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PURPOSE OF THIS MANUAL

The purpose of the Field Instruction Manual is to familiarize both the student and the agency-based field instructor with the requirements, standards, format and content of field instruction. The manual is designed to provide a supplemental orientation to the field experience (all students and field instructors must attend a mandatory orientation to field instruction), as well as serve as an ongoing reference and guide throughout the field experience.

MISSION AND GOALS OF THE SOCIAL WORK PROGRAM

The mission of the Social Work Program is to prepare competent ethical and effective generalist social work practitioners for entry level practice with individuals, families, small groups, organizations and communities. The mission 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 effectively with vulnerable populations. The mission is also in keeping with the Educational and Policy Standards (EPAS) set forth by the Council on Social Work Education for baccalaureate-level social work programs.

This mission is consistent with the purposes of the social work profession, 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 Social Work Program at South Carolina State University 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 are guided by the standards set forth in the Educational Policy and Accreditation Standards (EPAS) established by the Council on Social Work Education (CSWE). It is through the actual field experience that the student can practice and demonstrate an ability to integrate knowledge throughout the planned change process. 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.

SOCIAL WORK CORE COURSES

Preparation for field instruction is a sequential process. Students first become acquainted with agency practice in Introduction to Social Work (SW 300). Students complete a thirty-hour volunteer experience which exposes them to the social service arena; both the diversity of clients who seek services and the professionals who serve them. In subsequent social work courses, including Orientation to Professional Development (SW305), Social Welfare Policy and Services (SW304), Human Behavior and the Social Environment (SW 301 and SW 302) and Social Work Practice I, II, and III, students are exposed to theoretical concepts and practice behaviors. Over the course of the senior year, students enroll in Field Instruction I and II (SW 402 and SW 405), and Field Seminar I and II (SW 403 and SW 406).

SW250. African American Experience. 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.

**SW300. Introduction to Social Work.** 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.

**SW301. Human Behavior and the Social Environment I.** 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.

**SW302. Human Behavior and the Social Environment II.** 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.

**SW303. Human Diversity and Social Work.** Students will examine and understand the dimensions of diversity as the intersection 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.

**SW304. Social Policy and Services.** 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.
**SW305. Orientation to Professional Development.** 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.

**SW306. Social Work Research and Statistics I.** 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.

**SW307. Social Work Practice I.** 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.

**SW 400. Social Work Research and Statistics II.** 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.

**SW401. Social Work Practice II.** 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.

**SW402. Field Instruction I.** Under the supervision of a professional social worker or a related human services personnel, 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.

**SW403. Social Work Seminar I.** A seminar to accompany SW402. Integrating 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.

**SW 404. Social Work Practice III.** 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.

**SW405. Field Instruction II.** This is the second part of the Field Instruction sequence. Students build upon field learning experiences from the preceding semester and demonstrate more advance 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.

**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.

**REQUIREMENTS FOR PARTICIPATION IN FIELD INSTRUCTION AND THE FIELD APPLICATION PROCESS**

During the fall semester of their junior year, students attend the annual field agency fair, where they learn about various community agencies and meet potential field instructors. They complete an “Application for Field Placement” packet and submit it to the Coordinator of Field Instruction. An interview is scheduled with faculty members, during which students’ strengths, learning needs, placement requests, and field requirements are discussed. There is additional discussion about the on-site agency interviews and any other remaining requirements that must be satisfied in order to be approved for the field practicum.

Requirements that must be satisfied at the end of the spring semester of the junior year in order to be approved to participate in field instruction during the senior year:
1. Cumulative GPA 2.3 or higher;
2. Minimum of a letter grade of “C” in all social work courses;
3. Complete the application process;
   a. Attend the annual Field Agency Fair
   b. Complete application packet
   c. Complete SLED check (unsatisfactory reports may prevent a student from participating)
   d. Interview with faculty
   e. Interview at potential field agency
   f. Complete all other required University and agency paperwork
4. Able to provide own transportation and any other costs associated with field (e.g. SLED check, fingerprints, etc.)

Criminal Record Checks

All students MUST submit the results of their SLED background check prior to being approved to begin field. Some agencies have requirements for additional background checks beyond what is required by the Social Work Program. It is imperative that students inform the Coordinator 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

Students are responsible for transporting themselves to and from the field placement agency. Some placements require that students have a vehicle to perform their field assignments. Not having a vehicle limits options for field placement.

