



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™



Field Instruction Manual

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TAMUCT BSW FIELD INSTRUCTION MANUAL

INTRODUCTION

The Social Work Department is housed in the College of Arts & Sciences at Texas A&M University-Central Texas.

The BSW program offers a variety of classroom courses designed to educate students to become generalist social work practitioners after graduation. Social work practice courses start in the junior year, after formal admission to the BSW Program. In the senior year students are placed within social service agencies for their field practicum. This supervised internship takes place through a minimum of 16 clock hours a week (preferably a minimum of two full days a week) of supervised experience for both semesters of the senior year, a total of 225 hours to be completed each semester. The Title IV-E candidate will engage in a block field placement by conducting the entire 450 hours in one semester.

The BSW Program at Texas A&M University – Central Texas prepares students for Generalist Practice. The Council on Social Work Education defines Generalist Practice as:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The TAMUCT Field Instruction Manual is provided to explain the nature and scope of our practicum for students, agency field instructors, community agencies, and interested others who wish to further the cause of professional social work education. It is our desire to work cooperatively with agency professionals in our common goals to help clients and communities and to bring about services to deal with the social and personal problems that exist in our communities.

TEXAS A&M UNIVERSITY-CENTRAL TEXAS SOCIAL WORK PROGRAM VISION, MISSION, GOALS, OBJECTIVES

Vision:

To create a culture of excellence in pursuit of positive social change.

Mission:

The mission of the BSW Program Texas A&M University- Central Texas Social Work Program is to prepare quality graduates for entry-level generalist social work practice and advance education. This education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

The **goals** of the TAMUCT BSW Program are derived from the Program's mission. The goals of the program are to:

1. To develop generalist social work practitioners who are engaged in the promotion of human and community well-being.
2. To maintain a high quality and rigorous learning environment that fosters each student's commitment to, and understanding of, the importance of engaging in evidence-based practice.
3. To promote the importance of respect for human diversity and social and economic justice such that students actively engage in advocacy and service on behalf of the disenfranchised, marginalized, and oppressed.
4. To maintain high standards of knowledge, skills, and values to ensure students exhibit social work professional behavior, values, and ethics.
5. To graduate students who are able to integrate generalist-level learning into career or graduate-level education experiences.

SOCIAL WORK PROGRAM COMPETENCIES & GENERALIST PRACTICE BEHAVIORS

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

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.

SOCIAL WORK PROGRAM PRINCIPLE OF NONDISCRIMINATION

The Social Work Department of TAMUCT does not discriminate. This includes non-discrimination based on race, color, sex, religion, national origin, age, disability, citizenship, veteran status, gender identity/expression or sexual orientation.

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SOCIAL WORK FIELD PRACTICUM

The purpose of the Social Work Field Practicum is the development of social work competence of generalist practice through the integration and application of the knowledge and understanding developed in the courses of the social work curriculum. The student's academic learning experiences help to develop the knowledge and skills necessary for effective intervention on many levels to affect ameliorative changes on behalf of the clients and client systems.

In an agency setting, the student has the opportunity to experience growth through the use of self and application of knowledge. The student will be given opportunities to become knowledgeable about the network of services in the community, as well as learn about gaps in services. The practicum experience is also designed to promote the student's identification with the social work profession and gain appreciation of the profession's contributions to the community and society as a whole.

The educational objectives of the Field Practicum are:

1. Each student will become familiar with the structure, organization, and operation of their assigned field agency. He/she will begin to learn the social service delivery system and available resources in the community, will begin to develop a resource of information, and will be able to make appropriate referrals and help clients negotiate that system.
2. Each student must demonstrate an ability to adopt a professional role by assuming responsibility to meet agency and class work standards, by interacting appropriately and effectively with clients and colleagues, by showing accountability for their practice, by setting goals for professional development and competence, by monitoring progress toward meeting

those goals, and by adhering to the NASW *Code of Ethics* and Standards of Practice, as well as the Texas State Board of Social Work Examiners' Code of Conduct.

3. Each student will demonstrate effective communication skills by organizing information (both verbal and written) in a professional manner appropriate to the agency setting.
4. Each student is expected to increase in self-awareness of his/her strengths and weaknesses as well as his/her reactions to authority, conflict, and stress. Each student must demonstrate the ability to evaluate his/her generalist practice (**Appendix: M**), make use of supervision, and change undesired behavior that violates the NASW Code of Ethics, code of conduct and professional standards when required.
5. Each student must demonstrate ability to work with diverse client systems in order to (a) conduct an assessment; (b) develop an intervention plan that identifies objectives and appropriate interventions; (c) work toward those objectives; (d) evaluate outcomes; (e) terminate appropriately; and (f) conduct follow-up.
6. Each student must begin to demonstrate the integration of theory and evidence-based practice.
7. Each student must demonstrate the application of social work values and ethics to practice, to include developing awareness of prejudices and biases within culturally diverse populations and initiating efforts to modify those stereotypical beliefs and behaviors. The student must also demonstrate an awareness of the impact of oppression and the diverse needs of vulnerable populations.
8. The student will demonstrate the commitment and ability to plan and prepare for his or her career and ongoing professional development. The student will develop interviewing skills.

CRITERIA FOR ACCEPTANCE & ADMISSION INTO THE FIELD PRACTICUM SEQUENCE

The following criteria apply to acceptance and admission into the Field Practicum Sequence:

- Demonstrated commitment to social work values, including an awareness of diversity and a willingness to consider others' viewpoints, as demonstrated by the Rubric for Assessing Professional Behaviors
- Attained an overall 2.5 grade point average, with a C or better in all required social work courses. Block Placement students must have completed all other course work and have a 3.0 GPA.
- Completed all social work foundation-level and mid-level coursework, along with Practice I. *Transfer students must have taken at least two TAMUCT social work classes, including HBSE I or II, to demonstrate their readiness for the field practicum.

- Declared social work as their major, be admitted to the Social Work Program, and be in good standing according to the definitions outlined by TAMUCT Office of Student Conduct.
- Completed the field application process, including the pre-field orientation, form, completed Release of Information form and achieved acceptance to the Field Program.
- Completed successful interviews and acceptance by an agency field placement.
- Students will be provided one agency for initial field placement. While every effort will be made to help guide students to an appropriate field placement, should a student be found unacceptable for placement after this interview, the student will be withdrawn from the practicum sequence. The Field Director will put this information in writing for the field student and meet with the student to review and discuss the course of action to be taken, and the recommendations and options available regarding the possibility of any future placement. Students may not be considered for admission to the practicum sequence until all personal and professional issues identified in the interview process have been resolved. Students will be given a mentorship plan based on their individual identified areas of concern. All of the assignments and required
- Students receiving all 3s or higher in 100% of the professional domain areas receive a letter of acceptance by mail. Students receiving 3s or higher in at least 8 domains (but who received scores of 1 or 2 in 7 domains or less), receive a letter of conditional acceptance and are informed in the letter of conditions for continued matriculation (e.g., complete a semester of classes and schedule an appointment to meet with faculty at the end of the semester to review professional behavior[s]). The program then keeps a record of this data (see Admission Letter Examples, Volume III). Students who receive scores of 1 or 2 in 8 or more domains are not eligible for admission to the major and will be asked to attend a mentorship meeting with the faculty to discuss their future plans.
- Certain arrest/charges/offenses/Adult Protective Services (APS)/Child Protective Services (CPS) history may make it extremely difficult to find a field placement. If we are unable to arrange a field placement, that student cannot complete the BSW degree. Students are responsible for providing a copy of all requested criminal, CPS, APS, and CCL histories no later than the day of the field interview with the field representative.
- Students wishing to participate in Block Field must have all coursework completed the semester prior and have a 3.0 GPA. Title IV-E requires a 2.5 and must have been approved in advance. This is a yearlong process and requires approval from the Title IV— Coordinator and CPS representatives.
- **Students who are unable to meet one or more of the above criteria may be denied acceptance or admission into the Field Practicum.**

READINESS FOR FIELD

Based on information obtained from the students' field applications, input from other social work faculty, review of the Rubric for Assessing Professional Behaviors scores, interviews with the students, and review of the eligibility criteria (including background check), the Field Director makes a decision about readiness for field practice and whether or not to admit students to the Field Program. If a student is not admitted to the Field Program, he/she is informed in person in writing. Options are then discussed with the student.

The RUBRIC FOR ASSESSING PROFESSIONAL BEHAVIORS

Academic performance is separate from professional behaviors. A student may be in good standing academically and may not be admitted into the field program due to unprofessional behaviors that make the student unsuited for the profession. The Rubric for Assessing Professional Behaviors (**Appendix: S**) is an important tool the Field Program uses to assess the student's readiness for field. This tool is used to give the student direct feedback on areas they need improvement on as professional social work students to show readiness for field practicum. Unsatisfactory scores on the Rubric for Assessing Professional Behaviors may prevent the student from being admitted into the field sequence.

FINAL DECISION FOR FIELD PLACEMENT

The Field Director makes the final decision about student placement in agencies. The Field Director's decision about where a student is to be placed is based on the best educational experience for the student. Most Field placements are located in Bell and Coryell County, however, other opportunities are available outside of this area for students willing to travel.

FIELD PROGRESSION

PROGRESSION FOR STUDENTS ENTERING FIELD PLACEMENT SEQUENCE

Step 1: Attend mandatory pre-field orientation

Step 2: Interview with Field Director

Step 3: Field assignments given to agency field instructors/task supervisors & students

Step 4: Student and agency field instructor/task supervisors have interviews

Step 5: If student is accepted, agency field instructor/task supervisor completes the "Field Acceptance Form" (**Appendix: G**), which is turned into the Field Director by the student

Step 6: If the student is not accepted by the agency, they will set up a meeting with the Field Director within one week for additional mentorship and continuation of next step. Field Director will speak with the agency to identify mentorship needs.

Step 7: If agency placement is accepted by both, student and agency field instructor/task supervisor then the following progression will occur:

- a) Students will purchase professional liability insurance through TAMUCT when advised by Field Director

- b) If the agency requires a background or criminal history check, student will be responsible for this cost if applicable and will return to agency 6 weeks prior to beginning field to complete the background/criminal history check
- c) If the agency requires drug testing and/or Tuberculosis (TB) skin test, then the student must have this completed one week prior to the first field class. Student is responsible for the cost and must have a provided a copy to the agency and provide a printed copy of the test results available at the first class to be placed in their student file.
- d) One-two weeks prior to the start of the semester, student and agency field instructor/task supervisor meet to establish a schedule for field hours when semester begins
- e) Following student's attendance in first field seminar class, student will sign the "Student Responsibilities Contract for Field Placement" (**Appendix: H**), then student may begin at agency. Student and agency field instructor/task supervisor will again meet to finalize schedule. Student will maintain a personal copy of learning contract, provide one to agency field instructor/task supervisor, and submit completed learning contract assignments to professor of field seminar class for a grade
- f) In field placements where the agency field instructor is a social worker, the student and field instructor will meet a minimum of once per week for professional social work supervision; at which time student will complete the "Field Instructor Supervision Notes" (**Appendix: J**) and both student and social worker will sign it. Student will then maintain a copy, provide a copy to agency field instructor, and submit a copy to the field seminar instructor
- g) In field placements where the agency does not have a social worker onsite, the student and agency task supervisor will be expected to meet weekly and complete the "Field Agency Task Supervision Notes" (**Appendix: J**), and the student will attend group supervision with an approved field consultant social work supervisor by the Field Director. Within the first week of beginning the field seminar class, the student will be provided with the supervisor information in order to schedule weekly supervision. Student and supervisor will meet a minimum of once per week for supervision, at which time student will complete the "Field Consultant Social Work Supervision Notes" (**Appendix: J**), and both student and supervisor will sign it. Student will maintain a copy, provide a copy to supervisor, and submit a copy to field seminar instructor.
- h) Field Director will visit agency field instructor/task supervisor and student at the agency a minimum of one time per semester
- i) Students pursuing a field placement through the Title IV-E Child Welfare Program will be required to meet all criteria for acceptance into the field practicum sequence. Title IV-E students under contract with the Texas Department of Family and Protective Services (TDFPS) will complete a field placement with Child Protective Services in Region 7 in fall, spring or summer in order to coincide with the Basic Skills Development (BSD) Training schedule. Title IV-E students will complete a block field placement in either Fall, Spring, or Summer semesters under the supervision of a field instructor. Students are required to complete 450 total hours in one semester. Students must be course complete before entering the IV-E field placement and enrolling in the SWKK 485-Child Welfare Practicum course. Students are required to attend the mandatory

pre-field orientation conducted by the Title IV-E Director during the Spring semester prior to entering their field placement. The Field Director provides students with the required forms and information during the spring orientation meeting. Additionally, Title IV-E students will be required to meet mandatory screening procedures by TDFPS. Title IV-E students are required to attend any mandatory meetings required of all field practicum students.

