

# Department of Social Work



 | **NORTHWESTERN STATE**

## Field Placement Manual

### **ACCREDITATION**

The Northwestern State University Bachelor of Social Work Program is accredited at the Baccalaureate level

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## **SECTION I: PURPOSE OF THE FIELD INSTRUCTION MANUAL**

The purpose of this manual is to inform all participants in the Northwestern State University Social Work Field Instruction Program of the philosophy, purposes, and objectives of field instruction, student criteria for admission into field instruction, requirements, assignments, means of student evaluation, as well as criteria for the selection of field placement sites and agency field instructors. Participants are expected to refer to this manual. Participants include students, agency field instructors, faculty liaisons, and the Director of Field Instruction. Other NSU Social Work Program faculty members should also retain a copy of the manual for reference.

## **SECTION II: GENERAL ORIENTATION TO UNIVERSITY AND PROGRAM**

### **A. Northwestern State University**

Northwestern State University is one of the oldest institutions for higher learning in Louisiana, dating back to 1884. Accorded university status in 1970, the institution is a member in good standing of the Southern Association of Colleges. The Graduate School is a member of the Council of Graduate Schools in the United States.

The main campus covers an area of one thousand acres encompassing both rolling hills and rich river bottom land in Natchitoches, Louisiana. The physical plant is a blend of traditional and modern architecture reflecting an extensive building program in recent years. Social work faculty have access to “smart” classrooms, as well as other educational technology.

### **B. Description of the Social Work Program**

In 1970, the social work program applied for and was conditionally accepted for constituent membership in the Council on Social Work Education, the national accrediting body for institutions offering programs in social work education. The

undergraduate program in social work education received full accreditation in December 1978, retroactive to the fall of 1977, and has been continually accredited since that date. In January 1999, the program was granted the status of being a separate department.

Through the years the social work curriculum has retained its focus on foundational knowledge of generalist social work practice, while also adapting to trends in social work and identified student needs. A sequential course offering has been designed to provide the values, knowledge, skills, and abilities necessary for the student to attain competencies required for the generalist social work practitioner. The program includes courses in policy, practice, human behavior, research, human diversities, social and economic justice, and field instruction.

### ***MISSION OF THE SOCIAL WORK PROGRAM***

The mission of the Northwestern State University BSW Program is, within the scope of the University's mission and liberal arts foundation, to graduate competent and ethical generalist social work professionals prepared to meet the needs of diverse populations at the micro, mezzo, and macro levels, locally to globally. Our teaching, advising, and student engagement focus on a ,responsive student-centered approach, both on campus and online, that encourages and develops life-long learners and critical thinkers. Students and faculty engage in service and leadership that enhances human well-being, embraces human diversity, promotes human rights, and advances social and economic justice. The program's foundational perspectives include person-in-environment, strengths, research-informed practice, scientific inquiry and the values and ethics of the social work profession.

#### **PROGRAM GOALS:**

1. To prepare students for lifelong learning as generalist social work practitioners at the BSW professional level, including preparation for state licensure and/or graduate studies.



2. To provide a foundational base of knowledge, values, skills, and perspectives that is transferable among settings, populations, client systems, and problem types.
3. To provide a responsive, student centered approach by modeling professional-ism, values of the social work profession, and service to the community, with special attention to being an inclusive, trauma-informed program.
4. To support human service agencies by providing new social work practitioners and collaborating on services such as training/continuing education and research/evaluation.
5. To provide accessible and affordable social work education, in online and face to face formats, to students from diverse backgrounds and geographical locations.

### Statement of Non-discrimination

Northwestern State University is committed to equal opportunity for student success without regard to race, color, gender, religion, sexual orientation, national origin, disability, genetic information, age, veteran status or retirement status. NSU's Social Work Program affirms this statement and expects field agencies to adhere to this policy.

### **CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES (behavioral statements):**

Graduates of this BSW Program are expected to demonstrate the integration and application of the ten core competencies listed below (printed in bold on chart) as evidenced by their associated practice behaviors (bulleted below the related competency).

Course content and assignments are designed to introduce, reinforce and/or emphasize those practice behaviors associated with each course, and to assist students in developing the social work core competencies. The practice behaviors below, **in bold**, are introduced or strengthened by content in this course. These bolded competencies apply to this course, whether the course is offered in the face to face or online format. All practice behaviors are expected to be addressed and measured in the field experience.

