

**NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK**



**The Baccalaureate Program Field Education Manual
2022 - 2023 Academic Year**

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Preface

In 1969, Norfolk State University instituted a separate Department of Social Work providing a Bachelor of Arts in Social Work. This program developed out of the University's recognition of the growing need for more qualified practitioners in the social welfare field and out of Social Work's growing recognition of the need for individuals with professional qualifications on the baccalaureate level.

Since August 1977, the Baccalaureate Department of Social Work no longer exists as part of the Division of Social Sciences. The Bachelor of Social Work (BSW) Program is now one of three programs of The Ethelyn R. Strong School of Social Work and is nationally accredited by the Council on Social Work Education. The school strives to provide professional preparation commensurate with the needs and demands of society.

The education of the professional social work student must provide an opportunity for the student to test out and apply his/her academic knowledge in the reality of an agency setting. Thus, professional social work education must involve a three-way partnership between the student, the community social welfare agency, and the University. In the Baccalaureate Program, the agency becomes more actively involved in the social work student's educational program during his/her senior year when the student begins his/her practice work. The University recognizes the important contribution which the community agency makes to the social work degree program and wishes to acknowledge with gratitude the time, cooperation, suggestions, skills and patience displayed by these agencies.

The manual is provided as a guide for the student, the agency, and the Baccalaureate Program as we jointly seek to maximize the student's practice experience and thus, his/her social work education. Ultimately, the success of our efforts will be judged by those in need of social welfare services whom we serve.

Welcome to Field Education

This manual has been developed for the use of all individuals involved in the field placement sequence: field instructors, task coordinators, field placement agencies, field faculty liaisons, and faculty of the School of Social Work. The manual is on-line at [BSW Website](#). It provides a detailed description of the field education program including admission, placement process, policies and procedures, field requirements, and guidelines all of which are critical to the successful operation of the field education program. Students are supervised in the agency by a group of committed social service professionals who support the School of Social Work's mission and service to the community, as well as the University's Mission.

The field instructors and agency supervisors in the program are involved in on-going program development, working closely with the field faculty liaisons and the BSW Director of Field Education, preparing students to enter the social work profession using a generalist approach. These professionals understand the school's mission and objectives, are committed to working with diverse populations, and emphasize direct service delivery that strengthens and/or empowers individuals, families, groups, organizations, and communities.

The success of field education assumes that practicum students will be assigned responsibility for direct services to clients within the agency. The student is expected to participate in active learning experiences with multilevel systems. The intent of field education is to connect the theoretical and contribution of the classroom with the practical world of the practice setting. The BSW Field Education department is designed to support students, faculty, field faculty liaisons, and field instruction agency supervisors in preparing tomorrow's professional social workers to meet the challenges of our global society.

I. GENERAL SCHOOL INFORMATION

Norfolk State University Mission Statement

Norfolk State University, a comprehensive urban public institution, is committed to transforming students' lives through exemplary teaching, research, and service. Offering a supportive academic and culturally diverse environment for all, the University empowers its students to turn their aspirations into reality and achieve their full potential as well rounded, resourceful citizens and leaders for the 21st century.

Norfolk State University's strength lies in its value system. These core values embody the principles, ideals, and beliefs of our students, faculty, staff, and Board of Visitors. They form the foundation for our actions and reflect what is important to us as members of the Norfolk State University community. *NSU's core values are as follows:*

1. Excellence – We are dedicated to fostering a culture of excellence in all facets of the University through the highest educational standards for student achievement, stellar faculty teaching, innovative research, dedicated service and creative co-curricular activities.

2. Student-Centeredness – Students are our top priority, and we are committed to helping them become globally competitive in an enriching, stimulating and supportive environment.
3. Diversity & Inclusiveness – We foster a multicultural campus respecting all people, cultures, ideas, beliefs, identities, socio economic backgrounds, and perspectives. We train our students to become leaders in an ever changing global and multicultural society.
4. Integrity and Civility – We expect everyone to be accountable for his or her actions and to engage in honest, ethical behavior. We value the contributions of each person, treating all with respect and civility, and affirm our shared responsibility for institutional success.
5. Engagement – We continually enhance the university’s role and influence in affairs of local and global communities, by promoting educational attainment, cultural enrichment, and economic development.
6. Pride – We display great admiration for the University and its rich history and legacy.
7. Financial Empowerment – We aggressively pursue expanded and more diversified revenue streams.

The Ethelyn R. Strong School of Social Work Mission Statement

To provide social work education programs which prepare students with competence to develop and deliver services that strengthen and/or empower individuals, families, groups, organizations, and communities. The School and its programs emphasize the values of social justice, social responsibility and respect for human rights, dignity and diversity. The School is especially committed to address the strengths and changes for an ethnically and culturally diverse client population in an evolving global and technological community.

BSW Program Mission Statement

Rooted in the urban context, the Baccalaureate Social Work (BSW) Program at Norfolk State University (NSU) seeks to develop knowledgeable professionals capable of delivering evidence-based interventions as generalist practitioners within multi-level systems, such as government agencies, nonprofit organizations, and mental health facilities. Partnering with community and global leaders, the program emphasizes critical thinking; ethics; service; racial and economic justice; policy, scientific inquiry; social responsibility; human rights; dignity; and diversity.

Accreditation Memberships

Council on Social Work Education (<http://www.cswe.org>)
B.S.W. Program (1974 - present)
M.S.W. Program (1975 present)
Southern Association of Colleges and Schools (1969 – present)

II. BSW PROGRAM CURRICULUM OVERVIEW

Generalist Social Work Practice

Generalist Practice Definition:

“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.” (EP 2.0, 2015 EPAS)

The mission of the BSW Program at NSU integrates all aspects of generalist practice as defined in EP 2.0, 2015 (included above). Specifically, the mission prepares undergraduate students for generalist practice by using **evidenced-based intervention** with systems of any size in any settings. Furthermore, students are **partnering with community and global leaders**, while using knowledge and skills such as **critical thinking; ethics; service; racial and economic justice; policy; scientific inquiry; social responsibility; human rights; dignity; and diversity**. At the beginning of their matriculation, students complete liberal arts and general education course requirements that prepare students as **knowledgeable professionals** for the major social work courses. The mission of the BSW Program of **social responsibility** is aligned with generalist practice as it emphasizes values and ethics, promotion of social and economic equality, fighting discrimination and oppression, and supporting **human rights and social and economic justice**. The goals of the program emphasize **values and ethics**, work with **systems of any size**, and **research informed practice** that lends itself to **change** (Goals 1-2), which directly apply to elements of generalist practice. These elements match with promoting **human and social well-being**, ethical principles, prevention and intervention methods, advocate for human rights and social and economic justice, and micro, mezzo and macro levels while **responding to the impact of context on professional practice**.

BSW PROGRAM STRUCTURE

The BSW program is accredited by the Council on Social Work Education (CSWE). Undergraduates who have completed all academic requirements of the BSW Program and the University will have conferred the BSW degree, which is recognized as the first level of social work practice.

Requirements for the BSW Degree

Admissions is a two-step process: 1) Admission to the University and 2) Admission to the BSW program. BSW applicants must meet University requirements for admission as posted in the BSW Student Handbook and website. After successfully completing the first two years of Pre-Social Work Course Requirements students may apply to the Professional Program for the BSW degree. Professional social work education begins in the junior year and combines both academic coursework and the field practicum.

Admission to the professional program is accomplished through a multi-faceted *candidacy* process that includes a ***formal application, resume, academic assessment, recommendations and personal statement***. All are reviewed by the candidacy admission review committee. In order to apply for the professional program students must complete the *pre-social work requirements* outlined on the REQUIREMENTS FOR THE BACHELOR OF SOCIAL WORK DEGREE guidance sheet, please see pgs. **13-16** of the field manual. The requirement for the Bachelor of Social Work degree guidance sheet is also in the lobby of the Ethelyn R. Strong School of Social Work department.

In order to continue matriculation as a BSW candidate, students must maintain a 2.5 grade point average in all social work courses. The practicum requirement of 12 hours is taken during the senior year. To enter Practicum I and II, the student must have a 2.5 grade point average. Only students who have been accepted as candidates for the BSW degree can be enrolled in **SWK** courses 313, 318, 319, 416, 490, 491, 495, and 496.

In order to qualify for the BSW degree, therefore, the student must:

1. Fulfill all curriculum requirements set forth in the undergraduate curriculum model.
2. Fulfill requirements established by the University.
3. Complete all field practice successfully in keeping with specified standards of the School, and under professional social work supervision and instruction.
4. Complete all social work courses with a grade point average of 2.5 or better (no social work course can be repeated more than one time) and maintain the University requirements of an overall 2.00 G.P.A.

ADVISING

Academic

Policy: The BSW Program takes the position that all students receive primary academic advising from a Professional Academic Advisor housed under the Patricia Stith Student Success Center's Academic Intervention Measures (AIM) under the Office of Academic Engagement Student Success.

The University-Wide Academic Advising Program is a comprehensive, multi-faceted program to facilitate student retention and success. Recently, the University has moved to a 2- 2 advising model where students are advised through the student success center during their first two years. After reaching 60 credit hours, the student is advised by a Professional Academic Advisor located within the department/school. This advising program incorporates face- to- face as well as virtual advising appointments—the advisor contacts advisees to discuss academic progress and 5th& 10-week grades through Student Planning.

Procedures: The University's Student Planning tool is an educational platform to assist students and advisors with registration. This platform is designed to make the registration process more straightforward and allow for a smooth process. One of the main focuses of Student Planning is to allow greater student involvement.

Student Planning allows the students to track their progress as they matriculate through their courses. The curriculum is uploaded into Student Planning, allowing the student to see all the courses required for the program. It displays the remaining courses for the student to complete and the courses they have successfully passed.

Student Planning has improved the registration process and encouraged students to take an active role in selecting classes and sections. Student planning empowers the student to select the course's sections that best fit their schedule and require advisor approval before completing the registration process. With this approval process in place, the advisor can ensure students follow the correct sequence according to the curriculum.

The new platform, Student Planning, has offered an additional communication method between advisee and advisor. Both parties can leave notes with questions or course suggestions or request meetings. After the note is left, the receiving party will receive an email notification stating a message is waiting. Advisors will log into the platform and the specific advisee's account to retrieve the note.

Academic plans can be created within the student planning tool. As the platform continues to be developed, advisees can create academic plans for the year. During advising appointments, advisors and advisees currently develop an academic plan for the remainder of the advisee's program. This plan is emailed to the student, and a copy is placed in the advisee's file. The agreed-upon academic plan is to add to the notes for future review by the advisee.

The Student Success Center provides advisement, tutorial services, a computer lab, and other support services for students. The department also provides training and an advisement manual for faculty. Services may be accessed by referral from faculty members or students may self-refer.

Professional Academic Advisors primary purposes are listed below:

- To assist students in identifying academic goals and developing meaningful educational plans compatible with career and academic aspirations.
- To provide adequate educational support and encouragement for students to take advantage of both in-and out-of-class educational experiences.
- Increase proficiency and use of technology to better serve students and faculty and more efficiently use resources
- To provide the information and educational support necessary to ensure student retention and progress toward graduation.

The BSW program uses the Patricia Stith Student Success Center's Academic Intervention Measures (AIM) when there is a concern about a student's academic progress. The advisor makes the referral by completing the procedure online. A referral is made when there are the following concerns. The student:

- Is frequently tardy to class.
- Has been absent three or more times.
- Has not been submitting assignments.
- Has not been actively participating in class or appears to be uninterested.
- Has received a "D" or "F" at mid semester report.
- Is on academic probation and has shown no signs of improvement.
- Shows some unusual behavior or attitude.

Professional

Policy: It is the position of the BSW Program that BSW Program faculty will engage and serve as professional mentors for all students. Faculty will serve as professional mentors guiding the profession, networking, and career exploration.

Procedures: Faculty take on a professional mentor role to assist students with career exploration, networking opportunities, and professional development. Faculty are assigned a student mentee that they meet with 1-2 times each semester individually or in student groups to discuss various professional opportunities (i.e., state licensure, employment options, professional development). The faculty mentors document their meetings annually.

Faculty Professional Mentors (BSW Faculty) primary purposes are listed below:

- To assist students, navigate their professional goals, and provide supportive guidance on how to accomplish their goals
- To provide networking opportunities with their connections and the community
- To guide students during their professional development
- To assist students in the potential exploration of graduate school endeavors

Each advisor, including the Program Director, is assigned 30 advisees for Professional Advising.

The Program Director is responsible for the graduation certification process, along with the Professional Academic Advisor.

Baccalaureate Curriculum Model

Students seeking the BSW degree must complete the following total curriculum requirements:

General Education Requirement	49 hours
Major Requirements	56 hours
Electives	<u>15 hours</u>

TOTAL DEGREE REQUIREMENT 120 hours

Students who aspire for the BSW degree may enroll as pre-social work students in the School for the first two years of study. It should be *emphasized* however, that enrollment as a pre-social work student is not to be interpreted as automatic acceptance into candidacy for the BSW degree.

**NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
REQUIREMENTS FOR THE BACHELOR OF SOCIAL WORK DEGREE (BSW)
Effective Spring 2021**

PRE-SOCIAL WORK REQUIREMENTS

FRESHMAN YEAR

Semester I	Course Title	Credit Hours	Grade
HED 100	Personal and Community Health (<i>Tier 1</i>)	2	
ENG 101***	College English I (<i>Tier 1</i>)	3	
MTH 103	Contemporary Math (<i>Tier 1</i>)	3	
CSC 150***	Computer Literacy (<i>Tier 2</i>)	3	
PED 100	Fundamentals of Fitness for Life (<i>Tier 1</i>)	1	
HIS 100	History of World Societies I <i>or</i> HIS 101, History of World Societies II <i>or</i> HIS 102, US History to 1865 <i>or</i> HIS 103, US History: 1865 to Present (<i>Tier 2</i>)	3	
SEM 101	Spartan Seminar (<i>Tier 1</i>)	1	
TOTAL		16	

Semester II	Course Title	Credit Hours	Grade
ENG 102***	College English II (<i>Tier II</i>)	3	
SOC 101***	Introduction to Social Science (<i>Tier 2</i>)	3	
SWK 199	Professional Development: Leadership & Social Work Ethics	2	
PSY 210***	Introduction to Psychology	3	
BIO 105/105L	Human Biology and Human Biology Lab (<i>Tier 2</i>)	4	
SEM 102	Spartan Seminar II (<i>Tier 1</i>)	1	
TOTAL		16	

SOPHOMORE YEAR

Semester I	Course Title	Credit Hours	Grade
SWK 200	Introduction to Social Work	3	
***POS 231	State and Local Govt. <i>or</i> POS 100, American National Government	3	
SCI 101	Intro. to Physical Science for Non-Science Majors or Equiv. (<i>Tier 2</i>)	3	
ECN 200	Basic Principles of Economics or Equivalent (<i>Tier 2</i>)	3	
HUM 210	Humanities – (ENG 207, Intro. to World Literature; FIA 201, Basic Art Appreciation; or MUS 301, Music Appreciation) – (<i>Tier 2</i>)	3	
SEM 201	Spartan Seminar III (<i>Tier 1</i>)	1	
	TOTAL	16	

Semester II	Course Title (Apply to Professional Program)	Credit Hours	Grade
SWK 207	Social Welfare Policies and Services I	3	
ENG 285	Public Speaking (<i>Tier 1</i>)	3	
SWK 220	Human Behavior and the Social Environment I	3	
***PSY 280	Abnormal Psychology	3	
XXX XXX	Optional Elective	3	
	TOTAL	15	

* 1) Logic, Philosophy, Problem Solving Cluster (i.e., SOC 230, Social Problems)

*** 2) Minimum grade of C is required in all Social Work courses **and** those with **** beside them

3) It is the students' responsibility to meet with their advisor every semester to schedule classes.

4) It is the students' responsibility to follow the BSW curriculum sheet in the **sequence** detailed.

5) **APPLY TO THE PROFESSIONAL PROGRAM-** The application is in the School of Social Work – Brown Hall Suite 335 and on the Social Work Website – *It is due at the end of the second semester sophomore year.* Please see the due dates on the application.

PROFESSIONAL SOCIAL WORK REQUIREMENTS

- The following Social Work (SWK) courses are reserved for students accepted into the BSW Professional Program. Some electives are open to non-majors.
- Students should apply for the **field practicum (internship)** during the *second semester of the junior year* and must meet all pre-requisite requirements for field practicum.

