

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

**The Baccalaureate Program Field Education Manual  
2020 - 2021 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**

The Baccalaureate Social Work (BSW) Program develops students capable of delivering social work services at the first professional level of practice using a generalist approach that reflects multi-level systems. The program emphasizes social justice and responsibility, respect for 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 Social Work practice endeavors to help diverse populations who have experienced historic or current social and economic injustice. This includes majority and minority individuals, families, group, organizations and communities who are having problems in social functioning and in daily living. An ecological perspective identifies these problems as coming from a variety of sources, as the person interacts with the environment. Using problem-solving methods aimed at individual and group empowerment, the impact of historic and current negative valuations of oppressed populations may slowly be mitigated. Consequently, interventions may require concurrent work with more than one system. This underscores the basic principle of undergraduate generalist social work practice, which is the use of the problem solving process to assess and intervene at the micro, mezzo and macro levels.

Undergraduate generalist social workers are capable of fulfilling many roles associated with this process including advocate, teacher, mediator, enabler and broker. They are able to conduct needs assessments and establish goals. Clients are seen as partners on the process of working toward mutually agreed upon goals rooted in ethical generalist practice. Generalist social workers may utilize a variety of skills in assisting client systems. These skills include case management, resource referral and development, group facilitation, and community work.

Generalist social workers know how and when to utilize supervision from more experienced social work staff. They are able to practice in an ethical manner within the agency and in the community. They demonstrate the same respect for diversity among colleagues as among clients. Their knowledge and skills are applicable in a variety of settings, with many different populations and problem areas. They are committed to serving oppressed populations as they seek to influence systems toward more humane and responsive interactions.

## **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**

Requirements for the BSW degree are structured in two phases - the pre-social work education phase and professional social work education phase. 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**

Student advising is an integral part of the Social Work program. Each student enrolled and aspiring to become a candidate for the BSW degree is assigned a faculty advisor. Students should plan to make maximum use of the advising process throughout the program.

## **Baccalaureate Curriculum Model**

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

General Education Requirement .....	45 hours
Major Requirements .....	69 hours
Electives .....	<u>6 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**  
*Overview of the Curriculum*

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***	Communication Skills ( <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 2</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	
	<b>TOTAL</b>	<b>16</b>	

Semester II	Course Title	Credit Hours	Grade
ENG 102***	Communication Skills	3	
SOC 101***	Introduction to Social Science ( <i>Tier 2</i> )	3	
*	Problem Solving Cluster – (Restricted Elective)	3	
PSY 210***	Introduction to Psychology	3	
BIO 105/105L	Human Biology and Human Biology Lab ( <i>Tier 2</i> )	3	
SEM 102	Spartan Seminar II ( <i>Tier 1</i> )	1	
	<b>TOTAL</b>	<b>16</b>	

**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	
	<b>TOTAL</b>	<b>16</b>	

**SOPHOMORE YEAR**

Semester II	Course Title	Credit Hours	Grade
SWK 207	Social Welfare Policies and Services I	3	
SCM 285	Principles of Speech ( <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	
	<b>TOTAL</b>	<b>15</b>	

\* 1) Logic, Philosophy, Problem Solving Cluster (i.e. SOC 137, Social Problems)

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

**APPLY TO PROFESSIONAL PROGRAM****(Semester II of Sophomore year)**

*(Students must have completed or be enrolled in ENG 299)*

**Professional Social Work Requirements****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	
***SOC 355	Elementary Social Statistics <i>or</i> POS 345, Statistics and Data Processing for Political Analysis	3	
	<b>TOTAL</b>	<b>15</b>	

Semester II	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 344	Methods of Social Research or POS 333, Research Methods	3	
SWK XXX	Social Work Elective	3	
	<b>TOTAL</b>	<b>15</b>	

**SENIOR YEAR**

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

<b>Semester II</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Grade</b>
SWK XXX	Social Work Elective	<b>3</b>	
SWK 416	Generalist Practice: Evaluation	<b>3</b>	
SWK 491	Practicum Seminar II	<b>1</b>	
SWK 496	Practicum in Social Work II	<b>5</b>	
SWK 498B	BSW Field Practicum Orientation	<b>0</b>	
	<b>TOTAL</b>	<b>15</b>	

**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**

- Identity 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.

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

**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 practicum learning experience is how the field education program connects the theoretical and conceptual contributions of the classroom with the practice 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 in preparation for professional practice; field offers specific learning opportunities utilizing the learning plan, field instructions, and evaluations as teaching tools to guide students to develop their professional identity, ethical judgment, critical thinking, and practice skills. Students in field will work with diverse populations, practice contexts, strengthen their assessment, intervention, and evaluation skills on multiple levels, as they strive to understand human behavior, policy, and social justice issues. Field students engage in research-informed practice and practice-informed research as they assist client systems in challenging situations in the social environment of today as competent entry-level generalist social workers.