#### **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 appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment 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 clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

#### **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.
- 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.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

#### **Competency 5: Engage in Policy Practice**

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



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

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

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

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

- **Select and use appropriate methods for evaluation of outcomes.**
- **Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.**
- **Critically analyze, monitor, and evaluate intervention and program processes and outcomes.**
- **Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.**

### C. Social Work Program Curriculum

Northwestern's curriculum in undergraduate social work was developed with the overriding goal of preparing students for generalist social work practice at the professional entry level. Professional entry level social work requires that students are competent in the practice behaviors identified by the program. The social work curriculum is designed to provide the knowledge, values, skills, and abilities needed to achieve that competency. During their first two years, students take a number of courses reflecting the broad liberal arts orientation of the program, as well as introductory social work courses. As students meet requirements for selective admission into the professional social work program, they are allowed to take junior and senior level social work classes. The following social work courses are offered to students.

2010 CRITICAL THINKING AND WRITING IN SOCIAL WORK. 3 hours. This course is designed to assist students in mastering competencies in critical thinking through an introduction to writing for the social sciences. Proper use of American Psychological Association (APA) style of writing is highlighted through the examination and development of manuscripts and literature reviews.

2090 INTRODUCTION TO POLICY AND RESEARCH. 3 hours. This course presents an introductory overview of policy and research. Content includes historical and modern understandings of social policy and foundational concepts of research and scientific inquiry.

2100 SOCIAL WORK AS A PROFESSION. 3 hours. Development of social work as a profession. Value, knowledge, and skill bases of social work in the perspective of generalist philosophy.

3030 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I. 3 hours. This course is an exploration of human growth and development within the social contexts of micro, mezzo, and macro systems, utilizing a life course perspective. Areas of focus include theories of human development and behavior with a special emphasis on diversity and social problems. Content is organized from conception through middle childhood. Prerequisite: PSYC 1010.

3040 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II. 3 hours. This course is an exploration of human growth and development within the social contexts of micro, mezzo, and macro systems, utilizing a life course perspective. Areas of focus include theories of human development and behavior with a special emphasis on diversity and social problems. Content is organized from adolescence through very late adulthood. Prerequisite: SOWK 3030.

3070 SOCIAL WORK VALUES AND ETHICS. 2 hours. Analysis of the values and ethics of the social work profession, with exploration of models of ethical decision-making, and legal statutes governing and affecting the practice of social work. Prerequisite: SOWK 3120 with a grade of "C" or better or SOWK 3120 as a corequisite.

3090. HUMAN DIVERSITY. 3 hours. This course examines the cultural, physical, environmental, and socially constructed differences in people. This class explores the social, political, emotional, and economic implications of human diversity in the social environment.

3120 GENERALIST PRACTICE WITH INDIVIDUALS. 3 hours. Social work processes, concepts, and theories applied to generalist practice intervention. Establishment of professional relationships and skills applicable to multi-level systems emphasizing individuals. Specific attention paid to problem solving and the roles of generalist social work. Prerequisite: Admission to the professional Social Work Program.

3130 GENERALIST PRACTICE WITH GROUPS. 3 hours. Social work processes, concepts, and theories applied to generalist practice intervention. Establishment of professional relationships and skills applicable to multi-level systems emphasizing group across the life span. Specific attention paid to the professional development of use of self within the context of a diverse society. Prerequisite: Social Work 3120 with a grade of C or better.

3140 GENERALIST PRACTICE WITH COMMUNITIES AND ORGANIZATIONS. 3 hours. Social work processes, concepts, and theories applied to generalist practice intervention. Establishment of professional relationships and skills applicable to multi-level systems emphasizing community and organizations. Specific attention paid to the issues of social and economic justice. Prerequisite: Social Work 3130 with a grade of C or better.

3150 GENERALIST PRACTICE WITH FAMILIES. 3 hours Social work processes, concepts and theories applied to generalist practice with families. Establishment of professional relationships and skill applicable to multi-level systems emphasizing families across the lifespan. Specific attention paid to empowering family members and the family system to strengthen relationships and negotiate their social context. Prerequisite: SOWK 3120 with a grade of "C" or better/

3180 TECHNIQUES OF INTERVIEWING. 3 hours. Interviewing skills for working with various client systems. Development of self-awareness and the use of self in generalist social work practice. Prerequisite: 3120 with a grade of "C" or better.