JUNIOR YEAR

Semester I	Course Title	Credit Hours	Grade
SWK 300	Social Welfare Policies and Services II	3	
SWK 309	Human Behavior and the Social Environment II	3	
SWK 312	Introduction to Generalist Practice	3	
SOC 331	Social Psychology or PSY 250, Social Psychology	3	
SWK 333	Methods of Social Work Research (<i>As of Spring 2020</i>)	3	
	TOTAL	15	

Semester II (Apply to Field)	Course Title	Credit Hours	Grade
Cultural Perspective	Cultural Perspective (<i>Social Sciences</i>) – HIS 335, Af-Amer. History to 1865; HIS 336, Af-Amer. History Since 1865; HIS 371, African History/Culture <i>or</i> HRP 320, Af-Amer. Health (<i>Tier 3</i>)	3	
SWK 313	Generalist Practice: Individuals and Families	3	
SWK 319	Human Behavior and the Social Environment III	3	
***SOC 355	Elementary Social Statistics or POS 345, Statistics and Data Processing for Political Analysis	3	

SWK 320	Human diversity and Social Justice in Social Work	3	
	TOTAL	15	

SENIOR YEAR

Semester I	Course Title	Credit Hours	Grade
SWK 318	Generalist Practice: Groups, Communities, and Organizations	3	
SWK 490	Practicum Seminar I	1	
SWK 495	Practicum in Social Work I	5	
SWK 498A	BSW Field Practicum Orientation I	0	
SWK XXX	Social Work Elective (<i>Restricted- Advanced Policy</i>) -- SWK 411 , Contemporary Social Policy Issues or 497 , Macro/Micro Perspectives in International Social Work (Select one- Mandatory)	3	
Cultural Perspective	Cultural Perspective (<i>Humanities</i>) – ENG 383, Afro-American Literature or MUS 234, Afro-American Music (<i>Tier 3</i>)	3	
	TOTAL	15	

Semester II	Course Title	Credit Hours	Grade
SWK XXX	Social Work Elective	3	
SWK 416	Generalist Practice: Evaluation	3	
SWK 491	Practicum Seminar II	1	
SWK 496	Practicum in Social Work II	5	
SWK 498B	BSW Field Practicum Orientation II	0	
	TOTAL	12	
	TOTAL CREDIT HOURS FOR GRADUATION	120	

Tier 1- 18 credit hours; Tier 2 – 16 credit hours; Tier 3 – 6 credit hours

6) Minimum of grade C is required in all Social Work courses and those with *** beside them.

7) Students must maintain a minimum grade point average of **2.5 in the social work** courses and an overall **2.0 grade point average**

Electives (these courses are not offered every semester) **SWK 314** Nature and Meaning of Child Welfare; **SWK 315** Social Work with Families: Trauma Informed Practice with Children and Families; **SWK 326** Techniques of Counseling; **SWK 327** Interviewing Techniques; **SWK 328** HIV/AIDS in the African American Community; and **SWK 329** Community and Neighborhood Development: Social Entrepreneurship.

TOTAL CREDIT HOURS FOR GRADUATION 120

*** 4) Minimum of grade C is required in all Social Work courses and those with *** beside them.
Student must maintain a minimum grade point average of 2.5 in the major.

Tier 1- 18 credit hours
Tier 2 – 16 credit hours
Tier 3 – 6 credit hours

Note: Student must possess a current driver’s license. Student should see Advisor for Social Work electives

Core Competencies and Practice Behaviors

(Council on Social Work Education - CSWE)

The BSW Program prepares its graduates for generalist practice through mastery of the core competencies and practice behaviors. The field experience is designed to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. Social work students are expected to demonstrate the following competencies in their field practicum settings. Upon completion of the BSW degree at NSU, students should meet each of the following nine competencies outlined by the Council on Social Work Education:

Competency 1: Demonstrate Ethical and Professional Behavior

- 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 appropriate to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgement and behavior.

Competency 2: Engage Diversity and Difference in Practice

- 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 client 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

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

- 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

- 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

- 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

- Apply knowledge of human behavior and the social environment, person-in-environment, and 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

- 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 with 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

- Apply knowledge of human behavior and the social environment, person-in-environment, and the 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

- 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.

(Source: CSWE 2015, Educational Policy and Accreditation Standards)

NASW CODE OF ETHICS

PREAMBLE

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

CORE VALUES AND ETHICAL PRINCIPLES

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Value: *Service*

Ethical Principle: *Social workers primary goal is to help people in need and to address social problems.*

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person*

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

To view the entire NASW codes of Ethics please visit <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

III. BSW Field Practicum Overview

Council on Social Work Education Field Educational Policy and Accreditation Standards: Signature Pedagogy

Educational Policy

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program (EPAS, 2015, p.12)

Theoretical Connection Classroom to Practice Setting

The BSW Field Education Program is designed to prepare students for generalist social work practice. Field Education is structured to include SWK 498A BSW Field Orientation I & 498B BSW Field Orientation II: the practicum experience SWK 495 Practicum in Social Work I: and SWK 496 Practicum in Social Work II, along with integrated seminars, SWK 490 Practicum Seminar I and SWK 491 Practicum Seminar II.

The practicum learning experience connects the theoretical and conceptual contributions of the classroom with the field setting, fostering the implementation of evidence-informed practice. Through the practicum experience, students gain first-hand knowledge of the application of the core competencies and practice behaviors. Multiple tools are used in the practicum experience. Specific learning opportunities are designed utilizing the learning plan, field instruction, and evaluations as instructional tools. Students are guided in developing their professional identity, ethical judgment, critical thinking, and practice skills. Students in practicum work with diverse populations in a variety of practice contexts. Assessment, intervention, and evaluation skills are strengthened. Practicum students connect the core competencies as they practice with a variety of client systems.

Students must demonstrate the integration of theory and concepts in the classroom and in their practicum experiences by completing the Case Presentation assignment in SWK 490. The assignment requires identification of and application of selected theories (to a case from their field practicum) such as Erikson's Developmental Stages Theory and Systems Theory, which is appropriate for practice with the range of social systems, individuals, families, groups,

communities, and organizations. This content knowledge is first introduced in SWK 220 Human Behavior and the Social Environment I, where students become acquainted with developmental and behavioral theories including Erikson and Piaget; in addition, they apply these theories to assignments early in the program and then again in the field setting. Additionally, for Systems Theory, students learn this content in SWK 318 Human Behavior and the Social Environment III and again they apply the knowledge of the theory to the Case Presentation from their field that is reflective of families, groups, communities, and organizations.

Concepts such as diversity, empowerment and the strengths perspectives provide the framework for the BSW curriculum. BSW students at NSU are introduced to these concepts in courses such as SWK 320 Human Diversity and Social Justice in Social Work; SWK 220 Human Behavior and the Social Environment I; and SWK 313 Generalist Practice: Individuals and Families. For example, in SWK 320, students complete a Conceptual Paper where they are asked to reflect on ideas about traditional history and multicultural perspectives; integrate personal awareness of the intersectionality of diverse components of multicultural history, experiences and social justice concepts, values, knowledge and skills. Then in SWK 490, student use knowledge of diversity as part of the Case Presentation. The assignment asks students to answer the following questions: 1) What diversity issues did you observe and identify in client and yourself? 2) Identify culture issues that may oppress, marginalized, alienate the client, or create a feeling of power or privilege in the client. In addition, in SWK 490, students are evaluated in their ability to work with diverse individuals, families, and communities. Lastly, students in SWK 313 Generalist Practice: Individuals and Family, students are asked to use concepts such as the strengths perspectives that will support the assessment and implementation with a selected case study. Again, in SWK 490, students will be asked to assess individual, community, or organizational strengths in the Case Presentation.

FIELD RESPONSIBILITIES

The Ethelyn R. Strong School of Social Work implements the curriculum policy statement established by the Council of Social Work Education (CSWE) by setting forth the division of responsibility between field agencies and the School regarding the administration of the field practicum and the establishment of criteria for selection of field settings and the appointment of field instructors, within the framework of field education.

A. BSW Field Education Field Director's Responsibilities:

1. Administers the field education program and makes all decisions affecting students' placement in and the progress through all field instruction courses, e.g., agency selection, assigning students, field instruction hours, grades, etc.
2. Maintains an information system for the purpose of effective field education planning.
3. Selects the students to be referred to agencies for field instruction placement.
4. Provides a faculty member to serve as liaison between the school and each agency.
5. Prepares students for the field placement experience.
6. Provides consultation to agencies and/ or the staff with regard to the development and/ or revision of the agency's Field Instruction Program.

7. Recruits and develops new field placement sites and appropriate field instructors within the agency.
8. Evaluates all components of the Field Instruction Program including field instructors, task coordinators, field faculty liaisons, agencies, and the BSW Field Department.
9. Intervenes, as appropriate, in any problematic situations that involve field instruction from any of the following participants: students, field instructors, task coordinators, field faculty liaisons, faculty members, or agency staff.
10. Studies issues in field education, including those problems and opportunities which emerge in our own programs.
11. Offers field instruction and orientation for new field instructors.
12. Offers meetings and educational opportunities for the professional development of field instructors and/or task coordinators from the agencies.
13. Introduces agency directors and field instructors and/or task coordinators with the educational objectives of the total curriculum including the core competencies, practice behaviors, assessment, and the policies of the field department.
14. Provide up-to-date information on connecting the core competencies (CSWE, EPAS, 2015) to the practicum site, designed to demonstrate integration and application, within the context of the practicum experience, to students, field faculty liaisons, field instructors, task coordinators, faculty members, and agency staff.
15. Participates actively in curriculum development and revision that contributes to the integration of classroom learning.
16. Receives information on academic requirements to meet field curriculum requirements from the academic advisor prior to field placement.
17. Provides information on the progress of students in field instruction, to the academic advisors, when student is at risk of failure.
18. Consults with BSW Program Director, Dean(s), Faculty, and others on trends in field education, and recruitment opportunities for new agencies.

B. BSW Field *Faculty Liaisons* Responsibilities:

1. MSW or LCSW Faculty members.
2. Members of the Field Education Department.
3. Carry out the function of liaison between the School and the Agency.
4. Primarily responsible for field teaching, student learning, monitoring student progress, agency educational opportunities, fostering interchange between the school and the practice community, evaluating students' achievement and performance, field instructors, and task coordinators efforts.
5. Makes a minimum of two visits per concurrent placement year to confer with the field instructor and /or task coordinator and the student.
6. Provides student with expectations and guidance at the beginning of placement.
7. Provides guidance with the student's development of the learning plan based on the core competencies and practice behaviors at the beginning of the placement.
8. Reads process recordings and other seminar assignments provided by the student to assist student with professional development and learning objectives.
9. Provides written feedback to students including guidance and direction when they are having difficulty in the field.

10. Is available to students during office hours, or by telephone for consultation and problem solving.
11. Assigns mid-term and final grades based on the field instructor's or task coordinator's recommendation, assessment of written materials in the Portfolio, demonstration of mastery of the core competencies, practice behaviors, and other information on performance derived from liaison conferences.
12. Helps the field instructor or task coordinator design meaningful learning experiences in the agency.
13. Provides consultation to the field instructor and or task coordinator regarding student progress in the field.
14. Shares with the field instructor or task coordinator, and other appropriate agency staff information about the BSW Program.
15. Helps orient students to the field education program by attending all required field instruction meetings, or orientation sessions.
16. Participates in formal training of field instructors and/or task coordinators, as requested by the BSW Director of Field Education.
17. Informs the BSW Director of Field Education if the student is having difficulty in field instruction and is at risk of failure or termination from the agency.
18. Is available for conference with the student and the field instructor or task coordinator for problem resolution.
19. Informs students' academic advisor if student is having difficulty in field and is at risk of failure or termination from the agency.
20. Brings current practice developments to the attention of the BSW Director of Field Education to ensure that the school's curriculum is responsive to trends in professional social work practice.
21. Provides ongoing evaluation of the placement agency and field instructor and/or task coordinators ability to provide learning opportunities and field instruction with the learning objectives of the BSW curricula and with curriculum standards set forth by the Council of Social Work Education (CSWE).

C. BSW Field Instruction Objectives

The objectives of the field instruction courses reflect the objectives of the Bachelor's in Social Work Program and parallels the core competencies and practice behaviors of the two co-requisites; SWK 312 Introduction to Generalist Practice and SWK 313 Generalist Practice: Individuals and Families, and provide, through the agency-school partnership relationship those practice experiences necessary for students to integrate classroom learning and field instruction beginning in the first semester of practicum. However, upon completion of two semesters of field practicum students are expected to utilize knowledge, values, skills and cognitive and affective processes essential for entry-level generalist practice in such a way as to demonstrate competency by having:

1. An understanding of the social work profession and commitment to its goals and ethics.
2. The ability to utilize critical thinking and integrate multiple sources of knowledge that allows professional growth.
3. An ability to assess professional strengths and weaknesses and to set goals for continued

development and self- awareness.

4. An ability to problem-solve with client systems, this includes the ability to identify and assess problems, plan and implement interventions, and evaluate.
5. The ability to use theory and research to guide practice.
6. The ability to recognize the impact of diversity on client systems and professional relationships.
7. The ability to understand the impact of oppression on all people and basic strategies to alleviate the impact.
8. The ability to access and understand agency policy and procedures, to identify problem areas within the agency, and to suggest appropriate changes for the improvement of service delivery.
9. The ability to utilize skills in linking community resources in making effective referrals.
10. The ability to communicate effectively and appropriately in both oral and written form.
11. The capacity to critically evaluate one’s own practice and develop a corrective action plan that will assume continued professional development.

Field Objectives and CSWE Core Competencies

Field Objectives	CSWE Competencies	Knowledge, Values, Skills, & Cognitive and affective processes
1) An understanding of the social work profession and have commitment to its goals and ethics 3) An ability to assess professional strengths and weaknesses and set goals for continued development and self-awareness 11) The capacity to critically evaluate one’s own practice and develop a corrective action plan that will assume continue professional development	Competency 1: Demonstrate Ethical and Professional Behavior	Serve as representatives of the profession, its mission, and its core values Know the profession’s history Commit to the profession’s enhancement and to professional conduct and growth Obligation to conduct themselves ethnically and engage in ethnical decisions-making Knowledgeable about the value base of the profession, its ethical standards, and relevant
2) The ability to utilize critical thinking and integrate multiple sources of knowledge that allow professional growth	Competency 1: Demonstrate Ethical and Professional Behavior	Knowledge about the principles of logic, scientific inquiry, and reasoned discernment Use critical thinking augmented by creativity and curiosity Requires the synthesis and communication of relevant

		information
4) An ability to problem-solve with client systems, this includes the ability to identify and assess problems, plan and implement interventions, and evaluate	Competency 2: Engage Diversity and Difference in Practice Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels Have the knowledge and skills to practice with individuals, families, groups, organizations, and communities Knowledgeable about human behavior across the life course Apply theories and knowledge from the liberal arts to understand biological social, cultural, psychological, and spiritual development
5) The ability to use theory and research to guide practice	Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge

Field Objectives and CSWE Core Competencies

Field Objectives	CSWE Competencies	Knowledge, Values, Skills, & Cognitive and affective process
6) The ability to recognize the impact of diversity on client systems and professional relationships	Competency 2: Engage Diversity and Difference in Practice	Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity Appreciates that as a consequence of difference, a person's life experience may

		include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim
7) The ability to understand the impact of oppression on all people and basic strategies to alleviate the impact	Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights Incorporate social justice practices in organizations, institutions, and society to ensure that basic rights are distributed equitably and without prejudice
8) The ability to access and understand agency policy and procedures, to identify problem areas within the agency, and to suggest appropriate changes for improvement of service delivery	Competency 5: Engage in Policy Practice	Understands that policy affects service delivery, and they actively engage in policy practice Known 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
9) The ability to utilize skills in linking community resources in making effective referrals	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Competence 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Have knowledge and skills to practice with individuals, families, groups, and organizations Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals, using research and technological advances
10) The ability to communicate effectively and appropriately in both oral and written form, understand that evaluation is an ongoing process, on behalf of diverse families, groups, organizations, and	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Thinking requires the synthesis and communication of relevant information Knowledge about the principles of logic, scientific inquiry, and reasoned discernment, select and use appropriate methods for

communities		evaluation for outcome resolution
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Core Competencies/Practice Behaviors/Assignments

Course	Competencies	Practice Behaviors	Assignments
SWK 490 Seminar SWK 495 (225 field hours) Introduction SWK 491 Seminar SWK 496 (225 field hours) Mastery	Competency 1: Demonstrate Ethical and Professional Behavior	1) Advocate for client access to the services of social work 2) Practice Personal reflection and self-correction to assure continual professional development	1) Learning Plan 2) Journal Notes
	Competency 2: Engage Diversity and difference in practice	3) Attend to professional roles and boundaries 4) Demonstrate professional demeanor in behavior, appearance, and communication	3) Process Recording #1 4) Case Presentation
	Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	5) Engage in career-long learning, and use supervision and consultation 6) Recognize and manage personal values in a way that allows professional values to guide practice	5) Special Project 7) Individual & Family Assessments
	Competency 4: Engage in Practice-informed Research and Research-informed practice	7) Make ethical decisions by applying standards of NASW 8) Tolerate of ambiguity in resolving ethical conflicts	8) Process Recording #2 8) Case Presentation
	Competency 5: Engage in Policy practice	9) Apply strategies of ethical reasoning to arrive at principled decisions 10) Distinguish,	9) Journal Notes 10) Individual & Family Assessments
	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		