## **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, and skills 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
<p>1) An understanding of the social work profession and have commitment to its goals and ethics</p> <p>3) An ability to assess professional strengths and weaknesses and set goals for continued development and self-awareness</p> <p>11) The capacity to critically evaluate one's own practice and develop a corrective action plan that will assume continue professional development</p>	Competency 1: Demonstrate Ethical and Professional Behavior	<p>Serve as representatives of the profession, its mission, and its core values</p> <p>Know the profession's history</p> <p>Commit to the profession's enhancement and to professional conduct and growth</p> <p>Obligation to conduct themselves ethnically and engage in ethical decisions-making</p> <p>Knowledgeable about the value base of the profession, its ethical standards, and relevant</p>
<p>2) The ability to utilize critical thinking and integrate multiple sources of knowledge that allow professional growth</p>	Competency 1: Demonstrate Ethical and Professional Behavior	<p>Knowledge about the principles of logic, scientific inquiry, and reasoned discernment</p> <p>Use critical thinking augmented by creativity and curiosity</p> <p>Requires the synthesis and communication of relevant information</p>
<p>4) An ability to problem-solve with client systems, this includes the ability to identify and assess problems, plan and implement interventions, and evaluate</p>	<p>Competency 2: Engage Diversity and Difference in Practice</p> <p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels</p> <p>Have the knowledge and skills to practice with individuals, families, groups, organizations, and communities</p> <p>Knowledgeable about human behavior across the life course</p> <p>Apply theories and knowledge from the liberal arts to understand biological social, cultural, psychological, and spiritual development</p>
<p>5) The ability to use theory and research to guide practice</p>	Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	<p>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</p> <p>Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge</p>

## Field Objectives and CSWE Core Competencies

Field Objectives	CSWE Competencies	Knowledge, Values, Skills
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 communities	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 evaluation for outcome resolution

### Core Competencies/Practice Behaviors/Assignments

Course	Competencies	Practice Behaviors	Assignments
<b>SWK 490 Seminar SWK 495 (225 field hours) Introduction</b>  <b>SWK 491 Seminar SWK 496 (225 field hours) Mastery</b>	Competency 1: Demonstrate Ethical and Professional Behavior	1) Advocate for client access to the services of social work	1) Learning Plan
	Competency 2: Engage Diversity and difference in practice	2) Practice Personal reflection and self-correction to assure continual professional development	2) Journal Notes
	Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	3) Attend to professional roles and boundaries	3) Process Recording #1
	Competency 4: Engage in Practice-informed Research and Research-informed practice	4) Demonstrate professional demeanor in behavior, appearance, and communication	4) Case Presentation
	Competency 5: Engage in Policy practice	5) Engage in career-long learning , and use supervision and consultation	5) Special Project
	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	6) Recognize and manage personal values in a way that allows professional values to guide practice	7) Individual & Family Assessments
	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	7) Make ethical decisions by applying standards of NASW	8) Process Recording #2
	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	8) Tolerate of ambiguity in resolving ethical conflicts	8) Case Presentation
		9) Apply strategies of ethical reasoning to arrive at principled decisions	9) Journal Notes
		10) Distinguish, appraise, and integrate multiple source of knowledge, including research-based knowledge and practice wisdom	10) Individual & Family Assessments
		11) Analyze models of assessment, prevention, intervention, and evaluation	11) Assessment (GIM)
		12) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	12) Case Presentation
		13) Recognize the content to which	13) Case Presentation

	<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <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>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 discrimination</p> <p>18) Advocate for human rights and social and economic justice</p> <p>19) Practices that advance social and economic justice</p> <p>20) Use practice experience to inform scientific inquiry</p> <p>21) Use research evidence to inform practice</p> <p>22) Utilize conceptual framework to guide the processes of assessment, intervention, and evaluation</p> <p>23) Critique and apply knowledge to understand the person and their environment</p> <p>24) Analyze, formulate, and advocate for policies that advance social well- being</p> <p>25) Collaborates with colleagues and clients for effective policy action</p> <p>26) Continuously discover, appraise, and attend to changing locales, populations,</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> <p>20) Agency Analysis</p> <p>21) Community Analysis</p> <p>22) Case Presentation ( genogram)</p> <p>23) Case Presentation (eco-map)</p> <p>24) Special Project</p> <p>25) Group Work</p> <p>26) Special Project</p>
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		<p>scientific and technological developments, and emerging societal trends to provide relevant services</p> <p>27) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</p> <p>28) a-<b>engagement</b>-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) <b>assessment</b>-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) <b>intervention</b>-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) <b>evaluation</b>-critically analyze, monitor, and evaluate interventions</p>	<p>27) Journal Notes</p> <p>28) Power-Point Case Presentation-Work Sample</p>
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#### **IV. BSW FIELD PRACTICUM PROCESSES**

