

TARLETON STATE UNIVERSITY
BACCALAUREATE (BSW)
SOCIAL WORK PROGRAM
FIELD INSTRUCTION MANUAL



TARLETON
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INTRODUCTION

The Tarleton State University (TSU) Baccalaureate (BSW) program is accredited by the Council on Social Work Education (CSWE), the national accrediting body for professional social work education programs. 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 TSU BSW Field Instruction Manual is provided to explain the dynamic nature and scope of our practicum for students, Field Instructors, community agencies, and interested others who wish to further the cause of professional social work education. It is our fervent 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.

SOCIAL WORK PROGRAM MISSION STATEMENT

The mission of the Tarleton State University Social Work program is to respond to the diverse needs of multicultural communities with an emphasis on service to the Hispanic, Military, and Rural populations in North and Central Texas. The program prepares competent and effective generalist social work practitioners who are committed to enhancing the well-being of marginalized and oppressed populations utilizing the profession's core values such as service, dignity and worth of the individual, social and economic justice, and recognizing the importance of human relationships.

SOCIAL WORK PROGRAM COMPETENCIES & GENERALIST PRACTICE BEHAVIORS

The objectives of the TSU BSW Social Work Program mirror the nine (9) core competencies and component behaviors of the Council on Social Work Education's (CSWE) 2015 Educational Policy and Accreditation Standards and are anchored in the purposes of the social work profession which are to promote the knowledge, skills, and values of the profession. These nine core competencies along with the corresponding behaviors are outlined below.

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.

THE GENERALIST INTERVENTION MODEL

The BSW Program at TSU supports and instructs a generalist model of social work practice. The Generalist Intervention Model (GIM) is characterized by four main principles:

1. Based on a foundation of knowledge, skills, and values, which reflect the unique nature of the social work profession and incorporates evidence-based practice principles.
2. Oriented toward solving problems, which build on the strengths assessed using the ecological-systems perspective of individuals, families/groups, structural environment, culture, and history of the client.
3. Fosters an approach of assessing the bio-psycho-social-spiritual situation at all levels of intervention involving micro, mezzo, and macro systems.
4. Uses a generalist approach method, which is flexible in its application. A generalist social worker is trained to intervene at multiple client systems levels and have clients at multiple levels.

TSU students are expected to employ the GIM in their practice of social work, including during their practicum experience. By working with agency staff, personnel/practitioners, under the direct supervision of a professional social work practitioner, and through sharing experiences with college faculty and student peers during field seminar, the student's ability to apply the generalist model in practice will be enhanced.

GENERALIST SOCIAL WORK PRACTICE SKILLS

TSU has adopted the Baccalaureate Program Directors (BPD) definition of the generalist social worker which is guided by the National Association of Social Workers' (NASW) Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and advancing the goals of social justice. Generalist social workers analyze the clients and systems via strengths perspective in order to support and build upon the intrinsic capabilities of all human beings. Using the GIM, generalist social workers then begin engaging the client to assess the situation, broker services, advocate, educate and organize on behalf of the client and client systems. Practitioners then evaluate the services and their outcomes in order to improve the process.

The GIM Problem-Solving Model involves using these competencies within six steps:

1. **Assessment** - This involves client identification; assessment of the person-in-environment situation; micro, mezzo, and macro aspects; aspects of diversity; and, client strengths.
2. **Planning** - Assessment sets the stage for the intervention while planning specifies what is to be done. Planning requires working with the client; prioritizing problems', translating problems into needs; evaluating levels (micro, mezzo, and macro) of intervention;

establishing primary goals; specifying objectives; and, formalizing a contract with the client, all within the context of evidence-based social work practice.

3. **Intervention** - The intervention involves the actual implementation of the plan. Progress toward goal attainment is constantly monitored and assessed.
4. **Evaluation** - Evaluation of intervention is critical for accountability. Each goal is evaluated in terms of the extent to which it has been achieved. Evaluation techniques involve application of social work research principles to generalist practice.
5. **Termination** - Termination involves determining when to terminate; resolving emotional reactions (client and worker) to termination; evaluating accomplishments of goals; and, planning to maintain accomplishments.
6. **Follow Up** - Follow-up determines how the client is functioning without intervention; offers additional support; helps the client overcome temporary hurdles; and, suggests the need for additional intervention.

SOCIAL WORK PROGRAM PRINCIPLE OF NONDISCRIMINATION

Every aspect of the BSW Program's organization and implementation is conducted without discrimination on the basis of creed, national origin, race, gender, handicap, color, ethnicity, age, or political/sexual orientation.

Tarleton State University is an Affirmative Action/Equal Opportunity Institution.

NOTICE TO STUDENTS REGARDING LICENSING

Effective September 1st, HB 1508 amends the Texas Occupations Code Section 58.001. Because graduating with a degree in Social Work (both at the undergraduate and graduate level) in the state of Texas has the potential to lead to a state-issued license, this notice of the impact of a criminal history on becoming licensed is being provided to you. The title of “social worker” is a restricted title in the State of Texas; only those who hold a valid license and are in good standing may call themselves by the title “Social Worker.”

Individuals with a history of criminal behavior, including arrests, convictions, serving probation, being on or completing parole, or deferred adjudication (this list may not be exhaustive) may be unable to become licensed as a Social Worker in Texas.

The following website provides links to information about the licensing process and requirements.

http://dshs.texas.gov/socialwork/sw_links.shtm



Should you wish to request a review of the impact of criminal history on your potential for licensure as a Social Worker prior to or during your quest for a degree, you can visit this link and request a “Criminal History Evaluation.”

http://dshs.texas.gov/plc_cheval.shtm

The request has a fee of \$50.00 for each occupational license that you are interested in filing a request for. If you are only interested in Social Work, the cost would be \$50.00. If you were interested in several occupations, there is a \$50.00 charge for each occupation. These fees are assessed by the Texas Department of State Health Services and Tarleton State University does not benefit from nor receive a portion of these fees. The report must be requested by you, and TSU’s Social Work Program will not receive any results from the evaluation unless you provide them to us.

This information is provided to you to guide your decision-making process regarding enrolling in the Social Work program (either undergraduate or graduate). Please visit with a faculty member if you have questions.

SCHOLASTIC & PROFESSIONAL STANDARDS

Following admission to the BSW Program, the student and the faculty advisor review the student's coursework periodically. Students must maintain a minimum overall GPA of 2.5 and a social work GPA of 2.5 with a grade of at least "C" earned in all social work courses.

Should the student encounter difficulty in meeting the professional and/or academic requirements, the review process will bring the difficulty to the student's attention and assist the student in making appropriate resolution. The student may use counseling and advising services at any time. Students will be required to retake any social work course in which a grade of C or better is not achieved.

Students may be denied admission into the BSW Program or be discharged from the program for one or more of the following reasons:

- Serious or repeated violation of the NASW *Code of Ethics* and Standards of Practice.
- Violation of TSU's academic honesty policies.
- A grade point average below 2.5 overall.
- Failure to maintain a grade of at least "C" in all social work courses.
- Unprofessional social work conduct.
- Personal problems that interfere with the conscious and professional use of self in a helping relationship.
- Arrest or conviction that would prevent a field placement.
- Demonstrated unwillingness or inability to use supervision.
- Overall score of below 3 on the Rubric for Assessing Professional Behaviors included in the Student Handbook.

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, 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 and a portfolio.

CRITERIA FOR ACCEPTANCE INTO THE FIELD PRACTICUM SEQUENCE

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

- Demonstrated commitment to social work values, including an awareness of diversity and a willingness to consider others' viewpoint as demonstrated by the Rubric for Assessing Professional Behaviors.
- Attained at least a 2.5 overall grade point average, with a C or better in all previous social work courses.
- Completed all Social Work Pre-professional, Professional, Practice course work (with exception of Research and Practice II), and the general Liberal Arts education courses or a waiver.
- Demonstrated a desire to participate in field placement and to enter the social work profession.
- Declared Social Work as a major, and is in good standing
- Completed the application process, including the pre-field orientation, completed background check and acceptance by the Field Program.
- Completed successful interviews and acceptance by an Agency Field Placement. Students may be allowed interviews at up to three agencies for 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 three interviews, 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.
- Attained an overall score of 3-4 for all behaviors on all Professional Development Rubric behaviors (**Appendix: N**).

ADMISSION PROCEDURE FOR FIELD PRACTICUM

Prior to admission to the Field Education Program, students must:

- ◆ Be admitted to the BSW Program
- ◆ Have completed Social Work Pre-professional, Professional, Practice course work (with the exception of Research and Practice II) and the general Liberal Arts education courses or a waiver.
- ◆ Completed "Release of Information" form (**Appendix: D**) and a background check. (**Appendix: C**)
- ◆ Made written application to the Field Program



The application and admission process takes place during the spring semester prior to entering Field Placement in the fall semester.

Students are eligible for the Field Practicum and Field Practicum Seminar courses once they have been accepted into the Social Work Program and have completed all of the Social Work Program's Pre-professional, Professional, Practice course work (with exception of Research and Practice II) and the general educational course requirements.