OVERVIEW OF FIELD INSTRUCTION

Field instruction is the phrase commonly used to denote educationally directed student learning in an actual practice setting. 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 is related to the total social work curriculum, not just to the social work practice courses.

Field instruction is intended to provide students with opportunities to engage in professional tasks which enable them to acquire and demonstrate competencies necessary to enter generalist social work 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 where students integrate knowledge from other parts of the curriculum into their field practice experiences.
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 Social Work Program faculty assume extra responsibilities for insuring that the social work focus is maintained. In most instances, students in field instruction work in the agency on Tuesdays and Thursdays. They are under supervision of an experienced social work/human services supervisor. During placement, students attend a weekly seminar with faculty instructors (field liaisons), in order for them to process their experiences from the field and learn to apply competencies and methods of social work practice. Students are required to keep daily records of their field learning experiences, and the documentation is used as the basis for individual consultations with field liaisons and/or during seminar.

PURPOSES, OBJECTIVES AND GOALS OF FIELD INSTRUCTION

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.

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 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. Curriculum Content of Field Instruction

To meet the purposes for the field component, specific goals for Field Instruction have been developed. At the conclusion of their field, students will be able to:
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 lifestyle difference.
9. Affirm their commitment to become a professional social worker.

Formal field instruction begins with SW 402, Field Instruction I and is taken the first semester of the senior year. Typically, students are in an agency for two days each week. The primary intervention focus during the first semester 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 classroom activities, assignments and discussion 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 client case that has been assigned to them, and they conduct single subject research study. These types assignments help students as they make progress in applying their knowledge, values, and skills 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 with a focus on macro practice; while continuing micro and mezzo practice. Building on experiences from Field I (SW 402), students continue to refine micro and mezzo skills in Field II. They are concurrently taking a macro practice course, SW 404. A requirement is to implement agency approved community or agency projects. At the conclusion of this field instruction course, students should have mastered the knowledge and skills consistent with generalist social work practice, and, ready for beginning professional practice.
EDUCATIONAL DIRECTION OF FIELD INSTRUCTION

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

1. Field Coordinator communicates with 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.

2. A field manual and University-Agency Agreement are provided when a 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.

3. Agencies complete and submit an agency profile which outlines the types of learning exposure available to the student’s agency programs and services, specific requirement, etc. which is kept on file in the social work office.

4. Agency personnel supervising students are 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.

5. Faculty liaisons make a minimum of one pre-arranged visit each semester to each agency.

6. Weekly field instruction seminars and monthly individual conferences with students help to monitor the educational direction of the field experience.

7. Field faculty are readily available for assistance to agency field instructors/task supervisors and students.

8. 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.

INDIVIDUALIZED LEARNING PLANS

In view of the educational objectives of Field Instruction, field experiences are individual in terms of the students and the agency. Students’ practicums are designed to meet their learning needs. Individual educational plans (field learning contracts) are developed to fit the unique needs of each student. This should be done in conjunction with the agency field instructor. Assignments are spelled out in an individual learning contract for each student. Students will expand the individualized learning plan developed during the fall semester and will include macro practice activities. Continuity and progression of learning are keys in the planning of appropriate learning experiences.
SELECTION OF STUDENT ACTIVITIES AND ASSIGNMENTS

The agency field instructor has the responsibility of assisting the student 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. Students should be given the opportunity to observe agency operations and client interactions prior to beginning their assigned tasks. Students should be given specific client-related agency tasks.

The learning experiences available in an agency are evaluated on the basis of whether or not they meet the educational objectives of the Social Work Program. Students complete an educational assessment of their learning needs during Field Seminar. This assessment assists students with selecting tasks and activities to complete in the field setting. Field instructors are asked to assign tasks such as the following:

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 persons of color, women, LGBTQ, and other diverse populations.

Students should participate in planning their activities and 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 add value to student learning. If assignments are carefully chosen, the student can make a real contribution in helping people and thus help the agency while learning.

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.

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.

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. 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. Students are encouraged to purchase this coverage and may do so by contacting NASW Assurance Services.

**Safety**

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. By signing the University-Agency Memorandum of Agreement, agencies agree to prepare students in whatever way necessary to maximize their safety in the learning environment. If a student is threatened or injured while in the field practicum, or is involved in an incident when their
safety could have been compromised, the student should report the event immediately to the following people: field instructor, field liaison and the Coordinator of Field Instruction.