	<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>appraise, and integrate multiple source of knowledge, including research- based knowledge and practice wisdom</p> <p>11) Analyze models of assessment, prevention, intervention, and evaluation</p> <p>12) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</p> <p>13) Recognize the content to which culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>14) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>15) Recognize and communicate their understanding of the important of difference in shaping life experiences</p> <p>16) View as learners and engage those with whom they work as informants</p> <p>17) Understands the forms and mechanism of oppression and</p>	<p>11) Assessment (GIM)</p> <p>12) Case Presentation</p> <p>13) Case Presentation</p> <p>14) Journal Notes</p> <p>15) Journal Notes</p> <p>16) Journal Notes</p> <p>17) Assessment (Eco-Map)</p> <p>18) Case Presentation</p> <p>19) Case Presentation</p>
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	<p>SERVICE, SOCIAL JUSTICE, THE DIGNITY AND WORTH OF THE PERSON, THE IMPORTANCE OF HUMAN RELATIONSHIPS, INTEGRITY, COMPETENCE, HUMAN RIGHTS, AND SCIENTIFIC INQUIRY ARE AMONG THE CORE VALUES OF SOCIALWORK</p>	<p>discrimination 18) Advocate for human rights and social and economic justice 19) Practices that advance social and economic justice 20) Use practice experience to inform scientific inquiry 21) Use research evidence to inform practice 22) Utilize conceptual framework to guide the processes of assessment, intervention, and evaluation 23) Critique and apply knowledge to understand the person and their environment 24) Analyze, formulate, and advocate for policies that advance social well-being 25) Collaborates with colleagues and clients for effective policy action 26) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services 27) Provide leadership in promoting sustainable changes</p>	<p>20) Agency Analysis 21) Community Analysis 22) Case Presentation (genogram) 23) Case Presentation (eco-map) 24) Special Project 25) Group Work 26) Special Project 27) Journal Notes 28) Power-Point Case Presentation-Work Sample</p>
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		<p>in service delivery and practice to improve the quality of social services</p> <p>28) a-engagement-substantively and effectively prepare for action with individuals, families, groups, organizations, communities-use empathy, and other interpersonal skills-develop a mutually agreed-on-focus of work and desired outcomes-</p> <p>b) assessment-collect, organize, and interpret data, assess client strengths and limitation-develop mutual agreed on intervention goals and objectives-select appropriate intervention strategies</p> <p>c) intervention-initiate actions to achieve organizational goals- implement prevention interventions that enhance client capacities –help client resolve problems- negotiate, mediate, and advocate for clients-facilitate transitions and endings</p> <p>d) evaluation-critically analyze, monitor, and evaluate interventions</p>	
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IV. BSW FIELD PRACTICUM PROCESSES

The Connection between the Classroom and Field Work

The Council on Social Work Education (CSWE) determines guidelines for the education of professional workers. The CSWE has determined that the undergraduate professional social work degree will establish the first level of professional social work practice. Therefore, a graduate from the Baccalaureate Program of The Ethelyn R. Strong School of Social Work at Norfolk State University is a professional social worker who is prepared for entry into the beginning level social work practice.

The baccalaureate student is a generalist practitioner who is able to intervene with multi-size systems and diverse populations. This professional preparation begins in the classroom setting and must include direct and indirect practice opportunities for each student. The purpose of Field Practicum is to provide, through the community-agency-school relationship, those practice experiences necessary for students to integrate classroom learning to a level of competency necessary to begin professional practice.

The BSW Field Practicum is planned so students have the opportunities to:

- 1) Have knowledge and practice with various sizes and types of client systems utilizing the Generalist Intervention Model.
- 2) Practice with diverse populations and understanding the impact of discrimination and oppression for at risk populations.
- 3) Utilize an ecological/systems perspective to assist clients with development of a systematic change plan process which promotes well-being.
- 4) Learn about the social contexts of social work practices, the changing nature of those contexts, the behavior of the organizations they practice in and the dynamics of change.
- 5) Assess social policy and its impact upon delivery of social work services and how to advocate for policies that promote well-being of the client.
- 6) Operationalize the Code of Ethics and use of supervision to help with ethical decision making.
- 7) Enhance understanding and use of self in their professional helping role.
- 8) Effectively use oral and written communication skills reflecting the language of the social work profession.
- 9) Recognize and utilize the network of health and welfare services in the community.

This chart provides examples of what types of tasks, roles, and/or opportunities students engage in at various systems levels in field settings. The task, roles, and/or opportunities demonstrate how skills are integrated when working with systems of any size. Although students may not initiate these tasks, roles, and opportunities in all practice settings, students come to understand how structured social work practice is demonstrated in the field setting.

Systems Level	Examples of Tasks, Roles, and/or Opportunities to Practice with Each Systems Level in Field Settings
Individuals	New client intake assessment for the community action agency. Students may provide resource referrals/educating a client on resources they may qualify for in

	the community.
Families	In completing a family assessment, students are to complete an Ecomap highlight the positive and strained relationships with the unit. Also, student may complete Genogram to understand blood relative and fictive kin relationships; and the Family Dynamic Assessments where students seek to understand the complexity of family relationships and the impacts on the family unit.
Groups	Student may begin to co-lead a task group for at-risk high school teens; Students may lead educational groups for the elderly focusing on topics such as abuse and medical insurance.
Organizations	Student may participate in a community rally where they speak (advocacy) on behalf of a community where there is unclean water; Student may perform a Program Evaluation on an after-school program curriculum and may recommendations to the organization.
Communities	Student may bring together several community organizations to address a problem of truancy in the schools (Coalition Building) Through completion of a Process Recording, students may begin to realize how they can execute their role more effectively as an organizer.

Admission and Continued Matriculation in the BSW Field Education

Requirements for Entry into Field

Field placements are based upon objectives of the educational program and the learning needs of each student. Careful attention is given to the requirements for entry into the baccalaureate field practicum. To assure that students meet minimum requirements, their learning needs are assessed, and a systematic review and acceptance process is followed for all applicants.

Step 1: Submission of Field Practicum Application

Eligible students are required to apply for practicum through a formal application process. Students are expected to meet the following eligibility requirements before applying for the Field Practicum:

- A total grade point average of 2.0.
- A grade point average in social work courses of 2.5.
- Completion of all first, second, and third year required courses.
- A schedule which allows two full days of field work in the fall/spring semesters.

Applications are distributed to the students by the Field Education Office. Notices are posted throughout the School, specifically in the Social Work Department lobby, advising all eligible students to procure applications. The Field Director emails all students the application for field; in addition, eligibility requirements are posted in the BSW Student Handbook and the BSW Field Manual. The field director also, provides the application via blackboard in courses SWK 313 & 319 for student access. The field director provides a mini overview in the following courses SWK 313, 312, & 319 to prepare students for the field education transition. The field application requests specific demographic data, current curriculum profiles, and preferred social welfare placement settings. Applications are then submitted to the Field Education Office within a specified time, are accompanied by two references (one from a member of the social work faculty); a current resume; and a copy of the evaluation form the Registrar's Office, which verifies the student's grade point average.

Step 2: Student Faculty Advisor In-put

The Director of Field Education consults with the academic advisor and faculty advisors regarding

students who are applying for field practicum. The Director of Field refers the field applicant following the review of the application to his/her faculty advisor to assure that the student has met all program requirements for field. The student is expected to meet with his or her advisor to discuss entry into field. The applicant returns a signed evaluation sheet to the Director of Field Education, indicating the advisor's recommendation for field. Efforts will be made to have a meeting with the faculty advisor if indicated to discuss student needs, follow-up, and uniqueness for placement.

Students who do not meet the requirements for field placement are asked to seek consultation with their faculty advisor and re-apply the next semester. ONLY students who meet the criteria for field placement will be admitted to field placement.

Step 3: BSW Field Faculty Meeting

The Director of Field Education consults with the field faculty and other faculty members regarding students who are applying for field practicum. This process allows field and other BSW Faculty members the opportunity to provide input into the placement process as well as address the uniqueness of each student in order that the practice experience meets the personal and professional needs of each student.

Step 4: Field Practicum Interview

Applicants

Every baccalaureate field practicum applicant is required to go through an individual interview with the Director of the Field Education Office. Upon receipt of the three-part application packet, applicants are scheduled for individual interviews within a two-week period following the stated deadline. The purpose of the field practicum interview is as follows:

- To assure the minimum requirements are satisfactorily met.
- To provide an opportunity for the discussion of personal and professional concerns.
- To provide an opportunity to explore preferred social welfare settings.
- To help students assess strengths and weaknesses that will impact the field experience, and.
- To provide an overview of field practicum experiences.

Returning Students

In the event a student is not accepted into the field practicum, the student and adviser are notified of the decision. A meeting is scheduled with the student and The Director of Field Education to discuss unmet requirements. The student is advised to schedule an appointment with his/her advisor to explore corrective plans of action.

Students who have completed one semester of practicum are interviewed to assess and review the completed learning experiences and to begin pre-planning activities for the following semester. During this interview, students are given the opportunity to discuss their advance practice needs with the Director of Field Education. The interview gives important data that assures that the basic competencies can be met in the context of multi-level systems generalist practice. An example of areas covered in the interview schedule for students entering their second semester practicum experience (SWK 495 Social Work Practicum II):

1. Focus is on learning needs which may include a different population or a different set of services
2. Options for practice with diverse populations and multi-level systems at an advanced level (assignments, tasks, and activities)
3. Opportunities for professional growth and development offered within the agency, university, and community

4. Exploration of opportunities for placement in a different unit within the agency or another agency

Advanced level students are expected to engage in different, more advanced learning opportunities than were expected in the first semester. Students are to utilize generalist practice skills as they perform a variety of roles which include but are not limited to being facilitator, advocate, teacher, mediator, enabler and broker.

Continued Matriculation

Requirements to continue matriculation in BSW Field Education are: 2.0 overall G.P.A. and a 2.5 G.P.A. in social work courses, successful field evaluation, a minimum grade of C, and ethical value-based practice while in field. If a student finish Practicum I and does not reenter Practicum II within one academic year, the student may be required to repeat Practicum I. Students are required to complete all course work within a consecutive semester (Fall-Spring; Spring-Fall). All coursework must be completed by the end of Practicum II. Practicum II must be the last activity prior to graduation. It is after completion of Practicum II that the professional certification for the BSW degree occurs.

Step 5: Placement of Students in Agencies

The following is the procedure for agency placement:

- Field faculty recommendation for a placement.
- Tentative field placements are assigned.
- Resumes are forwarded to the agencies.
- Field office notifies students of tentative placement.
- Students schedule an interview with the agency supervisor.
- Students complete the interview process.
- Agency field supervisor notifies the Field Education office of the acceptance or non-acceptance of the student.
- The Field Education Office will confirm the placement with the agency and notify the student of the outcome via formal letter.
- If not accepted, student is referred to another agency (if the second agency refuses the student there is one more referral made by the field office, and this is the final attempt to place the student). If student is not placed after three (3) attempts the student is referred to their advisor for a plan.

Step 6 Field Practicum Orientation Meeting

Students are required to attend a field practicum orientation (SWK 498A) meeting prior to entering the practicum experience. This meeting, conducted by the Director of Field Education, is an in-depth orientation to the practicum experience. This meeting is an essential component of the practicum process that is required for all students entering practicum. The purpose of the orientation meeting is to acquaint students with the policies and procedures governing the practicum experience, general requirements, expectations of social welfare agencies, and professional decorum. The Field Education Manual is available to each student online along with the NASW Code of Ethics. BSW Field faculty members are present at the orientation and students are introduced to their assigned faculty members.

Practicum begins each semester at the same time as regular classes and extends the full length of the semester. The Field Faculty Liaison reiterates the programs goals and objectives, course content and mandated requirements. The agency supervisor/field instructor/task coordinators are responsible for working with the student to facilitate the appropriate scheduling of the student's practicum hours within the agency.

Assignments and Placements of Students to Agencies

Students are assigned on the basis of their student's learning needs, interests, and the agency's service delivery system. As a part of the requirement of the field experience program, the Field Education Director maintains contact with other social work faculty to ascertain the ability of the student to effectively adjust to the Practicum experience. This procedure helps the student and the BSW Field Education Director to select an agency whose experiences integrate academic content based on learning needs of the individual student.

During the pre-placement interview with the BSW Field Education Director, the student is provided with a written copy of the Agency Referral Form. The Director makes initial contact with the practicum agency Field Instructor or Task Coordinator to discuss the student referral. The student's resume is faxed to the host agency. The student is responsible for arranging the initial interview with the host agency. Following the interview, the agency notifies the BSW Field Education Director of the interview results.

Field Practicum Orientation Meeting

Students are required to attend a field practicum orientation class (SWK 498A) prior to entering the practicum experience. This class, conducted by the BSW Field Education Director, is an in-depth orientation to the practicum where detailed practicum information is discussed. This meeting is an essential component of the practicum process since it acquaints students with the policies and procedures governing the practicum experience, general requirements, and expectations of social welfare agencies, and professional decorum. The practicum manual is disseminated to each student via blackboard and reviewed along with a copy of the NASW Code of Ethics.

The aforementioned protocol essentially guides and prepares the Field Practice I student for entry into Practicum I. The baccalaureate field practicum is a two-concurrent semester experience with students entering during the fall and spring semesters. While students entering Practicum II have been interviewed and screened for Practicum I, they complete a second interview with the BSW Field Education Director for entry into Practicum II. The purpose of this interview is to prepare the students for the second experience by assessing the student's learning needs and for exploring possible placement settings. Students are asked to provide a self-assessment of their educational needs. The Field Faculty Liaison's input is also an important consideration in the selection of the Practicum II site.

This overall protocol provides ample information that will ensure a generalist practice experience where basic competencies can be met. To ensure the generalist focus, the student may be placed in a different agency each semester or may continue the assigned placement for the full practicum experience. This may be done in order that the student receive a broad experience in the general method of social work practice, as well as utilize his/her generalist skills in diverse practice settings.

While this educationally directed and coordinated process is demanding and time-consuming, it provides the baccalaureate field component with the most comprehensive mechanism for

monitoring the preparation of students as generalists for entry into the first level of professional practice. Moreover, this systematic and ongoing monitoring serves to provide the field component with an additional strategy for producing a professionally reflective, self-evaluating, and knowledgeable social work practitioner.

Practicum begins each semester at the same time as regular classes and extends the full length of the semester. The field faculty liaison makes clear the University's aims and objectives, course content, and assists the student and the agency field instructor/task coordinator in scheduling the student's hours at the agency.

Advance Practice Placements

Students who have completed one semester of practicum are re-interviewed to review the nature of completed learning experiences and to begin pre-planning activities for the following semester. During this interview students are given the opportunity to discuss their advance practice needs with the Director of Field Education. The program encourages students to receive experiences in multilevel systems as generalist practice social workers. This overall protocol provides ample information that will ensure a generalist practice experience where basic competencies can be met.

V. BSW PRACTICUM COURSE DESCRIPTION(S)

The Practicum in Social Work is made up of four courses for which the student receives 12 credit hours. Social Work 490 and Social Work 491; and Social Work 495 and 496 span two continuous semesters. BSW candidates are required to take Social Work 490 and Social Work 495, Social Work 491 and Social Work 496 respectively.

Completion of Minimum Required Hours

The student receives 6 credit hours per semester, 1 credit hour for seminar and 5 credit hours for practicum. The student will spend a minimum of 225 clock hours per semester in the assigned agency. This is accomplished by 15 hours weekly over 15 weeks. Students must participate in practicum over the full course of the semester. He/she will have acquired a minimum of 450 clock hours of professional agency training during the academic year. During the two semesters of practicum the student is exposed to intervention with multi-size systems through a variety of learning experiences offered within one placement or a change of placement at the end of the first semester.

All students are required to attend a practicum seminar weekly while enrolled in Practicum I & II and to attend regularly scheduled supervisory sessions with their Field Faculty Liaison.

Admission Requirements/Criteria for BSW Field Practicum

It is to be noted that only students who have met the program's specific criteria for field education will be admitted as outlined in the BSW Field Education Application Process.

**SWK 495
PRACTICUM IN SOCIAL WORK
SYLLABUS OVERVIEW**

Course Description

Field practicum is central to social work education and is mandated by CSWE in preparation for the BSW degree. The School requires 225 hours of field experience in diverse practice setting in the Community.

SWK 495 is part one of a sequential practicum course and is considered the introduction to field that is offered to senior undergraduate social work students in preparation for practice as generalists. BSW Practicum I is designed to integrate social work theory and practice utilizing the generalist method in the application of social work professional practice in the context of a social agency. Working with various populations students will apply knowledge, values and skills essential to meeting the minimum social work core competencies and practice behaviors as outlined in CSWE 2015 EPAS.