The Field Director and the Program Director must approve any request for a waiver of these eligibility requirements and/or the course sequencing *in advance and in writing*. Additionally, in order to qualify for a waiver of these eligibility standards, students will be required to submit a written contract to be approved by the Field Director and detailing when prerequisites, any core curriculum courses, or required social work courses will be completed. This waiver and approved written contract will become a supplement to the student's Field Learning Contract. The student will then have an obligation for satisfactory compliance with the contract and all eligibility criteria prior to the completion of Field Practicum and successful graduation from the Social Work Program.

FIELD PROGRESSION

Field progression begins during the spring semester prior to entering field placement:

During the spring semester, the Field Director conducts a **mandatory** pre-field orientation with all students who plan to enter the Field Practicum for the following fall semester. At the time of the orientation, students are given an application (electronic Qualtrics link) for Field Practice. Students are asked to complete the application electronically within two weeks. The Field Director will then review applications and schedule students for individual interviews. During the orientation with the students, the Field Director also explains the placement process and expectations the BSW Program has for students in field placement.

Based on information obtained from the students' applications, input from other social work faculty, interviews with the students, and review of the eligibility criteria (including background check), the Field Director makes a professional 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 and in writing. Educational options are then discussed with the student.

Also based on the above information, the Field Director makes a professional decision about student placement in agencies. The Field Director's decision about where a student is to be placed is based on placement supporting the best educational experience for the student rather than on personal concerns such as the amount of distance a student must travel.

During the interview, students are informed that tentative Field Placement assignments will be posted by mid-March. Students are then expected to schedule appointments for interviews with their potential Field Instructors. Student interviews at the agencies are to be completed by mid-April. The Field Director informs the Field Instructors by email notification that he/she should

expect students to call for an interview. After the interview with the agency Field Instructor is completed, the Field Instructor informs the student and the Field Director whether or not the agency agrees to accept the student for Field Placement by submitting the BSW Field Instructor Interview Response Confirmation Form (Appendix P). Students must also be able to obtain student professional liability insurance coverage from a qualified insurance company (the NASW Liability Insurance Program is preferred) in order to be assigned to a field agency. If a student is denied a Field Placement after at least three agency interviews or denial of student professional liability insurance coverage, that student will not be admitted to the Field Practicum. When students are advised of their acceptance by the agency, a final Field Placement Assignment electronic message is sent to individual students.

Prior to entering Field in the fall semester, students must provide a completed “Release of Information” form (Appendix: D), written verification of liability insurance, and other field placement-related documents to the Field Director. Students are to obtain individual insurance through the NASW Liability Insurance Program at their own expense. The Field Director provides students with access to the required forms and information during the spring 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.

Students begin Field Placement I the first week of the fall semester. Students are required to spend a minimum of 16 clock hours a week (preferably two full days a week) of supervised experience for both semesters of the senior year; a total of 225 clock hours to be completed each semester. The agency and the student should mutually agree upon the schedule; however, the placement must continue until the end of each semester’s term. Students will keep time sheets to be signed by their Field Instructor and submitted to the Field Placement Seminar Instructor/Faculty Liaison at the end of every month. Field Instructors are informed of all assignments and requirements for the Field Placement Seminar.

While summer field placements are not generally offered, if a student is course complete in all social work classes and has only the field practicum remaining, the student can request to take both semesters of the field practicum during the summer sessions on the Stephenville campus. All 450 hours and seminar assignments must be completed by the end of the second summer semester. This arrangement must have the prior approval of the Field Director.

TSU 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 Regions 2, 7, or 9 in order to coincide with the Child Protective Services’ agency 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 clock hours in one semester. Students must be course complete before entering the IV-E field placement and enroll in the SOCW 4632-Child Welfare Practicum course. Students are required to attend the mandatory pre-field orientation conducted by the Field Director during the Spring semester prior to entering their field placement.



Additionally, prior to entering the field placement, students must provide a completed “Release of Information” form (Appendix: D), written verification of student professional liability insurance coverage, and other related field placement-related documents to the Field Director. Students are to obtain individual insurance through the NASW Liability Insurance Program at their own expense. 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. The Title IV-E Director will facilitate these screening procedures. Title IV-E students are required to attend any mandatory meetings required of all field practicum students.

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

Students **may not be employed** by the agency while they are in field placement.

PROCEDURE 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. However, a student's suitability to the social work profession and skill capabilities are also confirmed through agency setting field practicum experiences. A student's first field education placement site serves as the place where a student can demonstrate practice with actual clients and the willingness and ability to make use of supervision. It is sometimes not clear until this point that a student has serious deficiencies that will hinder his/her practice of social work.

The field placement is an integral component of the student's development as a social work practitioner, particularly as it emulates the student's ability to integrate academic course content and incorporate professional knowledge and skill with professional behaviors appropriate for the practice setting. The student must maintain professionalism by separating personal issues from practice in order to successfully engage in their responsibilities to clients, the field agency, and the community. Should a student's personal issues, psychological/physical well-being, lack of maturity, or lack of readiness in the role of field student impact a student's performance in field related responsibilities, the field instructor/task supervisor, faculty liaison, and Field Director have the responsibility to intervene.

The Field Director has the responsibility of removing any student from field when the student's professional/ethical behavior puts the agency and the agency's clients at risk. The Field Director will consult, when appropriate, with the field instructor/task supervisor and field liaison.

Addressing Unprofessional Behaviors

On-going supervision is key to identifying problems early in the student's field practicum. The field agency instructor has the responsibility to document and address any work related concerns or professional behavior on a timely basis with the student and provide appropriate counseling and guidance to remedy the concerns.

One or more of the following are grounds for Field Practicum dismissal:

- ◆ Serious or repeated violation of the NASW *Code of Ethics* and the Standards of Practice.
- ◆ Serious or repeated violation of the placement agency rules, policies, and regulations.
- ◆ Repeated tardiness and unexcused absences without notification to agency supervisor
- ◆ Personal problems that seriously and consistently interfere with the conscious and professional use of self in a helping relationship.
- ◆ Lack of progress in demonstrating correction of identified deficiencies and concerns, as outlined in supervisory documentation
- ◆ Arrest or conviction that would prevent or interrupt a field placement.
- ◆ Demonstrated unwillingness or inability to use supervision.
- ◆ Unprofessional behavior that is unacceptable for continuation in the program.

- ◆ Failure to complete 225 hours in each field placement.
- ◆ Failure to comply with terms of any waiver of eligibility criteria or written contract, supplemental to the student's Field Learning Contract.
- ◆ Failure to comply with class policies in SOCW 4622, SOCW 4623, and/or SOCW 4632.
- ◆ Grade of D or F in Field Placement Seminar component.

Students who exhibit very 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. No incomplete (K) grade will be given for the field practicum courses. Students will be held to the same criteria in all Field courses.

Level 1 or Level 2 Termination

Termination from a field placement may proceed on one of two paths, a Level 1 or a Level 2 termination. For a Level 1 termination, the Field Director and/or Faculty Liaison, the Field Instructor and the student will discuss the problems in a face-to-face meeting and develop a Corrective Action Agreement (Appendix J). An Evaluative Conference 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, the Field Instructor will inform the Director of Field Education and/or Faculty Liaison of the behavior and provide the necessary documentation. The Level 1 student termination process outlined under the Level 1 Student Termination Process section will be followed.

LEVEL 1 - STUDENT TERMINATION PROCESS

For a Level 1 termination, the placement agency or the BSW Program may request that a student be withdrawn from the Field Program after following procedures for dealing with unsatisfactory progress when, in the professional judgment of both parties, the student's personal conduct or educational progress is such that no further effort or time should be expended. The following process should be followed:

1. The Field Instructor shall notify the Director of BSW Field Education regarding the specific problem (or vice versa).
2. The Director of BSW Field Education shall meet with the Field Placement Seminar Instructor/Faculty Liaison, Field Instructor, and the student to ratify the determined action.
3. The Director of BSW Field Education shall meet with the student to notify the student that withdrawal from not only the field placement but also the field seminar course is necessary.
4. A mutual decision regarding the student's future plans shall be derived, and that decision will be recorded in the student's record.
5. The Director of BSW Field Education shall confirm this termination with the Field Placement Seminar Instructor/Faculty Liaison, Field Instructor, and the student.
6. The Student will need to meet with the appropriate social work faculty and the Field Sequence Committee to discuss future plans and appropriateness of continuation versus termination in the social work program. Termination from the BSW program is a likely outcome of termination at a field placement.
7. Students have a right to appeal this decision to the Social Work Department Head.

LEVEL 2 - IMMEDIATE PLACEMENT TERMINATION

For a Level 2 termination, the agency field instructor/task supervisor or Field Director may request that a student be withdrawn **immediately** from a field agency placement for one or more egregious behaviors outlined in the NASW Code of Ethics and Texas State Board of Social Worker Examiners Code of Conduct.