FIELD INTERVIEWS

After their field interview with the Field Director, students are informed about their tentative field placement assignment with a formal letter. Students are then expected to schedule appointments for interviews with their potential agency field instructors/task supervisors. Student interviews at the agencies are to be completed by the date provided that semester. The Field Director informs the agency field instructor/task supervisors by letter that they should expect students to call for an interview. After the interview with the agency field instructor/task supervisor is completed, the field instructor/task supervisor completes the “Field Acceptance Form” (**Appendix: G**) and the student returns the form to the Field Director. If a student is denied a field placement at that agency they must set up an appointment with the Field Director within one week for mentorship and continuation of next step. Students who fail to secure the placement due to behavioral issues will not be given another placement that semester. The student will successfully complete a mentorship plan with the field director and other university personnel.

ADDITIONAL BACKGROUND AND DRUG TESTING

Students preparing for an individual field interview must provide a completed “Application to the Field” form (**Appendix: F**), “Release of Information” form (**Appendix: E**), and “Background Check Form” (**Appendix: D**). The Field Director provides students with access to the required forms and information during the field orientation meeting. Additionally, field agencies may require students to undergo a separate criminal background check and other background checks and medical testing (i.e. tuberculosis testing and/or drug testing). Students will be responsible for any additional costs. Students will be informed of these additional requirements by the field agency and must comply with these mandates before beginning the field placement.

PROFESSIONAL LIABILITY INSURANCE

Liability insurance will be provided by through the TAMU system in the amount of \$5 million.

HOURS BEFORE BEGINNING FIELD I

Students are not to begin seeing clients prior their first field seminar class; however; it is understood that many agencies require that students undergo orientation to the agency, background checks and training. Therefore, Field I students will be allowed to attend these under the guidance of their supervisor and count up to 20 hours prior to actually beginning the field

placement. This will allow students and supervisors to be ready for the student actually to begin the educational experience soon after the student has attended their first field seminar class.

FIELD HOURS FOR THE FALL/SPRING

Students who begin a fall/spring field placement will complete the field progression requirements in the spring. Students are required to spend a minimum of 16 clock hours per week (preferably two full days a week) of supervised experience for both semesters of the senior year, a total of 225 hours to be completed each semester. The agency and the student should mutually agree upon the schedule. In order to gain the best educational experience and provide continuum of care to clients, students are expected to be available to be present at least one full 8 hour day, with the remaining ours split into 4 hour increments as arranged with the agency. In some cases an agency may require the student to be present two 8 hour days and not break up their time. Students will complete the "Time Sheet" form (**Appendix: I**), to be signed by their agency field instructor/task supervisor and submitted to the field seminar instructor at the end of every four weeks. The student will maintain a copy for agency field instructor/task supervisor and turn in the original to the field seminar instructor. Students are expected to notify the agency field instructor/task supervisor and class instructor in advance of absences, when possible. Absences extending beyond two days within the academic semester may result in a decision by faculty liaison, in consultation with the field instructor, to extend the practicum period beyond the scheduled ending date. Students are to complete field hours by the last class date of that semester.

FIELD HOURS FOR THE SPRING/SUMMER

Students who begin a spring/summer field placement will complete the field progression requirements in the fall. Students are required to spend a minimum of 23 clock hours per week during the summer semester after doing 16 hours per week in the spring semester; a total of 225 hours to be completed each semester. The agency and the student should mutually agree upon the schedule. In order to gain the best educational experience and provide continuum of care to clients, students are expected to be available to be present at least one full 8 hour day, with the remaining ours split into 4 hour increments as arranged with the agency. In some cases an agency may require the student to be present two 8 hour days and not break up their time. Students will complete the "Time Sheet" form (**Appendix: I**) to be signed by their agency field instructor/task supervisor and submitted to the field seminar instructor at the end of every four weeks. Students can only bank a maximum of 60 hours after the spring semester ends and before the summer session begins. All banked hours must be documented on a separate time sheet that will be turned in to the field seminar instructor on the first day of field II seminar. Students are expected to notify the agency field instructor/task supervisor and class instructor in advance of absences, when possible. Absences extending beyond two days within the academic semester may result in a decision by faculty liaison, in consultation with the field instructor, to extend the practicum period beyond the scheduled ending date. Students are to complete field hours by the last class date of that semester.

NIGHT AND WEEKEND PLACEMENTS

Night and weekend placements are very rare and difficult to find, therefore the field program cannot guarantee students that they will be placed in a night and weekend facility. Students should be aware of this situation as they prepare their degree plans to avoid a misunderstanding or unrealistic expectations.

Definition of Field Practicum Roles

The **field instructor** must have a BSW, LBSW license or above for undergraduate students. The field instructor is responsible for supervising the student's educational experience within an agency or organizational setting. They provide educational direction of the student in order to meet the generalist and/or advanced generalist core competencies in order to develop as a social work practitioner. They are responsible for supervising, teaching social work knowledge, values, skills, ethics, and evaluating student performance. The field instructor models professional role behaviors, social work values and ethics, and provides instruction in values and ethics and their implications for social work practice. The field instructor has the responsibility for the evaluation of student performance. Field instructors provide regular supervisory sessions with students (one hour per week). An orientation to the Field Program is provided at least once per year and new field instructors are required to attend and have two years of practice in the field in the field after their graduation.

The **task supervisor** is a professional in an agency setting who is qualified to provide daily instruction, but does not meet the requirements for field instructor (does not have a social work degree or is not licensed as a social worker). The task supervisor will orient the student to the agency, the agency policies and procedures, and staff. They will provide ongoing supervision as determined by their assessment of the student's needs for direction and task oversight. The task supervisor will support the student's needs to gain access to other learning experiences and resources within the agency and community. They may confer with the Field Director along with the student, contracted social work supervisor for mutual planning, feedback, and evaluation of student performance. Task supervisors provide regular supervisory sessions with students. An orientation to the Field Program is provided at least once per year and new task supervisors are required to attend.

The **field seminar instructor** provides instruction in the field class seminar. The field seminar instructor is responsible for providing guidance and support to students, grading all class assignments, maintaining the student time sheets and tabulating the student's grades. They may confer with the Field Director, field instructor/task supervisor, contracted social work supervisor and student for mutual planning, feedback, and evaluation of student performance.

Non- BSW/MSW/MSSW Field Supervisors

The field education program seeks to utilize field instructors who are professional social workers. In exceptional circumstances an agency may offer valuable field experiences, but does not have a professional social worker on staff. If the agency does not employ a social worker who meets the required criteria, then the program utilizes a TAMUCT faculty member or a community based social worker to provide the required social work supervision. Under these circumstances, the agency's employee serves as the task supervisor. When the field supervision is performed by a TAMUCT social work faculty member, such supervision is considered part of the faculty member's teaching load.

Procedure

1. A task supervisor does not place the requirement of a social work degree field instructor.
2. Each agency that is considered for placement in which there is no direct professional social work supervisor will be evaluated according to the same criteria that apply to all other field placement agencies.
3. Agencies that have non-BSW /MSW supervisors will only be used for placement if the field experiences offered are not available in agencies that do have professional social work supervision, the experiences are consistent with developing EPAS competencies and social work values and ethics, and can offer exceptional opportunities for student learning.
4. All agency field instructors in such agencies must attend field instructor training and participate in student evaluation.
5. Community social workers who serve as a BSW/MSW supervisor must attend field instructor training and participate in student evaluation.
6. BSW/MSW supervisors must provide weekly supervision to students.
7. Agencies who do not have a BSW/MSW supervisor on site must agree to permit outside MSW supervision of field students.
8. The continued use of an agencies in which there is no BSW/MSW supervisor will be reviewed annually by the Director of Field Instruction.

CRITERIA FOR SELECTING FIELD INSTRUCTION SITES

The Social Work Program selects field practicum agencies in which the student can be provided with an opportunity to apply the knowledge, skills, and values learned in the academic setting to practical problems in social welfare agencies. Close supervision by departmental faculty and agency field instructors/task supervisors creates an opportunity for student growth and is an important part of the field practicum. Only social welfare agencies that have entered into a contractual, educational partnership with the TAMUCT Social Work Department are designated as field practicum sites (**see Appendix: B**).

In the course of its history, the TAMUCT Social Work Program has placed students in over 100 agencies in Central Texas. In these agencies students are exposed to diverse cultural, racial, and ethnic perspectives. While being trained by experienced supervisors, students have the

opportunity to work with clients, agency administrators, and other staff members whose backgrounds differ from their own.

Besides a diversity perspective, other criteria for selection of agencies include the following:

- a) The agency must be willing and able to provide a quality educational experience using CSWE's 9 core competencies and 30 practice behaviors.
- b) The agency must be willing and able to expose students to diverse cultural, racial, and ethnic perspectives.
- c) The agency must be able to provide students with experiences that involve in-person contact with clients and the broader community.
- d) The agency must provide services that are recognized as having a credible social service function.
- e) The agency must be willing and able to provide an agency-based supervisor who meets the criteria to be a field instructor/task supervisor.
- f) If the agency does not have a qualified social work supervisor, then they must be willing to allow the student to meet for one hour weekly with an identified field consultant.
- g) The agency and the agency field instructor/task supervisor must be willing and able to demonstrate an understanding of and commitment to baccalaureate level, generalist social work practice.
- h) The agency must have staff available to carry out its daily functions without depending on the support of a TAMUCT BSW student intern.
- i) The agency must be willing and able to provide suitable work accommodations for the TAMUCT BSW student intern (e.g., desk, telephone access, privacy for interviews, necessary supplies, etc.).
- j) The agency must not allow or expect TAMUCT BSW student interns to transport clients or agency employees in their personal automobiles under any circumstances, nor allow or expect the student to drive the field agency vehicle during or after hours.
- k) The agency must not expect/require TAMUCT BSW student interns to use their personal cellular phones to conduct agency business.

CRITERIA FOR SELECTING AGENCY FIELD INSTRUCTORS/TASK SUPERVISOR

- a) Agency field instructors/task supervisors must be willing and able to provide a quality educational experience using CSWE's 9 core competencies and 31 practice behaviors.
- b) Agency field instructors must have either a BSW or an MSW from a CSWE-accredited social work program and at least two years post-degree practice experience. If the agency does not have a BSW or MSW on staff, the agency may identify a task supervisor who must have at least two years of experience in the current or similar agency setting. This is done because occasionally an agency has the quantity and quality of experiences available to meet the educational needs of students but does not have an employee available to serve in the role of a field instructor. The task supervisor must allow the student to meet weekly outside of the agency with an identified field consultant.

- c) Agency field instructors/task supervisors must be willing and able to understand and support the TAMUCT BSW Program’s mission, definition of generalist social work practice, goals, and Program objectives, as well as the values, ethical principles, and ethical standards of the NASW *Code of Ethics*.
- d) Agency field instructors/task supervisors must have sufficient time to meet the educational needs of the student; this includes a minimum of one hour per week of formal supervision with the student, during which the student’s performance with the agency, progress toward course objectives, and strengths and challenges are discussed.
- e) The agency field instructor/task supervisor must be willing and able to participate in field visits with the student and field director. At least two field visits are required between the field director, the agency field instructor, and the student during the course of the student’s field placement. These field visits are usually held at the agency and are used to assess the student’s performance in meeting course objectives based on the learning contract.
- f) The agency field instructor/task supervisor must be willing and able to complete and discuss performance evaluations (e.g., FIRS and RAPB) on and with the student that are based on generalist social work practice skills, the field seminar course objectives, and the TAMUCT BSW Program’s 9 core competencies.
- g) The agency field instructor/task supervisor must be willing and able to complete a final evaluation of the field education program.
- h) The agency field instructor/task supervisor must be willing and able to participate in at least one supervisor training workshop, hosted by the TAMUCT field education program.
- i) When the field director determine that the agency has met the qualifications to be an approved field placement site and has a qualified field instructor or task supervisor available to provide supervision, the field director arranges for the agency field instructor/supervisor to participate in a new supervisor orientation hosted by the TAMUCT field education program. After a new field agency successfully completes new supervisor orientation, submits a completed Field Instructor Information Form (see page 33, Field Instruction Manual) and Social Work Field Placement Contract (see page 35, Field Instruction Manual), and provides a current résumé to the field education program, the agency is ready to receive student interns.