Learning Objectives

Knowledge

1. Students will have a knowledge of the person-in-environment perspective as it relates to practice.
2. Students will have an understanding of the essential components of the professional helping relationship.
3. Students will have a knowledge of problem situations and a general set of problem-solving activities.
4. Students will be knowledgeable of systems that provide people with resources, services, and opportunities.
5. Students will have an appreciation of overall planning and policy making in the development of services.
6. Students will understand the importance of and have an appreciation for the development of the professional use of self.

Values

1. Students are expected to demonstrate an appreciation of professional ethics with emphasis on dignity and worth of every human being.
2. Students should demonstrate a value for human life opportunity enhancement without discrimination on the basis of age, gender, race, socioeconomic class, or sexual

preference.

3. Students should show understanding and acceptance of life choices of those with differing religions, political, cultural, or lifestyle values and beliefs.
4. Students should be able to profile their own values and belief systems and be able to identify how these will act as strengths and/or weaknesses in the practice arena.

Skills

1. Students will be able to apply an understanding of the person-in- environment perspective to practice.
1. Students will be able to develop relationship skills essential to the helping process.
2. Students will be able to identify and assess problem situations and engage in a general set of problem-solving activities.
3. Students will be able to link people with systems that provide them with resources, services, and opportunities.
4. Students will be able to develop, implement, and evaluate appropriate intervention plans and skills.
5. Students will develop the conscious use of the professional self.

Cognitive and Affective Processes: By the end of the course students will demonstrate critical thinking, affective reactions, and exercise of judgment as reflected in their ability to:

Demonstrate critical thinking skills as an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning. Students will reflect and demonstrate affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.

Students will exercise a skill of judgment to the capacity to perceive and discern multiple sources to form an opinion.

1. Students will develop a clear understanding of practice with individuals, families, group, organizations, communities and organizations.
2. Students will develop a thorough understanding of developmental tasks and other measurable milestones in generalist social work practice
3. Students will develop critical thinking skills to differentiate between theories, theorists, types of knowledge, and their applicability in diverse populations and environments in generalist social work practice.

Prerequisite

Completion of SWK 312, 313, 319, PSY 280, SOC 331, SOC 344, SOC 355. In addition, all freshman, sophomore and junior level courses listed on the BSW curriculum sheet must be completed. Please see pages 13-16 for the BSW program curriculum form.

Evaluation

The student's grade will be based on the following criteria:

1. Agency evaluations, suggested grade – (50%).
2. Completion of hours in the field practicum (225 hours) - (50%)

SWK 496 PRACTICUM IN SOCIAL WORK SYLLABUS OVERVIEW

Course Description

Advance level practicum students must complete 225 hours per semester while engaged in a supervised practice experience where they can master the core competencies including practice behaviors that all professional social workers must learn.

This is part two of the BSW practicum course offered to senior undergraduate social work students in preparation for practice as generalist practitioners. The purpose of this course is to help the student integrate theory with field experience, evaluate and interpret agency policies and requirements as they relate to specific assignments and to help the student explore personal and professional values and their relationship to the dispensation of services to clients. In addition, students will build upon and refine the knowledge value and skills of BSW Practicum I (SWK 495) and master the core competencies, and practice behaviors as outlined in the CSWE EPAS 2008, to become knowledgeable social work practitioners.

Learning Objectives

Knowledge

1. Students will have a knowledge of the person-in-environment perspective as it relates to practice.
2. Students will have an understanding of the essential components of the professional helping relationship.

4. Students will have knowledge of problem situations and a general set of problem solving activities.
4. Students will demonstrate knowledge of the impact of policy on client systems.
5. Students will demonstrate knowledge of the impact of policy and social, political, economic and cultural factors on the development and delivery of social work services to diverse populations.
6. Students will demonstrate the use of the professional self and will understand the importance of being professional, reflective, and self-evaluating.

Values

1. Students are expected to demonstrate an appreciation of professional ethics with emphasis on dignity and worth of every human being.
 1. Students should demonstrate a value for human life opportunity enhancement, without discrimination on the basis of age, gender, race, socioeconomic class, or sexual preference.
 2. Students will be able to identify and resolved value dilemmas and participate in sound ethical decision-making processes.

Skills

1. Students will apply an understanding of the person-in-environment perspective to practice and construct an eco-map.
2. Students will utilize relationship skills essential to the helping process in a culturally competent context.
3. Students will be able to assume and participate in level appropriate leadership roles.
4. Students will demonstrate the appropriate use of social work supervision and consultation.
5. Students will identify and differentially assess problem situations and engage in a systematic change plan process based on the steps of the generalist intervention model and a strengths perspective.

6. Students will link people with systems that provide them with resources, services and opportunities and advocate for the basic worth and dignity of each human being.

7. Students will develop, implement, and evaluate appropriate intervention plans.

Cognitive and Affective Processes: By the end of the course students will demonstrate critical thinking, affective reactions, and exercise of judgment as reflected in their ability to:

Demonstrate critical thinking skills as an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning. Students will reflect and demonstrate affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior. Students will exercise a skill of judgment to the capacity to perceive and discern multiple sources to form an opinion.

1. Students will develop a clear understanding of practice with individuals, families, group, organizations, communities and organizations.
2. Students will develop a thorough understanding of developmental tasks and other measurable milestones in generalist social work practice
3. Students will develop critical thinking skills to differentiate between theories, theorists, types of knowledge, and their applicability in diverse populations and environments in generalist social work practice.

Prerequisite

Completion of SWK 313, 318, 319, 495, PSY 280, SOC 355, 344. In addition, all freshman, sophomore and junior level courses listed on the BSW curriculum sheet must be completed. Please see pages 13-15 for the BSW program curriculum form.

Evaluation

The student's grade will be based on the following criteria:

1. Agency evaluations – Field Performance (suggested grade) – 50%.
2. Completion of hours in the field Practicum (225 hours) - 50%

SWK 490/491
BSW PRACTICUM SEMINAR I/II OVERVIEW

The purpose of SWK 490 – 491 Seminar, is the integration of generalist practice concepts with the BSW program competencies, and the core competences and practice behaviors as outlined in the CSWE EPAS, 2015.

The essence of a seminar is students' sharing ideas and experiences as colleagues who mutually aid their own and others' learning and professional development. Thus, the primary learning experience entails student presentations and discussions.

Because the seminar's purpose is not so much the acquisition of new knowledge as it is deeper understanding and integration of prior and current knowledge and skills, the conceptual emphasis is on foundation knowledge and skills for entry-level generalist practice. Thus, instructor and student presentations focus primarily on the following concepts:

1. Ecosystems theory: Using concepts and tools (e.g., ecomap) to understand client systems and self in the context of interconnected environmental transactions.
2. Developmental theory: Using concepts and theory to understand client systems and self in relation to bio-psycho-social developmental needs and tasks.
3. Multicultural theory: Using concepts to view client system behavior, issues, needs, and resources in the context of cultural and other aspects of human diversity as well as in relation to the causes and consequences of discrimination and oppression.
4. Generic core: Using concepts of core interactional (or relationship) skills; the generalist problem solving approach "tuning in", engagement, assessment, intervention, and evaluation, and the social work perspective in all practice situations).
5. Generalist Intervention: Using concepts of micro (individuals), mezzo (groups and families), and macro (organization and communities) as applied differentially to methods, models, and strategies for practice with various size client systems which are identified in assessment and planning.

Seminar Structure

Early seminars will review major aspects of the concepts noted above and provide direction for how students can relate these both to the competencies and to their practice. Later seminars will provide opportunities for students to demonstrate the use of the competencies and concepts in work samples of their practice. The number of seminars devoted to each of these depends upon the number of students in seminar. A schedule will be developed wherein every student will be assigned at least 25 minutes to present work sample(s) which demonstrate her/his application of the competencies and concepts to one's own practice.

**SWK 490 – 491
PRACTICUM SEMINAR
SYLLABUS OVERVIEW**

Course Description

The Practicum Seminar (SWK 490 – SWK 491) provides an opportunity to integrate theory with field practice also assists in evaluating practice performance while exploring personal and professional values and ethics.

This is a two-semester course offered concurrently with Social Work 495 and Social Work 496. Its purpose is to help the student integrate theory with field experience, evaluate and interpret agency policies as they relate to specific assignments, provide the student an arena to explore personal and professional values and their relationship to the dispensation of service to clients. The seminar will provide the student a setting to explore, think through, critique and draw on the varying experiences of peers to evaluate his/her values, attitudes, knowledge and skill base in developing competence as a beginning level social work practitioner.

Knowledge

1. Student will have a knowledge of the person-in-environment perspectives as it relates to practice.
2. . Student will have an understanding of the essential components of the professional helping relationship.
3. Student will have a knowledge of problem situations and a general set of problem-solving activities.
4. Student will be knowledgeable of systems that provide people with resources, services, and opportunities.
5. Student will have an appreciation of overall planning and policy making in the development of services.
6. Student will understand the importance of and have an appreciation for the development of professionally reflective, self-evaluating, and knowledgeable social work practitioner.

Values

1. Students are expected to demonstrate an appreciation of professional

ethics with emphasis on that of dignity and worth of every human being.

2. Students should demonstrate a value for human life opportunity enhancement, without discrimination on the basis of age, gender, race, socioeconomic class, or sexual preference.
3. Students should show understanding and acceptance of life choices of those with differing religions, political, cultural, or lifestyles and beliefs.
4. Students should be able to profile their own values and belief systems and identify how these will act as strengths and/or weaknesses in the practice arena.

Skills

1. Student will be able to apply an understanding of the person-in-environment perspective to practice.
2. Student will be able to develop relationship skills essential to the helping process.
3. Student will be able to identify and assess problem situations and engage in a general set of problem-solving activities.
4. Student will be able to link people with systems that provide them with resources, services, and opportunities.
5. Student will be able to develop, implement, and evaluate appropriate intervention plans and skills.
6. Student will develop the conscious use of the professional self.

Cognitive and Affective Processes: By the end of the course students will demonstrate critical thinking, affective reactions, and exercise of judgment as reflected in their ability to:

Demonstrate critical thinking skills as an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning. Students will reflect and demonstrate affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior. Students will exercise a skill of judgment to the capacity to perceive and discern multiple sources to form an opinion.

1. Students will develop a clear understanding of practice with individuals, families, group, organizations, communities and organizations.

2. Students will develop a thorough understanding of developmental tasks and other measurable milestones in generalist social work practice
3. Students will develop critical thinking skills to differentiate between theories, theorists, types of knowledge, and their applicability in diverse populations and environments in generalist social work practice.

Prerequisite

Completion of SWK 313, 318, 319, PSY 280, SOC 310, SOC 355, SOC 340. In addition, all freshman, sophomore and junior level courses listed on the BSW curriculum sheet must be completed. Please see pages 13-15 for the BSW program curriculum form.

Evaluation

The seminar grade is based the following:

- Seminar Performance: Attendance, punctuality, response to supervision, level of cooperation and professional presentation
- Seminar Assignments (Portfolio)
- Case Presentation (oral and written)

STATEMENT OF STUDENT RESPONSIBILITY

The student is given the opportunity to work in an agency as the result of a cooperative agreement between the agency and the School to provide the student with field instruction. Each agency has its own unique structure and policies under which its functions are carried out. In order to help the student to approach his/her experience with intelligence and seriousness, the following will be of benefit.

Each student is expected to:

I. Agency

1. Follow agreed upon schedule. Hours can be scheduled as 7 ½ hours, 2 days a week or 15 hours over 3 days a week. After 5:00 p.m. hours are based on agency need and school approval.
2. Abide by agency rules and regulations as if he/she is a regular staff member.
3. Keep confidential all information about persons served (names, circumstances, problems, etc.).
4. Dress appropriately for work.

5. Be prompt.
6. Notify field supervisor immediately if there is any adjustment in a mutually agreed upon schedule.
7. Keep all scheduled appointments and conferences.
8. Remember you are a representative of the agency to which you have been assigned for your practicum experience. Your behavior and attitude must reflect professionalism and respect of the agency, as well as Norfolk State University.

II. **School**

1. Obtain a copy of the Field Education Manual; observe the rules and regulations stated.
2. Keep a portfolio that is to be shared only with the Field Faculty Liaison and Field Director. It is to demonstrate an understanding of social welfare as an institution, human behavior and attitudes in the social environment, social work as a profession, and the student's professional growth and awareness.

III. **People Served by the Agency**

Field instruction allows the student to become directly involved with people within varying systems, presenting personal, social and environmental problems.

Therefore, the student's responsibilities here is to:

1. Utilize a strength/empowerment perspective in dealing with clients.
2. Maintain confidentiality of all information provided by the client system.
3. Advocate to support the basic worth and dignity of each human being.
4. Be accepting of diverse backgrounds and offering of the uniqueness of the individual.
5. Be polite, courteous and maintain a professional decorum.
6. Engage in culturally competent social work practice.

7. Adhere at all times to the NASW Code of Ethics. (This can be found in the BSW Student Manual and on the National Association of Social Workers website, www.socialworkers.org)

VI. SELECTION OF PRACTICUM AFFILIATED AGENCIES: BSW PRACTICUM AGENCIES

Policy for Selecting Field Settings

The BSW Program Director of Field Education is chiefly responsible for the selection of field settings for all BSW students.

Criteria for Selecting Field Settings

The practicum agency is of utmost importance in the education of the student pursuing professional social work training. The opportunity for supervised training experiences and the provision of agency supports often determine the rate, range, and depth with which the student can begin to function in the professional role. For these reasons, the program gives special attention to the selection of agencies used for practicum placements and uses the following criteria as a guide for selection.

- Agency personnel responsible for field instruction are committed to providing an excellent educational experience for BSW students.
- The Agency provides social work services to oppressed, diverse populations in keeping with the mission of the School of Social Work.
- The Agency's service delivery systems provide an opportunity for learning the practice of generalist social work as defined by the School of Social Work. The Agency can assign the student a variety of professional tasks, delegate responsibility appropriately, foster relationships between the student and other professionals, and document the student's professional growth and development.
- Agency personnel responsible for field instruction (BSW/MSW/LCSW supervision desired, MSW/LCSW supervision preferred) are willing and able to accept the responsibilities set forth in the *memorandum of understanding (MOU)*.
- Agency personnel involved with field instruction understand and support the goals and expected outcomes of the School of Social Work and BSW Program, as well as Norfolk State University's Mission.
- Agency personnel involved in field instruction are willing and able to structure the field placement as set forth in mastery of the core competencies and practice behaviors (See CSWE EPAS 2015)
- Agency personnel involved in field instruction understand and support the use of client information by students in seminar for classroom learning, with the understanding that all client information is to be kept confidential.

Procedures for Selecting Field Settings

Discussion of the possible use of an agency for field instruction may be initiated by agency representatives, members of the faculty, students, alumni, etc. The BSW Field Director provides initial information about the BSW Field Program to the Agency and explores the agency's interest and ability to provide the range of learning opportunities necessary to carry out the purposes of field instruction.

Following the initial discussion, the BSW Field Director will schedule a site visit to the agency to meet with agency representatives to discuss learning opportunities available, potential field instructors, and review the nature of social work practice in the agency. As a result of these discussions, the agency decides whether it wishes to accept students for field practicum, and the school determines whether the required educational expectations and standards for field instruction can be met.

When an agency becomes a field practicum site, a contract, in the form of a *memorandum of understanding (MOU)* between the University, school and the agency is executed, and the agency becomes a partner with Norfolk State University and The Ethelyn R. Strong School of Social Work BSW Program.

Policy for Placing Students

The BSW Program Field Education Director is chiefly responsible for placing students. The Director, along with the Field Liaisons, are responsible for monitoring students.

Criteria for Placing Students

Requirements to continue matriculation in BSW Field Education are: 2.0 overall G.P.A. and a 2.5 G.P.A. in social work courses, successful field evaluation, a minimum grade of C, and ethical value-based practice while in field. If a student finish Practicum I and does not reenter Practicum II within one academic year, the student may be required to repeat practicum I.

Practicum I. Students are required to complete all course work within a consecutive semester (Fall-Spring; Spring-Fall). All coursework must be completed by the end of Practicum II. Practicum II must be the last activity prior to graduation. It is after completion of Practicum II that the professional certification for the BSW degree occurs.

Procedures for Placing Students

The following is the procedures for agency placement:

- Field faculty recommendation for a placement
- Tentative field placements are assigned
- Resumes are forwarded to the agencies
- Field office notifies students of tentative placement
- Students schedule an interview with the agency supervisor
- Students complete the interview process

- Agency field supervisor notifies the Field Education office of the acceptance or nonacceptance of the student
- The Field Education Office will confirm the placement with the agency and notify the student of the outcome via formal letter
- If not accepted, student is referred to another agency (if the second agency refuses the student there is one more referral made by the field office, and this is the final attempt to place the student). If student is not placed after three (3) attempts the student is referred to their advisor for a plan.

Monitoring Students

Policy for Monitoring Students

The Director of Field Education along with field liaisons and field instructors, are responsible for monitoring student performance in the field setting.

