Status: _____ Single _____ Married _____ Widowed _____ Divorced

9. Cumulative GPA: _____

10. Advisor's Name: _____

11. Total number of semester hours completed to date: _____

12. Are you a transfer student: _____ Yes _____ No

13. Do you have limitations (physical or emotional) that may interfere with your education process? _____ Yes _____ No

14. Interests and Hobbies: _____

15. Membership in Organizations: _____

16. Extra-Curricular Activities: _____

17. Indicate any Volunteer Experience you have had (include the current volunteer required in SW 300).

18. Describe an experience in which you were helping a person. Include findings/emotions?

19. What areas of Social Work interest you? (i.e. infants and children, youth, families, elderly, corrections).

20. What areas of Social Work do not interest you?

21. SOCIAL WORK NARRATIVE

In a 2-3 page narrative, follow the attach guidelines to respond to the “Why I Want to be a Social Worker” assignment. This narrative must be typed, double-spaced in accordance with APA style including cover page and reference page.

Interview by: _____ **Date:** _____

Accepted: _____ **Provisional** _____ **Denied** _____

- **The Admissions committee will submit reasons for provisional and denied decisions as well as recommendations.**

WHY I WANT TO BE A SOCIAL WORKER

- Describe your perception of social work.
- What interests, motivations, and experiences do you have that would establish suitability for the social work profession.
- Discuss your career goals and aspirations and their relationship to the social work profession.
- What do you consider your personal strengths and challenges in relation to working with people whose race, gender, culture, ethnicity, religion, sexual orientation, or values may be different from your own.
- What specific social issues concern you the most?
- Discuss your understanding of the NASW Code of Ethics and whether these are consistent with your personal values.
- Write a brief statement about two of the courses you have taken as prerequisites that you believe are relevant to your understanding of social work.

APPENDIX D

STUDENT PERSONAL DATA GUIDELINE

Name of Student _____

Current Address _____

Phone # _____ *Expected graduation date* _____

Courses I have taken or am taking in preparation for field instruction and grades received.

Social Work Courses

Sociology Courses

Psychology Courses

Other

Previous social work experience: (Including camp counselor & volunteer work).

Employment experience: (Include summer and part-time)

Career plans: _____

Hobbies, interests, extra-curricular activities _____

Type of agency preferred: _____

Expectation from field instruction placement and field instructor _____

Medical problems that should be noted (Diabetes, Epilepsy, Orthopedic, etc.). If the problem necessitates medication or limits you in anyway, please give details.

A description of myself in one sentence _____

My strengths: _____

My needs: _____

What I can contribute to the field of social work is _____

Transportation: Do you have a valid driver's license? _____ Do you have a car? _____

One copy to agency

One copy for social work record

APPENDIX E

University-Agency Institution Agreement Guideline

Agreement between: *SOUTH CAROLINA STATE UNIVERSITY*, Department of Social Work and

Agency

Director

The Social Work Department will:

1. Determine, after receiving the confirmation of placement form from the agency, the students to be placed in the agency
2. Provide the agency with a resume of the students who are to be placed in the agency. The resume will be prepared by the student.
3. Provide the agency with a manual of the guidelines for field instruction.
4. Designate a faculty member who will serve as faculty liaison and as consultant to field instructors and agencies.
5. Arrange through the agency for special meetings involving field instructors and students (there may be occasions when agency personnel and faculty liaison will meet and students will not be present or vice versa) relating to any administrative or technical details of the field instruction program and relating to any progress and/or problems involving students in field instruction.
6. Provide an Orientation and Training Seminar for all prospective field instructors.
7. Hold regularly scheduled seminars for current field instructors and/or students.
8. Conduct a brief evaluative survey for current field instructors and/or students.
9. Review reports, records, and evaluations of each student's progress in field assignments and submit student grades upon completion of each semester of field.
10. Be available to students and agency personnel on as needed basis, in addition to regularly scheduled conferences.
11. Provide travel insurance to and from placement, liability, and worker's compensation for interns.