PROFESSIONAL SOCIAL WORK SUPERVISION

Students must receive one hour of professional social work supervision per week to address ethical issues that may arise and provide guidance on professional practice using the “Field Instructor/Task/Field Consultant Supervision Notes” form (**Appendix: J**). The student is expected to be prepared for supervision and maintain a copy, provide a copy to supervisor, and submit a copy to the field seminar instructor. Should the social work supervisor not be available to meet one week, the student and social work supervisor may have a telephonic meeting. Should there be another week when the supervisor is unable to meet; the student should be prepared to meet

with the contracted social work supervisor. Supervision begins the week after the first class day of Field I. Students are expected to participate in professional social work supervision throughout their internship for Field I and Field II. Within the first week of beginning the field seminar class, the student will be provided with the supervisor information in order to attend weekly supervision. This hour of supervision will be documented on a separate time sheet if the student is receiving supervision from the contracted supervisor and is included as part of their internship hours.

Should an agency not have a social worker to provide supervision on site, the student will be expected to attend group supervision with an approved field consultant social work supervisor by the Field Director. (Appendix: J)

Volunteering after Placement

It is **strongly discouraged** for students to volunteer after their placement hours are completed. If a student chooses to volunteer for the agency after the internship is complete, then it is suggested that the student take at least **one month** away from the agency with no contact in order to complete the termination process.

END OF PROGRAM EVALUATIONS

Students will be required to complete the following evaluations at the end of field II.

- Student Evaluation of Agency (**Appendix M**)
- Department Exit Survey is used to measure the explicit curriculum based on the learning environment. Link will be emailed.

CONFLICT OF INTEREST

Students may not be employed by the agency while they are in field placement. Exceptions can be made, but are not guaranteed, for students in Field II nearing graduation. Exceptions will be considered on a case by case basis by the Field Director and must meet specific requirements:

- Meeting with Field Director/Asst. Field Coordinator, field instructor/task supervisor and student.
- The student must have completed a minimum of 440 hours in field.
- Completion of Internship Agreement in which the student and agency supervisor verify that the student's supervision and field activities are different from those that are employed.

- Completion of the field sequence (e.g., attending the remaining field seminar course classes, completing all learning contract assignments, completion of all field evaluations, etc.).
- The field instructor/task supervisor and/or appropriate agency representative must be willing to sign documentation indicating the date/time that the agency takes over liability for the student.
- Meeting with Field Director, field instructor/task supervisor and student, Completed hours, Completed evaluation, Completion of Internship Agreement form (**Appendix: U**)

PROFESSIONAL SOCIAL WORK CONDUCT

Field students are expected to demonstrate both professional standards of practice outlined in the National Association of Social Workers (NASW) Code of Ethics (**Appendix: S**). In preparation for the profession, TAMUCT Social Work Program has also adopted the Texas State Board Social Worker Examiners Code of Conduct found within Title 22 of the Texas Administrative Code, Chapter 781 (**Appendix: T**). Students are provided feedback on their performance of these standards through the Rubric for Assessing Professional Behaviors (**Appendix: R**).

Use of Technology in the Field:

The Internet has created the ability for students and social workers to communicate and share information quickly and to reach millions of people easily. Participating in social networking and other similar internet opportunities can support a students' personal expression, enable individual social workers to have a professional presence online, foster collegiality and camaraderie within the profession, and provide opportunity to widely advocate for social policies and other communication. Social networks, blogs, and other forms of communication online also create new challenges to the social worker-client relationship. Students should weigh a number of considerations when maintaining a presence online:

(a) Students should be cognizant of standards of client privacy and confidentiality that must be maintained in all environments, including online, and must refrain from posting identifiable client information online or conducting any searches using client information.

(b) When using the internet for social networking, students should use privacy settings to safeguard personal information and content to the extent possible, but should realize that privacy settings are not absolute and that once on the internet, content is likely there permanently. Thus, students should routinely monitor their own internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.

(c) Students should never interact with clients, co-workers, or supervisors on the internet, students must maintain appropriate boundaries of the social worker-client relationship in accordance with professional ethical guidelines, just as they would in any other context.

Example, do not ask your supervisor, clients, or co-workers to be your friends on Facebook, Twitter, Instagram, or Snapchat.

Example, do not accept friend request of any client or anyone you work with at your field agency.

(d) To maintain appropriate professional boundaries, students should consider separating personal and professional content online. Should a client seek out a student online, the student should direct the client with the students professional contact information.

(f) Students must recognize that actions online and content posted may negatively impact their reputations among clients and colleagues, may have consequences for their social work careers and can undermine public trust in the social work profession.

(g) Students are not to research clients are the internet. This is in accordance with the NASW COE.

(Adopted from the American Medical Association, 2010 and the NASW COE, 2018)

PROCEDURES FOR DEALING WITH UNSATISFACTORY FIELD PERFORMANCE

Every effort is made (1), to encourage students who appear unsuited for social work to leave the program as early in their academic careers as possible and (2), to deny entry to the field to those students who have identifiable deficiencies.

ADDRESSING UNPROFESSIONAL BEHAVIORS

Ongoing supervision is key to identifying problems early in the student’s field practicum. The field agency instructor/task supervisor has the responsibility to document and address any work-related concerns or unprofessional behavior in a timely manner with the student and provide appropriate counseling and guidance to remedy the concerns. Should the student continue displaying unprofessional behaviors at their placement, the field agency instructor/task supervisor will do the following to address the behavior:

1. Give the student a verbal warning about the specific behavior.
2. Document the behavior using the “Agency Field Instructor Notes” form or the Task Supervisor Supervision Notes” form (**Appendix: J**). For a student receiving professional social work supervision outside of the agency, the agency field instructor/task supervisor may notify the contracted social work supervisor to help the student further address this in supervision. The agency field instructor/task supervisor will also notify the Field Director.
3. Should the behavior happen a second time, the agency field instructor/task supervisor may request guidance from the Field Director on next plan of action.

4. The agency field instructor/task supervisor, Field Director, contract social work supervisor (if getting outside supervision) and student may meet to discuss the issue, and the student will complete a Performance Improvement Plan (**Appendix: O**).
5. Should the behavior continue, the agency field instructor/task supervisor may request a meeting with the Field Director and the student and complete a Corrective Action Agreement (**Appendix: P**).
6. An evaluative conference with the agency field instructor/task supervisor, Field Director and student will be held within a reasonable time for corrective behavior to be exhibited. A written record of the outcome of this conference will be provided on the Corrective Action Agreement form. If corrective behavior is not exhibited within a reasonable timeframe, the agency field instructor/task supervisor will inform the Director/Coordinator of Field Education of the behavior and provide the necessary documentation.
7. Following the failure to comply with the terms of the Corrective Action Agreement, the student will need to meet with the social work faculty team (not including the Program Director) to discuss future plans and appropriateness of continuation in versus termination from the Social Work Program. Termination from Social Work Program is a likely outcome of termination at a field placement (**Appendix: Q**).
8. Students have a right to appeal this decision to the Social Work Program Director. If the appeal involves the social work Program Director, the student has the right to appeal to the College Dean.

UNPROFESSIONAL BEHAVIORS

Unprofessional behaviors in the Social Work Program/field placement include, but are not limited to:

- Missing classes/meetings to the degree that it is viewed by professors and/or supervisors as negatively impacting the student's performance in the classroom and/or field placement setting (CSWE EPAS 2.1.1; RAPB #1).
- Consistently (more than twice) arriving late to or leaving early from class sessions, meetings, etc. without discussion with and approval from the professor and/or supervisor (CSWE EPAS 2.1.1; RAPB #2).
- Frequently (more than twice) failing to communicate with the professor/supervisor to inform of tardiness, absences, class/field placement issues, etc. ahead of time and/or failing to follow up with professor/supervisor following tardiness, absences, class/field placement issues, etc. when communicating ahead of time was not possible (CSWE EPAS 2.1.1, 2.1.3; RAPB #3)

- Demonstrating behavior deemed by professors, faculty, staff, and/or clients to be disrespectful and/or unsupportive of peers, colleagues, clients, and/or community members (CSWE EPAS 2.1.1; RAPB #4)
- Consistently (repeated behavior following at least 2 notices) demonstrating an unwillingness to correct verbal, written, and/or non-verbal communication when such communication has been determined to be inappropriate, disrespectful, unsuitable, or unprofessional in the class, field placement, or community-learning environment (CSWE EPAS 2.1.1; RAPB #5, #9)
- Demonstrating minimal or lack of respect for people with diverse backgrounds and/or experiences as observed by the professor and/or supervisor in the classroom, field agency, or other community-learning environment (CSWE EPAS 2.1.1, 2.1.4; RAPB #6)
- Consistently (repeated behavior following at least 2 notices) demonstrating reluctance to collaborate with peers (CSWE EPAS 2.1.1; RAPB #7)
- Consistently (repeated behavior following at least 2 notices) failing to engage in learning activities and/or monopolizing the learning space in such a way that it limits others from engaging in the learning environment (CSWE EPAS 2.1.1, 2.1.3; RAPB #8)
- Consistently (repeated behavior following at least 2 notices) failing to complete work/assignments/tasks in a timely manner as identified by the professor and/or supervisor and/or submitting assignments/work that lack neatness, accuracy, organization, thoroughness, or is generally incomplete (CSWE 2.1.1; RAPB #10, #14)
- Failing to adjust behaviors and/or demonstrating any unprofessional behavior following feedback on behavior from professor/supervisor (CSWE EPAS 2.1.1; RAPB #11)
- Demonstrating non-compliance with the Social Work Program's behavioral and academic requirements as outlined in the social work student handbook, and university behavioral and academic requirements as outlined in the TAMUCT student handbook (CSWE EPAS 2.1.1, 2.1.2; RAPB #12)
- Consistently (repeated behavior following at least 2 notices) failing to uphold the ethical standards within the NASW Code of Ethics by not adhering to the ethical responsibilities to clients (Sections 1.01-1.16), to colleagues (Sections 2.01-2.11), in practice settings (Sections 3.01-3.10), as professionals (Sections 4.01-4.08), to the profession (Sections 5.01-5.02), and to the broader society (Section 6.01-6.04) (CSWE EPAS 2.1.1, 2.1.2; RAPB #13)
- Consistently (repeated behavior following at least 2 notices) presenting as unprofessional in attire for work and/or classroom setting as observed and communicated by professor, staff, supervisor, or community member (CSWE EPAS 2.1.1; RAPB #15).