Criteria for Monitoring Students

Each semester, the BSW Program Director of Field Education provides a spreadsheet for the Field Liaisons that lists students; students' placement; and students' field instructor in the agency. In addition, in real time, the Program Director and Field Liaisons can view student progress with the Learning Contract, journal, time sheets, and other artifacts in Time2Track to monitor student progress; in addition, it allows for student feedback when students fall behind on submissions.

Procedures for Monitoring Students

The Director of Field Education consults with the field faculty and other faculty members regarding students who are applying for field practicum. This process allows field and other BSW Faculty members the opportunity to provide input into the placement process as well as address the uniqueness of each student in order that the practice experience meets the personal and professional needs of each student.

Liaison Contact

BSW Field Faculty Liaisons are MSW or LCSW faculty members who carry out the function of liaison between the BSW program and the agency. They have primary responsibility for field teaching, student learning, monitoring student progress, providing educational opportunities within the agency, and fostering an interchange between the program and practice communities. They are responsible for developing with the students a learning plan, monitoring the plan and evaluating students' achievement and performance. Liaisons must make at least two visits per semester.

BSW Field *Faculty* Liaisons Responsibilities:

1. MSW or LCSW Faculty members.
2. Members of the Field Education Department.

3. Carry out the function of liaison between the School and the Agency.
4. Primarily responsible for field teaching, student learning, monitoring student progress, agency educational opportunities, fostering interchange between the school and the practice community, evaluating students' achievement and performance, field instructors, and task coordinators efforts.
5. Makes a minimum of two visits per concurrent placement year to confer with the field instructor and /or task coordinator and the student.
6. Provides student with expectations and guidance at the beginning of placement.
7. Provides guidance with the student's development of the learning plan based on the core competencies and practice behaviors at the beginning of the placement.
8. Reads process recordings and other seminar assignments provided by the student to assist student with professional development and learning objectives.
9. Provides written feedback to students including guidance and direction when they are having difficulty in the field.
10. Is available to students during office hours, or by telephone for consultation and problem solving.
11. Assigns mid-term and final grades based on the field instructor's or task coordinator's recommendation, assessment of written materials in the Portfolio, demonstration of mastery of the core competencies, practice behaviors, and other information on performance derived from liaison conferences.
12. Helps the field instructor or task coordinator design meaningful learning experiences in the agency.
13. Provides consultation to the field instructor and or task coordinator regarding student progress in the field.
14. Shares with the field instructor or task coordinator, and other appropriate agency staff information about the BSW Program.
15. Helps orient students to the field education program by attending all required field instruction meetings, or orientation sessions.
16. Participates in formal training of field instructors and/or task coordinators, as requested by the BSW Director of Field Education.
17. Informs the BSW Director of Field Education if the student is having difficulty in field instruction and is at risk of failure or termination from the agency.
18. Is available for conference with the student and the field instructor or task coordinator for problem resolution.
19. Informs students' academic advisor if student is having difficulty in field and is at risk of failure or termination from the agency.
20. Brings current practice developments to the attention of the BSW Director of Field Education to ensure that the school's curriculum is responsive to trends in professional social work practice.
21. Provides ongoing evaluation of the placement agency and field instructor and/or task coordinators ability to provide learning opportunities and field instruction with the

learning objectives of the BSW curricula and with curriculum standards set forth by the Council of Social Work Education (CSWE).

Selection of Field Instructors

Field instructors are recommended by the agency and approved by the BSW Director of Field Education. The Field Instructor is expected to have a minimum of:

- A baccalaureate or master's degree in social work from a program accredited by the CSWE and
- Completion of two years post graduate work in supervised social work practice, with at least one year in the agency where field instruction will be provided.

Persons recommended as field instructors must submit a resume to the field office prior to the beginning of field instruction. All persons recommended as field instructors must meet with the BSW Director of Field Education to review expectations; this interview is usually conducted in the agency with emphasis placed on:

- Interest in teaching.
- Potential for providing students with knowledge of social work concepts, principles and values, and capacity for supporting the student during the learning process.
- In special circumstances, exceptions to these criteria are discussed with the Director of Field Education, and when appropriate the field faculty liaison serves and provides back-up supervision to ensure that the student's educational expectations and requirements are met.
- New Field Instructors are required to attend a Field Orientation Session offered by the Field Education Office.
- Field Instructors are offered training sessions throughout the school year, and are required to attend at least one a year, to support the educational needs of the students.

The Agency will provide a learning opportunity for the generalist student to become a professional social worker through a variety of professional tasks, and responsibility to master the core competencies and practice behaviors. The Agency will also provide appropriate ongoing supervision of the student on-site, BSW/MSW/LCSW supervision desired, MSW/LCSW supervision preferred.

In the case that a student is placed in a non-traditional setting that has no social workers employed. A point of contact is selected as a task coordinator. This person must have a degree in a human service field or closely related. The field director will then act as the supervisor to support the placement and the student will then enroll into a weekly supervision session designed for students that do not have a social worker as a supervisor instructed by the field director.

A formal understanding (Affiliation Agreement) is entered into by the two at the beginning of the

student's placement (See Appendix 1).

VII. FIELD EXPERIENCE ACTIVITIES

There are a wide variety of activities appropriate for field experience at the undergraduate level. These differ from agency to agency, depending upon the nature of its services. Each agency develops its own student assignments with the cooperation of the Field Faculty Liaison. The following are example of various activities which can be useful as tools in learning:

1. An orientation to the agency's function and operation.
2. Providing opportunity for students to apply generalist practice skills to be utilized with multi systems as agency function permits, particularly as related to the growth, development and needs of the client system.
3. Offering direct services to client systems and helping client systems make maximum use of services provided by the agency.
4. Visiting various community agencies related to the placement agencies services and the student's role to obtain factual data concerning their services.
5. Servicing as assistant to group leaders in shelters, group homes and other organizations where groups are well established with the anticipation that, where placement permits, the student will carry his/her own group during the field work experience.
6. Sitting in on staff and board meetings and participating in analyzing the presented material.
7. Recording of events and activities related to field work placement.
8. Participating in community organization and advocacy efforts of the agency.

AGENCY SUPERVISION

Competent supervision is as significant to the success of the program as the actual assignments. If properly supervised, even a repetitive task may become a learning experience for the student. The agency supervisor/field instructor/task coordinator is expected to meet with the student on a regular basis to describe assignments, to increase student's ability to analyze situations, to develop his/her use of self and skills, and to increase his/her understanding of the relationship between agency functioning and the large area of social welfare services.

Field Education Provides Orientation, training, and continuing dialog

New field instructors are required to attend a training session to orient them to the field component of the BSW Program. This session is held twice a year, once in the fall and once in the spring. The BSW Field Director coordinates the orientation, which is organized around CSWE competencies and dimensions. The Field Director, field instructors, and faculty often assist with presenting material from the training manual. The Field Director schedules make-up sessions by phone call or video conference for field instructors who are unable to attend the training sessions.

Field instructors are frequently emailed information that assists with student knowledge of the competencies and behaviors. Field instructors are given access to the field manual, curriculum, and field syllabus during the orientation.

Field instructors must be willing to meet with the faculty field liaison at least once during the semester regarding the progress of the student in field practicum. To provide a continuous dialogue, field liaisons contact field instructors them by phone, e-mail, video conference, or letter regarding the student's progress throughout the semester. The field liaison is available to assist the student and the field instructor in solving problems that may occur within the supervisory relationship.

The Office of Field Education recognizes the importance of the role of faculty field liaisons. The faculty field liaison is responsible for monitoring students' learning experiences and evaluating their progress in placement.

The Office of Field Education depends on field adjunct professors, The Office of BSW Field Education is committed to providing honest and fair treatment to all students. For this reason, many other professionals are involved with interviewing, rating, and recommending students to receive field placements.

The partnership between the School of Social Work (BSW Program) and field settings is critical to the success of the field education program. The field education faculty maintains contact with field settings, beginning with identification of field sites. The partnership is kept viable by visiting new partnering agencies before students begin placement. While a student is in the process of being placed in a field setting, the Director of Field Education is responsible for maintaining a collaborative relationship with the prospective field agency. This relationship is obtained through continuous visits, emails and/or phone calls to ensure the placement process. The Field Director serves as the student's primary contact prior to the start of field placement. The BSW Program has more than 100 affiliation agreements with field agencies.

Once students begin field placement and integrative seminar, the Faculty Field Liaison and BSW Program Field Director, who also serves as a field liaison, monitor their experience and progress in field and serve as the primary contact for both the student and field instructor regarding issues. Faculty Field liaisons are required to make one face-to-face visit to the field site during the semester. When on-site visits are not made because of schedule conflicts or unforeseen incidents, the field liaison must engage in a conference call or video conference. The field liaison discusses all behaviors with the student and field instructor during the site visit. Field liaisons are encouraged to make a second site visit if necessary. All site visits, phone conference calls, or video conferences are documented on the field liaison conference form. Students' learning and field effectiveness are determined by field instructors' accessibility to field liaisons throughout the school semester. The field liaison monitors the progress of the placement from the student's point of view through reading weekly logs and narratives and through discussions during the monthly seminars. The field liaison contacts agencies regarding student concerns of conduct or learning experiences. All agency communications are documented and maintained via Time2Track or in email.

Agency – School Meeting:

The agency and Field Faculty liaison will meet at regular intervals during each semester and on an as – needed basis to discuss each student’s progress. The student’s performance will be discussed for the purpose of clarifying his/her performance in relation to standard expectations. It is helpful for the Field Faculty Liaison to use excerpts from the student’s recorded material to illustrate the student’s learning, particular problems, as well as, to review the student’s learning contract.

Group Meeting of Agency Supervisors:

The program will sponsor periodic group meetings of all agency supervisor/Field instructors/task coordinators in order to facilitate communication between the Field Education Office and the agencies during the school year. The purpose of these meetings is to provide an opportunity for the sharing of mutual concerns and to provide agency supervisors with information regarding the BSW Program and Field Education. It is recognized that the field placement agencies’ experiences with students will provide the School of Social Work with suggestions for the academic (classroom) portion of the total program. We encourage these suggestions and suggestions about the field education model from agencies and view these group meetings as providing the opportunity for agency input of this nature.

The fall group meeting provides orientation and informative updates. The spring session is an appreciation session to recognize the efforts of the agency supervisor/field instructor/task coordinators. An agency supervisory satisfaction survey is conducted each year at the spring group meeting.

VIII. BSW FIELD EDUCATION POLICIES AND PROCEDURES

BSW Field Orientation

Attendance at the Field Education Orientation is mandatory. Orientation is held each semester prior to the start of Practicum I and II.

Student/Agency Learning Plan

It is expected that a student – agency learning plan will be formed to maximize the agency/student services to each other. The plan should state the specific learning objectives of the individual student as related to the core competencies, practice behaviors, agency program and personal growth, student responsibilities regarding agency hours, submission of reports, use of supervision, compliance with School and agency regulations, and demonstration of professional development. Evaluation procedures should also be specified. Contracts should be complete within 14 days after placement (See Appendix for sample guideline).

Professional Ethics

All students are expected to abide by the NASW Code of Ethics and to follow professional decorum at all times. Copies of the Code of Ethics are disseminated during orientation by the School. Detailed information regarding ethical conduct will be strongly emphasized during supervision and Field Seminar.

Practicum and Seminar Attendance

Students will be excused from field placement only in cases of emergency. The student is expected to inform the agency supervisor/field instructor/task coordinator and the Field Faculty Liaison if it is necessary to be absent from the field placement. Time missed must be completed. Unexcused absences are considered a serious breach of the teaching/learning contract. Full attendance is expected at seminar and supervision. Absences impact the grade and may jeopardize the ability of the student to remain in practicum. **If a student's circumstances should require more than a one-week absence from field (prolonged illness, family emergency, giving birth, etc.), the student must consult with the field instructor and field faculty liaison to determine how the required hours will be completed prior to the end of the semester. The field faculty liaison must alert the BSW Field Education Director and provide frequent updates on the situation.**

BSW Field Faculty Liaison and Supervision

Each student will be assigned a Field Faculty Liaison whose function is to increase the student's ability to view classroom learning in terms of the reality of his/her practice experience, as a generalist, and to enhance his/her professional growth and development. Additionally, the Field Faculty Liaison provides general assistance to the student as he/she begins adapting to the

requirements of professional practice. Additionally, the Field Faculty Liaison provides general assistance to the student as he/she begins adapting to the requirements of professional practice and conducts Field Seminar. **The student is required to meet with the Field Faculty Liaison on a weekly regularly scheduled basis. (Schedule TBA)**

Re-entry Into Practicum

If a student is unable to complete practicum within any specified semester, he/she may reenter only after reapplication and a re-evaluation of the student's readiness by the BSW Director of Field Education, the student's advisor, and student's previous Field Faculty Liaison.

Requirements for BSW Certification

If a student finishes Practicum I and does not reenter Practicum II within one academic year the student may be required to repeat Practicum I. Students are required to complete all course work within a consecutive semester (Fall-Spring; Spring-Fall). All coursework must be completed by the end of Practicum II. Practicum II must be the last activity prior to graduation. It is after completion of Practicum II that the professional certification for the BSW degree occurs.

Evaluation of Academic and Professional Performance

Academic Performance

Policy: It is the position of the BSW Program at Norfolk State University that students receive timely, written feedback regarding academic performance.

Procedures: For the most part, student academic work is evaluated using the grading system below; in addition, student final grades in courses are calculated using this grading system. The Grading System is found in each syllabus and in the Student Handbook.

THE GRADING SYSTEM

The grade (quality) point system based upon completed hours at Norfolk State University is used to calculate student scholarship as follows:

Grade	Quality Points	Description
A	4.0000	
A-	3.7000	
B+	3.3000	
B	3.0000	
B-	2.7000	
C+	2.3000	
C	2.0000	
C-	1.7000	
D+	1.3000	

Grade	Quality Points	Description
D	1.0000	
D-	0.7000	
F	0.0000	
P ¹	None	n/a
AU ²	None	Audit
I	None	Incomplete Official
W	None	Withdrawal
NG	None	No Grade Reported
S	None	Satisfactory
#	None	Forgiven

Grading Systems

¹ *Pass/fail grades are not available to graduate students, except in those courses designated for pass/fail credit.*

² *Entered by the Registrar.*

The grade point average is obtained by dividing the total number of quality points earned by the total number of completed semester hours.

Professional Performance

Policy: It is the position of the BSW Program at Norfolk State University that students receive timely, written feedback regarding professional performance, when needed.

Procedures: The procedures for evaluating student professional performance are as follows: Given the ethical responsibilities of professional social work practice to promote and protect the well-being of the clients and communities we serve, the BSW Program at Norfolk State University has established Technical Standards for students that not only focus on academic performance but that also emphasize the abilities and attributes essential for the profession. This document describes the Technical Standards each student must satisfy, with or without reasonable accommodations, to enroll in, fully participate in, progress through, and graduate from the BSW program. These requirements apply in the classroom, in field placements, in our school, in the university, and in the broader community and societal context. The Professional Performance is found the BSW Student Handbook and BSW Field Manual.

1. Communication Skills:

- Communicate effectively, responsibly, and respectfully in a timely manner in interactions with other students, faculty, field instructors, staff, clients and client systems, and other professionals with whom they might come in contact within their student role.
- Demonstrate the capacity to use effective verbal and nonverbal communication skills, including the ability to actively listen, self-reflect and interpret nonverbal communication of others and self.

- Communicate clearly through verbal and written products at a level appropriate for their stage of education.

2. Intellectual and Cognitive Ability:

- Ability to recall and retain information, think critically, and apply problem solving skills in an efficient and timely manner.
- Ability to plan, calculate, reason, analyze, integrate and synthesize information in a timely manner.
- Demonstrate a continual effort to reflect on their own values, attitudes, beliefs, emotions, biases, current and past experiences, and make efforts to be inclusive of different cultures and populations.
- Manage time effectively in order to observe deadlines, and conscientiously arrange and keep appointments.
- Ability to navigate transportation to meet field and classroom requirements.
- Ability to acquire knowledge, process experiences and incorporate new information from peers, teachers, and literature in formulating interventions and treatment plans.
- Evaluate and integrate into practice constructive feedback received in both the classroom and field settings.

3. Emotional and Behavioral Professionalism:

- Seek appropriate help to ensure that personal issues do not interfere with professional and academic performance.
- Demonstrate the ability to tolerate demanding workloads, adapt to changing environments and situations.
- Maintain respectful and appropriate relationships and boundaries with peers, faculty, field instructors, staff, clients and client systems, and other professionals.
- Be punctual and dependable, prioritize responsibilities, manage time, and attend and actively participate in class and field in accordance with relevant policy.
- Demonstrate behavior and decisions reflecting the highest standards of honesty and personal, academic, and professional integrity.
- Take responsibility for their own actions and quality of work and consider the impact of these on others.
- Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required social work competencies. The 2015 Educational Policy and Accreditation Standards, can be accessed at <https://www.cswe.org/accreditation/accreditation-process/> in the field and classroom settings.