The following egregious behaviors may be grounds for immediate dismissal at a field placement agency but are not limited to:

- ◆ Conduct that violates boundaries of professional education or training
- ◆ Engaging in conflicts of interest that interfere with the exercise of professional discretion and impartial judgement
- ◆ Taking advantage of any professional relationship or exploitation of others to promote self-interests (personal, religious, political, or business)

- ◆ Engaging in disrespectful behavior toward colleagues that interferes with the workplace collaboration
- ◆ Personal issues that interfere with their professional judgment or place the agency or clients at risk
- ◆ Disclosing confidential information without appropriate or valid consent
- ◆ Engaging in sexual activities with a current client, former client, or colleagues
- ◆ Engaging in physical contact with clients
- ◆ Engaging in sexual harassment of a client, supervisor, or colleagues
- ◆ Using derogatory language (verbal or written) to or about clients
- ◆ Participating in dishonesty, fraud, or deception that impacts professional responsibilities or a client's well-being
- ◆ Violation of agency policy and procedures that would be considered a terminating offense for an employee

The following process will be followed for egregious behaviors warranting immediate field placement removal:

1. The agency field instructor/task supervisor and/or field liaison shall notify the BSW Field Director regarding the specific problem.
2. The Field Director will notify the student that withdrawal from the field placement agency is necessary.
3. The student will meet with the Field Director to discuss the student's status in the Field Program and render a decision. The student's egregious behaviors may also impact the student's status in the BSW Program. In this case, the BSW Program Director will be notified.
4. Students have a right to appeal this professional decision to the Social Work Department Head, if desired.

NON-STUDENT ISSUES RESULTING IN REMOVAL OF A STUDENT

If through no fault of the student, a field placement must be discontinued, every effort will be made to reassign the student to another field placement setting as quickly as possible depending on availability of appropriate sites.

A student may be removed from field in this case due to:

- ◆ Decision of the Field Director that the agency experience is not meeting the outlined learning competencies of the field practicum.
- ◆ Agency closure, change in regulations, change in supervisor, or agency restructuring, which does not support internship requirements.
- ◆ Agency failure to demonstrate a commitment to the values and ethics of social work practice in working with students, clients, or the community.
- ◆ Agency failure to demonstrate commitment to the Tarleton Social Work Department's mission and program goals as an approved field site.

- ◆ Student's personal safety is at risk by continuing the placement.

STUDENT REQUEST TO CHANGE FIELD PLACEMENT

Students are expected to complete both Field Placement I and Field Placement II semesters at their assigned agency. Changes in placement during the semester or between semesters are only considered in extreme cases. Factors such as outside employment, potential for a better job, or changing interests in field of practice are not considered sound educational reasons for making a change during the semester of placement. Any change in placement must be supported by educational reasons and approved by the Field Director.

FIELD AGENCY CONTRACT TERMINATION

A field affiliation contract may be terminated by any of the participants (University or Agency) upon written notification of the decision. The reason for the termination of the University/Agency Affiliation agreement must be submitted to all concerned parties no later than the middle of the semester which is to be the final one. There may be instances where the placement agency or the designated field instructor prefers not to accept students for one or two semesters. Likewise, the BSW Program may not be able to match students and placement agencies in a given year; this plan may be handled verbally and does not signify termination of the university-agency contract unless expressly written as such.

STANDARD AND CRITERIA FOR EVALUATING FIELD STUDENTS

BSW Field students are evaluated by their respective field instructor on the following criteria. Each numerical rating corresponds to the practice effectiveness demonstrated in the field setting. The field instructor's evaluation is used to determine additional points (one to two, depending on the average number of advanced competence areas demonstrated by the student) toward the final grade earned in the field placement seminar. The Field Placement Seminar Instructor/Faculty Liaison assigns the grade as faculty of record using the course syllabus assignments as determinants.

Defining terms:

5. **Advanced Competence**—Student expertly demonstrates awareness, knowledge and skills as an emerging professional. Completes all objectives on learning contract before the end of the semester and is ready for more responsibilities. Works independently, with a minimum amount of supervision by the end for the first semester. Uses supervision effectively, asks relevant questions, and asks for feedback and critique from Field Instructor. Demonstrates social work values, skills, and knowledge beyond expectations. Completes written assignments in a timely fashion.
4. **Competence**—Student consistently demonstrates awareness, knowledge and skills as an emerging professional. Exceeds expectations. Completes all objectives on learning contract before the end of the semester. Works independently, with limited supervision by the end of the first semester. Uses supervision effectively, asks relevant questions, and is open to feedback and critique from Field Instructor. Demonstrates above average social work values, skills, and knowledge. Completes written assignments in a timely fashion.
3. **Emerging Competence**—Student inconsistently demonstrates awareness, knowledge and skills as an emerging professional. Meets foundational expectations. Completes all objectives on learning contract before the end of the semester. Able to work independently, with on-going supervision before the end of the first semester. Uses supervision effectively, asks relevant questions, and asks for feedback and critique from Field Instructor. Demonstrates social work values, skills, and knowledge at the beginning level. Completes written assignments in a timely fashion.
2. **Insufficient Progress**—Student rarely demonstrates awareness, knowledge and skills as an emerging professional. Needs some work to meet expectations. Does not complete some of the expectations on the learning contract due to his or her own limitations. Cannot work independently most of the time. Does not use supervision effectively, rarely asks relevant questions, and often is not open to feedback and critique from Field Instructor. Demonstrates limited social work values, skills, and knowledge. Does not complete written assignments in time to receive feedback and critique from Field Instructor prior to turning them into seminar instructor.
1. **Unacceptable Progress**—Student never demonstrates awareness, knowledge and skills as an emerging professional. Needs considerable work to meet expectations. Is unable to complete most learning objectives on learning contract by the end of the semester. Cannot function in the agency without constant supervision. Does not use supervision effectively. Often asks irrelevant questions and is not open to feedback and critique from Field Instructor. Demonstrates lack of social work values, skills, and knowledge.

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. Students are assigned to field instruction a minimum of sixteen (16) clock hours per week (ideally consisting of two eight-hour days).
2. 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 supervisor, the faculty instructor and/or 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 by students for other purposes.
3. 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.
4. 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.
5. 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.
6. Under no circumstance is a student allowed to transport a client.
7. Students are expected to notify the Field Instructor and faculty liaison 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.
8. Field placement begins on the first day of class of the academic semester and continues through the last day of the term. Exceptions to the academic semester schedule may be arranged in advance to meet the agency needs. Students must complete 225 clock hours a semester. Agency legal holidays and appropriate religious holidays may be observed but will not be counted toward field hours. Arrangements for religious holidays must be made in advance with the Field Instructor.
9. The field placement and seminar are both required for the duration of the practicum. The placement focuses on developing competent social work practice abilities, while the seminar focuses on the integration of scholarly work and the ability to apply professional social work knowledge appropriately.
10. Students will report if they are investigated by CPS or APS, have criminal arrests, or are hospitalized for psychiatric care before or after field orientation, during breaks between semesters or during the field internship.

I have read and understand the above expectations and responsibilities.

Name (Print)

Date

Signature

CRITERIA FOR SELECTING FIELD INSTRUCTION SITES

The BSW 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 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 BSW Program are designated as Field Practicum sites.

In the course of its history, the BSW Program has placed students in over 100 agencies in North and Central Texas. In these agencies students are exposed to diverse cultural, racial, and ethnic perspectives. While being trained by experienced social workers, 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:

1. The agency must be willing to learn and provide educational experience using the nine CSWE competencies and component behaviors.
2. The services provided are recognized in the community as having a credible social services function and are legally established with financial support. Licensing by the state, where indicated, is completed, and membership in a national standard-setting body appropriate to its function is desirable.
3. The agency's and the Field Instructor's understanding of and commitment to baccalaureate level, generalist social work practice.
4. The agency will have an employed staff with continuity possible without relying on students.
5. The activities provided in the agency will make available a sufficient volume of service experiences and a variety of these services appropriate to the learning needs of the students. Opportunities for learning and agency practice will include, depending on services, client population-at-risk, social problems, and social functions.
6. The agency's administration operates in accord with the philosophy and goals of the social work profession and the BSW Program.
7. The agency will provide students with suitable desks, telephone access, privacy for interviews, supplies, support services (such as secretarial time), and miscellaneous expenses incurred in providing agency services. Specifically, transportation costs associated with agency business will be reimbursed whenever possible.
8. Agencies must not allow students to transport clients in their personal automobiles under any circumstances.

CRITERIA FOR SELECTING AGENCY FIELD INSTRUCTORS

1. Agency Field Instructors must be willing to learn and provide educational experience using the nine CSWE competencies and component behaviors.
2. 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.
3. The Field Instructor must understand and support the 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*.
4. The Field Instructor 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. The Field Instructor will prepare for and participate in weekly supervisory conferences with the student to review and discuss the student's performance in the agency; the student's progress in accomplishing the Field Practicum learning objectives/indicators; and, the student's strengths and challenges.
5. The Field Instructor must also have the time and be willing to participate in field liaison visits with students and Field Placement Seminar Instructor/Faculty Liaison or the BSW Field Director. At least two face-to-face field visits are required between the Field Director or Faculty Liaison, the Field Instructor, and the student during the course of the student's field placement. These field visits are held at the agency and are used to assess the student's performance in meeting learning goals.
6. The Field Instructor is required to complete and discuss with the student both a mid-term and a final evaluation and complete an evaluation of the field practicum.
7. The student's field performance must be evaluated in respect to the Generalist Social Work Practice Skills, the Field Practicum program objectives, corresponding BSW Program educational objectives and the BSW Program Competencies. A student should not be evaluated solely on the delivery of the agency's services.
8. Occasionally, an agency has the quantity and quality of experiences available to meet the educational needs of students, but does not have a qualified Field Instructor on its staff. If the agency's services are unique and not available elsewhere, a faculty member may be assigned to act as supervisor to fulfill field instruction providing a perceived or real conflict of interest is not determined.
9. Field Instructors are expected to participate in at least one Field Instructor training workshop each year. The BSW Field Program provides the training.
10. The Field Instructor will complete a Field Instructor Information Form and provide a current resume. The BSW Field Director will review and approve instructors to insure their qualifications are appropriate for generalist social work practice integration.