IMMEDIATE PLACEMENT REMOVAL

The agency field instructor/task supervisor or TAMUCT Field Director /Coordinator may request that a student be withdrawn immediately from a field agency placement for one or more the following egregious behaviors outlined in the NASW Code of Ethics and Texas State Social Worker Board of Examiners Code of Conduct:

One or more of the following egregious behaviors outlined in the National Association of Social Workers *Code of Ethics* (**Appendix: S**), may be grounds for **immediate dismissal from field program and the TAMUCT Social Work Program**:

◆ CONDUCT

- Providing services beyond their boundaries of their professional education or training (NASW COE 1.04a)
- Engaging in conflicts of interest that interfere with the exercise of professional discretion and impartial judgment (NASW COE 1.06a)
- Taking advantage of any professional relationship or exploitation of others to further their personal, religious, political, or business interests (NASW COE 1.06b)
- Engaging in dual or multiple relationships with clients or former clients (NASW COE 1.06c)
- Engaging in disrespectful behavior toward colleagues that interferes with the workplace collaboration (see NASW COE 2.01a),
- Engaging in negative criticism of colleagues that interferes with the workplace collaboration (see NASW COE 2.01b)
- Lack of cooperation with colleagues that interferes with the well-being of clients (see NASW COE 2.01c)
- Private conduct that interferes with their ability to fulfill their professional responsibilities (see NASW COE 4.03)
- Personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with their professional judgment and performance or that jeopardizes the best interest of people for whom they have a professional responsibility (see NASW COE 4.05a)
- Lack of maintenance and promotion of high standards of practice that interferes with their professional responsibilities (see NASW COE 5.01a)

◆ Privacy and Confidentiality

- Soliciting private information from clients when unnecessary (see NASW COE 1.07a)
- Disclosing confidential information without appropriate and valid consent (see NASW COE 1.07b)
- Disclosing confidential information that causes serious, foreseeable, and imminent harm to a client or other identifiable person (see NASW COE 1.07c)
- Disclosing confidential information shared by colleagues that jeopardizes the professional relationship or client well-being (see NASW COE 2.02)

◆ Sexual Relationship

- Engaging in sexual activities or contact with a current client (see NASW COE 1.09a)
- Engaging in sexual activities or contact with a clients' relative or individuals with whom clients maintain a close personal relationship (see NASW COE 1.09b)
- Engaging in sexual activities or contact with a former client (see NASW COE 1.09c)

- Engaging in services with individuals with whom they have had prior sexual relationship (1.09d)
- Engaging in a sexual relationship with colleagues where there is a conflict of interest (see NASW COE 2.07b)
- ◆ Physical Contact
 - Engaging in any physical contact with clients (see NASW COE 1.10)
- ◆ Sexual Harassment
 - Sexually harassment of a client (see NASW COE 1.11)
 - Sexual harassment of supervisees, students, trainees, or colleagues (see NASW COE 2.08)
- ◆ Derogatory Language
 - Using derogatory language in their written or verbal communications to or about clients (see NASW COE 1.12)
- ◆ Dishonesty, Fraud, and Deception
 - Participating in any dishonesty, fraud, or deception that interferes with their professional responsibility or a clients' well-being (see NASW COE 4.04).

Each case will be reviewed on a case-by-case basis. The following process will be followed for an egregious behavior:

1. The agency field instructor/task supervisor shall notify TAMUCT's Director/Coordinator of Field Education regarding the specific problem (or vice versa).
2. The Director/Coordinator of Field Education will meet with the agency field instructor/task supervisor and the student and notify the student that withdrawal from field placement is necessary.
3. The student will need to meet with the social work faculty team (not including the Program Director) to discuss future plans and appropriateness of continuation in versus termination from the Social Work Program. Termination from social work program is a likely outcome of termination from a field placement (**Appendix: Q**).
4. If termination from the social work program is the outcome the student will have a right to appeal this professional decision to the Social Work Program Director. If the complaint involve the Program Director the student has a right to appeal to the College Dean.

*Academic performance is separate from professional behaviors. A student may be in good standing academically and still be dismissed from the field practicum and Social Work Program due to unprofessional behaviors that make the student unsuited for the profession.

Students will be evaluated using the Rubric for Assessing Professional Behaviors who exhibit serious deficiencies in their ability to function as beginning level social work practitioners during their first field course, according to the above criteria, will receive a grade of F. No student will be admitted to Field Placement II until all requirements are completed for Field I and the student has received a grade of C or better in Field Placement I.

Note: Students will be held to the same criteria in both Field courses.

RESPONSIBILITIES OF THE FIELD DIRECTOR

The TAMUCT Social Work Program Field Director is responsible for the overall management and coordination of the Field Program. The Field Director works conjointly with the students, social work faculty, social service agency field instructors/task supervisors, and the Social Work Field Advisory Board to assure adherence to the policies and procedures outlined in the Field Instruction Manual. Additional responsibilities include:

1. Conduct an initial screening of students applying for a placement and assess their readiness for this stage of their social work education.
2. During the prior semester, TAMUCT conducts a mandatory pre-field orientation with all students who plan to enter a field placement for the following semester.
3. Review student field applications and determine the agency placement site for each student.
4. Provide suggested learning goals to aid in the design of agency learning objectives developed by the student and agency field instructor/task supervisor.
5. Conduct at least two on-site visits with the student and agency field instructor/task supervisor during the course of the student's field placement (one per semester).
6. Facilitate a resolution to field-related problems that may arise.
7. Provide guidelines and evaluation tools for the evaluation of the student.
8. Provide needed training on the Field Program and placement supervision to agency-field instructors/task supervisors.
9. Monitor and evaluate the quality of practicum experiences provided by the various agencies and organizations utilized as field settings.
10. Develop the Field Advisory Board comprised of representatives of social service agencies in the community and TAMUCT students to guide Field Program activities.
11. Facilitate meetings of the Field Advisory Board at least once a semester, or as directed by the Field Advisory Board.

Adapted from The Social Work Practicum: A Guide and Workbook for Students, (2008) by C.L. Garthwait.

SOCIAL WORK PROGRAM AND FIELD ADVISORY BOARD (FAB)

The purpose of the Social Work Program's Field Advisory Board is to:

- Provide current information on trends, issues, and unmet needs within the social work community
- Assist in the development of the most optimal field placements for students
- Provide consultation in an effort to enhance the social work curriculum in response to the changing trends in social work practice
- Assist in improving integration between the social work curriculum and field placement experiences
- Enhance the collaboration between TAMUCT, the social service community, and the broader communities served by the TAMUCT Social Work Program.
- Provide consultation to the Field Program in the area of ethics, program development, and the continued development of criteria for field instruction

Membership Criteria and Term:

- Membership in the Field Advisory Board is open to individuals who are involved in the Field Program.
- Membership may represent a cross-section of the social service community, including representatives from behavioral health, aging, schools, children and families, medical, community outreach, criminal justice, populations at risk
- Members are asked to make a commitment of not less than two (2) academic years or not more than (4) years of board service. Members will be assigned a term of office upon acceptance to the board, and board member terms will be staggered
- Members are required to attend a minimum of 50% of scheduled board meetings per academic year to remain an active board member
- Consideration for membership on the board can be initiated by an individual, or agency representative who is actively involved in the TAMUCT Field Program; by a recommendation from the Field Director. Final determination of FAB membership is the responsibility of a vote by the FAB other than the TAMUCT student representative
- Two TAMUCT social work students are also members. Students are chosen by the Field Director and faculty

(See TAMUCT Field Advisory Board Bylaws in Appendix W).

APPENDICES

APPENDIX A

FIELD INSTRUCTOR/TASK SUPERVISOR INFORMATION FORM

(Résumé to be attached to this form)

Name:	Title at Agency:
Home Address:	Agency Address:
Home City, State & Zip	Agency City, State & Zip
Home Phone:	Agency Phone:
Home Email Address:	Agency Email Address:

EDUCATION AND DEGREES:

OTHER PROFESSIONAL CREDENTIALS /LICENSES:

Signature

Date

Please attach a résumé that includes generalist practice experience and mail or email to:

Texas A&M University-Central Texas

Social Work Department

Tammy Molina-Moore, LMSW, CTS

Director of Field Education

**1002 Leadership Place,
Warrior Hall, Ste. 420-F**

KILLEEN, Texas 76549

Email: tmmoore@tamuct.edu

APPENDIX B

SOCIAL WORK- AGENCY FIELD PLACEMENT CONTRACT

The following is an agreement between the Social Work Program at TAMUCT with the designated Social Service Agency (referred to as the agency) to provide field experiences for social work students.

1. TAMUCT will provide students to the agency to engage in field experience during the given semester.
2. The agency field instructor/task supervisor will participate in at least one field instructor orientation workshop before having a student.
3. TAMUCT will assume responsibility for the selection of students and may share with the agency the student's academic qualifications. The agency may also receive information about student's volunteer and work experience.
4. The agency will interview potential students for field placement. TAMUCT understands and accepts that the agency has the right to reject a student for a field placement. If the agency has developed written criteria for students to be in placement in their agency, TAMUCT requests that the Social Work Program be furnished a copy of those written criteria.
5. The agency will follow procedures for dealing with a student's unsatisfactory field performance. If a student is deemed unsuitable for continuation in the field agency, termination procedures will be initiated. (**See page 23**, Procedure for Dealing with Unsatisfactory Field Performance).
6. TAMUCT will provide the agency with specified educational objectives to be met by the student while in field placement.
7. The agency will provide the student with cases, client contact, and other appropriate learning experiences in order to meet the educational objectives of the field practicum learning contract (**Appendix: K**).
8. The agency will provide the use of existing office space, including privacy for interviewing, and such equipment and supplies as are necessary to accomplish the learning tasks.
9. The agency agrees to provide the appropriate field instructor/task supervisor time to give supervision to the student while in placement (**Appendix: J**). The field instructor/task supervisor agrees to participate in the evaluation of the student's field performance (**Appendix: L**).

10. The agency field instructor/task supervisor will provide on-going supervision throughout the student's field placement and will provide at least one hour per week of formal supervision to the student **(Appendix: J)**.
11. TAMUCT agrees to provide a faculty member to serve as educational liaison with the agency around the student's field placement.
12. The agency agrees to inform TAMUCT regarding any change in policies, procedures, and/or staffing that might affect the quality or nature of field instruction.
13. The agency agrees to provide TAMUCT with agency standards and regulations for personnel. Students are expected to put in sixteen hours a week within their agency. Students are expected to follow office guidelines for agency hours and other regulations as may be appropriate.
14. Students and TAMUCT agree to protect the confidentiality of agency clients. Any written material required for seminars or papers in social work courses will be appropriately disguised so as to protect confidentiality of the agency and the clients.
15. TAMUCT takes the final responsibility for the assignment of student grades.
16. This contract is valid until either the agency or TAMUCT provides thirty days' notice to the other party for the need to cancel the contract. The contract shall be canceled effective thirty (30) days after the receipt of such notice.
17. All final evaluations **(Appendix: L)** must be completed online using the link provided to field instructors/task supervisors by TAMUCT for each individual student.
18. TAMUCT or the agency may, by written notice to the other party, terminate this agreement in whole or in part at any time the other party fails to perform the listed requirements of this agreement or by mutual agreement that the agreement is no longer necessary.
19. The agency must not allow or expect students to transport clients or agency employees in their personal automobiles under any circumstances, nor allow or expect the student to drive the field agency vehicle during or after hours.
20. The agency must not require the student to use their personal cellular phone to conduct agency business.

AGENCY NAME AND ADDRESS:

Agency Representative:

Signature

Date

Title

TAMUCT SOCIAL WORK PROGRAM

Field Director, Social Work Program Date

Department of Social Work Director

Date

Dean of the College of Arts & Sciences

Date

Provost and Vice President for Academic and Student Affairs

Date

Or _____

Vice President for Finance & Administration

Date

APPENDIX C

Field Instructor/Task Supervisor Orientation Agenda

- ◆ Introductions—Welcome
- ◆ CSWE—(p. 2-3) (Handouts)
- ◆ Social Worker? What does this really mean?—
- ◆ Generalist Practice—(p. 5-6)
- ◆ Code of Ethics—(114)
- ◆ Social Work Perspective—Ecological—
- ◆ Levels of Social Work---Micro, Mezzo, Macro—
- ◆ Field Pedagogy-What does this mean?
- ◆ Intern Assignment Process—(p. 8-10)
- ◆ Contracts for Students—(p. 17)
- ◆ Malpractice Insurance (Handout)
- ◆ Contracts for Agency—(p. 21) (p. 27-30)
- ◆ Learning Contracts—(p. 39)
- ◆ Abuse Reporting Laws—In binder (orange)
- ◆ Problems in Internship/Gatekeeping—(p. 14-19) (p. 98, 95)
- ◆ Background Checks—(p. 32)
- ◆ Final Evaluation of Students—(p. 47)
- ◆ Agency Evaluation of Social Work Practicum—(p. 90-96)
- ◆ Hours-Required & Banking Hours—(p. 12-13)
- ◆ Supervision Hour—(p. 13) (p. 100) (Handout)
- ◆ Title 9—(p.12)
- ◆ Types of Supervision—(Handout)
- ◆ Theories—(Handout)
- ◆ Syllabus—(Handout)
- ◆ Student Orientation Checklist—(Handout)
- ◆ What to expect from the Field Director—(p. 23)
- ◆ Field Advisory Board—(p.24)

◆ Questions/Evaluations

APPENDIX D

FIELD PROGRAM
BACKGROUND CHECK FORM

The following information is for the use of the Social Work Program.