4. Skills with Technology:

- Ability to use computers for searching, recording, storing, and retrieving information.
- Navigate and utilize technologies, such as learning platforms, videoconferencing, library systems, and various software necessary to complete classroom and various assignments.
- Use required field agency technology to fulfill the work duties at their field placement site. This technology could include, but is not limited to, the use of computers, telephones, and agency databases.
- Comply with the Standards for Technology in Social Work Practice.

These standards are congruent with the ethical values and standards laid down by the NASW Code of Ethics, which all students must abide by. In addition, students are expected to review and abide by all Norfolk State University Policies and Practices. A student can participate in our social work programs so long as they are able to meet these standards, with or without reasonable accommodations. Students who would like to request reasonable accommodations to assist them in meeting these standards should contact: Office of Accessibility Services/International Student Services OASIS at 757-823-8325 or oasis@nsu.edu.

Improvement Plan

It is the desire of the BSW Program at Norfolk State University to provide support and guidance to students who may present with academic and/or professional performance issues. The Academic and Professional Enhancement Plan is initiated by the faculty and/or Professional Academic Advisor when a student consistently falls below stated standards (grades and technical standards for professional performance). The plan alerts the students of their progress and sets forth guidelines for improvement in academic and/or professional performance. The student also can articulate personal challenges/concerns related to their performance. The plan also outlines consequences of progress and conditions.

**NORFOLK STATE UNIVERSITY
Ethelyn R. Strong
SCHOOL OF SOCIAL WORK
SOCIAL WORK PROGRAM
ACADEMIC and PROFESSIONAL ENHANCEMENT PLAN**

Student:

Date:

Student #:

Advisor:

- I. Area(s) of Concern:
- II. Student's Response to Concern(s):
- III. Intervention Strategy:
- IV. Progress Assessment/Conditions:

Student Signature

Faculty/Advisor Signature

Program Chair

Termination

Academic Termination

Policy: It is the position of the BSW Program to maintain high academic standards. When a student consistently fails to maintain high academic standards, the student may be dismissed from the program.

A student is terminated from the BSW Program for the following reasons:

- The student fails a major course after repeating it more than one time.
- The student is terminated by the University.

University grading policies are printed in the University Catalog. Course syllabi include the criteria for grading as well. Field evaluation criteria are also printed on the field evaluation forms and in the BSW Program Field Education Manual. Termination policies from the BSW Program are published in the BSW Student Handbook and the BSW Program Field Education Manual.

Students are responsible for learning the content of any course in which they are enrolled and for maintaining standards for academic performance established for each course in which they are enrolled. They are protected, through orderly procedures, against prejudices or capricious academic evaluation. The following protocol is published in the *University Catalog* and *BSW Student Handbook* and is used to insure impartial academic evaluation.

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Norfolk State University and the School of Social Work fully subscribe to this premise and embrace the transmission of knowledge and the pursuit of truth as broad goals out of which should emerge the development of more effective professional social workers.

Free inquiry and free expression are indispensable to the attainment of these goals. As consumers of the School, the students are encouraged to develop the capacity to apply sound judgment and to engage in a sustained and independent search for truth. Students are encouraged to participate in free discussion, inquiry, and rational expression.

Professional Termination

The BSW program reserves the right to terminate enrollment of any student at any time for what the faculty and administration may believe to be a good and sufficient reason(s), such as cheating, plagiarism, misuse of university property, criminal convictions, or unprofessional conduct.

A student may be removed or dismissed from the program, field practicum site and the Field Education Program at any time by the Program Director, Associate Dean, Field Instructor and/or the field agency for documented unprofessional conduct. Unprofessional conduct may include but is not limited to behavior that may be hazardous, unethical, illegal, unprofessional to the client, agency or faculty system, or commitment of a breach in confidentiality.

- When a student's performance is evaluated as deficient, the Program Director, Field Director, Field Instructor, Task Supervisor (if applicable), with the student determines what, if any, course of action could bring the student's performance into compliance with the program's professional standards.

- The action plan (Academic and Professional Enhancement Plan) outlines the problems to be solved, actions to be taken to solve said problems, and the timeline for completion of corrective actions regarding the student's performance.
- If the student does not self-correct based on the correction action plan timeline the student is terminated from the BSW Program.
- Students can re-apply for re-instatement to the BSW Program.
- Re-instatement into the BSW program is not automatic and requires a review by the BSW faculty on a case-by-case situation. The BSW faculty is responsible for acting as the gatekeeper of the social work profession. When a student is experiencing serious academic and professional difficulties, the BSW Program Director addresses the issues directly with the student, after extensive consultation with the faculty members who are working with the MSW student that semester. In this interaction, the student is asked to discuss perceived barriers to academic and professional success. They then mutually build a strategic plan to help ensure future success.

Grievance Procedures

Grievance for Academic Performance

Grade Appeal

The instructor has the responsibility for evaluating coursework and determining grades; however, the student has the right to appeal a grade believed to be in error. The appeal process may involve the following steps and may be resolved at any level:

- The student confers with the instructor involved.
- The student and instructor (preferably together) confer with the chairperson of the department offering the course.
- The student and instructor (preferably together) confer with the dean of the school in which the department is housed.

When the above steps do not resolve the issue, the student may initiate a formal written appeal through the Faculty/Student Grievance Committee to the Provost for its review and recommendation. Appeals should not be taken lightly by either the student or the instructor.

The student is responsible for verifying the accuracy of his or her academic records. Grade appeals should be made immediately after the grade in question is received. No appeals will be considered after one year has elapsed or after graduation, whichever is earlier.

Grievance for Professional Performance

The BSW Program uses Norfolk State University's Student Grievance Process for Grievance for Professional Performance.

Process:

- 1) Student must submit in writing a complaint to the Department Director regarding professional performance.
- 2) If there is no resolution and the concern still exists, then the complaint will escalate to the Associate Dean of the School of Social Work.
- 3) If there is no resolution and the concern still exists, then the complaint will escalate to the Dean of the School of Social Work.
- 4) If there is no resolution and the concern still exists, then the complaint will escalate to the Office of the Provost.
- 5) If there is no resolution and the concern still exists, then the complaint will escalate to the Office of the President.

For formal complaints, the following tracking form is used in the School of Social Work: [STUDENT COMPLAINT FORM \(nsu.edu\)](#)

Life/Work Experience

Policy: It is the position of the BSW Program at Norfolk State University that no credit is granted for life experience or previous work experience. This written policy which states the program does not grant credit for life experience and/or work experience is found on the BSW website, BSW Student Handbook, and the Field Manual.

Field Education Liability Procedures

All students are covered by Norfolk State University Liability Insurance while in the agency as a field practicum student. Notice of Risk forms are distributed at field orientation. Students must read and agree to this Notice prior to beginning the practicum experience.

Background Checks

Due to the nature of social work practice in some agencies students may be required to participate in a background check which could include police checks, urine test screening for drugs, fingerprinting, and certain health screenings. If a student has concerns about any of the above, they should contact the Director of Field Education for clarification. **It must be noted agencies have the right to deny students practicum placement due to information obtained through their background check process.**

Exit Program Evaluative Criteria

- A. Upon completion of two semesters of practicum students must participate in the BSW adjudicated assessment process, if selected. Due to the increasing number of students in BSW Field Education a stratified random sample from each seminar is conducted. Students selected present a work sample on an appointed seminar day before a panel of

external and internal evaluators. The BSW Competency Assessment is the instrument used for the evaluation.

- B. All students are required to complete the exit student survey and encouraged to schedule an exit evaluative interview. These afford the student an opportunity to offer candid perceptions of the educational program, the practicum experience and perception of readiness for employment and possible graduate social work study. Additionally, students are encouraged to offer general comments and recommendations about the program.

Policy on Employment Based Practicum Sites

The employment-based practicum is not a consideration for the BSW practicum student.

Stipend Based Placements

Students may be offered a stipend at some practicum sites. Stipend based practicum must be structured to ensure that the student is not being reimbursed for services as an employee. The payment of a stipend must in no way place employment expectations or requirements that result from this financial compensation to the student. Stipend based practicum must be approved by the BSW Field Education Director.

Use of Automobiles

BSW students are not covered under NSU liability insurance for use of personal cars for agency business. Students cannot drive clients in agency cars. Students can ride in the car, when an agency representative is driving the car. Students can drive the agency car after appropriate training and documentation of the agency's insurance coverage that covers the student for accidents and liability issues. The BSW Director of Field Education may ask to review the agency insurance coverage for student drivers. Students should be aware and review their own automobile insurance coverage related to accidents and injuries related to driving to and from the practicum site, or during breaks while at the practicum site.

Guidelines for Change in Field Agency Placement

A request for consideration of change in agency must be initiated by the student in writing to the BSW Field Director within the *first three weeks* of placement. The following steps will take place:

1. The BSW Field Director will schedule a meeting with the student to discuss his/her concerns, learning opportunities, and or performance.
2. In an effort to arrive at resolution the BSW Field Director will conference with the field faculty liaison and the field instructor and/or task coordinator.
3. The student will be removed from the agency if resolution cannot be reached without any grade penalty, to another agency to meet the course requirement.

(The student should understand that after three weeks in the agency this is no longer an option).

Withdrawn from Field Instruction

Students must notify the field instructor, task coordinator, field faculty liaison, and BSW Director of Field Education that they plan to withdraw from field and follow the guidelines of the University for dropping a course. The student cannot self-terminate and consider themselves officially removed from a course; students should contact their academic advisors prior to dropping SWK 490/495 or SWK 491/496 and/or the BSW Field Director for clarification.

Student Performance Problems

Field Instruction is different from other course work, it involves placement in a community agency and is organized around educational objectives determined by the BSW curriculum. It also involves professional responsibilities to clients, agencies and the community. As a result of the involvement of these and other stakeholders it is vital that we recognize student performance issues early and respond with the appropriate corrective action plan. When problems occur the field instructor and/or task coordinator should bring to the attention of the student his/her concerns about the student's performance, if no improvement noted within a reasonable time period, than the field instructor or task coordinator should notify the field faculty liaison and provide written documentation on the unprofessional conduct or lack of progress in attaining field instruction learning plan objectives. The field liaison will alert the BSW Field Director and seek resolution of the problem(s).

Evaluation of Student's Performance

Policy for Evaluating Student Learning and Field Effectiveness

All BSW Students shall be evaluated regarding their performance in the field setting by their field instructor, field liaison, and the Director of BSW Field Education at the 5th week (in keeping with university policy for evaluating undergraduate students), 10th week, and end of semester. Likewise, all field agencies shall be evaluated by the student for effectiveness.

Criteria for Evaluating Student Learning and Field Effectiveness

Field Faculty Liaisons participate in the evaluation of students' performance. They assess written materials, evaluate the portfolio, and ensure that students demonstrate a mastery of the core competencies. Likewise, student appraise the field setting in terms of agency; staff relationships; assignments; field instructor, and overall evaluation.

Procedures for Evaluating Student Learning and the Field Setting

Three instruments are used: **the mid-term**, 10-week field assessment and the final field evaluation (the 10 week and final field assessment are the same documents).

The student evaluation measures the progress of the generalist practice student, in mastery of the nine core competencies and thirty-one practice behaviors as established by our national

accreditation organization CSWE (The Council on Social Work Education). The student's learning plan should identify measurable methods and performance outcomes (e.g., methods, activities and assignments) that they need in order to achieve mastery of the core competencies. Under each competency statement are several indicators, i.e., practice behaviors, please evaluating the student performance according to the rating scale criteria BELOW

RATING SCALE

5	The student has excelled in this area.
4	The student is functioning somewhat above expectation for students in this area.
3	The student has met expectations for students in this area.
2	The student is functioning somewhat below expectations for students in this area.
1	The student is functioning significantly below expectations for students in this area.
N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area. (Indicate plan of intervention for success)

Please be sure to indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement; note specific strategies for the student and/ or indicate a corrective plan of action to address the student's need if below average in the rating scale.

This 10-week progress report is intended to give the student feedback about his or her field performance. Students are expected to indicate if there are areas that they do not understand and/ or disagree with, during this evaluation. Field Instructors and/ or Task Coordinators are asked to evaluate the student's performance on each competency/practice behavior as it relates to the student's learning plan.

Field settings are evaluated annually to ensure that they provide adequate multi-level learning opportunities that are consistent with the Council on Social Work's Educational Policy and Accreditation Standards. Students also drive the evaluation process.

STUDENT EVALUATION OF FIELD PRACTICUM SETTING

Norfolk State University

School of Social Work – B.S.W. Program

Evaluation of Field Instruction Setting

The following is a rating scale that students may use in order to evaluate the Social Work Field Practicum. Please complete the form and return it to the appropriate instructor. The results will be used as constructive feedback in order to aid the ongoing process of improving and upgrading the Social Work Department.

Please note: **THIS RATING SCALE WILL NOT AFFECT YOUR GRADE IN ANY WAY.**

Instructor:

Semester:

Name of Agency:

Number of students from your class in your placement:

Field Instructor:

Directions: Rate the following items on a 1 to 5 scale with 5 being the maximal (e.g., excellent), and 1 being minimal (e.g., inadequate/poor). Some items on the scale may not be applicable. In that case, ignore the item or circle "NA"

AGENCY:

1. The agency allowed student participation in staff meetings, seminars, etc.

1 2 3 4 5 NA

2. The agency accepted students as an integral part of the social work staff.

1 2 3 4 5 NA

3. Students felt free to participate in the formal and informal communication systems.

1 2 3 4 5 NA

4. The agency provided adequate office space and clerical services for students.

1 2 3 4 5 NA

5. The agency's expectations of students were consistent and clear.

1 2 3 4 5 NA

6. The agency is receptive to students' opinions and ideas.

1 2 3 4 5 NA

7. The agency staff's attitudes and behaviors in regard to minority groups were an example of desirable social work practice.

Staff relationships

1 2 3 4 5 NA

Staff-Client relationships

1 2 3 4 5 NA

Staff-Student relationships

1 2 3 4 5 NA

8. The agency's program provided opportunity to interact with other agencies and community people.

1 2 3 4 5 NA

9. The agency provided for client/consumer input in policymaking.

1 2 3 4 5 NA

10. The agency was oriented to system change as well as individual change.

1 2 3 4 5 NA

11. The agency's services attempted to meet client needs and the agency's specific goals.

1 2 3 4 5 NA

12. The agency was an example of progressive, innovative social work.

1 2 3 4 5 NA

OTHER COMMENTS:

ASSIGNMENTS:

1. Practice assignments have provided experience with a diversity of clients in a variety of situations (e.g., age, sex, race, ethnicity, the oppressed, kinds of problems and needs).

1 2 3 4 5 NA

2. The student's assignments have been related to his/her career goals and interests.

1 2 3 4 5 NA

3. The quantity of work assigned was appropriate to the amount of time allotted. Please clarify in the comment section if this was a problem.

1 2 3 4 5 NA

4. The workload is/was demanding and relevant enough to prepare the student for entry-level professional social work practice.

1 2 3 4 5 NA

5. Add any other comments about assignments.

FIELD INSTRUCTOR

1. The field instructor established a helping and enabling relationship with the student.

1 2 3 4 5 NA

2. The field instructor demonstrated knowledge of content on social work practice.

1 2 3 4 5 NA

3. The field instructor was skillful in helping the student to relate classroom content to practice.

1 2 3 4 5 NA

4. The field instructor's "contact" with the student took account of his/her interests, learning needs, past experience, etc.

1 2 3 4 5 NA

5. The field instructor provided structure and clarity of expectations about assignments.

1 2 3 4 5 NA

6. The field instructor was accessible when needed. Please clarify in the comments section if this was a problem.

1 2 3 4 5 NA

7. The field instructor individualized the student according to his/her learning needs and professional development during the semester.

1 2 3 4 5 NA

8. The field instructor allowed the student an increasing amount of independence with an appropriate balance of support and reinforcement.

1 2 3 4 5 NA

9. The field instructor showed acceptance of disagreement and respect for the student's opinion.

1 2 3 4 5 NA

10. The field instructor maintained appropriate structure and organization of field practice activities.

1 2 3 4 5 NA

11. The field instructor demonstrated concern for values, ethics, and objectives of the social work profession.

1 2 3 4 5 NA

12. The field instructor's attitudes and behaviors in regard to minority

groups have been examples of desirable practice.

1 2 3 4 5 NA

OTHER COMMENTS:

EVALUATION:

1. The field instructors provided an on-going process of "feedback" to the student throughout the semester.

1 2 3 4 5 NA

2. The field instructor's evaluations were fair, accurate, and helpful to the student.

1 2 3 4 5 NA

The field instructor allowed and enabled the student to participate in the formal evaluation and to become increasingly able to evaluate his/her own work.

1 2 3 4 5 NA

3. The field instructor provided for appropriate "rebuttal" in the evaluation process.

1 2 3 4 5 NA

OTHER COMMENTS:

OVERALL REACTIONS:

1. How would you rate your field instruction experience and its effect on your learning and professional development this semester?