##### **Purpose: 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.

## **Admission and Continued Matriculation in the BSW Field Education**

### **REQUIREMENTS FOR ADMISSION TO BSW 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. In order for the School to assure that students meet minimum requirements, and in order for it to assess their learning needs and to provide an orderly systematic review and acceptance process, several steps are to be followed by all applicants. Please also refer to the BSW field manual for details pertaining to field.

### **To qualify to begin the practicum experience the student must:**

1. Qualify for official standing as a “candidate” for the BSW degree, as verified by the completed Professional Program Form.
2. Have a minimum grade point average of 2.5 in all social work courses.
3. Have an overall grade point average of at least 2.0.
4. Have successfully completed all 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year required courses as outlined in the BSW Program Catalogue and Curriculum Sheet with no more than 30 hours remaining to complete graduation requirements. (Note: A further stipulation is that all incomplete “I” grades must be eliminated and a grade of C or better is earned for each social work course. Grades of D, F or I will preclude admission to Practicum);
5. Have a schedule that allows for 15 hours in Practicum, two 7 1/2 hour days or three 5 hour days. Each student must be able to commit to a minimum of 5 hours per day in the practicum agency.
6. Have a reliable means of transportation.

### **Application Process**

1. Students must attend Field Interest Meeting (overview of the application process and field practicum requirements)
2. **Students are expected to schedule an appointment with their Faculty Advisor to review academic eligibility requirements (Print and review the Academic Evaluation form). Advisors must sign and date the Academic Evaluation form indicating the student has met the academic requirements for entry into field.**
3. Print and complete the field application. It must be typed and neatly printed.
4. A copy of your resume must be included with the field Application.

5. **Completed reference form** (one professional reference) *must be submitted with the application and resume.*
6. Students must have taken and passed the University Writing Exit Exam **ENG 299** based on your entrance date/year into Norfolk State University. Please see your advisor for questions and details.
7. **The completed application package - practicum application, resume, one reference and signed and dated Academic Evaluation form should all be included in a manila folder and must be presented to the Field Education Office, Brown Room 335.**

The foregoing prerequisites for Practicum establish minimum conditions for eligibility, consideration, acceptance and placement. However, students are expected to exceed minimum standards especially with respect to such non-academic variables as conduct, decorum, attitude, maturity, conviction, skills etc. These attributes will be assessed and weighed in personal interviews to be scheduled, announced and posted by the BSW Field Education Office. Questions regarding any of the requirements or preconditions for practicum referred to herein should be raised and discussed with individual Faculty Advisors or with the BSW Field Director.

### **Field Practicum Interview**

Every baccalaureate field practicum applicant is required to go through an individual interview with the BSW Field Education Director. Upon the School's receipt and review of the application packet, applicants are scheduled for individual interviews. Prior to the interviews, BSW Field Education Information sessions are held to give a brief overview of the BSW Field structure and to give students a chance to ask general questions about Field. The purpose of the field practicum interview is as follows:

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

If accepted into the field, students are sent a placement confirmation via email. In the event a student is not accepted into the field practicum, unmet requirements are discussed and the student is encouraged to reapply. Academic advisors are notified if the student is not admitted to Field. **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.**



Students are advised to review the following as they prepare for the interview with the BSW Field Education Office staff:

- Pre-placement interviews will be emailed from the BSW Field Education Office (Brown Hall 335)
- Please be punctual; schedule at least 30 minutes for your interview. If you find that you will be more than ten (10) minutes late, contact the field office staff to reschedule.
- Dress appropriately. Assume that this is an interview for employment.
- Be prepared to be candid and open with discussion regarding your personal and professional development.
- Inform your Faculty Advisory of your plans to interview with the Field Education Office staff.

### **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 insure a generalist practice experience where basic competencies can be met. To insure 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 will review the nature of completed learning experiences and to begin pre-planning activities for the following semester. During a scheduled meeting with field instructor students are given the opportunity to discuss their advance practice needs with the field faculty. The program encourages students to receive experiences in multilevel systems as generalist practice social workers. This overall protocol provides ample information that will insure a generalist practice experience where basic competencies can be met.