RESPONSIBILITIES OF THE BSW FIELD DIRECTOR

The BSW Program Field Director is responsible for the overall management and coordination of the Field Practicum Program. The Field Director works conjointly with the students, social work faculty, social service agency instructors, and the Social Work Department, Field Sequence Committee, and Social Work Advisory Council 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 practicum and assess their readiness for this stage of their social work education.
2. During the prior semester, the BSW Field Director conducts a mandatory pre-field orientation with all students who plan to enter the Field Practicum the following semester.
3. Review student field applications and make determinations of the agency placement sites.
4. Provide suggested learning goals to aid in the design of agency learning objectives developed by the student and agency field instructor.
5. Ensure that Field Placement Seminar Instructors/Faculty Liaisons conduct at least two on-site visits with the student and agency instructor during the course of the student's field placement.
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 Practicum program and practicum supervision to agency-based practicum instructors.
9. Monitor and evaluate the quality of practicum experiences provided by the various agencies and organizations utilized as practicum settings.
10. Develop a Program and Field Advisory Board comprised of representatives of social service agencies in the community to guide Field Program activities.
11. Facilitate meetings of the Field Sequence Committee and/or the Social Work Program Advisory Council at least once a semester, or as requested by the Department Head.

Adapted from The Social Work Practicum: A Guide and Workbook for Students,(2014) by C.L. Garthwait

APPENDICES

APPENDIX: A



FIELD INSTRUCTOR 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 the appropriate campus:

**TSU Stephenville/Fort Worth/Waco Campuses
 Misty G. Smith, DSW, LMSW-IPR
 Director of BSW Field Education
 BOX T-0655
 STEPHENVILLE, TX 76402**

APPENDIX: B



**AFFILIATION AGREEMENT - STUDENT PRACTICUM
BETWEEN
TARLETON STATE UNIVERSITY
AND
(AFFILIATE NAME)**

The Department of Social Work at Tarleton State University, an institution of higher education and a state agency hereinafter referred to as "TSU" with its primary offices located in Stephenville, Texas and _____, hereinafter referred to as "AFFILIATE", hereby establish an affiliation for the purpose of providing practicum experience for TSU students.

SCOPE OF PRACTICUM PLACEMENT:

Neither TSU nor AFFILIATE will incur financial obligation to each other as a result of this Statement of Agreement ("Agreement"). TSU and AFFILIATE acknowledge that TSU students will not provide services apart from their educational value.

TSU AND AFFILIATE JOINTLY AGREE:

1. The purposes of the practicum placement are:
 - a. to provide learning activities which will assist the TSU student in meeting the objectives of course work established by TSU;
 - b. to provide expanded capabilities for TSU in providing services in consonance with the objectives of graduate education.
2. This Agreement shall commence on the date of the last party to sign and shall continue for three (3) years.
3. Either party may withdraw from this Agreement upon giving thirty (30) days prior written notice.
4. The parties will provide and maintain open channels of communication relative to the practicum through designated representatives.
5. TSU students will adhere to practicum hours established by TSU subject to approval by AFFILIATE and will be subject to all applicable AFFILIATE policies and procedures. TSU will determine beginning dates, holidays, and ending dates for the practicum assignment.
6. The educational experience provided will be consistent with the curriculum requirements of TSU and with the standards of the accrediting entity for the school or department of TSU in which the students are enrolled.
7. The program administered under this Agreement will be reviewed periodically by the parties and, when appropriate, will be revised to meet TSU's curriculum requirements and the standards of the accrediting entity.
8. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, TSU and AFFILIATE will not discriminate on the basis of race, sex, gender identity, sexual orientation, religion, color, national or ethnic origin, age, disability, veteran status, or military service in their administration of policies, programs, or activities; admission policies; other programs or employment.
9. This Agreement does not prevent AFFILIATE from participation in any other program, nor does this Agreement prevent TSU from placing TSU students with other entities.
10. TSU students are covered under A&M's Medical Malpractice Policy. TSU students will be responsible for obtaining liability insurance coverage in an amount satisfactory to AFFILIATE.
11. TSU, to the extent allowed by the Constitution and laws of the State of Texas, and AFFILIATE each agree to indemnify and hold harmless the other from and against any and all liability, loss, damages, claims, or causes of action and related expenses, including attorney fees, caused or asserted to have been caused directly or indirectly by, or as the result of the performance of TSU or AFFILIATE.



12. Either TSU or AFFILIATE may withdraw a student enrolled in the practicum if, in the opinion of either party, the student is not making satisfactory progress in the practicum. Any student who does not satisfactorily complete the practicum or any portion thereof may repeat the practicum at AFFILIATE only with the written approval of both parties.

TSU AGREES TO:

1. Bear responsibility for academic administrative elements of the practicum.
2. Designate and assign appropriate faculty to serve as representative to AFFILIATE.
3. Limit the activities of TSU faculty at AFFILIATE to those functions required to fulfill the terms of this Agreement, unless otherwise agreed to by AFFILIATE.
4. Select the TSU student or students who shall be placed at AFFILIATE, subject to the approval of AFFILIATE.
5. Provide information requested by AFFILIATE related to students participating in the practicum unless prohibited by federal or state law.
6. Inform all TSU students and personnel participating in the practicum that they are required to comply with the rules and regulations of AFFILIATE while on the premises of AFFILIATE and to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by AFFILIATE.
7. Provide AFFILIATE with copies of current course outlines, course objectives, the curriculum philosophy, and a list of faculty and their qualifications when requested.

AFFILIATE AGREES TO:

1. Provide initial and updated information to TSU on AFFILIATE policies and procedures, staffing, and organization related to the practicum, and provide orientation sessions to inform TSU students and personnel concerning the rules and regulations of AFFILIATE.
2. Allow the use of AFFILIATE material in TSU classroom discussions and assignments, subject to approval of the faculty member and subject to assurances by TSU to maintain the confidentiality of all AFFILIATE material in compliance with federal and state laws.
3. Provision of on-site supervision by a qualified AFFILIATE representative, approved by TSU for designation as the practicum instructor, for not less than one hour per week and to provide coordination of practicum instruction and work supervision of TSU students placed with AFFILIATE.
4. Provide reasonable time for the AFFILIATE representative to prepare for and conduct conferences with TSU students, and to consult with the representative(s) of TSU.
5. Accept TSU students without regard to race, national or ethnic origin, sex, gender identity, sexual orientation, age, disability, religion, veteran status, military service, nor any other grounds so as to remain in compliance with federal and state laws regarding nondiscrimination.
6. Accept TSU students for the practicum within the capability of AFFILIATE with the provision that said student may participate in any AFFILIATE programs and activities, as appropriate in the opinion of AFFILIATE.
7. Complete appropriate paperwork for TSU students that is required by TSU for performance evaluation and to promptly inform TSU of any concerns regarding the student.
8. Maintain sole responsibility for its clients' care.
9. Obtain and maintain all licenses required for AFFILIATE and ensure that all AFFILIATE personnel are appropriately licensed.

MISCELLANEOUS PROVISIONS:

1. FERPA. For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (“FERPA”) and the practicum, TSU hereby designates the AFFILIATE as a school official with a legitimate educational interest in the educational records of the students who participate in the practicum to the extent that access to the records is required by AFFILIATE. AFFILIATE agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA.
2. HIPAA. The parties agree that:
 - (a) AFFILIATE is a covered entity for the purposes of the Health Insurance Portability and Accountability Act (“HIPAA”) and subject to 45 CFR Parts 160 and 164 (“the HIPAA Privacy Regulations”).
 - (b) to the extent that TSU students are participating in the practicum and TSU faculty members are providing supervision at AFFILIATE as part of the practicum, such students and faculty members shall:
 - (1) be considered part of AFFILIATE’S workforce for HIPAA compliance purposes in accordance with 42 CFR §164.103, but shall not be construed to be employees of AFFILIATE;
 - (2) receive training by AFFILIATE on, and subject to compliance with, all of AFFILIATE’S privacy policies adopted pursuant to the HIPAA Privacy Regulations; and,
 - (3) not disclose any Protected Health Information, as that term is defined by 45 CFR §160.103, to which a student has access through practicum participation or a faculty member has access through the provision of supervision at AFFILIATE that has not first been de-identified in 42 CFR §164.514(a);
 - (c) TSU will never access or request to access any Protected Health Information held or collected by or on behalf of AFFILIATE that has not first been de-identified as provided in 42 CFR §164.514(a); and,
 - (d) no services are being provided to AFFILIATE by TSU pursuant to this Agreement and therefore this Agreement does not create a “business associate” relationship as that term is defined in 42 CFR §160.103.
3. Execution and Modification. This Agreement is binding only when signed by both parties. Any modifications or amendments must be in writing and signed by an authorized representative of each party.
4. Assignment. This Agreement, with the rights and privileges it creates, is assignable only with the written consent of both parties.
5. Force Majeure. Each party shall be excused from any breach of this Agreement which is proximately caused by government regulation, war, strike, act of God, or other similar circumstance normally deemed outside the control of well-managed businesses.
6. Entire Agreement. This Agreement contains the entire understanding of the parties with respect to Practicum Placements and supersedes all other written and oral agreements between the parties with respect to the Practicum Placements. It is acknowledged that other contracts may be executed. Such other agreements are not intended to change or alter this Agreement unless expressly stated in writing.
7. Governing Law. This Agreement is construed under the laws of Texas. Venue is in Erath County, Texas.
8. Independent Contractor Status. Nothing contained in this Agreement will be deemed or construed by the parties, nor by any third party, as creating the relationship of principal and agent, of partnership, or of joint venture between the parties.
9. Headings. Headings appear solely for convenience of reference. Such headings are not part of this Agreement and shall not be used to construe it.
10. Provisions. If any provision or provisions of this Agreement shall be held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.