1 2 3 4 5 NA

2. Rank from 1 to 5 the value of the contribution of each of the following to your progress in field practice this semester (using 1 as minimal and 5 as maximal).

Field Instructor

Agency staff colleagues

Assignments (clients, groups, etc.)

Agency settings, generally

Individual initiative

3. Rate this evaluation instrument as a method of conveying your feelings and opinions about the field practice experience.

1 2 3 4 5

Safety Concerns

Policy Supporting Student Safety

Students and field faculty are made aware of safety protocols for field placement activities during orientation and ongoing throughout the academic semesters.

Criteria for Supporting Student Safety

In any situation, students should do the following:

- Pre-assess safety and danger in all situations (in the agency and in the community)
- Before providing service in a potentially unsafe area, students should alert their field supervisor and field liaison as to where they are going
- Students should use the buddy system in a potentially unsafe situation
- Students should call before and after they complete tasks in unsafe situation
- Students should make a safety plan/plan of escape (contract for safety)

- Students who feel uncomfortable regarding a potentially unsafe situation, should not put themselves in harm's way; they should document the potentially unsafe situation

Students must become aware that the practice of social work involves an element of personal risk. When students are concerned about their safety, or the safety of others, they should discuss their concern with the field instructor or task coordinator in the agency for the best course of action. This discussion should be shared with the field faculty liaison. Students are not to take unnecessary risks in the course of their field work. Students are urged to read the agency's safety and/or risk management plan and participate in any agency safety training. If the student is threatened or injured while in field practicum or is involved in an incident when his/her safety could have been compromised, the student should report the event immediately to the following people: field instructor or task coordinator, and field faculty liaison or the BSW Director of Field Education. It is best practice to develop a personal safety action plan.

Evening/Weekend Placements

The agencies in which students can complete placement hours only during evening and weekends are very limited. Students need to be prepared to do their field practicum hours in an agency during normal business hours, during the time a field instructor is on duty and available to supervise the students. It is highly unlikely that BSW students can do their entire field practicum experience during evening and weekends.

Nondiscrimination and Sexual Harassment

NSU does not discriminate on the basis of age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation or disability; any incidents of discrimination and/or sexual harassment during field work should be brought to the attention of the field instructor and/or task coordinator and/or the field faculty liaison or BSW Director of Field Education. The BSW Director of Field Education will discuss the incident with the BSW Program Director. The University has formal procedures to deal with problems that violate university policy.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask that if you have a disability or think you have a disability, please contact the Office of Accessibility Services/International Students Services (O.A.S.I.S.).

Contact Information:

Coordinator, Accessibility Services (O.A.S.I.S.)
Location: James Bowser Building, Suite 121
Telephone: 757-823-2014
Fax: 757-823-2640

Purpose and Use of Learning Plan

All BSW Practicum Students are required to complete a working document within the first two weeks (**14 days**) of field instruction. The document specifies the agreement between you and the field instructor regarding your schedule in the field, supervision time, team meeting, etc., and specifies what you will learn, how the learning will take place, and in what period of time based on the ten core competencies and forty-one practice behaviors as outline in the CSWE EPAS 2008 (See Appendix 3).

A move toward a more performance and competence based educational process responds to new environmental trends growing toward knowledge in the social and life sciences. The goal of an effective learning plan is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and competencies. The competencies can be measured as practice behaviors comprised of social work knowledge, values, and skills. BSW seniors are expected to have micro-mezzo-macro experiences assigned in the agency throughout the year.

The student should become familiar with goals for learning, including the core competencies, practice behaviors, and learning activities to develop ideas to construct a plan for practicum learning. The student should identify learning goals, objectives, and learning activities relevant to the social work practicum setting with the first fourteen (14 days) of placement within the agency; and develop a written learning plan outlining the demonstration and or application of each core competencies and practice behavior in collaboration with the field instructor and field faculty liaison.

As students begin the field practicum experience, it is very important to list the desired outcomes for learning, and then identify and arrange activities and experiences that will help to reach their goals. A well-developed learning plan should guide the student in a rewarding and challenging learning experience.

The plan for learning is not unlike a road map, identifying destinations, and possible routes for getting to the place identified at the beginning of the trip. Therefore, consideration is made during the planning of the trip, of cost, type of transportation, etc., prior planning is vital to the success of the trip. The development of the field learning plan is very important and is a required activity. It must incorporate educational goals and anticipated outcomes from three sources, the classroom, the practicum instructor, and the student. The goals should consider values, knowledge, and skills; and the plan should be a challenging task.

The curricula for BSW Programs are built around the concept of generalist social work practice. Thus, the practicum experience and learning plan must reflect a generalist perspective. The field faculty liaison is available to assist the student in development of the learning plan, once the plan has been approved and signed by the agency supervisor and field faculty liaison, follow it, and review it often. During the mid-term evaluation discuss the plan with your practicum supervisor, modify it, if necessary, address learning issues, make a corrective action plan to advance learning, seek guidance from the field faculty liaison, contact the BSW Director of Field Education for help, prior to end of the mid-term evaluation period. Consider, your professional growth depends on commitment, self-awareness, and self –confidence, do not get hung up on

structure of the document, recognize what you want to learn in agency that will demonstrate your professional growth as a competent social worker.

Do not be surprised that you will learn concepts, task, and experiences that you did not anticipate when you developed your plan, or experiences outside of your academic learning, this is why you are in field to experience real life situations. You have to adjust to situations out of control of the agency or the field office, for example, your practicum agency supervisor may take another job, and the agency manager move you to another unit under another supervisor, you may have to adjust to a different supervisory style, and may have to adjust your learning plan, while coping with sudden change. However, such experiences can be valuable learning opportunities, and should add to what you hope to learn.

Process of the learning plan, students should receive a written job description, or description of the tasks, and activities that the agency expects of the student, the student will review the job description and discuss with the practicum supervisor. The student should discuss the ten core competencies, and practice behaviors with practicum supervisor during the first week of the practicum experience and arrive at a well-worded learning objective (s) for each core competency. Remember, that each learning plan should be unique to each student's learning need, and placement setting. The learning plan should be a working document and reviewed during the student's weekly supervision sessions. The goals and objectives should be clear and concise, measurable and tied directly to your field work for evaluation.

The writing of a **learning objective** is a statement of a desired outcome that is written in a way that allows measurement, a **practice behavior** can be observed, the use of a timeline and completion dates and counting of completed tasks and often move an un-measurable goal into a measurable objective. Action words are usually used in writing objectives, for example, to answer, to arrange, to circulate, to collect, to conduct, to decide, to define, to discuss, to define, to explain, to verify, to schedule, to select.

Martin Luther King Jr. once wrote *the function of education is to teach one to think intensely and to think critically. Intelligence plus character-that is the goal of true education.* As you consider your learning plan take the time to use your critical thinking skills and approach this activity realistically as a vital approach to master the core competencies of generalist social work practice.

IX. BSW FIELD SEMINAR - PORTFOLIO ASSIGNMENTS

Student Portfolio Review

Portfolio review is a major learning activity in seminar (SWK 490/491) it demonstrates the student's understanding and mastery of the nine core competencies. Assignments are designed to demonstrate your knowledge and skills in a variety of areas and structured to showcase how you integrated academic classroom learning with practicum activities.

Instructions for Portfolio

- Use a Notebook (three ring binder)
- Place a title on the cover (student name, date submitted, name of agency, agency supervisor), field faculty liaison
- Table of Contents
- Introduction Statement/ Preface (include any acknowledgements you wish to make)
- Agency Analysis/Description of Placement
- Journal Entries (Weekly or Bi-Weekly entries should reflect professional growth)
- Learning Plan
- Community Analysis (Location and Service Area of Agency)
- BSW Work Sample (Power-Point Case Presentation)
- Process Recordings (GIM/Problem Oriented)
- Individual Assessment (Eco-Map)
- Family Assessment (Genogram)
- Group Recording
- Summary/Termination
- Special Research Project
- Time Sheets/ summary of time/ time2track summary of hours
- Five Week/Ten Week Evaluation Forms
- Final Evaluation Form

Journal Notes

Journal notes are daily or weekly entries that should reflect the student's practicum experiences. The notes are expected to integrate your understanding of policies and procedures, competences, values, and classroom theory as they relate to the delivery of services to the client. More specifically your notes should display your personal growth and professional development. You are expected to record

activities in which you engage that are related to the agency's delivery services and your professional identify, i.e., staff meetings, board meetings, training sessions, conferences, etc. Your entries should demonstrate and describe social work skills used in generalist practice and the core competencies. Each entry must be dated and typed; any client information is considered confidential.

All entries must reflect an analysis, not just a narrative, of your daily interactions in the field.

- Do not just identifying the competencies used but also discuss what was involved in implementing the competencies. What skills were used? What knowledge did you have to draw on? What is your assessment?
- Identify and discuss the steps of the Generalist Intervention Model as they relate to your work sample.
- Use professional social work language. Identifying specific social work skills. Discuss clients from a human behavior perspective.
- Discuss ethical dilemmas observed.
- Include insights on your professional growth.
- Incorporated the impact of policy as it affects your agency and clients.

Review your journal notes and learning plan each week, consider your performance in the agency, and document your findings each week. Professional identify means more than dress, it includes attitude, mannerism, and competence, be careful not to send mix signals, document in your journal notes skill building needs, and boundary issues. With a plan for corrective action.

Agency Analysis/Description of Placement

Here you should present in greater detail the essential facts about your agency as a whole and your role within it during the period of hours of experience. Some topics are presented below to guide you in making this description. Infuse some originality into the presentation and so not allow these suggestions to limit you.

1. History of Agency: When started and how, phases in growth, what and why?
2. Board of Directors: Organization, function, make-up, role of consumer group, etc.
3. Sources of Funds: Funding agencies and/or programs, budget size and allocations.
4. Location: City and neighborhood.
5. Facilities: Building office space, etc., include such items as provisions for the disable, general décor, limitations.

6. Function: Target population and the services rendered.
7. Agency Structure and Staffing: Formal lines of authority, division of responsibilities and organization chart might be helpful.
8. Relation to Community: Complimentary services, competing services, legitimating, and sanctioning groups. Beneficiaries of services.
9. Informal Social Structure of Agency: Interpersonal relationships, their nature and quality, how they affect agency goals and objectives, function and procedures.
10. Description of Assignment: Title, function, responsibilities, to whom and how.

Students should forward a copy of the field agency confirmation sheet to the field office.

BSW WORK SAMPLE PRESENTATION

COMPETENCIES

Competency 1

I. Introduction

- a. Name of the Agency – specify your department or unit
- b. What is the agency’s mission and population?
- c. Identify the agency services.
- d. How did you use the NASW Code of Ethics?
- e. How did you use reflection and self-regulation to manage your personal values?
- f. How did you use technology ethically and appropriately?

Competency 2, 3, and 4

II. Brief overview of client

- a. Identify diversity and multicultural factors
- b. Identify client’s social history
- c. Present Eco Map
- d. Present Genogram
- e. What life span issues are important in understanding this client?
- f. Identify social justice issue(s) that impacted your client
- g. How did you use research to help you with service delivery?

Competency 5 and 6

III. Engagement and Data Collection

- a. How did you establish the helping relationship?
- b. What values did you demonstrate to help the client feel worthwhile and respected?
- c. What specific social work practice skills did you use?
- d. What social work values can you identify?
- e. Identify social policy at the local, state, and federal level that impacted the well-being on access to service and delivery of services
- f. Identify any gaps in services, which need advocacy and or a policy change

Competency 7

IV. Assessment and Planning

- a. Identifying client problems
- b. Prioritize problems
- c. What is your assessment of client needs?
- d. Identifying the client's strengths
- e. What current resources does the client have that can help him solve the problems?
- f. What goals have been established?
- g. How did the client participate in the goal setting process?

Competency 8 and 9

V. Intervention and Evaluation

- a. What is the treatment plan or intervention strategy?
- b. What current resources/services are available to the client that may help him/her solve the identified problems, or meet the identified needs?
- c. Did you make appropriate referrals? Explain your response
- d. How did you monitor and evaluate client's progress?
- e. Evaluate your own effectiveness in the helping process – include your strengths and limitations.

IX. Summary

- a. Highlight and salient aspects of the clients, agency, your assessment, etc. that makes this case a significant learning experience.
- b. Identify aspects of your personal, professional and academic growth that are a direct result of your participation in this learning experience in the field.

PROCESS RECORDING

A Tool for Student Education

Process Recording is a specialized, highly detailed form of recording everything that takes place in an interview, as opposed to summary recording where only highlights are noted. Process recording is used almost exclusively as a teaching/learning tool in field instruction.

Some purposes and uses of process recordings:

1. Allows the field instructor to get an idea of how the student is functioning and to identify where effective techniques are being used and where guidance may be needed.
2. Helps the student conceptualize his/her approach to professional practice.
3. Increases the student's self-awareness and helps him/her differentiate between factual data and his/her own gut-level reactions and judgments as to what is occurring in relation to the client.
4. Provide students with an opportunity to develop an objective analysis of what took place during an interaction with a client.
5. Assists students in concentrating on what clients say and how they behave throughout the interview.
6. Helps develop student's assessment skills and conscious use of self.
7. Helps alleviate some student anxiety about having responsibility for a client by keeping the field instructor informed of work with clients.
8. Permits the field instructor to be aware of key dynamics that may affect the entire case situation of the beginning student is required to record every transaction that he/she considers to be important.
9. Permits the field instructor to intervene in situations that a beginning student may be unable to handle.
10. Allows student, field instructor, and field faculty liaison to observe and evaluate the student's progress over time.

GUIDELINES FOR PROCESS RECORDING

Cover Page

1. Identify Information
 - a) Student's name
 - b) Client's name & ID number, if any
 - c) Date of Interview
 - d) Number of interviews with this client, if pertinent
2. Presenting Problem
3. Purpose of Interviews

Content for Processing Recording

4. Record observations and general impressions of the physical and emotional climate at the outset of the interview and more specifically its impact on the student and possibly on the client.
5. A word-for-word description of what was said and what happened during the interview (according to the field instructor's discretion, a detailed summary may be used with selected portions of actual dialogue).
6. Description of any action or nonverbal activity that occurred both on the part of the client and the student.
7. The student's own gut-level feelings, reactions, and unspoken thoughts that occurred while the interview was taking place.
8. The student's analytical thoughts and observation about what was occurring during the interview.
9. Assessment or a summary of student's impressions of the client's situation and what went on during the entire interview.
Intervention Plan:
 - e) Include plan for next interview with client.
 - f) What part did client play in the planning?
10. Student's role(s) during the interview.
 - g. Techniques used.
 - h. Theories applied.
11. Questions for tutorial conference.

*Suggested Model format for Recording 5, 6, 7, & 8 above

<u>Column 1</u>	<u>Column 2</u>	<u>Column 3</u>	<u>Column 4</u>
Field Instructors Comments	Context/Dialogue	Gut-Level Feelings	Analytical Thoughts and Observation Competencies Practice Behaviors Theories

**Process Recording
Problem Oriented Process Recording (POR)**

See chapter 16 Understanding Generalist Practice Kirst-Ashman & Hall (3rd edition)

- Section I Database
 Demographic Characteristics
 Social History
 Intake Information
 Treatment Plans
 Progress Notes
- Section II Problem List
 Problems identified by client and worker through assessment
- Section III Initial Implementation Plans
- Section IV Progress in Plan Implementation
 Progress notes are written in various formats according to agency policies

One sample is the S.O.A.P. format for progress notes:

- S = Subjective Information
- O = Objective Information
- A = Assessment
- P = Plan

COMMUNITY ANALYSIS

It has been simply stated that a community involves an aggregation of people in a geographic area. Such a simple definition does not connote the most salient feature of a community – its multidimensionality. There have been studies that have more than taken this feature into account. One study identified 323 “major” characteristics in such a study. For our use we will explore a community from a series of standpoints. The outline below should bring some closure on our ideas, when we adapt it to our own communities. We must view the community as a dynamic organism embracing individuals, groups, and many institutions in every-changing patterns of relationships. When attempting to utilize community resources for a particular program we should be aware of this view and the facts found in the following outline. This information is useful for quick identification of the major characteristic of a community and is not intended for detailed, elaborate research.

I. Identification

1. Name of community
2. State in which community is located
3. What is the total population?
4. Does the community correspond appropriately with a governmental unit: city, country, village, etc.?
5. If so, give the name and type of unit.
6. Classification: type of community (metropolitan center, industrial, etc.)
7. What are the major geographical characteristics of the community?
8. Note any major foreign-born or racial groups in the community.
9. What are the main economic bases in the community?
10. What is the form of local government?
11. What is the political party setup in this community?

II. **Resources in the Community**

Note any special items of interest in regard to the following types of community resources:

- a) Educational
- b) Health and Medical
- c) Recreation
- d) Welfare and Civic
- e) Religious
- f) Housing and Community facilities (transportation, utilities, etc.)