The following criteria will be discussed with the student and the field agency representative:

### **Student Return Second Semester Criteria:**

1. Placement in another unit in the agency.
2. Focus is on a different population or a different set of services.
3. If working with the same population and providing the same type services the focus of assignments, tasks, and activities are on the advance level.

The second semester students may continue in the same agency if the criterion for Student Return Second Semester can be met. Advance level semester students should clearly receive a different experience from the first semester. Students are expected to receive a broad experience in problem-solving methods aimed at individual and group empowerment, as well as, utilize their generalist practice skills in many different roles, including 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.

## **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 life style 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.
2. Students will be able to develop relationship skills essential to the helping process.
3. Students will be able to identify and assess problem situations and engage in a general set of problem solving activities.
4. Students will be able to link people with systems that provide them with resources, services, and opportunities.
5. Students will be able to develop, implement, and evaluate appropriate intervention plans and skills.
6. Students will develop the conscious use of the professional self.

### **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.
3. 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.
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 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.

**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 is 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 life styles 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.

### **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](http://www.socialworkers.org))

## **VI. SELECTION OF PRACTICUM AFFILIATED AGENCIES: BSW PRACTICUM AGENCIES**

### **Selecting Field Placements**

#### **Criteria**

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

- 1) Agency personnel responsible for field instruction are interested in social work to provide an excellent educational experience for BSW students.
- 2) The Agency provides social work services to oppressed diverse populations who are the focus of the School of Social Work.
- 3) The Agency service delivery systems provides an opportunity for learning the practice of Generalist Social work as defined by the School of Social Work and assign a variety of professional tasks, delegation of responsibilities, relationships with other professionals, and documentation that will assure professional growth and development.
- 4) Agency personnel responsible for field instruction BSW/MSW/LCSW desired, MSW/LCSW preferred, are willing and able to accept the responsibilities set forth in the Affiliation Agreement (See Appendix 1).
- 5) Agency personnel involved with field instruction understand and support the goals and objectives of the School of Social and BSW Program, as well as, Norfolk State University's Mission.
- 6) 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.
- 7) Agency personnel involved in field instruction understand and support the use by students of client information in seminar and for classroom learning, with the understanding that all client information is to be kept confidential.

### **Selection Process for Selection of Agencies**

- 1) Discussion of the possible use of an agency for field instruction may be initiated by various sources: agency representatives, members of the faculty, students, alumni, etc., the BSW Field Director provides the initial information about the BSW Field Program and explores the agency's interest and ability to provide the range of learning opportunities necessary to carry out the purposes of field instruction.
- 2) Following the initial discussion the BSW Field Director will schedule a site visit to the agency, the purpose is to meet with agency representatives to discuss learning opportunities available, potential field instructors, and to review the nature of social work practice in the agency.
- 3) 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.
- 4) When an agency becomes a field practicum site, a contract, in the form of an Affiliation Agreement between the school and the agency is executed, and the agency becomes a partner with The Ethelyn R. Strong School of Social Work BSW Program.

### **Selection of Field Instructors**

- 1) Field instructors are recommended by the agency and approved by the BSW Director of Field Education.
  - A. The Field Instructor is expected to have at minimum:
    1. Baccalaureate or master's degree in social work from a school accredited by the CSWE, and;
    2. Completed two years post graduate in supervised social work Practice, with at least one year in the agency where field instruction will be provided;
  - B. Persons recommended as a field instructor should submit a resume to the field office prior to the beginning of field instruction;
  - C. All persons recommended as field instructors will meet with the BSW Director of Field Education to review expectations, this interview is usually conducted in the agency with emphasis placed on:
    1. Interest in Teaching
    2. Potential for providing students with knowledge of social work concepts, principles and values, and capacity for supporting the student during the learning process;
    3. 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;
    4. New Field Instructors are required to attend a Field Orientation

Session offered by the field education office.

5. Field Instructors are offered training sessions through-out the school year and are required to attend at least one a year to support the educational needs of the students.
- 2) The Agency will provide an opportunity for the generalist student learning opportunities to become a professional social worker through a variety of professional tasks and responsibility to master the core competencies, and practice behaviors.
- 3) The Agency provides appropriate supervision of the student on-site and ongoing, BSW/MSW/LCSW supervision desired, MSW/LCSW Supervision preferred.
- 4) The field instructor and/or task coordinator will be responsible for:
  - 1) Orientation of students to the agency.
  - 2) Assigning appropriate learning experiences.
  - 3) Furnishing the student with on-going work related consultation and administration supports.
  - 4) Maintaining close contact with the Field Faculty Liaison.
  - 5) Agency adaptability to the program schedule. The Social Work Practicum operates on the concurrent field placement plan. The student spends an average of 15 hours weekly in the agency. In addition, the practicum student usually carries some classroom credit courses. Every effort is made to arrange the student's academic load to allow him/her to achieve his/her agency hours in. This requires that the student adhere to sequencing of his/her curriculum and that the agency be flexible in scheduling those days that the student spends within the agency. The practicum agency must also be able to allow the student to begin and end agency involvement in time periods compatible with the beginning and ending semesters. In addition, the student's agency evaluation is to be submitted each semester in accordance with the program schedule.