11. Notice. Any notices required by this agreement shall be delivered to the following address:

TSU: Tarleton State University
Contract Specialist
Box T-0600
Stephenville, Texas 76402

AFFILIATE: _____

AFFILIATE NAME

TARLETON STATE UNIVERSITY

Name:
Title:

Name:
Title: Dean, College of Health Sciences &
Human Services

DATE

DATE

Director of Field Education

DATE

APPENDIX: C

BSW PROGRAM BACKGROUND CHECK FORM

The following information is for the use of the BSW Program only.

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 BSW Field Director 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 CPS or APS, 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 positive background may impede or prevent securing an appropriate field placement.**

APPENDIX: D

APPENDIX: E

APPLICATION TO FIELD

PERSONAL DATA		SEMESTER/YEAR _____	STUDENT ID# _____	
Last	First	M.I.		
Street Address		Phone ()		
City	State	Zip		
E-mail Address				
CURRENT EMPLOYMENT				
Employer		Phone ()		
Job Title		Hrs/Wk		
CRIMINAL HISTORY				
Have you ever been arrested? If yes, dates of arrest:			YES <input type="checkbox"/>	NO <input type="checkbox"/>
Were you convicted for the arrest?			YES <input type="checkbox"/>	NO <input type="checkbox"/>
What charge(s) were filed in the arrest?			YES <input type="checkbox"/>	NO <input type="checkbox"/>
MENTAL/EMOTIONAL HISTORY:				
Are you currently undergoing counseling/psychotherapy?			YES <input type="checkbox"/>	NO <input type="checkbox"/>
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 problems?			YES <input type="checkbox"/>	NO <input type="checkbox"/>
If yes, please provide the following information for each hospitalization. An additional sheet may be attached, if necessary.				
Dates of Hospitalization				
Name and Address of Hospital				
Dates of Treatment				
DRUG & ALCOHOL HISTORY				
Have you ever been in a drug and/or alcohol treatment or detoxification center as a client?			YES <input type="checkbox"/>	NO <input type="checkbox"/>
If yes, please list the following information. Attach additional sheets if necessary.				
Dates of Treatment		Dates you complete treatment?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Name and Address of Hospital				
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 <input type="checkbox"/>	NO <input type="checkbox"/>
*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	TSU Institutional GPA

LIST ALL CSWE ACCREDITED SOCIAL WORK (SOCW) 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: F

FIELD INSTRUCTION LEARNING CONTRACT (SAMPLE ONLY)

(Place check mark in correct blank: ___1st Semester ___2nd Semester)

TSU Social Work Learning Competencies	Behaviors	Tasks/Activities	Evaluation
<p><u>Competency 1</u> Demonstrate ethical and professional behavior</p>	<p><input type="checkbox"/> 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;</p> <p><input type="checkbox"/> Use reflection & self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p><input type="checkbox"/> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p>	<ul style="list-style-type: none"> • Student will review the National Association of Social Work code of conduct and Texas Social Work code of conduct discuss how the Code of Conduct impacts service delivery at their agency. • Student will complete journals/process recordings that include reflection/feelings/challenges. Student will discuss any concerns during weekly supervision. • Student will review the agency dress code and complete a one paragraph detailing the dress code procedures. • Student will write out a formal schedule that is planned and agreed upon by the supervisor within the 1st week of internship. Student will also include the preferred contact method of the supervisor, should an illness or emergency occur • Student will be oriented on agency policy and procedures. Student will review the code of conduct for the agency. 	<p>An evaluative method can include any of the following (each task/activity needs an evaluation method THAT MATCHES THE TASK/ACTIVITY):</p> <ul style="list-style-type: none"> • Learning contract assignments • Graded assignments • Non-graded assignments (time sheets, supervision logs) • Mid-term evaluation • Final evaluation • Field Instructor supervision feedback • Task supervisor feedback • Co-Worker feedback • Field seminar feedback • Agency project/assignment • Client feedback

	<ul style="list-style-type: none"> <input type="checkbox"/> Use technology ethically and appropriately to facilitate practice outcomes; <input type="checkbox"/> Use supervision & consultation to guide professional judgment and behavior 	<ul style="list-style-type: none"> • Student will document appropriate case notes using agency specific electronic documentation systems. • Students will follow the policies of the agency on sending emails, the use of technology, and when completing client assessments. • Student will be prepared for supervision meeting, with at least three areas to discuss every week. (theory, ethics, procedures) The form must be written in advance for the meeting with the areas to discuss completed. <p>*Refer to syllabi schedule for assignment due dates</p>	
<p><u>Competency 2</u> Engage diversity and difference in practice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; <input type="checkbox"/> Present themselves as learners and engage clients and constituencies as experts of their own experiences; <input type="checkbox"/> Apply self-awareness and self-regulation to 	<ul style="list-style-type: none"> • In conducting assessments in the agency context, the student will apply a holistic framework by incorporating clients' diversity and different experiences and provide written reflection through structured journals, process, recording, and theory paper. • Student will engage clients as experts of their experience by learning about their clients' personal values and experiences. The student will staff cases with their field instruction to gain feedback and discuss any biases that surface. • Student will write a self-awareness and summary 	

	manage the influence of personal biases and values in working with diverse clients and constituencies	<ul style="list-style-type: none"> paper to assess their strengths, areas for growth, value conflicts, and biases. Student will also complete journals reflecting upon the value conflicts being encountered in the agency. Student will discuss biases and value conflicts in weekly supervision as well as weekly field seminar class <p>*Refer to syllabi schedule for assignment due dates</p>	
TSU Social Work Learning Competencies	Generalist Practice Behaviors	Tasks/Activities	Evaluation
Competency 3 Advance human rights and social, economic, and environmental justice	<input type="checkbox"/> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; <input type="checkbox"/> Engage in practices that advance social, economic, and environmental justice	<ul style="list-style-type: none"> Student will complete agency analysis assignment assessing the strengths and limitations of the agency with regard to access and advancing client rights. Student will identify internal and external policies that cause oppression and limit access to services to discuss in the field seminar class and with the field instructor. Student will research the state senators and representatives for the local county districts in order to advocate for policy change that impacts client service delivery. Student will create a community resource directory/manual at the agency due _____. <p>*Refer to syllabi schedule for assignment due dates</p>	
Competency 4 Engage in practice-informed research and research-informed practice	<input type="checkbox"/> Use practice experience and theory to inform scientific inquiry and research;	<ul style="list-style-type: none"> Student will complete an integrative client assessment using practice knowledge and theory to inform research support of the assessment. This assessment will be 	

	<p><input type="checkbox"/> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</p> <p><input type="checkbox"/> Use and translate research evidence to inform and improve practice, policy, and service delivery</p>	<p>documented in the process recording and theory paper.</p> <ul style="list-style-type: none"> • Student will complete a theory paper, focused journals and a process recording that demonstrates the student’s ability to analyze research findings to support clients’ assessments and intervention. • Student will use the information gained from the classroom, textbooks, and research and apply this knowledge to improve practices and policy that impact service delivery through involvement in supervision and multidisciplinary team meetings. <p>*Refer to syllabi schedule for assignment due dates</p>	
TSU Social Work Learning Competencies	Generalist Practice Behaviors	Tasks/Activities	Evaluation
<p><u>Competency 5</u> Engage in policy practice</p>	<p><input type="checkbox"/> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p>	<ul style="list-style-type: none"> • The student will identify at least one major policy within the agency that impacts client service delivery and access to social services. Once the policy is identified then the student will discuss this policy & how it impacts the clients in terms of services with their field instructor and field seminar class. (Does it limit services to a particular population? Does it unintentionally leave out populations that need services?) 	