3350 ECONOMICS AND SOCIAL WORK. 3 hours. This course examines the structure, function and interaction of economics, politics and social welfare. The nature and scope of the U.S. economic and political system is presented. Social welfare policy is placed within the context of economic and political demands. Selected social welfare problems are surveyed and examined, e.g. poverty, unemployment, income distribution, economic inequality, health issues, and discrimination. Prerequisite: 2090.

4030 STATISTICS IN SOCIAL WORK RESEARCH. 3 hours. Descriptive and inferential statistics for social workers. Levels of measurement, measure of central tendency and variability, cross tabulation analysis, correlation, hypothesis testing including chi-square, analysis of variance, and multiple correlation and regression analysis. Prerequisite: MATH 1060 or 2050 or SMAT 1820 or SMAT 1830 and SOWK 3120 with a grade of "C" or better.

4040 SOCIAL WORK RESEARCH METHODS. 3 hours. The fundamentals of social work research, practice and program evaluation. Quantitative and qualitative methods of problem formulation, measurement, research design, observation, and analysis of data for social workers. Corequisite: Social Work 4190. Prerequisites: Social Work 3130 and 4030.

4350 ANALYSIS OF CONTEMPORARY SOCIAL POLICY ISSUES. 3 hours. Contemporary social policy issues will be examined and analyzed from varying perspectives. Evaluation of the implementation of these contemporary policies will be examined in relationship to populations at risk. Prerequisite: SOWK 2090.

4900. DIFFERENTIAL DIAGNOSIS IN SOCIAL WORK. 3 hours. (3-3-0). This course examines maladaptive patterns of mental functioning. The course provides advanced level study of the range of psychopathology, issues involved in the classification of mental disorders, and the implications for professional social work intervention. Prerequisite: Senior standing and consent of instructor.

4190 FIELD WORK. 6 or 12 hours. Placement concurrent with other classes. Sixteen to 32 hours per week directed field practice education and two-hour weekly seminar integrating theory and field instruction. Social work majors only. Prerequisites: SOWK 3120, 3130, and 3140.

*Add-on certificates requiring upper-level electives are offered in the areas of child welfare and addiction studies. Other electives are offered so that students may pursue areas of interest.*

### **SECTION III: PHILOSOPHY, PURPOSE, AND EXPECTED LEARNING OUTCOMES OF FIELD INSTRUCTION**

#### Philosophy and Purpose

The Council on Social Work Education views field instruction as the signature pedagogy of social work education. Educational Policy 2.3 (2008) states that:

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect 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 achievement of program competencies.

Northwestern State University has adopted this statement of the philosophy and purpose of field education as the basis of our field education program.

Field education is an integral part of the educational experience of undergraduate students. In a conceptual framework, the overall goal of field instruction is integration of learning. It is here that the overall educational goal of preparation for practice at the professional entry level is most fully realized. It is not sufficient that students' exposure to practice in field agencies be limited to observation or apprenticeship in the agency. The students bring personal values, classroom knowledge and theory, and a beginning philosophy of social work to the field setting. They are expected to function with an integration of these while at the same time integrating the new knowledge of direct interaction. Field education is the final step in demonstrating competency for entry level social work practice.

Because of the integrated learning process and increased self-awareness of the students, the field placement is one of the most important experiences afforded the students in their academic pursuit. Learning is direct and personal as the students are realizing an identity in the agency and are actualizing the opportunity to practice a professional helping role. In the field setting, the students will have experience with skills, techniques, and methods, which may be integrated into their own professional approach.

Since integration of knowledge is the aim of field instruction, supervision from the agencyfield instructors and the faculty liaisons is of vital importance. It is paramount that the students learn to use supervision within an agency setting. The agency supervisors, with assistance from the faculty liaisons, ensure that learning opportunities are designed for students to gain competence in each of the practice behaviors. Students' competence in the practice behaviors demonstrated during the learning experiences is then evaluated by the field instructors and the students themselves.