III. Problems in the Community

- A. Are there problem areas within the community (e.g., slums, etc.)? Describe.
- B. Are there special problems connected with any minority groups? Describe.
- C. Are there significant conflicts or tension situations in the community? Describe.
- D. Are there any economic problems within the community? Describe.

IV. **Community Appraisal**

- A. What would you say are the dominant social value characteristics of the community (intérêts, traditions, attitudes, etc.)?
- B. Does the community have a positive sense of identity, loyalty? Describe.
- C. Is the community characterized by having a great deal, a fair amount, or hardly any autonomy in control of its specific organizations? (Include whether the community's "horizontal pattern" is strong or weak) Describe.
- D. In respect to health and social welfare, what are the major strengths and weaknesses of this community?

* **Field Faculty Liaison may provide a variation on this or suggest various guidelines.**

Individual and Family Assessment

* A major resource for the Individual and Family Assessment Portfolio assignment is the text Understanding Generalist Practice by Karen K. Kirst-Ashman and Grafton H. Hull, Jr. Please see the chapter on Engagement and Assessment in Generalist Practice.

Norfolk State University's Ethelyn R. Strong School of Social Work BSW level program promotes the use of social work knowledge, values and skills.

The Generalist Intervention Model A (GIM)

Individual Assessment:

Client Name: _____

Brief description of identified area of need as identified by the client:

Student Practicum Social Worker Assessment (GIM):

Micro (Individual)

Mezzo (Group & Families)

Macro (Organizations and Communities)

Type of Problem (check all areas that appear to need attention):

Interpersonal Conflict	_____	Inadequate Resources	_____
Dissatisfaction with Social Relations	_____	Problems with Formal Organizations	_____
Difficulties in Role Performance	_____	Problem of Social Transitions	_____
Psychological and Behavioral	_____	Cultural & Religious Conflicts	_____
Problems in Decision Making	_____	Prioritizing Problems	_____

Client's Strengths (Check all areas that can provide support/assistance/resources):

Family & Friends	_____	Problem-solving & decision-making skills	_____
Education/Employment	_____	Personal Qualities & Characteristics	_____
Physical & Financial Resources	_____	Attitudes & Perspectives	_____

Other Strengths:

***Field Faculty Liaison may provide a variation on this or suggest various guidelines.**

Traditional Social Work Model B

Individual Assessment

Taken from: Social Work Practice: Generalist Social Work Practice (2022) by Gasker (Sage Publications).

Categories for writing a Social Study of an Individual:

A. Identifying Information

Name: _____ Date of Birth _____

Address: _____ Sex: _____

Ethnic Identification: _____

Marital Status: _____ Date of Marriage: _____

Date of first service/nature of service:

B. Family: (list all members of the family with their birth date)

1. Children: _____

2. Parents: _____

3. Brothers and Sisters: _____

4. Resources and Expectations:

C. Education: _____

D. Work Experience: _____

E. Diversity Factors: _____

F. Environmental Factors: _____

G. History of Need or Problem: _____

H. Needs of Client: _____

- I. Strengths and Limitation for Helping:
1. Strengths: _____
 2. Limitations: _____

* Field Faculty Liaison may provide a variation on this or suggest various guidelines.

Family Assessment

“Understand family dynamics in order to conduct an assessment and proceed with intervention is critical for family treatment”

K.K. Kirst-Ashman & Hull, Jr., G.H. 2018 8th edition
Understanding Generalist Practice Brooks/Cole Publishers

In addition to a Genogram and eco-map the following assessment may be written:

Identifying Information

Family name: _____

Reason for referral/presenting problem: _____

Family Composition: (List all members of the family with their birth date):

Mother: _____ D.O.B. _____ **Father:** _____ D.O.B. _____

Name: _____ D.O.B. _____ Name: _____ D.O.B. _____

Name: _____ D.O.B. _____ Name: _____ D.O.B. _____

Name: _____ D.O.B. _____ Name: _____ D.O.B. _____

Name: _____ D.O.B. _____ Name: _____ D.O.B. _____

Family Development

Describe parental relationship: _____

Describe sibling relationship: _____

Describe and identify other significant adults: _____

Environment/Neighborhood

Describe the social environment and living arrangements: _____

Describe the fiscal resources: (poverty level/working class/middle income/upper income)

Area of Service Needs (presenting problem, what brought the family into service):

*** Field Faculty Liaison may provide a variation on this or suggest various guidelines**

GUIDE FOR GROUP RECORDING

1. Name (or type) of group.
2. Time and setting of meeting.
3. Members of the group present at the meeting (and those absent). If this is the first recording of this group a profile of each individual should be included. (Profile simply states the person's status in the group; ex: committee member, chair, etc.)
4. Goals for the group.
5. Group program
6. Purpose of this meeting.
7. Narrative of meeting: Include elements of process, role of worker, progress of group program.
8. Analysis of meeting:
 - a) Extent to which purpose was achieved
 - b) Extent to which goals were achieved (group and individual) will goals (group and individual) be modified as a result of this meeting?
9. Purpose of next meeting (including planned program content).

This guide may or may not be used; other guides may be deemed more appropriate by Field Faculty Liaison and task coordinator.

X. NOTICE OF RISK

NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
Office of Field Education

NOTICE OF RISKS TO STUDENT PARTICIPATION

Students involved in BSW field practicum may be exposed to certain inherent risks and dangers of which they must be aware. Such dangers include physical injury from clients or from unsafe environments in which clients may reside, physical illness from exposure to disease, and emotional distress related, and dangers associated with your participation in this program, some of which are easy to identify, and some are not. **It is imperative** that students follow agency procedures and discuss all potential risk situations with field instructors or task coordinators to ensure that they do not expose themselves unnecessarily to unsafe situations which can be prevented.

You must remain alert to the presence of risks and take every reasonable precaution to protect yourself from harm. **You must learn thoroughly and understand** your field practicum agency program and the environment, both internal and external.

As a condition of participation in this program, you are required to report immediately to your field instructor, task coordinator, and field faculty liaison any incidents or developments of which you encounter or become aware of which poses danger to you.

All students are covered by Norfolk State University Liability Insurance.

ACKNOWLEDGEMENT

I have read the above Notice of Risk. I understand it and agree to abide by its terms.

Student Signature

Date

Student Name Printed

XI. Timesheets and Instructions

Faculty Getting Started Instructions

Please make sure to follow the [Quick Start Guide for Faculty](#), on the [Time2Track Help Center](#) as it provides the most comprehensive setup process for you. This document should be used as a supplement to provide clarity and screenshots where needed.

Time2Track is a web-based tool for tracking and managing training hours. Trainees track their hours in Time2Track which allows Supervisors and Faculty to approve their hours. Faculty members use Time2Track to verify supervisors' approval of trainee hours or to approve or reject hours on behalf of a supervisor.

Set-Up Time2Track Account

If you haven't already, please make sure to set-up your Time2Track account. You should receive a personal invitation, via email, from your institution inviting you to create your account. Click the link and complete the registration. It should take less than five minutes. You can find more details about setting up your faculty account on the [Time2Track Help Desk Faculty Page](#).

Watch the Time2Track Video Introduction for Students

It's important to understand how Time2Track works from the student side, and what they will be logging and how. [This short video](#) provides a nice overview which will give you a broad understanding of the system and your role in it.

Review Key Faculty Features

As a faculty member, you will be monitoring your students' progress, reviewing supervisor activity approval or approving hours on behalf of the supervisor. The following information is important to review so you know what to expect and how to manage student activities and information:

- [Monitor Your Trainees](#)
- [Review Trainee Activity Requests](#)
- [Complete Forms and Evaluations](#)

Review Helpful Hints

We want to share the following helpful hints with you:

- Before you can see or approve hours, trainees will need to submit them to their supervisor. When they do, you will receive an email letting you know they have been submitted.
- Although you do receive emails when hours have been submitted, you can also always [log into your account](#) at any time and view all of your approval requests.
- If you have any questions or need technical help, please contact our support team at support@time2track.com or 1.800.940.5095.

General Reminders:

How To See Your Students

1. Once you are logged into your account, Select the Students tab.
2. Use the filter options to select a student to see additional information.

Students Approvals Forms Help Settings

Student List

Download CSV

Status: All
Cohort: All
Program: All
Student: Select Student

Filter

Matched 3 of 3 studer

Name	Email	Registered	Expiration	Level	Status
------	-------	------------	------------	-------	--------

How to See Approvals

1. Select the Approvals tab.
2. Click on the course to see the activity details associated with each submission

Students Approvals Forms Help Settings

Approvals

Status: Submitted Approved Rejected

Course: Select Course
Training Site: Select Training Site
Student Name: Select Student
Cohort: Select Cohort
Supervisor: Select Supervisor
Faculty Member: Select Faculty Member
Submitted: [] to []
Approved: [] to []
Term: Select Term
Placement Status: Any

Filter

Click on the hyperlinked course to see activity details

Status	Course	Term	Training Site	Student	Cohort	Supervisor	Submitted	Approved/Rejected	Hours
Submitted	Summer EXGC 441	Summer 2020 - 05/01/20 - 07/31/20	McLeod Health and Fitness Center	Holbrooks, Alyssa	2020	Holbrooks, Alyssa	September 1, 2020		13.00
Approved	Summer EXGC 441	Summer 2020 - 05/01/20 - 07/31/20	McLeod Health and Fitness Center	Holbrooks, Alyssa	2020	Holbrooks, Alyssa	July 13, 2020	July 13, 2020	26.00
Approved	Summer EXGC 441	Summer 2020 - 05/01/20 - 07/31/20	McLeod Health and Fitness Center	Holbrooks, Alyssa	2020	Sawyer, Rachel	May 29, 2020	July 20, 2020	2.00
Approved	Practicum	Spring 2020 - 01/08/20 - 05/29/20	Poyner Adult Education Center	Holbrooks, Alyssa	2020	Holbrooks, Alyssa	April 2, 2020	July 24, 2020	4.00
Approved	Practicum	Spring 2020 - 01/08/20 - 05/29/20	Poyner Adult Education Center	Holbrooks, Alyssa	2020	Holbrooks, Alyssa	March 9, 2020	March 9, 2020	2.00
	Practicum	Spring 2020 -	Poyner Adult Education	Holbrooks,	2020	Holbrooks,	February 11,	February 11, 2020	0.00

How To Verify Hours

1. Click on the hyperlinked course name to see each student's submission.
2. If the student's hours have been approved by their supervisor, you will click Verify. You can also unapproved these hours if there is an error and send them back to the student to correct.

The screenshot shows a navigation bar with 'Students', 'Approvals', and 'Forms'. Below it is a 'Print Approval Details Page' button. The main heading is 'Approval Request for Alyssa Holbrooks' with a status of 'Approved'. A sub-heading indicates 'Results shown for activities ranging from June 18, 2020 to July 13, 2020'. There are two tabs: 'Approval Details' (selected) and 'Approval Summary'. Below the tabs are 'Verify' and 'Unapprove' buttons. A table lists the following details:

Placement	Summer EXSC 441 at McLeod Health and Fitness Center
Term	Summer 2020 - 05/01/20 - 07/31/20
Supervisor	Alyssa Holbrooks
Faculty Member	Alyssa Holbrooks
Submitted	July 13, 2020 9:28pm EDT
Approved	July 13, 2020 9:29pm EDT
Notes	

3. If the supervisor has not approved these hours, you as a faculty member have the ability to override the supervisor and approve these hours as well as Verify them.

The screenshot shows a navigation bar with 'Students', 'Approvals', and 'Forms'. Below it is a 'Print Approval Details Page' button. The main heading is 'Approval Request for Alyssa Holbrooks' with a status of 'Submitted'. A sub-heading indicates 'Results shown for activities ranging from July 1, 2020 to August 1, 2020'. There are two tabs: 'Approval Details' (selected) and 'Approval Summary'. Below the tabs are 'Approve & Verify' and 'Reject & Verify' buttons. A table lists the following details:

Placement	Summer EXSC 441 at McLeod Health and Fitness Center
Term	Summer 2020 - 05/01/20 - 07/31/20
Supervisor	Alyssa Holbrooks
Faculty Member	Alyssa Holbrooks
Submitted	September 1, 2020 11:38am EDT
Notes	

Create a Placement in Time2Track

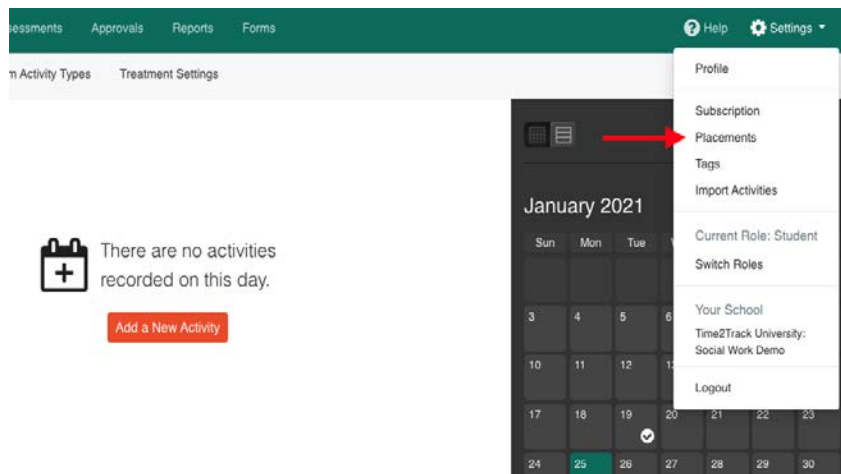
Please make sure to follow the [Quick Start Guide for Trainees](#), on the [Time2Track Help Center](#) as it provides the most comprehensive setup process for you. This document should be used as a supplement to provide clarity and screenshots where needed.

How to Create a Placement.

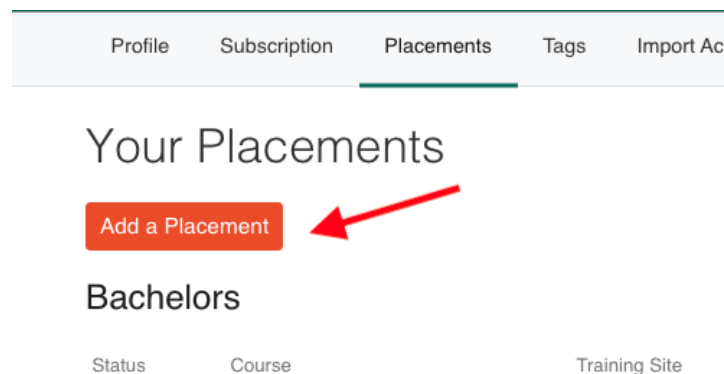
A placement must be set up before logging activities and hours or completing forms and evaluations. Make sure to reference the [Configure Your Placements](#) articles for additional assistance.

To create a placement:

1. Under Settings, Click Placements:



2. Click “Add a Placement”



3. Add your placement information. **If you are unsure who your faculty or supervisor should be, please consult your program director.**

Add a New Placement

Level

Bachelors

Course *

SWK - 495 - 02 Soc Work Practicum 1

Training Site *

Norfolk School of Social Work Community Agency

Term *

Spring 2021 - 01/27/21 - 05/03/21

Faculty *

Preferred Supervisor *

Save

Cancel

4. Click **Save**.

5. **Step #5: Complete, Submit or Send Forms and Evaluations**

In addition to tracking your activities, Time2Track also facilitates completion of forms and evaluations. It is important to check with your institution to verify the process and timing for completing, submitting and sending forms and evaluations. Some forms are sent automatically, while others require students to initiate form completion or send them to a supervisors. [Time2Track's support page on forms](#) can walk you through the details of using forms and evaluations

**NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK**

**BSW Practicum Task Record
(Supplement form to time2track)**

Student Name: _____ Date: _____

Agency: _____ Week #: _____

Date	Time In	Time Out	Total Time	Task/Duties/Activities

Total Hours for this week _____ Total hours to date: _____

Student Signature: _____ Date: _____

Student Name Printed: _____

Field Instructor / Task Coordinator Signature Date

XII. References

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APPENDIX SECTION

INFORMATION TO BE FOUND ON BLACK BOARD UNDER COURSE CONTENT

SWK 490/495= SWK 498A

SWK 491/496=SWK 498B

- LEARNING PLAN
- SAFETY PLAN
- PROFESSIONAL DEVELOPMENT FORM
- 5TH WEEK PROGRESS EVALUATION FORM
- 10TH WEEK PROGRESS EVALUATION FORM
- BSW FINAL EVALUATION FORM
- BSW I CASE PRESENTATION SAMPLE
- BSW II CASE PRESENTATION SAMPLE
- SPECIAL RESEARCH PROJECT
- AGENCY EVALUATION FORM
- EXIT INTERVIEW FORM (Graduating Seniors)

Grading Scale is on the Syllabus for SWK 490/495 & 491/496

**Please check Blackboard for instructions in the event the University
is closed due to inclement weather**