**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 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.

**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/SUPERVISORS**

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 ensuring 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/SUPERVISORS**

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 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 support
      A 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. 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

7. Increase the nature and complexity of the student's client/task assignments as the student develops and grows. Assign tasks with a clarity that allows students to know the purpose of the task and to appreciate the need for the task.

8. Help students realistically and effectively organize their work.

9. 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.

10. Hold regularly scheduled conferences with students each week.

11. Give the student a chance to practice a variety of social work functions.

12. 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.

13. 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.
14. 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.

15. 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.

16. Help the student integrate knowledge, theory, and understanding of social work into practice skills.

17. 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.

18. 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.

19. Help the student see agency problems such as gaps in service, unmet needs, etc. and encourage possible steps for remediation.

20. Teach the student the recording purposes and procedures used by the agency.

21. 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.

22. Encourage questions.

23. Provide opportunities for students to be exposed to diversities in cultures and life styles.

24. 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.

25. 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 requisite 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 must:

1. Be open-minded about the experience. 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.

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, and 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 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.

2. COUNSELING OUT FOR ACADEMIC AND NON-ACADEMIC REASONS

A major function of social work education is to ensure that competent person 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 be exhibited, however, 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 Field Instruction and/or 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 will advise the student of the appeal process. If the student is
interested in appealing, he/she is referred to the Student Handbook for information about the process. The Social Work Program’s Review Committee is responsible for hearing all student appeals, including removal from field instruction. 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 policy. In the event the difficulties are field related, the Coordinator of Field Instruction and the faculty liaison serve on the Review Committee. Any student wishing to appeal a decision will appear before this committee (along with an advocate should they choose) to present information about their situation.

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

a. Permit the student to continue in the program conditionally. These conditions must be agreed to by the student.

b. Allow the student to withdraw from the program.

c. 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.

   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:
      • The student with the grievance
      • Two social work faculty
• One student representative
• Director (non-member)
• 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:
   • Uphold the previous decision;
   • Reverse the decision; or
   • 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.

4. Grade Appeal 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.

   a. 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.
   b. 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.
   c. 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.
   d. 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.
e. 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.

f. 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.

g. 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.

h. 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 result in the change of grade is to the student's satisfaction, the matter is concluded.

i. If the appeal is not resolved at the Dean’s level, the Dean shall request a review of the students 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.

j. 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 CIRCUMSTANCES

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 experience.

2. Life experience in social work will be useful in assisting students in career choices and field placement, however, prior life and/or employment experiences 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. The student must request, in writing, permission to complete a field placement at their current place of employment. If the placement meets the same criteria as other agencies, the students must present documentation from the agency stating that supervision and tasks will be different from their regular job duties. Also, the agency must assure that the specific time that is allocated for field instruction is separate from the student’s regular work hours. The student must meet 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. Students are
encouraged to explore all other options first, and there is no guarantee that the request will be approved.

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.

CHANGE IN AGENCY PLACEMENT

Students who feel that their field placement agency is not working out must submit a request in writing to the field liaison, describing the circumstances of their situation. A meeting must then be arranged with the field instructor, the student, and the field liaison. If the problem(s) cannot be resolved, the student’s request must then be forwarded by the field liaison to the Coordinator of Field Instruction, with supporting documentation from the field liaison. The Coordinator of Field Instruction will review the details of the situation. Students are not guaranteed a change in field placement – each situation will be addressed on a case-by-case basis and will be resolved based upon the circumstances of the situation.

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 ability to complete the established requirements for field instruction hours.
ASSESSMENTS
FALL SEMESTER MID-TERM EVALUATION  
(completed by Agency Field Instructor/Supervisor)

Student Name _________________________________________ (please print)

Number of Hours completed: _______________ (as of this date)

Field Instructor _______________________ Organization ____________________________

Instructor’s Phone (_____) _________________ Instructor’s E-mail____________________

Consistent feedback and conversation with the student intern throughout the field practicum is important and strongly encouraged. This evaluation is submitted to the student’s faculty liaison and is helpful in evaluating the student’s performance on site.