#### Expected Learning Outcomes of Field Instruction

The expected learning outcomes of field instruction are derived from the ten core competencies and their associated practice behaviors. Graduates of this BSW Program are expected to demonstrate the integration and application of the ten core competencies as evidenced by their performance of the practice behaviors. The ten core competencies and practice behaviors can be found in the chart in Section II-B of this manual.

### **SECTION IV: ELIGIBILITY FOR ADMISSION TO FIELD INSTRUCTION AND APPLICATION PROCESS**

#### A. Eligibility for Admission

To be admitted into field instruction, the student must meet the following criteria:

1. A cumulative grade point average (GPA) of 2.5 in all social work courses undertaken and an overall GPA of 2.0.
2. Completion of all required 1000-level courses.
3. Completion of Social Work 2010, 2090, 2100, 3030, 3040, 3070, 3120, 3130, 3150, 3180.
- 4a. Under Option 1, one-semester field instruction: No more than 18 academic

hours remaining indegree requirements.

- 4b. Under Option 2, two-semester field instruction: No more than 33 academic hours remainingin degree requirements.

B. Application Process

1. Field Director announces due date for submission of field applications for the next semester.
2. Prospective intern completes the field application.
3. Prospective intern meets with advisor, who reviews the student's degree audit. If advisor concurs that the student is eligible for field placement, possible field placement choices are discussed.
4. Student submits the application to the Director of Field Instruction by the due date.
5. The Director of Field Instruction reviews each application for final determination of eligibility Only students who have met the specified criteria are admitted into Field Placement. There is no provisional admission into the program.
6. If a student is determined to be eligible, after consultation with the student's faculty advisor and the student regarding the student's interests, capabilities, and learning needs, the Director of Field Instruction decides on the placement to which the student is best suited.
7. The Director of Field Instruction contacts the chosen agency to determine if the agency can offer the student an interview for potential placement. If the agency representative is in agreement, a copy of the student's application is submitted by email to the agency field instructor for review.
8. The student is notified by email to arrange for an interview at the agency.
9. Following the interview, either the student or the agency field instructor may reject thematch based on "**goodness of fit.**" The agency notifies the Director of Field Instruction of acceptance or rejection of the student.
10. If after review of the field application, the Director of Field Instruction determines that a student is not eligible for field placement, the Director



sends the student a letter advising of the decision, the reasoning for the decision, and what the student needs to do to become eligible for field placement.

11. If, after arrangements are made for the Field Placement, a student drops below the expected requirements for Field Placement, the student will be unable to continue to placement. A student may write a letter of appeal to be reviewed on a case-by-case basis.

### **Students may participate in securing their placements.**

#### C. Placing Students

**Policies:** A student must have submitted an application and been accepted into field. Students will be placed in an agency that meets criteria for selection through a formal process directed by the Director of Field Education. Students may not independently arrange for and agree to a field placement. Distant students may assist in identifying possible placements, with all agencies to be approved by the Director of Field Education, who will obtain signed agreements.

**Procedures:**

1. The Field Director announces the due date for submission of field applications for the next semester.
2. Prospective interns meet with their advisors to ensure that they are ready for field.
3. If deemed to be ready, they complete the field application on the department website and submit. Students indicate their areas of interest on the field application.
4. A FERPA Release of Information is included in the field application.
5. The Field Director reviews each application for final determination of eligibility.
6. If a student is determined to be eligible, taking into account the student's interests, capabilities, and learning needs, the Director of Field Instruction decides on the placement to which the student is best suited.
7. The Director of Field Instruction contacts the chosen agency to determine if the agency can offer the student an interview for potential placement. If the agency representative is in agreement, a copy of the student's application is submitted by email to the agency field instructor for review.
8. The student is notified by email to arrange for an interview at the agency. Student is also informed of any agency requirements for criminal background check, vaccinations, drug screen, etc.

9. Following the interview, either the student or the agency field instructor may reject the match based on "goodness of fit."