Please complete the following:

Full Name

First

Middle

Last

Previous Name(s) Used

i.e. maiden name, etc.

Date of Birth

MM/DD/YYYY

Students will not be allowed to go to Field Placement without the results of the background check. The Social Work Program will discuss any questionable results with the student before making a final decision on the student's status in the program.

*****Students will report if they are investigated by Child Protective Services or Adult Protective Services, have criminal arrests, or are hospitalized for psychiatric care after field orientation, during breaks between semesters or during the field internships. Though this information may not exclude the student from continuing in the Social Work Program, a background may impede or prevent the program from finding a field placement.**

APPENDIX E

**Field Program
Release of Information Form**

I, _____

Student's Name

Universal Identification Number (UIN)

Authorize the TAMUCT Field Program to release and exchange with the agency based field instructor in oral and/or written reports, information concerning my physical and mental health, history of drug abuse, child protective services, adult protective services and criminal history.

I understand that no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I understand that this release will expire two (2) years from the date signed below.

Student's Signature

Field Director

Date: _____

Witness: _____

APPENDIX F

APPLICATION TO FIELD

PERSONAL DATA	SEMESTER/YEAR _____	STUDENT ID# _____	
Last	First	M.I.	
Street		Phone ()	
City	State	Zip	
E-mail Address			
CURRENT EMPLOYMENT			
Employer	Phone ()		
Job Title	Hrs/Wk		
CRIMINAL HISTORY			
After the age of 17, have you ever been arrested or received a citation other than a minor traffic violation? (DUI/DWI are not minor violations)		YES <input type="checkbox"/>	NO <input type="checkbox"/>
If yes, provide date of occurrence and describe incident (s) and outcomes (s):			
Have you ever been investigated for any abuse allegation with adult protective services (APS), child protective services (CPS), child care licensing (CCL), or Texas Department of Aging and Disability (DADS)		YES <input type="checkbox"/>	NO <input type="checkbox"/>
If yes, provide dates of occurrence and describe the incident (s) and outcomes (s):			
LICENSES			
List any previous professional license held in any field:			
Have any received a complaint or been revoked? If yes, explain			

MENTAL/EMOTIONAL HISTORY

Due to the nature and sensitivity of the content related to social work, students are asked to divulge personal information to allow the Field Director to provide mentorship as needed.

Are you currently undergoing counseling/psychotherapy? YES NO

If yes, without going into detail, what is the nature of the issue/problem for which you are receiving counseling/psychotherapy?

Have you ever been hospitalized for mental/emotional health? YES NO

If yes, please provide the following information for each hospitalization. An additional sheet may be attached, if necessary.

Dates of Hospitalization

Dates of Treatment

DRUG & ALCOHOL HISTORY

Have you ever been in a drug and/or alcohol treatment or detoxification center as a client? YES NO

If yes, please list the following information. Attach additional sheets if necessary.

Are you aware of a condition/circumstance that might represent increased liability to you, the University, or social service agencies where you will complete your field placement? YES NO

***NOTE: Failure to disclose such information is grounds for denial of admission or later dismissal from the program.**

The faculty may request a written appraisal or evaluative statement from an appropriate professional attesting to the current readiness and fitness of the applicant to enter the Social Work Degree Program. Acknowledgement of criminal activity, mental/emotional problems, or drug and alcohol abuse are not automatically grounds for denial of the application. The program fully realizes that many people go into fields such as social work after facing and dealing with their own personal life issues. The purpose of this section is to ensure that students who are admitted to the program are not actively dealing with issues or exhibiting behaviors that would impair their ability to 1) succeed in such a rigorous program as Social Work; 2) deal with people as an effective helping professional; and/or 3) conform to the standards and expectations of the profession. The Program may require a professional

assessment of the person's ability to function should questions arise over any of these areas until completion of the program.

ACADEMIC DATA

List any previous university or college attended.

Name of College	Major
Name of College	Major
Name of College	Major

Overall number of credit hours completed	Overall GPA	Institution GPA
--	-------------	-----------------

LIST ALL CSWE ACCREDITED SOCIAL WORK COURSES AND GRADES:

WHAT ARE YOUR CAREER PLANS?

1. Immediately after graduation:

2. Long Range

LIST ANY WORK OR VOLUNTEER EXPERIENCES YOU HAVE HAD IN WORKING WITH PEOPLE. DESCRIBE DUTIES OR RESPONSIBILITIES.

Signature	Date
------------------	-------------

APPENDIX G

FIELD PLACEMENT ACCEPTANCE FORM

This form is to acknowledge that the following student _____ has been accepted for a social work internship with _____.

Name of Field Instructor/Task Supervisor: _____

Signature

Date

APPENDIX H

STUDENT RESPONSIBILITIES CONTRACT FOR FIELD PLACEMENT

Field Placement students should be aware that they are a representative of the university and the host agency. They are expected to conform to acceptable standards of dress, neatness, and courtesy to agency supervisors, fellow workers, staff members of the agency, and clients. They are to abide by the policies and regulations of the agency, as well as the following specific requirements:

1. Student must maintain 70% or higher RAPB scores during Field I & II
2. Student has received, read, understands and will abide by the expectations of the Field Instruction Manual.
3. Students are assigned to field instruction a minimum of sixteen (16) hours per week (ideally consisting of two eight-hour days).
4. Students are responsible for attending weekly professional social work supervision.
5. Students are to keep confidences as they would in any professional situation. They are not to discuss the affairs of the agency with the general public. They are to say nothing that will identify any individual client, employee, or situation. The information they discuss with the agency field instructor/task supervisor, contract social work supervisor and the field seminar instructor in field seminar is confidential in nature and belongs to the agency, not to students personally or professionally. Under no circumstances are agency materials made available to field students to be used for other purposes such as social media of any kind.
6. Students are in field placements as learners. They are expected and encouraged to ask questions to facilitate the learning process. Students should realize that it is extremely unlikely that students' ideas on "how things ought to be run" will be of sufficient merit to justify immediate implementation. Students should not hesitate to share their ideas, however, with their supervisor, who will listen and be interested.
7. Students are not to enter into personal relationships with clients. They must not make promises to clients to provide favors or special treatment during field placement or afterwards. They are not to join with clients in any criticism of the practice setting to which they are assigned. They are not to make arrangements to meet clients away from the agency after working hours or allow a client to come to their home.
8. **Under no circumstance is a student allowed to transport a client or field agency representative, or drive the field agency vehicle during or after work hours.**
9. Students are not required to use their personal cellular phones.
10. Students are expected to notify the agency field instructor/task supervisor and class instructor in advance of absences. Absences extending beyond two days within the academic semester may result in a decision by Field Director, in consultation with the field instructor/task supervisor, to extend the practicum period beyond the scheduled ending date.
11. Field instruction begins on the first day of class of the academic semester and continues through the last day of instruction. Exceptions to the academic semester schedule may be arranged in advance to meet the agency needs. Students must complete 225 hours a semester. Agency legal holidays and appropriate religious holidays may be observed.

Arrangements for religious holidays must be made in advance with the field instructor/task supervisor.

12. Students will report to the Field Director/Coordinator if they are investigated by Child Protective Services or Adult Protective Services, have criminal arrests, or are hospitalized for psychiatric care after field orientation, during semester breaks or during the field internship.
13. Students may be removed from a field placement and/or receive a failing grade in this class for a serious or repeated violation(s) of these expectations, of the students' responsibilities, of the ethics of the social work profession, or of the policies of the agency.

I have read and understand the above expectations and responsibilities.

Name (Print)

Date

Signature

APPENDIX I

FIELD TIME SHEET

Student's Name: _____ Field Placement Agency: _____

Week of :			Week of :		
	Time in/out	Total hours for day		Time in/out	Total Hours for Day
Monday			Monday		
Tuesday			Tuesday		
Wednesday			Wednesday		
Thursday			Thursday		
Friday			Friday		
Other			Other		
Total Hours for Week			Total Hours for Week		

Week of :			Week of :		
	Time in/out	Total hours for day		Time in/out	Total Hours for Day
Monday			Monday		
Tuesday			Tuesday		

Wednesday			Wednesday		
Thursday			Thursday		
Friday			Friday		
Other			Other		
Total Hours for Week			Total Hours for Week		

Total Hours on Time Sheet:	Total Cumulative Hours:
-----------------------------------	--------------------------------

Student Signature: _____	Date _____	Agency Supervisor Signature: _____	Date _____
--------------------------	------------	------------------------------------	------------

APPENDIX J

AGENCY TASK SUPERVISION NOTES

Student: _____

Date: _____

1. Discussion Areas (personal, task, administrative):

2. Decisions/Action Plans:

3. Review of Skills/ Progress on Learning Contract/Class Papers:

4. Areas to work on next week (interactions/activities) or tasks for student/supervisor:

5. Feedback on student's professional behaviors (Examples: attendance, punctuality, initiation of communication, respect, self-awareness diversity awareness, collegiality, engagement, written expression, initiative and reliability, responsiveness to feedback, compliance with professional requirements & NASW Code of Ethics, quality and quantity of work, or professional appearance):

Hours Accumulated for Week: _____

Signature of Student _____ Date _____

Signature of Agency Task Supervisor _____ Date _____

Note: The student has the responsibility for the completion of this form on a weekly basis. Each supervision log should be turned in as advised by class instructor. If additional pages are needed, please use back of form or staple additional pages to this form.

FIELD INSTRUCTOR SUPERVISION NOTES

Student: _____

Date: _____

1. Discussion Areas (clinical, personal, task, administrative):

2. Decisions/Action Plans:

3. Review of Theories/Skills/Ethics/Progress on Learning Contract/Class Papers:

4. Areas to work on next week (interactions/activities) or tasks for student/supervisor:

5. Feedback on student's professional behaviors (Examples: attendance, punctuality, initiation of communication, respect, self-awareness diversity awareness, collegiality, engagement, written expression, initiative and reliability, responsiveness to feedback, compliance with professional requirements & NASW Code of Ethics, quality and quantity of work, or professional appearance):

Hours Accumulated for Week: _____

Signature of Student _____ Date _____

Signature of Agency Field Instructor _____ Date _____

Note: The student has the responsibility for the completion of this form on a weekly basis. Each supervision log should be turned in as advised by class instructor. If additional pages are needed, please use back of form or staple additional pages to this form.

CONTRACTED SOCIAL WORK SUPERVISION NOTES

Student: _____

Date: _____

1. Discussion Areas (clinical):
2. Decisions/Action Plans:
3. Review of Theory/Skills/Ethics:

4. Areas to work on next week (interactions/activities) or tasks for student/supervisor:

5. Feedback on student's professional behaviors (Examples: attendance, punctuality, initiation of communication, respect, self-awareness diversity awareness, collegiality, engagement, written expression, initiative and reliability, responsiveness to feedback, compliance with professional requirements & NASW Code of Ethics, quality and quantity of work, or professional appearance):

Hours Accumulated for Week: _____

Signature of Student _____ Date _____

Signature of Contracted Social Work Supervisor _____ Date _____

Note: The student has the responsibility for the completion of this form on a weekly basis. Each supervision log should be turned in as advised by class instructor. If additional pages are needed, please use back of form or staple additional pages to this form.