Please rate your student intern on a scale of 1-5 for each of the 10 items below:
1 = Unsatisfactory  2 = Improvement Needed   3 = Meets Expectations
4 = Exceeds Expectations  5 = Exceptional

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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>8</td>
<td>Quality of work</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>9</td>
<td>Dependability</td>
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<td>5</td>
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<td>3</td>
<td>4</td>
<td>5</td>
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</table>

Total Points
Additional Comments:

_____________________________________________________________

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Evaluated by: ___________________________________  __________

Field Instructor’s Signature  Date

Student: ___________________________________  __________

Student’s Signature  Date

Please complete this form and return it to the Social Work office. The intern’s grade may be
in jeopardy if all necessary paperwork for the internship is not submitted on time. Thank you for
your attention to this matter.

Please return this completed evaluation form to the Social Work Department
via e-mail to mtaylo26@scsu.edu or fax to 803-533-3636
FIELD INSTRUCTOR’S ASSESSMENT OF STUDENT’S ACHIEVEMENT OF PRACTICE BEHAVIORS

Date: ____________________  Check One:  Fall/Spring Final _____

Student: ____________________________

Total Cumulative Field Hours (for the current semester, as of this date): __________

Agency: __________________________________________________________

Agency Field Instructor: ______________________________________________

Instructions for rating interns on the 9 Competencies for Field Evaluation as required by the accrediting organization (Council on Social Work Education):

Students will be evaluated using this form at the end of the fall semester, at the mid-term of the spring semester, and at the end of the spring semester 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.
<table>
<thead>
<tr>
<th>Competencies and Practice Behaviors</th>
<th>Excellent</th>
<th>Average</th>
<th>Deficient</th>
<th>Unsatisfactory</th>
<th>Not Assessed</th>
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<tr>
<td><strong>Competency 1: Demonstrate Ethical and Professional Behavior</strong></td>
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<tr>
<td>1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
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<tr>
<td>1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
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<tr>
<td>1.3 Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.</td>
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<tr>
<td>1.4 Use technology ethically and appropriately to facilitate practice outcomes.</td>
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<tr>
<td>1.5 Use supervision and consultation to guide professional judgment and behavior.</td>
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<tr>
<td><strong>Competency 2: Engage Diversity and Difference in Practice</strong></td>
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<tr>
<td>2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
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<tr>
<td>2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
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<tr>
<td>2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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<tr>
<td><strong>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</strong></td>
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</tr>
<tr>
<td>3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
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<tr>
<td>3.2 Engage in practices that advance social, economic, and environment justice.</td>
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<tr>
<td><strong>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</strong></td>
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<tr>
<td>4.1 Use practice experience and theory to inform scientific inquiry and research.</td>
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<tr>
<td>4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
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</tbody>
</table>
4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.

<table>
<thead>
<tr>
<th>Competencies and Practice Behaviors</th>
<th>Excellent</th>
<th>Average</th>
<th>Deficient</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

### Competency 5: Engage in Policy Practice

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

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

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

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

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

8.1 Critically choose and implement interventions to achieve practice goals and
enhance capacities of clients and constituencies.

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

8.5 Facilitate effective transitions and endings that advance mutually agree-on goals.

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

9.1 Select and use appropriate methods for evaluation of outcomes.

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

1. Do you have any other comments about the student's performance?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. Student's comments concerning this evaluation.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

36
<table>
<thead>
<tr>
<th>Signatures Required</th>
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<tbody>
<tr>
<td><strong>Student</strong></td>
<td>Date</td>
</tr>
<tr>
<td><strong>Agency Field Instructor</strong></td>
<td>Date</td>
</tr>
<tr>
<td><strong>Field Liaison/Field Coordinator</strong></td>
<td>Date</td>
</tr>
</tbody>
</table>
SOCIAL WORK PROGRAM FACULTY

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Email: ltucker3@scsu.edu

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E-mail: jbenton2@scsu.edu
APPENDICES

Appendix A
Council on Social Work Education
Educational Policy and Accreditation Standards

Appendix B
Learning Contracts:
  Field I
  Field II

Appendix C
University-Agency Agreement

Appendix D
Field Instructor Agreement

Appendix E
Field Instructor Information Form

Appendix F
Field Agency Profile

Appendix G
Application for Field Instruction
2015 Educational Policy and Accreditation Standards