#### Criteria for Placing Students:

1. Students must meet the following criteria for admission into Field Work. Prerequisites: (1) A cumulative grade point average (GPA) of 2.5 in all social work courses undertaken and an overall GPA of 2.0. (2) Completion of all required 1000-level courses. (3) Completion of Social Work 2010, 2090, 2100, 3030, 3040, 3070, 3120, 3130, 3150, 3180. (4a) Under Option 1, one-semester field instruction: No more than 18 academic hours remaining in degree requirements. (4b) Under Option 2, two-semester field instruction: No more than 33 academic hours remaining in degree requirements.
2. Students must not have unresolved legal actions. Verification and disposition of any resolved legal actions must be provided and assessed by the Director of Field Instruction in conjunction with the Department Head and possibly other faculty.
3. The agency must meet the criteria expected of agencies which receive interns (listed previously). The proper authority at the agency must have signed a contract with the University and Department regarding placement of social work interns.
4. After following procedures for interviews between the student and agency, both the agency and student agree to the placement arrangement.

#### D. Monitoring Students

##### Policies:

All students in Field Placement will be continuously monitored to ensure the field experiences are contributing to the acquisition of competencies necessary for graduating as a professional and ethical generalist entry-level social workers.

Because of the integrated learning process and increased self-awareness of the students, the field placement is one of the most important experiences afforded the students in their academic pursuit. Learning is direct and personal as the students are realizing an identity in the agency and are actualizing the opportunity to practice a professional helping role. In the field setting, the students will have experience with skills, techniques, and methods, which may be integrated into their own professional approach.

Procedures: Although monitoring the progress of the students in field placement is the joint responsibility of the field instructor and the faculty liaison, their methods and requirements are different and, therefore, are enumerated separately below.

Agency Field Instructor- The agency field instructor is an employee of the field agency and is assigned to directly supervise the field student's learning experiences. It is expected that the field instructor will have a BSW or MSW from a CSWE-accredited social work program and be appropriately licensed. The field

instructor is expected to serve as a professional role model for the student during placement. They are responsible for assuring that the learning experience is planned, consistent, and progressive. The role of field instructor includes the following responsibilities:

1. Attending the NSU Social Work Program orientation to field placement when new and at least once every three years afterwards. If a new instructor is unable to attend, an individual orientation will be provided for that instructor by the faculty liaison (or the Director of Field Instruction).
2. Introducing and orienting the student to the agency structure, programs, and function, as well as safety procedures and protocols.
3. Orienting the student to agency policies regarding appropriate dress, office hours, applicable leave policies, safety policies, scheduled meetings and conferences, travel requirements and other office procedures.
4. Introducing the student to the professional and clerical staff and providing office space and supplies.
5. Teaching the student the agency's role in the community and its relationship with other agencies, including referral procedures that fill gaps in delivery of services.
6. Familiarizing the student with policies and procedures regarding case management, record keeping, intake, termination, and confidentiality.
7. Orienting the student to the dynamics of the client population, including their social needs and the commonality of problems.
8. Serving as a representative of the profession, its mission, and its core values to assist the student in identifying as a professional social worker.
9. Alerting the student, if necessary, to the conflicts affecting the agency due to the political realities of the community, thus reducing exposure to struggles that do not enhance the learning situation.
10. Assigning and supervising the completion of tasks and responsibilities that are consistent with the student's role in the agency. These tasks and responsibilities should provide the student with opportunities to practice generalist social work and to demonstrate achievement of core competencies.
11. Consulting with the faculty field liaison or the Director of Field Instruction in the event the field instructor becomes aware of problems regarding the student's learning and performance.
12. Providing regularly scheduled supervisory conferences of at least one hour per week. Supervision may occur in increments of less than one hour. Supervisory conferences can be face-to-face or virtual.
13. Participating in joint and individual conferences with the student and the faculty

field liaison regarding the student's performance.

14. Submitting evaluations to the faculty field liaison on the student's performance.
15. Assuring a proper student-client ratio to allow for adequate time for preparation, observation, and other necessary activities.

Faculty Liaison- The faculty liaison also serves as seminar leader and provides the connection between the NSU social work program, the agency field placement site, and the student. Faculty members serving in the role of faculty liaison work closely with both the Director of Field Instruction and with the agency field instructors of the students assigned to them. The duties of this position include:

1. Clear interpretation to the student of course requirements, student role expectations, written assignments, and method of evaluation.
2. Conducting the weekly field seminar for field placement students assigned.
3. Regular consultation with field instructors regarding student performance in the field setting.
4. Evaluation of the student's logs in terms of content and helping the student integrate their performance in the field setting with classroom knowledge; evaluation of written assignments and oral presentations.
5. Determining a final evaluation of the student's performance and assigning a grade based on written evaluations, seminar participation, and written assignments.