APPENDIX K

Field I Learning Contract
Beginning-Level Social Worker

1. Competency 1: Demonstrate Ethical and Professional Behavior

A. The student will read the dress code section of the policy and procedure's manual for the agency. If no manual is available, then they are to speak with the field instructor/task supervisor at the agency and obtain the dress code rules. The student will then complete one paragraph detailing the dress code procedures. **See calendar for due date**

B. The student will type a formal internship and supervision schedule that is planned and agreed upon by the field instructor/task supervisor and the student within the first week of working at the agency. The student will also include the preferred contact method of the supervisor, and ensure to keep a copy. Student should have an outlined plan for the following: *Breaks, Lunch, Holidays, Spring Break, Inclement Weather, Running Late, Absence, or should an illness or emergency occur and the student will not be able to attend as scheduled.* **See calendar for due date**

Additionally, the student will demonstrate they have maintained their hours and supervision through the use of time sheets with their field instructor/task supervisor or contracted supervisor. **A copy can be found in the syllabus.** The student will keep a copy for themselves and turn in the original to class at the beginning of each month to the field class instructor. **Due monthly**

C. The student will demonstrate appropriate use of supervision to guide professional judgement and behavior by attending weekly supervision. In order to prepare for their supervision time, the student must come prepared for the meeting with at least three areas to discuss every week. These can be theories, ethics, procedures or overall questions related to the field of social work. **A copy can be found in the syllabus.** The form must be written by the student in advance of the meeting, with the areas to discuss completed. The student will keep a copy for themselves and turn in the original each week of class. **Due weekly/See Supervision Notes**

*Students receiving outside social work supervision from their agency are still expected to complete the supervision log with their agency task supervisor. A total of two supervision logs will be turned in weekly.

Should the social work supervisor not be available to meet one week, the student and supervisor may have a telephonic or Skype meeting. Should there be another week the social work supervisor is unable to meet; the student should be prepared to meet with contracted supervisor.

F. The student will demonstrate an awareness of agency expectations, and with the assistance of their agency field instructor/task supervisor complete the Intern Checklist. ***See calendar for due date***

2. Competency 2: Engage Diversity and Difference in Practice

A. The student is to identify one population served by the agency with whom they may have personal values, any bias or political differences. The student is then to research which specific social work core value, principle or standard this applies to within the NASW *Code of Ethics*. The student is then to write one paragraph, APA style discussing the above issue and how they plan to make their field instructor/task supervisor aware of this potential conflict. ***See calendar for due date***

2. Competency 3 : Advance Human Rights and Social, Economic, and Environmental Justice

A. The student will identify one population at their agency that is “falling through the cracks” and then research the reasons this population is not being served within your agency. This information will be used to write a policy brief at a later date and assignment. ***See Calendar for due date***

:

3. Competency 4: Engage in Practice Informed research and research informed practice

A. Students will identify one practice theory commonly used at their agency. Once that has been identified, the student is to research that theory and find two-peer reviewed journal articles related to working with this population at their agency using that specific theory. The student will print out articles and bring to class for discussion. ***See calendar for due date***

4. _Competency 5: Engage in Policy Practice

- A. Based on the information identified in Competency 3 the student will choose a legislative representative to advocate to on behalf of their current population and write a letter. This may be to a local or state representative. This letter will not be sent at this time but will be used for a future assignment.

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

- A. The student will engage using the previous social work skills taught in other courses. The student will then discuss those skills used in every journal assigned this semester.
- B. The student will identify the family system in the client above and meet with the family via phone or in person to introduce themselves and discuss their role in assisting the client and family.

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

- A. The student will complete an in-depth evaluation of the client based on the bio-psycho-social-spiritual-environmental factors
- B. The student will complete an genogram to understand the family dynamics
- C. The student will complete a eco map on the identified client to gain a better understanding of the groups, organizations, and community services that the client may be currently using

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

- A. Based on the client identified above, the client will write a well-developed intervention plan that encompasses the individual, family, using groups, organizations and community opportunities. For example: a client within the child welfare system may need to learn new skills instead of screaming or striking the child physically. To accomplish this plan, the student may devise a plan that includes stress management for the client, child care for the children, and a group parenting classes. The intervention plan with then also include the use of another organization to develop a domestic violence plan to leave if needed for safety. If the student identifies needs not meet by the community then they could engage on a local or state level advocating on behalf of the clients.

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

- A. Students will use case notes to determine the effectiveness of the plan listed above.

- B. Areas where the client is not able to make progress will be discussed with their direct supervisor to update case plans as needed.
- C. The student will conduct follow up calls on previous clients to assist in collecting data for the agency to use in its program evaluation.

Field II Learning Contract

Entry-Level Social Worker

1. Demonstrate Ethical and Professional Behavior

a. The student will complete a job search looking for social work position of interest within their community and complete an application for this position. The student will turn in a copy of the job posting.

b. The student is expected to attend one agency/community training, workshop, conference, or training (Ex. NASW Central Texas Branch Meeting). This can be in person or via webinar. The student is to submit a copy of the certificate of completion or flyer/agenda. Student will then write one paragraph about what they learned and how they will apply this to their social work practice. If no certificate or flyer/agenda is provided, student will write identifying information for training (Name, Date, Time, Location, Purpose) and write one paragraph explaining what they learned and how they will apply this to their social work practice.

c. Student will research one peer reviewed article in regards to social work and self care. Student will then write one paragraph explaining what they learned about the article and how they will apply this to their social work practice.

d. The student will demonstrate appropriate use of supervision to guide professional judgement and behavior by attending weekly supervision. In order to prepare for their supervision time, the student must come prepared for the meeting with at least three areas to discuss every week. These can be theories, ethics, procedures or overall questions related to the field of social work. **A copy can be found in the syllabus.** The form must be written by the student in advance of the meeting, with the areas to discuss completed. The student will keep a copy for themselves and turn in the original each week of class. ***Due weekly/See Supervision Notes***

*Students receiving outside social work supervision from their agency are still expected to complete the supervision log with their agency task supervisor. A total of two supervision logs will be turned in weekly.

Should the social work supervisor not be available to meet one week, the student and supervisor may have a telephonic or Skype meeting. Should there be another week the social

work supervisor is unable to meet; the student should be prepared to meet with contracted supervisor.

e. The student will maintain a formal internship and supervision schedule that is planned and agreed upon by the field instructor/task supervisor and the student.

The student will demonstrate they have maintained their hours and supervision through the use of time sheets with their field instructor/task supervisor or contracted supervisor. **A copy can be found in the syllabus.** The student will keep a copy for themselves and turn in the original to class at the beginning of each month to the field class instructor. ***Due monthly***

2. **Engage Diversity and Difference in Practice**

a. The student will interview a client at the agency with characteristics different from those of the student. The student will engage the client as the informant to understand the client's cultural experience from seeking services from the agency. The student must identify the multicultural identity of the client and explain any physical or language barriers. The student will provide one paragraph with their exploration of this difference.

When client walked in, did they feel understood

- Any trouble difficulties getting to and making the appointment?
- Physical difficulties getting through the door?
- Did they feel comfortable, client, social worker?

3. **Advance Human Rights and Social, Economic, and Environmental Justice**

a. The student will research and attend one multidisciplinary team (MDT) meeting within their agency or community. The student will critically analyze the role of each participant and the prevention and intervention strategies of the MDT meeting. The student will provide one paragraph with their critical analysis.

4. **Engage in Practice-informed Research and Research Informed Practice**

a. The student a research question and then develop a hypothesis related to something they have observed at their agency that has links to theory learned in the SW program. The student will also provide a suggestion on how the agency could answer the question.

The student will provide one paragraph to address this to include who, how and how many, the methodology to be used and 2 examples of questions to be asked.

5. **Engage in Policy Practice**

a. In order to prepare for the Macro Presentation, the student is to identify one gap in services that result in clients not receiving what they need. The student will also provide ideas on how to address this. This may be due to a lack of funding or specific policy. The student will provide one paragraph to address this. ***See calendar for due date***

6. **Engage with Individuals, Families, Groups, Organizations, and Communities**

a. The student a research question and then develop a hypothesis related to something they have observed at their agency that has links to theory learned in the SW program. The student will also provide a suggestion on how the agency could answer the question.

The student will provide one paragraph to address this to include who, how and how many, the methodology to be used and 2 examples of questions to be asked.

b. The student will continue to use developmental theories they have learned in HBSE I & II within their journals. The student is responsible for letting the professor know which journal they have utilized these specific theories. ***See calendar for due date***

7. **Assess Individuals, Families, Groups, Organizations, and Communities**

a. The student will interview the client about some policy of the agency that has impacted them. Example: eligibility criteria/limitation of services. Have they experienced this with other agencies and what does the client feel the community can do to respond to this. The student will provide one paragraph to address this. ***See calendar for due date***

b. The student will research and attend one Interprofessional team (IPE) event within their agency or community. The student will critically analyze the various disciplines in attendance and the information that they are acquired from the other disciplines and how this applies the clients. The student will provide one paragraph with their critical analysis debriefing. ***See calendar for due date***

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

a. The student will interview with an agency staff and ask what they believe are social issues that are most responsible that hold the agency back and if they have any suggestions on how the agency could respond to this. The student will provide one paragraph to address this.

a. The student will identify an intervention for their targeted client population that will facilitate the improvement of services or agency structure through the Macro Intervention Presentation. ***See calendar for due date/See Rubric***

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

a. Students will complete an Ecomap of the agency. The student will demonstrate that they can effectively engage in macro work by exploring the possibilities for macro change that would facilitate improvement of the agency services. The student will gather information on agency barriers and then articulate ideas for engaging and promoting changes for two social issues that could be changed within the agency. The student will provide at least one page to address this.

APPENDIX L

Evaluation of Student Performance in the Field

Rating Scale for Evaluation of Field Placement Performance

TAMUCT Field Instructor/Task Supervisor Rating Scale & Rubric for Assessing Professional Behaviors

Field Instructor/Task Supervisor's Rating Scale (FIRS) for Evaluation of Field Placement Performance*

Instructions for rating students on the 10 Core Competencies and related Practice Behaviors:

This assessment instrument is to be used to aid in the evaluation of an intern's field placement performance. The standard by which an intern is to be compared is that of a new, beginning-level, generalist social worker. The 10 core competencies specified in this evaluation form are those established by our national accrediting organization, the Council on Social Work Education

(CSWE). Under each competency statement are the practice behaviors we ask that you rate the student on. Following are the criteria:

5 (A grade equivalent): The student has excelled at applying the practice behavior in this area.

4 (B grade equivalent): The student is functioning above expectations at applying the practice behavior in this area.

3 (C grade equivalent): The student has met the expectations for applying the practice behavior in this area.

2 (D grade equivalent): The student has not yet met the expectations for applying the practice behavior in this area, but will do so in the near future.

1 (F grade equivalent): The student has not met the expectations for applying the practice behavior in this area and will not be able to do so.

The Rubric for Assessing Professional Behaviors (RAPB) is also included in this assessment. This 15 question rubric asks you to rate the intern based on observed behaviors.

Additional notes about completing this survey:

Comments should be made under each overall competency statement. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which you think the intern needs improvement.

The grade that is assigned will be based on the agency field instructor/task supervisor's overall evaluation of the student's performance in the field placement, in conjunction with the field instructor/task supervisor's evaluation and other submitted materials such as: intern logs, seminar participation, and papers that integrate field with classroom instruction. If you prefer to use another evaluation system in addition to this form to evaluate a student's performance, please discuss this with the Field Director.

**The FIRS survey is adapted from rubric courtesy of Charles Zastrow, Ph.D., George Williams College, Williams Bay, WI and the RAPB is adapted from the University of Vermont Department of Social Work, created 6/17/10.*

Please select the season of this assessment.

- Spring (Typically January-May)
- Summer (Typically June-August)
- Fall (Typically September-December)

Please select the semester of this assessment.

- 1st Semester (this is the intern's first semester in field)
- 2nd Semester (this is the intern's last semester in field)

Please enter the year of this evaluation (for example: 2014)

Next, we'd like to know more information about you and your intern. Please review and answer the following questions. Shortcut Tip: Pressing the tab key on your keyboard will move your cursor to each box.

Intern's Name (First and Last)

Your Name

Name of your agency

Your Email Address

Your Phone Number

Name of Your Campus Contact/Field Director

Email Address of Your Campus Contact/Field Director

The following is an example of the FIRS questionnaire

Core Competency 2.1.1 - The student identifies as a professional social worker and conducts themselves accordingly.