CSWE’s Commission on Accreditation (COA) and Commission on Educational Policy (COEP) are responsible for developing the 2015 Educational Policy and Accreditation Standards. The educational policy was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.
Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
• Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
• Assess how social welfare and economic policies impact the delivery of and access to social services;
• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
APPENDIX B
FIELD LEARNING CONTRACT
South Carolina State University
Social Work Program
Field Instruction I – Fall Semester

Student: ______________________________________________________

Field Placement Agency: __________________________________________
Address: _______________________________________________________
Field Instructor: _________________________________________________
Telephone: ______________________ Email: _________________________
Placement Hours __________________ Supervision Hours ______________
(e.g. 8:30 – 5:00) (e.g. Tue. 9:30 – 10:00)

GOAL 1:
LEARN AGENCY SERVICES

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<tr>
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<th>Actual Date of Completion</th>
<th>Evidence of Completed Task</th>
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GOAL 2:
LEARN MAJOR REFERRAL RESOURCES USED BY PLACEMENT AGENCY (AT LEAST 5)

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<th>Actual Date of Completion</th>
<th>Evidence of Completed Task</th>
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**GOAL 3:**
**COMPLETE A SINGLE SUBJECT RESEARCH**

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<th>Actual Date of Completion</th>
<th>Evidence of Completed Task</th>
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**GOAL 4:**
**IDENTIFY SOCIAL AND ECONOMIC INJUSTICE ISSUES**

<table>
<thead>
<tr>
<th>Tasks to be Completed</th>
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<th>Actual Date of Completion</th>
<th>Evidence of Completed Task</th>
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</table>
## GOAL 5:
INTERVENE WITH INDIVIDUALS, FAMILIES AND GROUPS (AT LEAST 5)

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<th>Actual Date of Completion</th>
<th>Evidence of Completed Task</th>
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## GOAL 6:
PLAN AND FACILITATE A GROUP

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

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<thead>
<tr>
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☐ I agree to abide by the NASW Code of Ethics

Student

Field Instructor

Faculty Liaison
FIELD LEARNING CONTRACT  
South Carolina State University  
Social Work Program  
*Field Instruction II – Spring Semester*

Student: ________________________________________________________________

Field Placement Agency: ____________________________________________________

Address: __________________________________________________________________

Field Instructor: ____________________________________________________________

Telephone: ___________________________ Email: ____________________________

Placement Hours ____________________ Supervision Hours _______________
(e.g. 8:30 – 5:00) (e.g. Tue. 9:30 – 10:00)

**GOAL 1:**  
**WORK WITH MACRO SYSTEMS**

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<th>Date of Completion</th>
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**GOAL 2:**  
**COMPLETE A MACRO PRACTICE PROJECT**

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<tr>
<th>Tasks to be Completed</th>
<th>Tentative Date of Completion</th>
<th>Date of Completion</th>
<th>Evidence of Completed Task</th>
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<td>Evidence of Completed Task</td>
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**GOAL 3:**
DEVELOP/IMPLEMENT A PLANNED CHANGE EFFORT TO CHANGE A SOCIAL OR ECONOMIC INJUSTICE ISSUE

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<th>Date of Completion</th>
<th>Evidence of Completed Task</th>
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</table>

**GOAL 4:**
CONTINUE INTERVENTION WITH INDIVIDUALS, FAMILIES AND SMALL GROUPS

<table>
<thead>
<tr>
<th>Tasks to be Completed</th>
<th>Tentative Date of Completion</th>
<th>Date of Completion</th>
<th>Evidence of Completed Task</th>
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</table>
**GOAL 5:**
**CONTINUE PROFESSIONAL & PERSONAL DEVELOPMENT ACTIVITIES**

<table>
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<tr>
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<th>Date of Completion</th>
<th>Evidence of Completed Task</th>
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**GOAL 6:**
**ADDITIONAL ACTIVITIES NOT ADDRESSED ABOVE**

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<th>Tasks to be Completed</th>
<th>Tentative Date of Completion</th>
<th>Date of Completion</th>
<th>Evidence of Completed Task</th>
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☐ I agree to abide by the NASW Code of Ethics

Student

Field Instructor

Faculty Liaison
University-Agency Institution Agreement

Agreement Guideline

Agreement between: SOUTH CAROLINA STATE UNIVERSITY; Social Work Program and

AGENCY DIRECTOR

The Social Work Program 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 the 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 Program.
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 or 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 Program immediately.
8. Assume responsibility got insuring the required forms (evaluations, agency agreement, field instructors agreement) are completed and returned to the University.
9. Participate in an Agency Fair and interview prospective interns.
10. Provide time for agency field instructors or agency designee to attend orientation and training sessions, annual seminars and other meetings necessary for effective field instruction. These will be kept to a minimum.