	<ul style="list-style-type: none"> <input type="checkbox"/> Assess how social welfare and economic policies impact the delivery of and access to social services; <input type="checkbox"/> Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice 	<ul style="list-style-type: none"> • Student will complete agency analysis and journal assignment and discuss recommendations with supervisor. • Student will analyze agency policy and other legislative and social policy impacts on client population in journal assignment and discuss in seminar and with field instructor supervisor <p>*Refer to syllabi schedule for assignment due dates</p>	
<p><u>Competency 6</u> Engage with individuals, families, groups, organization, and communities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; <input type="checkbox"/> Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies 	<ul style="list-style-type: none"> • Student will complete the integrative client assessment theory paper, process recording, & journals that include support of theoretical frameworks and knowledge. • Student will complete a process recording & journals that will reflect on client interactions and the student's use of interpersonal skills with the clients. <p>*Refer to syllabi schedule for assignment due dates</p>	
<p><u>Competency 7</u> Assess individuals, families, groups, organization, and communities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 	<ul style="list-style-type: none"> • Student will complete client assessment(s) and complete agency case documentation. Student will document application of knowledge, skills, and values in journal, process recording, and theory paper assignments 	

	<ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; <input type="checkbox"/> Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies 	<ul style="list-style-type: none"> • Student will complete integrative client assessment & annotated bibliography <u>or</u> journal assignment to apply knowledge of human behavior and person-in-environment in client assessment(s). • Student will complete a treatment/action plan including intervention goals and objectives agreed upon by client and agency. • Student will provide options for intervention strategies based on the assessment of the client; the intervention strategy selected will be agreed upon by client and agency. <p>*Refer to syllabi schedule for assignment due dates</p>	
TSU Social Work Learning Competencies	Generalist Practice Behaviors	Tasks/Activities	Evaluation
<p><u>Competency 8</u> Intervene with individuals, families, groups, organizations, and communities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; <input type="checkbox"/> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 	<ul style="list-style-type: none"> • Student will complete a treatment/action plan with an intervention approach that aims to meet clients' goals agreed upon by client and agency. • Student will complete integrative client assessment & annotated bibliography <u>or</u> journal assignment to apply knowledge of human behavior and person-in-environment in client intervention(s). 	

	<ul style="list-style-type: none"> <input type="checkbox"/> Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; <input type="checkbox"/> Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; <input type="checkbox"/> Facilitate effective transitions and endings that advance mutually agreed-on goals 	<ul style="list-style-type: none"> • Student will use collaboration with interdisciplinary professionals as well as the client(s) to achieve the desired outcome. • Student will negotiate and advocate to assist clients with accessing the services needed and meeting their goals. • Student will practice preparing clients for termination and follow up in order to meet client goals. <p>*Refer to syllabi schedule for assignment due dates.</p>	
<p><u>Competency 9</u> Evaluate practice with individuals, families, groups, organizations, and communities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Select and use appropriate methods for evaluation outcomes; <input type="checkbox"/> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; <input type="checkbox"/> Critically analyze, monitor, and evaluate intervention and program processes and outcomes; 	<ul style="list-style-type: none"> • Student will complete journals on interventions used with clients to evaluate effectiveness. Student will complete integrative client assessment. • Student will complete integrative client assessment & annotated bibliography <u>or</u> journal assignment to apply knowledge of human behavior and person-in-environment in evaluation of client(s) outcomes. • Student will self-reflect and discuss the evaluation of outcomes in assigned journal writings, process recordings, and theory paper. Student will also discuss in weekly supervision with field instructor and in the seminar course. 	

	<input type="checkbox"/> Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	<ul style="list-style-type: none"> Student will use the analysis of practice outcomes to improve future engagement, assessment, and interventions with clients, groups, organizations, and communities. Student will share outcomes in written assignments signed by the field instructor as well as verbally in weekly supervision. <p>*Refer to syllabi schedule for assignment due dates</p>	
Personal Objectives	Behaviors	Tasks/Activities	Evaluation
To practice appropriate and effective self-care	<input type="checkbox"/> Identify healthy self-care strategies <input type="checkbox"/> Identify unhealthy self-care strategies.	<ul style="list-style-type: none"> Student will write a one page paper identifying two ethical responsibilities as professionals related to self-care. Additionally, the student will identify unhealthy self-care strategies used and then explain how he/she will replace each with a healthy self-care strategy. Add self-care activity Add self-care activity 	

We understand this learning contract will be the basis for evaluating student performance in the Field Placement. We also understand that we will follow all policies and procedures as outlined in the TSU Field Manual.

Student Signature

Date

Field Instructor Signature

Date

Field Placement Seminar Instructor/Faculty Liaison

Date

APPENDIX: G

EVALUATION OF STUDENT PERFORMANCE IN THE FIELD (FIRS)

Rating Scale for Evaluation of Field Placement Performance

Instructions for rating students on the nine (9) competencies and observable critical behaviors in the First Part of the Evaluation:

The standard by which an intern is to be compared is that of a new, beginning-level, generalist social worker. The nine (9) 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 critical behaviors we ask that you rate the student on using the following criteria:

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

4 (Above Average): The student is functioning above expectations at applying the practice behavior in this area.

3 (Meets Expectations): The student has met the expectations for applying the practice behavior in this area.

2 (Below Expectations): 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 (Unacceptable): The student has not met the expectations for applying the practice behavior in this area and will not be able to do so.

Not Yet Observed (not able to grade based on limited or missing information): The student has not had the opportunity to demonstrate the competence of applying the practice behavior in this area. NOTE: *This option may only be applied, if applicable, during the midterm evaluation for Field I.*

Comments should be made under any 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 faculty seminar instructor and liaison's overall evaluation of the student's performance in the field placement in conjunction with the field instructor'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 faculty supervisor.

**Survey adapted from rubric courtesy of Charles Zastrow, Ph.D., George Williams College, Williams Bay, WI.*

Information

1) Please select the primary campus location your intern is affiliated with:*

TSU- Stephenville Campus

TSU-Waco Campus

TSU-Ft. Worth Campus

2) Please select the semester of the evaluation:*

Midterm 1st Semester

Final 1st Semester

Final 2nd Semester

3) Please provide the student's name, your name and your contact information below:*

Student's Name: _____

Semester and Year of evaluation (ex: Spring 2012): _____

Your Name: _____

Name of Your Agency : _____

Your Email Address: _____

Your Phone Number: _____

Please rate your student's level of efficacy with the following:

Competency 1: Demonstrate ethical and professional behavior.*

	5: Student has excelled at applying the practice behavior in this area.	4: Student is functioning above expectations at applying the practice behavior in this area.	3: Student has met the expectations for applying the practice behavior in this area.	2: Student has not yet met the expectations for applying the practice behavior in this area, but will do so in the near future.	1: Student has not met the expectations for applying the practice behavior in this area, and will not be able to do so.	Not Yet Observed: The student has not had the opportunity to demonstrate the competence of applying the practice behavior in this area.
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 & 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 outcome	()	()	()	()	()	()
Use supervision & consultation to guide professional judgment and behavior	()	()	()	()	()	()

Please provide an overall comment on your ratings of the student in this competency area. **Please be certain to comment on all Not Yet Observed responses.***

Comment: Competency 1:

Please rate your student's level of efficacy with the following:

Competency 2: Engage in diversity and difference in practice.*

	5: Student has excelled at applying the practice behavior in this area.	4: Student is functioning above expectations at applying the practice behavior in this area.	3: Student has met the expectations for applying the practice behavior in this area.	2: Student has not yet met the expectations for applying the practice behavior in this area, but will do so in the near future.	1: Student has not met the expectations for applying the practice behavior in this area, and will not be able to do so.	Not Yet Observed: The student has not had the opportunity to demonstrate the competence of applying the practice behavior in this area.
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	()	()	()	()	()	()
Present themselves as learners and engage clients and constituencies as experts of their own experiences	()	()	()	()	()	()
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	()	()	()	()	()	()

Please provide an overall comment on your ratings of the student in this competency area. **Please be certain to comment on all Not Yet Observed responses.***

Comment Competency 2:

Please rate your student's level of efficacy with the following:

Competency 3: Advance human rights and social, economic, and environmental justice.*

	5: Student has excelled at applying the practice behavior in this area.	4: Student is functioning above expectations at applying the practice behavior in this area.	3: Student has met the expectations for applying the practice behavior in this area.	2: Student has not yet met the expectations for applying the practice behavior in this area, but will do so in the near future.	1: Student has not met the expectations for applying the practice behavior in this area, and will not be able to do so.	Not Yet Observed: The student has not had the opportunity to demonstrate the competence of applying the practice behavior in this area.
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	()	()	()	()	()	()
Engage in practices that advance social, economic, and environmental justice	()	()	()	()	()	()

Please provide an overall comment on your ratings of the student in this competency area. **Please be certain to comment on all Not Yet Observed responses.***

Comments Competency 3:

Please rate your student's level of efficacy with the following:

Competency 4: Engage in practice-informed research and research-informed practice.*

	5: Student has excelled at applying the practice behavior in this area.	4: Student is functioning above expectations at applying the practice behavior in this area.	3: Student has met the expectations for applying the practice behavior in this area.	2: Student has not yet met the expectations for applying the practice behavior in this area, but will do so in the near future.	1: Student has not met the expectations for applying the practice behavior in this area, and will not be able to do so.	Not Yet Observed: The student has not had the opportunity to demonstrate the competence of applying the practice behavior in this area.
Use practice experience and theory to inform scientific inquiry and research	()	()	()	()	()	()

Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	()	()	()	()	()	()
Use and translate research evidence to inform and improve practice, policy, and service delivery	()	()	()	()	()	()

Please provide an overall comment on your ratings of the student in this competency area. **Please be certain to comment on all Not Yet Observed responses.***

Comments Competency 4:

Please rate your student's level of efficacy with the following:

Competency 5: Engage in policy practice.*

	5: Student has excelled at applying the practice behavior in this area.	4: Student is functioning above expectations at applying the practice behavior in this area.	3: Student has met the expectations for applying the practice behavior in this area.	2: Student has not yet met the expectations for applying the practice behavior in this area, but will do so in the near future.	1: Student has not met the expectations for applying the practice behavior in this area, and will not be able to do so.	Not Yet Observed: The student has not had the opportunity to demonstrate the competence of applying the practice behavior in this area.
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						
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Please provide an overall comment on your ratings of the student in this competency area. **Please be certain to comment on all Not Yet Observed responses.***

Comments Competency 5:

Please rate your student's level of efficacy with the following:

Competency 6: Engage with individuals, families, groups, organizations, and communities. *

	5: Student has excelled at applying the practice behavior in this area.	4: Student is functioning above expectations at applying the practice behavior in this area.	3: Student has met the expectations for applying the practice behavior in this area.	2: Student has not yet met the expectations for applying the practice behavior in this area, but will do so in the near future.	1: Student has not met the expectations for applying the practice behavior in this area, and will not be able to do so.	Not Yet Observed: The student has not had the opportunity to demonstrate the competence of applying the practice behavior in this area.
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	()	()	()	()	()	()
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	()	()	()	()	()	()

Please provide an overall comment on your ratings of the student in this competency area. **Please be certain to comment on all Not Yet Observed responses.***

Comments Competency 6:

Please rate your student's level of efficacy with the following:

Competency 7: Assess individuals, families, groups, organizations, and communities.*

	5: Student has excelled at applying the practice behavior in this area.	4: Student is functioning above expectations at applying the practice behavior in this area.	3: Student has met the expectations for applying the practice behavior in this area.	2: Student has not yet met the expectations for applying the practice behavior in this area, but will do so in the near future.	1: Student has not met the expectations for applying the practice behavior in this area, and will not be able to do so.	Not Yet Observed: The student has not had the opportunity to demonstrate the competence of applying the practice behavior in this area.
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	()	()	()	()	()	()
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of	()	()	()	()	()	()

clients and constituencies						
----------------------------	--	--	--	--	--	--

Please provide an overall comment on your ratings of the student in this competency area. **Please be certain to comment on all Not Yet Observed responses.***

Comments Competency 7:

Please rate your student's level of efficacy with the following:

Competency 8: Intervene with individuals, families, groups, organizations, and communities.*

	5: Student has excelled at applying the practice behavior in this area.	4: Student is functioning above expectations at applying the practice behavior in this area.	3: Student has met the expectations for applying the practice behavior in this area.	2: Student has not yet met the expectations for applying the practice behavior in this area, but will do so in the near future.	1: Student has not met the expectations for applying the practice behavior in this area, and will not be able to do so.	Not Yet Observed: The student has not had the opportunity to demonstrate the competence of applying the practice behavior in this area.
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	()	()	()	()	()	()
Facilitate effective transitions and endings that advance mutually agreed-on goals	()	()	()	()	()	()

Please provide an overall comment on your ratings of the student in this competency area. **Please be certain to comment on all Not Yet Observed responses.***

Comments Competency 8:

Please rate your student's level of efficacy with the following:

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities *

	5: Student has excelled at applying the practice behavior in this area.	4: Student is functioning above expectations at applying the practice behavior in this area.	3: Student has met the expectations for applying the practice behavior in this area.	2: Student has not yet met the expectations for applying the practice behavior in this area, but will do so in the near future.	1: Student has not met the expectations for applying the practice behavior in this area, and will not be able to do so.	Not Yet Observed: The student has not had the opportunity to demonstrate the competence of applying the practice behavior in this area.
Select and use appropriate methods for evaluation 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	()	()	()	()	()	()

Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	()	()	()	()	()	()
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Please provide an overall comment on your ratings of the student in this competency area. **Please be certain to comment on all Not Yet Observed responses.***

Comments Competency 9:

Please provide an overall comment on your ratings of the student in this competency area. **Please be certain to comment on all Not Yet Observed responses.***

I certify that the ratings that I have selected above are true to the best of my knowledge. By providing a check mark in this box, it indicates my signature. *

Certification

Overall Evaluation at MIDTERM 1st Semester*

Please check **one** of the following:

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this inter will be ready for beginning level social work practice by the end of placement.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments:

Overall Evaluation at FINAL 1st Semester*

Please check **one** of the following:

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this inter will be ready for beginning level social work practice by the end of placement.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments:

*Overall Evaluation at FINAL 2nd Semester**

Please check **one** of the following:

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for the position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments:

IMPORTANT NEXT STEPS: Please print a copy of this evaluation to review with your intern. Have your intern acknowledge receipt by reading and signing the following:

My agency supervisor has discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:*

- I **agree** with the evaluation
- I **do not** agree with the evaluation

Intern's Signature: _____

Date: _____

Field Instructor Signature: _____

Date: _____

**Note: If the intern disagrees with the evaluation, the disagreement should be stated in writing and a copy submitted to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.*

Thank You!

Thank you for taking the time to complete this evaluation. Your responses are very important to us.

APPENDIX: H

- VI. Briefly describe your tasks as a student in this agency.
- VII. What were the most positive learning experiences you had in your field placement?
- VIII. Was your field agency supervisor readily available for supervision at least one hour per week?
- IX. In what ways could your field agency supervisor have been more helpful to you during your placement?
- X. 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 explain the reason for your rating.
- XI. Is there anything you would like to have seen changed about your field experience at the agency?
- XII. Additional Comments:

Student Signature _____

APPENDIX: I



FIELD INSTRUCTOR 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 TSU-Stephenville _____ From TSU-Waco _____
From TSU-Fort Worth _____ From other universities _____

2. How many years have you supervised students?

3. Please select your degree

(Undergraduate)

___ BSW ___ Sociology ___ Education
___ Criminal Justice ___ Psychology ___ Other (specify: _____)

(Graduate)

___ MSW or MSSW ___ Educational Psychology ___ Other (specify : _____)
___ 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 TSU faculty liaison visited you and your agency.

1st semester _____ 2nd semester _____

7. Please indicate the number of times you had telephone contact with your faculty 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 TSU Social Work Program during the past year? ___Yes ___No

The below section asks you to provide feedback on the support that you received from TSU's BSW 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 TSU '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 TSU '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>	
Demonstrates ethical and professional behavior	1	2	3	4	5
Engages diversity and difference in practice	1	2	3	4	5
Advances human rights and social, economic, and environmental justice	1	2	3	4	5
Engages in practice-informed research and research-informed practice	1	2	3	4	5
Engages in policy practice	1	2	3	4	5
Engages with individuals, families, groups, organizations, and communities	1	2	3	4	5
Assesses individuals, families, groups, organizations, and communities	1	2	3	4	5
Intervenes with individuals, families, groups, organizations, and communities	1	2	3	4	5
Evaluates practice 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 TSU 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:

TSU Stephenville/Fort Worth/Waco Campuses

Please mail to:

Dr. Misty G. Smith, DSW, LMSW-IPR

BSW Field Director

Social Work Program

Tarleton State University

Box T-0655

Stephenville, Texas 76402

APPENDIX: J

CORRECTIVE ACTION AGREEMENT

Date and Location of Meeting: _____

Student's Name: _____

Agency Name: _____

Field Instructor's Name: _____

Faculty Liaison's Name: _____

Meeting Participants (list and provide title for each):

- I. Describe area 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 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 and Field Instructor will meet on _____ to evaluate the student's
(date and time)
progress toward the desired behavior(s).

Signatures for agreement on plan:

Student Signature

Field Instructor Signature

Date

Date

[Obtain other signatures, such as task supervisor, if needed.]

Documentation of Evaluative Conference

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

Signature for Evaluative Conference:

Student Signature

Field Instructor Signature

Date

Date

[Obtain other signatures, such as task supervisor, if needed.]

APPENDIX: K



WEEKLY SUPERVISION LOG

[Note: The purpose of this form is to provide the student with an opportunity for this session to be student-centered, to appropriately use her/his authority, and to document the activity.]

In agreement with TSU BSW Field Program and CSWE guidelines, all supervisors must provide 1 hour per week of supervision time.

Student's name: _____

Field Instructor's name: _____

Date of conference: _____

1. Discussion areas (e.g., client interactions, organizational issues, community issues, etc. Note: Review learning contract to ensure that negotiated learning tasks/activities are included.)

2. Decisions, plans, or actions to be taken

3. Evidence of application of social work skills, knowledge, and values

4. Discussion of value conflicts

5. Student's strengths/limitations and action plan for increasing professional development

6. Areas of work for next week (including follow-up on this week's assignments)

Signature of student: _____ Date: _____

Signature of 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 with scheduled time sheet submission for the field seminar. If additional pages are needed, please use back of form or staple additional pages to this form.

APPENDIX: L



FIELD INSTRUCTOR SUPERVISION NOTES

(Sample Format For Documentation of Weekly Student Supervisory Sessions)

In agreement with TSU BSW Field Program and CSWE guidelines, all supervisors must provide 1 hour per week of supervision time.