	5 (A): The student has excelled at applying the practice behavior in this area.	4 (B): The student is functioning above expectations at applying the practice behavior in this area.	3 (C): The student has met the expectations for applying the practice behavior in this area.	2 (D): The student has not yet met the expectations for applying the practice behavior in this area, but will do so in the near future.	1 (F): The student has not met the expectations for applying the practice behavior in this area, and will not be able to do so.
2.1.1a: Advocates for client access to the services of social work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.1b: Practices personal reflection and self-correction to assure continual professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.1c: Attends to professional roles and boundaries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.1d: Demonstrates professional demeanor in behavior, appearance, and communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.1e: Engages in career-long learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.1f: Uses supervision and consultation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX M

SOCIAL WORK STUDENT EVALUATION OF FIELD AGENCY

Name: _____

Agency: _____

Field Agency Supervisor: _____

Date: _____

1. Which practice behavior(s) did your supervisor model most effectively in the field placement?
2. Which practice behavior(s) did your supervisor struggle to model in the field placement?
3. How could the supervisor improve on modeling the practice behavior(s) more effectively
4. Which of the practice behavior(s) was/were the most difficult for you to attain in this field setting?
5. Which of the practice behaviors(s) was/were the least difficult for you to attain in this field setting?
6. Briefly describe your tasks as a student in this agency.
7. What were the most positive learning experiences you had in your field placement?
8. Was your field agency supervisor readily available for supervision at least one hour per week?
9. In what ways could your field agency supervisor have been more helpful to you during your placement?
10. On a scale of one to ten (1-10) with ten being the highest, rate your field placement in terms of a learning experience for you, and provide comments for your rating.
11. Is there anything you would like to have seen changed about your field experience at the agency?
12. Additional Comments:

Student Signature _____

APPENDIX N

Field Instructor/Task Supervisor Evaluation of Social Work Practicum

ACADEMIC YEAR _____

Name (optional): _____ Date: _____

Agency Name: _____

1. Please indicate the number and level of students that you supervised during the past year:

From TAMUCT-Killeen _____

From other universities _____

2. How many years have you supervised students?

3. Please select your degree (Undergraduate)

BSW Sociology Education
 Criminal Justice Psychology Other

(Graduate)

MSW or MSSW Educational Psychology N/A
 Criminal Justice Education Counseling Psychology

4. What is your level of licensure? LBSW LMSW LCSW other (specify)

5. Please answer the following demographic questionnaire:

- a. How long have you been an agency instructor? _____
- b. Gender?: This question is used to evaluate program efforts to promote diversity: _____
- c. What is your job title? _____
- d. How long have you been practicing Social Work? _____ years/months
- e. What percentage of the client population of your agency is in each ethnic group?

White (not Hispanic) Black American Indian/Alaskan National
 Hispanic Asian/Pacific Islander

f. Which of the following best describes the organization for which you work?
 public private, non-profit private, profit
 other

6. Please indicate the number of times each semester that your TAMUCT field liaison visited you and your agency.

1st semester _____ 2nd semester _____

7. Please indicate the number of times you had telephone contact with your field liaison during each semester.

1st semester _____ 2nd semester _____

8. Did you have an agency visit prior to the placement? Yes No

9. Did you receive a practicum field manual prior to or at the beginning of the semester?
 Yes No

10. Did you receive a seminar syllabus at the beginning of the semester?
 Yes No

11. Did you attend a training workshop sponsored by TAMUCT Social Work Program during the past year? Yes No

The below section asks you to provide feedback on the support that you received from TAMUCT's Field Education program. For these statements, please circle the number that most closely conveys your response, ranging from **1 = inadequate or poor quality** to **5 = excellent quality**.

<i>Item</i>	<i>Poor</i>			<i>Excellent</i>	
Orientation provided by TAMUCT 's Field Education office	1	2	3	4	5
Communication with the Field Director	1	2	3	4	5
Overall liaison support	1	2	3	4	5
Clarity of your role as a field instructor	1	2	3	4	5
Integration of field practicum with the field seminar	1	2	3	4	5
Information for developing the learning contract	1	2	3	4	5
Student evaluation form	1	2	3	4	5

For the next series of questions, please rate TAMUCT's Social Work Program for preparing students for **beginning their BSW field placements** (not for beginning social work practice). This rating should be based on the curriculum rather than the individual students.

<i>Item</i>	<i>Poor</i>			<i>Excellent</i>	
Overall level of generalist social work practice skills	1	2	3	4	5
Understanding and commitment to social and economic justice	1	2	3	4	5
Knowledge of and commitment to working with diverse populations	1	2	3	4	5
Knowledge of and commitment to working with vulnerable populations	1	2	3	4	5
Preparation for beginning to conduct assessment of individuals and families	1	2	3	4	5
Preparation for beginning to facilitate group processes	1	2	3	4	5
Ability to engage clients empathetically	1	2	3	4	5

Ability and willingness to engage in supervision	1	2	3	4	5
Interviewing skills	1	2	3	4	5
Oral communication skills for interacting with colleagues	1	2	3	4	5
Written communication skills	1	2	3	4	5
Leadership skills	1	2	3	4	5
Commitment to ongoing professional development	1	2	3	4	5
Critical thinking and problem solving skills	1	2	3	4	5

The final section asks you to evaluate our program's success in preparing students as beginning Bachelor level social work practitioners as they complete their practicum. This rating should be based on the curriculum rather than the individual students.

<i>Item</i>	<i>Poor</i>					<i>Excellent</i>				
Identifies as a professional social worker and conducts self accordingly	1	2	3	4	5					
Applies social work ethical principles to guide professional practice	1	2	3	4	5					
Applies critical thinking to inform and communicate professional judgments	1	2	3	4	5					
Engages diversity and difference in practice	1	2	3	4	5					
Advances human rights and social and economic justice	1	2	3	4	5					
Engages in research-informed practices and practice-informed research	1	2	3	4	5					
Applies knowledge of human behavior and the social environment	1	2	3	4	5					

Engages in policy practice to advance social and economic well-being and to deliver effective social work services	1	2	3	4	5
Responds to contexts that shape practice	1	2	3	4	5
Engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities	1	2	3	4	5

Please feel free to provide additional comments or recommendations below regarding field liaison, the practicum coordinator, and the TAMUCT Social Work Program. Comments can include strengths or areas for improvement of the program, and any other comments that will help us to achieve our mission.

Please return this completed form at the end of the final practicum semester to:

Please mail/scan to:
Texas A&M University-Central Texas
Social Work Program
Tammy Molina-Moore, LMSW, CTS
Director of Field Education

1002 Leadership Place,
Warrior Hall, Suite. 420F
Killeen, Texas 76549
Email: tmmoore@tamuct.edu

APPENDIX O

FIELD INSTRUCTION PERFORMANCE IMPROVEMENT PLAN

(This form is to be filled out by the student)

Student: _____

Date: _____

1. Student is to describe area of concern in behavioral terms.
2. Student must describe what must be done to correct the behavior(s) identified above.
3. Establish the time frame by which the corrected behavior(s) is (are) to occur. If there are steps to be accomplished over a period of time, name each step and provide a date for accomplishment.
4. Identify the consequences to the student if the desired behavior change(s) does (do) not occur.

Signature of Student _____ Date _____

Signature of Field Agency Instructor/Task Supervisor _____ Date _____

Signature of Field Director _____ Date _____

Field Director

Date

APPENDIX P

Corrective Action Agreement

Date and Location of Meeting: _____

Student's Name: _____

Agency Name: _____

Field Instructor/Task Supervisor's Name: _____

Field Director's Name: _____

Meeting Participants (list and provide title for each): _____

- I. Describe areas of concern with student's performance in behavioral terms.
- II. Describe what the student must do to correct the behavior(s) identified above.
- III. Establish the time frame by which the corrected behavior(s) is (are) to occur. If there are steps to be accomplished over a period of time, name each step and provide a date for accomplishment.
- IV. Identify the consequences to the student if the desired behavior change(s) does (do) not occur.
- V. Document any previous discussions with this student that have occurred about this issue.

Evaluative Conference:

Student, Field Director and field Instructor/task supervisor will meet on (date and time) to evaluate the student's progress toward the desired behavior(s).

Signatures for agreement on plan:

Student Signature

Field Instructor/Task Supervisor
Signature

Date

Date

Field Director

Date

Documentation of Evaluative Conference

Describe how the student did or did not demonstrate the desired behavior(s).

Signature for Evaluative Conference:

Student Signature

Date

Field Instructor/Task Supervisor
Signature

Date

APPENDIX Q

SOCIAL WORK FIELD DISMISSAL FORM

Date and Location of Meeting: _____

Student's Name: _____

Agency Name: _____

Field Instructor/Task Supervisor's Name: _____

Field Director Name: _____

Meeting Participants (list and provide title for each): _____

1. Student is discharged from the social work program for the following reasons:

Signature of Student _____ Date _____

Signature of Field Education Director _____ Date _____

Signature of Faculty _____ Date _____

Signature of Faculty _____ Date _____

Signature of Faculty _____ Date _____

APPENDIX R

Rubric for Assessing Professional Behaviors (RAPB)

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
1. Attendance: Attends classes and related meetings (CSWE EPAS 2.1.1)	Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance.	Student has missed several (4-5) classes and/or a moderate number meetings such that it impacts performance.	Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance.	Student attends all classes and/or meetings.
2. Punctuality: Is punctual and present (CSWE EPAS 2.1.1)	Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester.	Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester.	Student is on time to class/meetings and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor.	Student is always on time and stays until the end of class/meetings.
3. Initiation of Communication: Initiates communication with the professor/supervisor (CSWE EPAS 2.1.1; 2.1.3)	Student rarely contacts the instructor/supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.	Student may contact the professor/supervisor to inform of tardiness/absence, but generally does so after the occurrence.	Student almost always contacts the professor/supervisor prior to the occurrence to inform of tardiness/absence. In rare instances when this is not done prior, the student contacts the professor/supervisor immediately after.	Student always contacts the professor/supervisor prior to the beginning of class to inform of anticipated tardiness/absence except in an emergency, and then contacts the professor immediately thereafter.
4. Respect: Demonstrates respect and support in relationships (CSWE EPAS 2.1.1)	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interactions.	Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/interactions.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
5. Self-Awareness: Demonstrates self-awareness (CSWE EPAS 2.1.1)	Student rarely shows self-awareness about the impact of verbal and non-verbal communications.	Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.	Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.
6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity (CSWE EPAS 2.1.1; 2.1.4)	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions.	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
7. Collegiality: Demonstrates collegiality and collaborative interactions (CSWE EPAS 2.1.1)	Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning.	Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.	Student almost always works collaboratively with team members, and/or student almost always engages positively with others.	Student always works collaboratively with all team members, and/or student always engages positively with others.
8. Course Engagement: Demonstrates appropriate engagement in class activities/discussions (CSWE EPAS 2.1.1)	Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.	Student always engages in class activities/discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.
9. Written Expression: Strives for a high level of written expression (CSWE EPAS 2.1.1; 2.1.3)	Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.	Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>low</u> C.	Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>high</u> C.	Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
10. Initiative & Reliability: Demonstrates initiative, reliability and dependability (CSWE EPAS 2.1.1)	Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time.	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment due dates.	Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.	Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time.
11. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself. (CSWE EPAS 2.1.1)	Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.	Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.	Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.
12. Compliance with Professional Requirements: Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University-Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies. (CSWE EPAS 2.1.1; 2.1.2)	Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual.	Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.	Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.	Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.
13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety (CSWE EPAS 2.1.1; 2.1.2)	Student is consistently non-compliant with one or more components of the Code of Ethics.	Student is only moderately compliant with components of the Code of Ethics.	Student is almost always compliant with the Code of Ethics.	Student consistently demonstrates compliance with the Code of Ethics.
14. Quality and Quantity of Work: Strives for high quality work that meets assignment guidelines. (CSWE EPAS 2.1.1)	Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.	Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.	Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.	Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities. (CSWE EPAS 2.1.1)	Student's professional attire and presentation is consistently inappropriate for professional and classroom settings.	Student's professional attire and presentation is frequently inappropriate for professional and classroom settings.	Student's appearance is routinely appropriate for classroom and professional settings.	Student's appearance is consistently appropriate for classroom and professional settings.