<table>
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<tr>
<th>Name of Agency</th>
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<tbody>
<tr>
<td>Agency Address</td>
<td>City/ State/ Zip Code</td>
</tr>
</tbody>
</table>

Agency Representative (Name)  
Date

Agency Director (Name)  
Phone/Fax  
Date

South Carolina State University Representative (Name)  

Social Work Program Coordinator (Name)  
Phone/Fax  
Date

Field Coordinator (Name)  
Phone/Fax  
Date

**Agreement bonded by:**

Signature of Agency Director  
Date

Signature of Field Instructor  
Date

Signature of Social Work Program Coordinator  
Date

Signature of Field Coordinator  
Date
APPENDIX D
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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone #</th>
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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 (A current resume or curriculum vitae may be attached):

________________________________________________________________________

________________________________________________________________________

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 instructor’s 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.
<table>
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<tr>
<th>Position</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>SCSU Field Coordinator</td>
<td></td>
</tr>
<tr>
<td>Field Instructor</td>
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<tr>
<td>Social Work Program Director</td>
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</table>
APPENDIX E
Contact Information

Name: ________________________________________________________________

Agency: ________________________________ Department/Unit/Program ____________________________

Title/Position: ___________________________________________________________

Mailing Address: _______________________________________________________

Phone: ___________________ Fax: _________________ Email: _______________________

Education and Credentials

Bachelor Institution: __________________________________________________________________________

Field of Study: __________ Degree Acquired: __________ Date Received: __________

Masters Institution: _________________________________________________________________

Field of Study: __________ Degree Acquired: __________ Date Received: __________

Other Degrees and/or Certifications: __________________________________________________________________________

Professional Credentials (check all that apply)

_____ ACSW  _____ DSW  _____ LBSW  _____ LMSW
_____ MSW  _____ LISW-AP  _____ LISW-CP  _____ Other (specify below)
How many years of (post degree) social service experience do you have? _______________

Have you previously been a field instructor for undergraduate social work students? ______

If yes, approximately how many years have you provided supervision? _______________

Is this the first time you have supervised students from South Carolina State University? ______

How do you best describe your area of expertise (both skills and field of practice)?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

I certify that my answers are true and complete. I understand that, as a field instructor, I will need to provide regular supervision and comply with the University requirements in the Field Instruction manual.

Signature: ___________________________ Date: _____________________

Please return to the Social Work Program Office via mail, Fax or email:
Attn: Marcia Davis Taylor, Field Coordinator
South Carolina State University
Social Work Program
P.O. Box 7595
Orangeburg, SC 29117
Fax: 803-533-3636
Email: mtaylo26@scsu.edu
Phone: 803-533-3989

Signed: ___________________________ (SW, Field Coordinator) Date: _____________________
APPENDIX

F
Field Instruction Agency Profile

| Name of Agency | ________________________________________________ |
| Field Instructor | ________________________________________________ |
| Mailing Address | ________________________________________________ |
| Telephone # | ________________________________________________ |
| Email Address | ________________________________________________ |
| Fax | ________________________________________________ |
Agency Supervision

Agency Director: ____________________________ Title: ____________________________

Field Instructor assigned: ___________________ Title ____________________________

Agency’s Primary Field(s) of Service

(Check all that apply)

_____ Employee Assistance Programs
_____ Family & Children’s Services
_____ Delinquency
_____ Family Therapy
_____ School Social Work
_____ General Health Care
_____ Hospice
_____ Public Health
_____ Substance Abuse
_____ Mental Illness
_____ Advocacy
_____ Youth Services

Agency Auspice: _______ Public _______ Private _______ Other _______
Learning Experiences Available

(Check all that apply)

_____Clinical
_____Group Work
_____Policy Development
_____Staff Development
_____Client Advocacy
_____SW/Individuals/Families
_____Research
_____Budget Dev. /Analysis
_____Grant Dev. /Monitoring
_____Fund raising
_____Other ____________

_____Family/Group Intervention
_____Consultation
_____Social Action
_____Community Development
_____Educator/Trainer
_____Youth Services
_____Program Development/Analysis
_____Program Coordination
_____Plan/Administrative
_____Legislative Intervention

Please indicate any special educational programs available to students. (Seminars, Volunteer Training, etc.)