Agency/Institution will:

1. Provide space, equipment, personnel, and other assistance for students for effective implementation of the objectives of the Social Work Department.
2. Designate field instructors by mutual agreement from the regular staff by mutual agreement.
3. Assume full responsibility for the student's orientation to the agency, agency staff, agency policies and regulations. Also assume the responsibility for the student's introduction to the agency's board of governing body.
4. Assume full responsibility, within agency regulations and the individual client's conditions, for the selection and assignment to students of clients and client groups suitable for accomplishing the purpose of the program. This should be done in conjunction with the student.
5. Develop appropriate liaison for students with other agency personnel, operating units and programs as indicated for individual or group training needs and as consistent with agency policy.
6. Provide space and time suitable for didactic experiences, workshops, institutes and other experiences in keeping with the needs of the students and the general requirements of the social work profession.

7. In the event that an agreed upon field instructor leaves the agency or job duties change, notify the Social Work Department immediately.
8. Assume responsibility for insuring the required forms (evaluations, agency agreement, field instructors agreement) are completed and returned to the University.
9. Participate in an Internship Fair and interview prospective interns.
10. Provide time for agency field instructors to attend orientation and training sessions, annual seminars and other meetings necessary for effective field instruction. These will be kept to a minimum.

Agency

Address *Phone & FAX*

Representative (Name) *Date*

Director (Name) *Date* *Phone & FAX*

South Carolina State University Representative

Coordinator/ Social Work *Date* *Phone & FAX*

By: _____

Coordinator of Field Instruction/Social Work Program

Phone & FAX _____

APPENDIX F

**SOUTH CAROLINA STATE UNIVERSITY
SOCIAL WORK PROGRAM
FIELD INSTRUCTOR AGREEMENT**

Agency _____ **Phone** _____

Address _____ **City/State/Zip Code** _____

The following person has indicated an interest in instructing South Carolina State University's Social Work students:

Name	Title	Phone #
_____	_____	_____
_____	_____	_____

Students are available two days a week (Tuesdays & Thursdays). Any other times are by special arrangements by mutual agreement with school approval.

Academic background of Field Instructor, including supervision and supervision of interns:

Possible learning tasks you propose for students:

1. _____
2. _____
3. _____
4. _____
5. _____

Are there any background requirements or experiences you would like the student to have?

In accepting students for Field Instruction, I _____ . Agree to:

- ❖ The responsibilities as outlined in the agency agreement, several of which are restated below;
- ❖ Assume responsibility for the student's introduction to agency staff, policies, regulations and the agency board or governing body.
- ❖ Assume responsibility, in conjunction with the student, within agency regulations and the individual client condition, for the selection and assignment for students of clients and client groups suitable for accomplishing the purpose of the program.
- ❖ Be an appropriate liaison for student with other agency personnel, operating units and programs as indicated for individual or group training needs and as consistent with agency policy.
- ❖ Notify the Social Work Department (Field Faculty Liaison) immediately if the student is having difficulties, if I am leaving the agency, or if you are experiencing job duty changes.
- ❖ Continue instruction until student completes field placement. Students are required to remain in field for the entire semester unless other arrangements have been made prior to the end of the semester and approved by both the field liaison and the field coordinator.
- ❖ Students will not be given time off field without prior arrangements with faculty liaison.
- ❖ Assume responsibility for insuring that the required forms (Evaluations, agency agreement, field instructors agreement) are completed and returned to the University.
- ❖ Assure student maintains agency hours and is not dismissed early.
- ❖ Complete orientation, learning contract, instruction and evaluation with students as outlined in the field manual.

AND

- ❖ Completely read the Field Manual.
- ❖ Hold regularly scheduled weekly conferences with students and develop a mentoring relationship.
- ❖ Attend orientation seminar, internship fair, and other seminars held with field instructors.
- ❖ Abide by the NASW Code of Ethics.

Usual working hours _____ Is a car necessary for the student? _____

Does agency provide car? _____ Reimbursement if use own car _____

Community meetings: Weekly _____ Monthly _____

Students follow University calendar but agency timekeeping practices.

SCSU Field Coordinator _____ **Date** _____

Field Instructor _____ **Date** _____

Address _____