When a student is assigned to an agency, the school and the agency agree to work cooperatively in providing field instruction for the student. 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**

#### **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 assistant 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.

### **Termination**

#### A. From the Agency:

If a student is experiencing major difficulties in the agency for any reason, termination may be initiated by the agency, student, or the baccalaureate program. The following procedure will be followed.

- 1) Written notification of the request for termination, including the reason, is to be sent from the initiator to the other components of the contracts.
- 2) The Field Faculty Liaison will notify the Director of Field Education.
- 3) The Field Faculty Liaison will schedule separate conferences with all parties to discuss the circumstances around the termination request.
- 4) The Field Faculty Liaison will arrange a joint conference with the student and the agency supervisor to discuss and resolve the issue and/or arrange for the student's termination from the agency placement.
- 5) If indicated the decision will be recorded in the student's record.
- 6) A student who is terminated from an agency after the third week of placement will not receive another agency placement until the following

semester.

#### B. Academic Termination:

If the student does not successfully meet the requirements to maintain a minimum of C grade the student must repeat practicum. SWK 495/496 must be taken concurrently; therefore, if a passing grade is received in seminar, and a failing grade is recorded in practicum student must still repeat if the student fails practicum. Practicum and seminar may only be repeated one time.

#### C. Non-academic Termination

Students in field voluntarily assume the obligation to maintain the required behavior and ethical practice standards required by The Ethelyn R. Strong School of Social Work, the NASW Code of Ethics and the policies and procedures as outlined in the BSW Field Education Manual. Students may be terminated for any violation of this required behavior. For a more thorough overview of Non-Academic Termination, please see the BSW Student Handbook.

### **Grievance Procedures**

In the event difficulties are experienced within the agency the student is encouraged to professionally negotiate a resolution with the agency supervisor/field instructor/task coordinator while also notifying the Field Faculty Liaison of the concern. If this approach is unsuccessful the Field Faculty Liaison should intervene. In instances where faculty intervention fails to bring about successful resolution of the concern, the BSW Director of Field Education should be notified wherein all parties will be involved in deliberations. At this level the Baccalaureate Program Director will be notified of the concerns by the BSW Director of Field Education.

### **Life/Work Experience**

Life and paid work experience may not be substituted for any hours of field practicum. **(The employment based practicum situation is not permitted)**

### **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 insure 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 response 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**

Evaluation of the student should be on-going in the placement agency based on the learning plan objectives and mastery of the core competencies of social work practice. Students will receive continual assessment of, and feedback about, his/her performance throughout the semester. However, the student will receive:

1. A detailed mid-term evaluation and final evaluation assessment is required by the

- university. The forms are given to the students by the field office prior to the mid-term evaluation and final evaluation period. The field instructor will complete and return the form to the field faculty liaison.
2. The expectation is that the student will master the competencies and practice behaviors that serve as the basis for the learning plan which was developed by the student with assistance from the field instructor above minimum standards.
  3. If the student's performance is evaluated by the field instructor at less than satisfactory at any point after mid-term and prior to the end of the semester the field instructor should notify the field faculty liaison immediately
  4. A Conference will be held with the student, field instructor, and field faculty liaison to discuss a corrective action plan to improve the student's performance.
  5. The student is expected to participate in the evaluation process and should read and sign the evaluation.

### **Safety Concerns**

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 class room, 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 facility 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 the 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 time line 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
- 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 an 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**

<b><u>Column 1</u></b>	<b><u>Column 2</u></b>	<b><u>Column 3</u></b>	<b><u>Column 4</u></b>
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 (3<sup>rd</sup> 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 (interest, 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: A Generalist Approach (1983) K.C. Johnson Allyn and Bacon, Inc.

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” (p.294)

K.K. Kirst-Ashman & Hull, Jr., G.H. 2006 4<sup>th</sup> 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

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

**BSW Practicum Task Record**

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:

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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
- 5<sup>TH</sup> WEEK PROGRESS EVALUATION FORM
- 10<sup>TH</sup> 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**