Criteria: Criteria for monitoring students in field placement include:

1. Discussions in field seminar during which students give detailed account of activities in the previous week, including observations of ethical and professional behavior and situations.
2. Detailed logs completed by interns each day and turned in each week which the faculty liaison reads and references during seminar.
3. Faculty liaison phone calls and/or email to the field instructor.
4. Site visits at least once per semester. Site visits may be virtual.
5. Weekly email from Director of Field Education to apprise field instructors of upcoming events which impact field attendance, assignments for which the student may need input from the field instructor, deadlines for evaluations, etc.
6. Interim and final evaluations of student performance by the Field Instructor at Field mid-point and end.

Policies, criteria, and procedures for placing and monitoring students are the same across all program options.

### E. Field Placement in an Agency of Employment

If a student is employed by a social services agency and wishes to complete their field placement at this agency, it is possible if the following conditions are met:

1. There is an appropriately credentialed person willing to act as field instructor,
2. The student will be providing social work services which are directly linked to the nine social work competencies.

The policy allowing workplace internships is relatively new. When considering allowing a field student to be placed at their place of employment, the NSU program requests a statement, in writing, that all parties (field instructor, employment supervisor, and student) understand that only hours spent in activities which are linked to the social work competencies can be counted as internship hours.

In some occasions, the field agency may wish to hire or pay a stipend to the intern for the work they are doing as an intern. In these situations, the same requirements as interning in a place of employment must be met. After making sure that all criteria are met for placement in the employing agency, permission may be granted by the Director of Field Instruction. The same criteria are required for the student to be hired, and a written confirmation from the agency is also required.

### F. Students with Disabilities

Every effort will be made to accommodate students with disabilities who apply for Field Placement. The NSU BSW Social Work Program and the Field Program affirm the commitment to non-discrimination based on disability. A student with a disability who has not yet done so should register with the Office of Disability Support. The student should also discuss their needs with the Faculty Advisor and

the Director of Field Instruction. Students should be aware that some agencies have requirements for employees/interns which would prohibit placement at that facility. The Director of Field Instruction will work with the Office of Disability Support and the student to locate an acceptable placement. Each situation will be handled on a case-by-case basis.

#### G. Students with Criminal Records

Northwestern State University's Department of Social Work takes seriously its responsibility to protect the public, as well as to protect the rights of individuals wishing to enter the social work profession who have criminal records. In the State of Louisiana, BSW level social workers must obtain the Registered Social Work (RSW) credential which is issued by the Louisiana Board of Social Work Examiners (LABSWE). This registration requires a criminal background check.

Although Northwestern's BSW program does not conduct criminal background checks on students applying to be admitted to the professional program or to enter Field Placement, the Field Placement Application does ask students to report on any criminal background records. With permission of the LABSWE, the question utilized on the RSW application regarding criminal backgrounds was adopted for use on the NSU Field Application. The question reads, "Have you been arrested, charged with, or convicted of any state or federal, civil or criminal law? (Includes convictions on any charges except minor traffic offenses whether the conviction resulted by verdict, guilty plea, plea of no contest or nolo contendere; and includes arrests, charges, and convictions that have been expunged.)" If a student answers "yes", then a written explanation is requested. The Director of Field Instruction arranges to meet with any student that has indicated "yes." Students may be asked to provide documentation as to the dispositions of arrests. The situation may be referred to the Field Committee.

Each situation is handled on a case-by-case basis. When it is determined that the field agency needs to be informed of the record, the student will be asked to sign a release of information, and the Director will communicate the information. The Northwestern's BSW program makes students aware that certain types of criminal convictions may result in some agencies declining to offer them a field placement. The Director of Field Instruction will make every effort to identify suitable placements for students with criminal records, yet in some instances it may not be possible to find a field placement willing to accept that student. In such a case it is likely that the student will be unable to complete the BSW program.

#### H. Background Check

Students may be required by field agencies to complete a criminal background check prior to acceptance of a field placement. Students are required to comply with any requirements of the agencies. The results of the background check may limit the involvement or participation in the field setting. Any fees associated incurred during this process are the responsibility of the student.