________________________________________________________

________________________________________________________

Agency Facilities and Expectations

Physical Facilities: _____Private Office for Student(s)

_____Individual Desk(s) for Student(s)

_____Shared space with Staff

_____Wheelchair Accessible

Does the agency offer stipends to students? _____Yes  _____No
(If yes, provide description and requirements)

Does the Agency provide transportation for student use? _____Yes _____No

(If yes, specify regulations and requirements)

Does the Agency reimburse students for mileage driven while providing agency services?

_____ Yes _____No

If yes, at what rate ___________

Agency Hours: ___________AM to _____ PM

Are students expected to work evenings and or nights on a regular basis?

_____Yes _____No

Are students expected to work weekends?

_____Yes _____No

(If yes, please comment)

Please describe the expected dress code:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please provide informational brochures, handbooks, key policies or other program materials which you believe would be useful for a student to read prior to being placed in your Agency.

Thank you very much for completing this form. The information will be included in the placement directory and be used by both faculty and students. If you have any questions or need additional information, do not hesitate to contact Marcia Davis Taylor, Field Coordinator: (803) 533-3989 or email me at mtaylo26@scsu.edu or Fax (803)533-3636.

Signature/Title of person completing this form: ____________________________________________

__________________________________________

Date: _____________________
South Carolina State University  
SCHOOL OF GRADUATE & PROFESSIONAL STUDIES  
Department of Human Services/Social Work Program  
APPLICATION FOR FIELD INSTRUCTION  

BEFORE TURNING IN THIS APPLICATION PACKAGE BE SURE IT INCLUDES:

1. Name: ___________________________  
   Student ID#: ________________________
2. Local Address: ___________________________  
   City: ___________________  State: __________  Zip Code: __________
3. Permanent Telephone #: ___________________  
   Cell #: ___________________  
4. Permanent Address: ___________________________  
   City: ___________________  State: __________  Zip Code: __________
5. Email Address: ___________________________  
9. Marital Status: ______ Single  ______ Married  ______ Widowed  ______ Divorced  
10. Cumulative GPA: ____________  11. Advisor’s Name: ___________________________  
12. Total number of earned semester hours completed to date: ___________________________  
13. Expected Date of Graduation: ___________________________  
14. Are you a transfer student? ______ Yes ______ No  
15. Will you be employed next year? ______ Yes ______ No  
16. Are you receiving Federal Work/Study? ______ Yes ______ No  
   Have you ever been convicted of a felony? ______ Yes ______ No  
   If yes, please explain: ___________________________  
   ___________________________  
   ___________________________  
18. Do you have limitations (physical or mental) of which we should be aware in planning your field placement? ______ Yes ______ No
19. Do you have a valid SC driver’s license? _____ Yes _____ No

20. Will you have reliable transportation available you next year? Yes _____ No _____
   If no, please explain


22. Indicate any paid and/or volunteer social service agency experiences.

23. Describe any other employment you have had during the past four years. Include dates and
    brief job descriptions.

In 1-2 pages prepare a typed, double-space narrative which should include a cover sheet
and reference page in accordance with APA style. (Cover sheet and reference page not
included in number of pages)

These are some practicum situations which may make specific students vulnerable to certain,
circumstances of work with a given client population or in a particular agency. This might
place the students at physical or emotional risk.
A. Such issues need to be presented to the Coordinator of Field Instruction in **advance** to assist with planning for your field placement. (It is the student’s responsibility to apprise the field coordinator of this information). **Field Coordinator will consider the special needs and circumstances of the student and will try to make accommodations when and where necessary.** However, the student, recognizing the importance of the field placement, should try and make arrangements for child care, caretaking duties for parents, etc. The field placement is a graded, professional practice experience that must meet the objections of the field instruction program objectives and the professional development needs identified for the student.

**NOTE:** Failure to disclose pertinent information involving previous, existing, or continuing health/medical conditions or other issues, such as those identified above, may result in denial of admission to field or termination of field placement.

B. Discuss the factors, reasons, motivations which led you to consider social work as your career.
   1. Discuss your particular interest in social work.
   2. Description of a situation in which you have asked for help.
   3. Description of a situation in which you have given help.