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)

Professor's signature: _____

Date: _____

Student's signature: _____

Date: _____

APPENDIX S

NASW Code of Ethics

The standard of professional behavior to which students are held is the NASW Code of Ethics. It was most recently revised in 2017. The Code of Ethics can be referenced on-line for free at the following address:

<https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>

APPENDIX T

Texas State Board of Social Worker Examiners

Code of Conduct

All Texas Social Workers are expected to follow the State Code of Conduct This may be referenced on-line at:

https://www.dshs.texas.gov/socialwork/sw_conduct.shtm

(a) A social worker must observe and comply with the code of conduct and standards of practice set forth in this subchapter. Any violation of the code of conduct or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.

(1) A social worker shall not refuse to perform any act or service for which the person is licensed solely on the basis of a client's age, gender, race, color, religion, national origin, disability, sexual orientation, or political affiliation.

(2) A social worker shall truthfully report her or his services, professional credentials and qualifications to clients or potential clients. A social worker shall not advertise or claim a degree from a college or university which is not accredited by the Council on Higher Education Accreditation.

(3) A social worker shall only offer those services that are within his or her professional competency, and shall provide services within accepted professional standards of practice, appropriate to the client's needs.

(4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.

(5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.

(6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.

(7) A social worker shall safeguard the client's rights to confidentiality within the limits of the law.

(8) A social worker shall be responsible for setting and maintaining professional boundaries.

(9) A social worker shall not have sexual contact with a client or a person who has been a client.

(10) A social worker shall refrain from providing services while impaired by physical health, mental health, medical condition, or by medication, drugs or alcohol.

(11) A social worker shall not exploit his or her position of trust with a client or former client.

(12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.

(13) A social worker shall refer a client for those services that the social worker is unable to meet, and shall terminate services to a client when continuing to provide services is no longer in the client's best interest.

If you have a question about the professional performance of a social worker licensed by the Texas State Board of Social Worker Examiners call toll-free at 1-800-232-3162. In Austin, call (512) 719-3521 or write to: Texas State Board of Social Worker Examiners, P.O. Box 149347, Mail Code 1982 Austin, Texas 78714-9347 <http://www.dshs.state.tx.us/socialwork> 1-800-942-5540 (Complaint Hotline)

APPENDIX U

Completion of Internship Agreement

Date and Location of Meeting: _____

Student's Name: _____

Agency Name: _____

Field Instructor/Task Supervisor's Name: _____

Field Director Name: _____

This agreement is verification that the student, Field Instructor/Task Supervisor and Field Director met on the following day _____ to discuss the exception for employment. The agency has allowed the student to complete their internship hours by _____ for employment eligibility. The field student has completed their 450 hour internship with the following agency and the agency field instructor/task supervisor has verified these hours. The agency field instructor/task supervisor has also completed the students' final field evaluation which was a grade of _____.

The following must be attached:

- Time Sheets
- Evaluation of Student Performance in Field

The following signature certifies that the student has completed their field obligations with the agency and is eligible for employment.

Signature of Student _____

Date _____

Signature of Field Instructor/Task Supervisor _____ Date _____

Signature of Field Education Director/Coordinator _____ Date _____

APPENDIX V

Field Agency Site Visit Form

Student Name _____

Agency Name _____

Supervisor Name _____

Date _____

Yes No Student is engaged in appropriate activities for this point of the semester.

Yes No Student and supervisor have an appropriate plan for activities for the rest of the semester

Yes No Student is able to identify their strengths/weaknesses as a social worker

Yes No Student is able to meet the hour requirements for field placement

Yes No Student and supervisor are able to meet weekly for supervision on a consistent basis

Yes No Student has an area to work during field placement hours

Areas of concern: _____

Field Liaison Signature: _____

APPENDIX W

TEXAS A&M UNIVERSITY – CENTRAL TEXAS

**Department of Social Work
Field Advisory Board**



Texas A&M University – Central Texas
Department of Social Work Field Advisory Board
By-Laws

- I. Introduction

- II. Social Work Program Mission Statement

- III. Description of the Field Advisory Board
 - A. Composition and Name

 - B. Purpose of the Field Advisory Board

 - C. Goals for the Field Advisory Board

- IV. Membership to the Field Advisory Board
 - A. Process for Selection of Field Advisory Board Members
 - 1. Licensed FAB Members
 - 2. Other Professional FAB Members
 - 3. Student FAB Members

 - B. Selection of Officers for the Field Advisory Board
 - 1. Function of Officers on the Field Advisory Board
 - 2. Term of Office
 - 3. Replacing a Vacated Seat on the Board

 - C. Meetings for the Field Advisory Board
 - 1. Attendance and Absences
 - 2. Notice of Meetings
 - 3. Quorum
 - 4. Voting Privileges
 - 5. Minutes of Meetings

- V. Committees

- VI. Amendments to The By-Laws
 - A. Periodic Review

Texas A&M University – Central Texas
Department of Social Work Field Advisory Board
By-Laws

I. INTRODUCTION

The Social Work Program is housed in the College of Arts & Sciences at Texas A&M University-Central Texas.

II. SOCIAL WORK PROGRAM MISSION STATEMENT

The mission of the Texas A&M University-Central Texas (TAMUCT) Bachelor of Social Work Program is to provide a high quality, rigorous and innovative learning experience that helps students develop the knowledge, professional behaviors, and values that are essential in a generalist social work practitioner.

III. DESCRIPTION OF THE FIELD ADVISORY BOARD

A. COMPOSITION

The Social Work Field Advisory Board shall be comprised of at least 8 members, with a minimum of 3 licensed social worker members, one student member. There may be 1 additional student member for a maximum of 2 student members. Additional members may be licensed social workers or professionals from related fields/non-licensed members.

The name of the group shall be TAMUCT Social Work Field Advisory Board herein after referred to as FAB.

B. PURPOSE OF THE FIELD ADVISORY BOARD

The purpose of the Field Advisory Board shall be an ongoing group that will support the Social Work Program objectives at TAMUCT by using the member's unique skills, knowledge, and expertise in the field. The FAB's role is to make recommendations, provide information, and/or share input with the faculty of the program. This provides the program with a connection to the professional community furthering the substance of the program's educational/instructional opportunities for the students. The FAB will also be a resource to the program's faculty and student body.

C. GOALS FOR THE FIELD ADVISORY BOARD

1. Primary goals for the Social Work FAB are to:
 - a. assure the Social Work program adheres and complies with the standards established by the Council on Social Work Education (CSWE);
 - b. advise and inform the Social Work Program Director, Field Education Director, and the students in the Social Work Program on practice issues or trends that are being seen in areas of practice relevant to new theoretical developments, educational processes, or in research;
 - c. be available to respond to requests from the Social Work Program Director, Field Education Director, and the students in the Social Work Program;
 - d. encourage professional competence and educational excellence in the Social Work program.
2. Secondary goals for the Social Work FAB are to:
 - a. facilitate collaboration between professionals in the field and the Social Work Program;
 - b. encourage the professionals in the community for field education opportunities;
 - c. encourage continued development of academic standards in the Social Work Program.

IV. MEMBERSHIP TO THE FIELD ADVISORY BOARD

Membership to the FAB shall consist of persons who:

- are interested in promoting the educational process of the social work profession;
- are able to commit appropriate time, advice, skill and energy to the work of the FAB;
- act as a resource liaison between the social work program and community agencies

A. PROCESS FOR SELECTION OF FIELD ADVISORY BOARD MEMBERS

The Social Work Field Advisory Board shall be comprised of at least 8 members, with a minimum of 3 licensed social worker members, one student member. There may be 1 additional student member for a maximum of 2 student members. Additional members may be licensed social workers or professionals from related fields/non-licensed members.

Person's interested in serving on the FAB can be self-referred, come through recommendations from colleagues, from current members of the FAB, student body, and/or from the social work program's faculty.

The members will be appointed to a 2-3 year term, with an indefinite option for renewal. Fifty percent of initial board member will be assigned to a 2 year term and fifty percent a 3 year term. All future FAB appointments will be for 2 year terms. All members will have an indefinite option for renewal with renewals being for 2 year terms.

1. LICENSED FAB MEMBERS

- Licensed FAB members with an LBSW, or LMSW/LCSW, who support the TAMUCT Baccalaureate Social Work Program

2. OTHER PROFESSIONAL RELATED FAB MEMBERS

- Professionals from related fields/non-licensed members from a broad array of agencies and fields of micro and macro practice who support the TAMUCT Baccalaureate Social Work Program

3. STUDENT FAB MEMBERS

- Students who have declared social work as a major, have been admitted to the Social Work Program, and are in good standing according to the definitions outlined by TAMUCT Office of Student Conduct.
- Maintain a minimum GPA of 2.5

B. SELECTION OF OFFICERS FOR THE FIELD ADVISORY BOARD

1. FUNCTION OF OFFICERS ON THE FIELD ADVISORY BOARD

- a. **Chair:** shall preside at all meetings; conduct all meetings in accordance with the by-laws; prepare agenda for meetings; appoint sub-committees or task groups as needed; ensure there is a quorum at board meetings;
- b. **Co-chair:** shall preside at meetings when chair is not in attendance; assist the chair with sub-committee work or task groups as needed;
- c. **Secretary:** shall take minutes at all meetings; provide previous meeting minutes to FAB members at least 2 weeks prior to the next scheduled meeting for review; send out notices of all regularly scheduled and special meetings. In the absence of the secretary, the chair shall appoint another FAB member present to take meeting notes.

2. TERM OF OFFICE

- a. **Chair:** 2 years with a 1 year option of renewal
- b. **Co-chair:** 2 years with a 1 year option of renewal
- c. **Secretary:** 2 years with a 1 year option of renewal

3. REPLACING A VACATED SEAT ON THE BOARD

Vacancies and unexpired terms may be filled by a majority vote on the nominee. Newly appointed FAB members filling a vacancy will be appointed to a 2 year term with an indefinite option for renewal with renewals being for 2 year terms. Newly appointed FAB members filling unexpired terms will be appointed to fill the remaining term of that seat; upon expiration of that term the member will have an indefinite option for renewal with renewals being for 2 year terms.

C. MEETINGS FOR THE FIELD ADVISORY BOARD

Will be held a minimum of three times per academic year.

1. ATTENDANCE AND ABSENCES

FAB members shall make attempts to attend all meetings.

Any member who fails to attend at least 75% of the combined regular and assigned special meetings during a calendar year (except for those missed but excused due to business conflict, illness, or death in the family) shall be removed. In addition, any member who fails to actually attend at least 50% of the combined regular and assigned special meetings during any calendar year shall be contacted (by the Co-Chair) regarding their absences as well as their interest in continuing with the FAB. Members must be present for at least 50% of the meeting to be counted as present at that meeting. Members will be responsible for notifying the chair, secretary, and Field Director of absences prior to the meetings.

2. NOTICE OF MEETINGS

Shall be sent out via email at least 2 weeks prior to the date of the actual meeting. Minutes from the previous FAB meeting should be sent as an attachment giving members the opportunity to review them before the meeting.

3. QUORUM

A quorum of the FAB is required to be in attendance to conduct valid Field Advisory Board business.

- A quorum is achieved when 50% or more of the eligible voting membership is present at any regularly scheduled or properly announced special meeting.

4. VOTING PRIVILEGES

Each FAB member must be present at the meeting to vote on issues presented. Each member will have one vote. Voting by proxy will not be utilized.

5. MINUTES OF MEETINGS

The Chair of the Board shall ensure that minutes of each Board meeting are kept. Will be taken at the meeting and transcribed by the FAB secretary. The minutes will be made available to all FAB members, via email, at least 2 weeks prior to the next FAB meeting.

V. COMMITTEES

The FAB shall establish such committees as appropriate and necessary.

VI. AMENDMENTS TO THE BY-LAWS

A. PERIODIC REVIEW

These by-laws are a dynamic document that is subject to continuous review and revision to reflect changes in policies and procedures and ongoing advances in social work practice and education. Changes can be made by majority vote of current FAB members.