Student: _____

Date: _____

Review of interactions/cases/clients

Use of social work skills/knowledge/values

Performance issues (strengths/limitations) and improvement plans

Areas to work on next week (interactions/activities)

APPENDIX: M



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	Agency Supervisor Signature
Date	Date

APPENDIX: N

RUBRIC FOR ASSESSING PROFESSIONAL BEHAVIORS

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	Score
1. Attendance: Attends classes, related meetings, and adheres to agency schedule.	Student has missed 20% or more of total class time in one or more classes	Student missed class for reasons that are not related to allowable emergencies but for convenience; Skipped one class to do work for another class	Student attend all classes except in truly rare or unusual circumstances that are considered excusable by the professor	Student attended all classes	
Comments:					
2. Punctuality: Be punctual and engaged.	Student has been late to class or left early from class 3 or more times in a semester	Student has occasionally been late to class or left early from class, but no more than once per semester	Student is on time to class 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	
Comments:					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
3. Manage communications and contacts.	Student does not usually contact the instructor to inform of tardiness to/absence from class; Student provides no reason for absence	Student contacts the professor to inform of tardiness or absence, but does it after already missing a class or meeting	Student contacts the professor prior to the beginning of class to inform of tardiness or absence except in true emergencies, and then contacts the professor immediately thereafter	Student always contacts the professor prior to the beginning of class to inform of anticipated tardiness, illness, etc.	
Comments:					
4. Demonstrate respect and support in relationships.	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty	Student is usually respectful to and supportive of classmates, staff, faculty	Student is always respectful to and supportive of classmates, staff, faculty	
Comments:					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
5. Demonstrate self-awareness.	Student rarely shows self-awareness about the impact of verbal and non-verbal communications	Student only 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	
Comments:					
6. Demonstrate awareness and responsiveness to diversity.	Student's classroom interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student only occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people	Student's classroom interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student's classroom interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people	
Comments:					
7. Demonstrate collegiality and collaborative interactions.	Student has not demonstrated collaborative skills in work with others and relationships with classmates have been affected by this	Student is reluctant to collaborate with others and struggles with maintaining positive relationships	Student almost always works collaboratively with team members while relating easily and positively with others	Student always works collaboratively with all team members, while relating easily and positively with others	
Comments:					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
8. Strive for a high level of oral expression.	Student consistently gets feedback from instructor that oral expression is unprofessional. Student never or hardly ever participate in class discussions	Student's professional oral expression is challenging for others to understand. It may contain grammatical errors or excessive slang, or it may be poorly organized. Student only occasionally participates in class discussions	Student is usually articulate and professional in oral expression. Student usually participates in class discussions in ways that significantly add to the quality of the discussion	Student is always articulate and professional in oral expression. Student always participates in class discussions in ways that significantly add to the quality of the discussion	
Comments:					
9. Strive for a high level of written expression.	Student consistently gets feedback from instructors that written expression is unacceptable or unprofessional. Grades on papers are reduced significantly because of writing	Student's written work lacks clarity and has some errors. When asked to use APA guidelines, Student does this incorrectly on a consistent basis. Grades on papers are reduced somewhat because of writing.	Student almost always expresses ideas or concepts clearly, with very few errors; Student uses APA guidelines when required, making very few errors. Grades on papers are reduced slightly because of writing.	Student always expresses ideas or concepts clearly, with an absence of errors; Student uses APA guidelines accurately. Grades on papers are reduced hardly at all because of writing.	
Comments:					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
<p>10. Demonstrate self-initiative, reliability and dependability.</p>	<p>Student rarely takes initiative to plan work and complete it in a timely manner. Student rarely gets the reading done or leaves enough time to turn in best work. Student never proof-reads written assignments and turns them in with major errors on them</p>	<p>Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class without having done the reading or not allowing enough time to complete and proof-read</p>	<p>Student almost always takes initiative to plan work and complete it in a timely manner. Work is proofread thoroughly before turning in a written assignment</p>	<p>Student always takes initiative to plan and complete work in a timely manner. Work is proofread in its entirety before turning in a written assignment and makes necessary corrections</p>	
<p>Comments:</p>					
<p>11. Demonstrate evidence of motivation to improve oneself. Responses to suggestions and feedback are appropriate and timely.</p>	<p>Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, make no effort to adjust performance accordingly</p>	<p>Student is usually receptive to suggestions and feedback, does not adjust performance accordingly</p>	<p>Student is almost always receptive to suggestions or feedback and adjusts performance accordingly</p>	<p>Student is always receptive to suggestions or feedback from others, and adjusts performance accordingly</p>	
<p>Comments:</p>					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
12. Be knowledgeable about and compliant with the professional conduct policy in the BSW Student Handbook, the BSW Field Education Manual, and agency, legal, or other policy appropriate to field setting.	Student is not familiar with the professional conduct policy in the Social Work Program and rarely if ever complies with it	Student is aware that a Professional Conduct Policy exists within the Social Work Program, but does not comply with it	Student is aware of and follows the Professional Conduct Policy in the Social Work Program	Student demonstrates exemplary knowledge of the Professional Conduct Policy in the Social Work Program. Student always conducts self accordingly	
Comments:					
13. Show respect and use the NASW Code of Ethics in its entirety, including confidentiality.	Student indicates no awareness of or knowledge about the Code of Ethics	Student's knowledge of the NASW Code of Ethics is not evident in communications or practice-related behavior	Student respects the NASW Code of Ethics, which is evident in both communications and practice-related behavior	Student consistently demonstrates leadership with colleagues in discussions of ethical issues and compliance with the Code of Ethics	
Comments:					
14. Use departmental or agency communications.	Student never checks email and/or does not respond to emails sent by fellow group mates or the professor	Student rarely checks email and/or does not regularly respond to emails sent by fellow group mates or the professor	Student consistently checks email looking for correspondence from classmates and the professor and is usually prompt to respond to it	Student always checks email looking for correspondence from classmates and the professor and is always prompt to respond to it	
Comments:					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
15. Displays professional appearance that does not interfere with professional relationships/responsibilities.	Student's attire and presentation is consistently unprofessional for professional and classroom settings. Hair and body are not clean or well-groomed, and/or often has offensive body odors that are uncorrected when provided feedback and support	Student sometimes has poor hygiene, wears unprofessional clothing, or has distracting body odors. Student rarely self-corrects when provided feedback and support	Student demonstrates routine attention to professional appearance and hygiene	Student demonstrates consistent attention to professional appearance and hygiene	
Comments:					

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

Professor's signature: _____ Date: _____

Student's signature: _____ Date: _____

APPENDIX: O



FIELD EDUCATION SUPERVISION ACCEPTANCE FORM

In agreement with BSW Field Program and CSWE guidelines, all supervisors must provide 1 hour per week of supervision time.

Supervision may occur as a group or individual setting. I agree to be available to provide individual supervision, as needed for confidentiality, to students participating in group sessions. As a Field Supervisor, I agree to provide supervision every week on the same day at the same time as outlined below.

Student Name: _____

Day of week: _____

Time: _____

Supervisor: _____

Signature

Date

APPENDIX: P



TARLETON STATE UNIVERSITY – SOCIAL WORK DEPARTMENT – BSW FIELD EDUCATION

**BSW FIELD INSTRUCTOR FIELD PLACEMENT INTERVIEW RESPONSE
CONFIRMATION FORM**

Completion of this form is needed to confirm the placement.

TO BE COMPLETED BY THE FIELD INSTRUCTOR									
(Contact information must be completed even if you have previously submitted an Application for Field Instructor Faculty Status.)									
Instructor's Last Name:	First:	Middle:	<input type="checkbox"/> Dr.	<input type="checkbox"/> Miss	<input type="checkbox"/> Ms.	<input type="checkbox"/> Mr.	<input type="checkbox"/> Mrs.		
Degree Credentials:	Field Instructor phone:		Field Instructor Email:						
Organization/Agency:				Department:					
Organization/Agency Mailing Address (Street/Building/Floor/Suite):									
City/State/Zip:									
Have you previously been a field instructor for Social Work?								<input type="checkbox"/> Yes	<input type="checkbox"/> No

Please complete all that apply:

I have interviewed (Student's Name):	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is this student an employee of the agency?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, special permission is required from Field Director. Please complete the following: Occupation/Title:
Student placement location (different unit):		
I will accept this student for field placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Field Placement will begin:	<input type="checkbox"/> Fall	<input type="checkbox"/> Spring
Will a Task Supervisor be assigned?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name of Task Supervisor (if applicable):	Task supervisor has interviewed this student	
Task Supervisor Phone Number:	Task Supervisor Email Address:	<input type="checkbox"/> Yes <input type="checkbox"/> No
I wish to discuss the interview further. Please call me at:		
I have interviewed this student and I am unable to accept this student for field placement for the following reason(s):		
If student is currently employed by agency, please attach a description of the field placement arrangements (i.e. the social work field instructor must be different than the employment supervisor, the schedule of hours for the field placement must be separate from the work hours schedule, social work tasks must be assigned and different from employment tasks, etc.).		
Note: When sent electronically, a digital signature is acceptable.		
Field Instructor Signature:	Date:	

TO BE COMPLETED BY THE FIELD DIRECTOR

Field Director Signature:	Date:	
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Completed application can be faxed to: 254-968-0521, or emailed to Dr. Misty Smith, Director of BSW Field Education, mistysmith@tarleton.edu