#### I. Field Credit for Previous Experience

Under no circumstances are academic credits to be awarded in Social Work courses for previous life or work experiences. This also applies to Field Placement courses.

### **SECTION V: IMPLEMENTATION OF FIELD INSTRUCTION**

#### A. Structure of the Field Practicum

The BSW program at Northwestern State University requires a minimum of 432 hours of field education. Students have two options for completing these hours. They may enroll in SOWK 4190 for one full semester (12 credit hours for a total of



432 hours in field), or they may enroll in two semesters (6 credit hours for a total of 216 hours in field each semester). To complete the two-semester option, the student must enroll in a fall semester followed by the spring semester, or the spring semester followed by the summer semester.

- The Field hours are typically completed in-person in an agency, although client contact may be a combination of in-person and virtual.
- All Field hours are completed at one field setting.
- Students are expected to complete field hours during normal working hours of the agency. In residential (24 hour) settings, evening or weekend hours are acceptable as long as a social worker is there to supervise the student, and the student can work on learning task.
- Field Seminar meetings and Field Instructor supervision meetings count as Field hours.
- Students submit weekly time sheets which document the number of hours they completed during the previous week. Time sheets must be signed by the field instructor.

Two points of evaluation of the student by the Field Instructor take place for both types of placements. One evaluation is completed halfway through the placement (the interim evaluation) and the other at the end of placement (the final evaluation). For the year-long placement, the interim evaluation takes place at the end of the first semester. For the semester-long placement, the interim evaluation takes place at midterm.

Both options require the student to enroll in the research methods course while in field placement, ensuring that the student will experience field-based research. Students who elect to complete the year-long placement may take research methods in either the fall or the spring semester. These two options allow students flexibility to choose the best fit for their circumstances.

A weekly seminar, (no additional credit hours), led by the faculty liaisons, is required of all field instruction students, regardless of option chosen. For students

choosing the two-semester option, written assignments in seminar are spread across the two semesters. Sections of the field seminar and the research methods course are scheduled on one day of the week when students are not expected to be in field.

#### B. Orientation to Field Setting Activities

Orientation of students to the agency is of major importance and will lay the foundation for students' learning throughout field instruction. Students need to know the functions, policies, and procedures of the agency and the clientele it serves. An initial orientation is held when students start work; however, orientation to activities is considered a continuous process throughout field instruction. Because of the need to view the agency's various activities from a holistic perspective, students should be exposed to as many different social work experiences and human diversities as possible. In order to develop this perspective, they should be involved in as many as possible of the following generalist practices of the agency (some of which may not be practiced in the in all agencies): staff meetings, case staffings, home visits, intake interviews, client assessments, multidisciplinary team meetings, direct services with clients on an individual, group, family, organizational or community level, agency workshops and seminars, observations of professional techniques and procedures in various specialty areas, and visits to other facilities within the community. Particular emphasis should be given to introducing students to the various human diversities characteristic to the service area population and to tailoring social work practice accordingly. Orientation begins the process of linking theory and knowledge learned in the classroom to practice in the field. Field activities provide students with opportunities to implement generalist social work practice and to demonstrate the program's core competencies.

#### C. Definition of Roles

**Student-** As the student enters the agency, (s)he is expected to assume, as

much as possible, the role of a regular staff member. The role of the student includes the following responsibilities:

1. Adhering to agency work hours, policies, procedures and rules governing professional staff behavior; being punctual, refraining from excessive absence, and notifying the agency field instructor of the necessity for legitimate absence.
2. Adhering to agency policies and procedures regarding the work with clients, including those governing the observation of confidentiality and the handling of confidential information.
3. Assuming personal and professional responsibility for his/her actions and activities.
4. Carrying through to completion the tasks and responsibilities that are consistent with the student's role in the agency; following the directives of the agency field instructor and other appropriate administrators and supervisors.
5. Maintaining professional relationships with clients.
6. Utilizing a courteous, enthusiastic, open-minded, thoughtful approach to policies and practices within the profession.
7. Relating and using knowledge acquired from the academic setting in the agency.
8. Developing self-awareness in regard to attitudes, values, and behavior patterns that influence practice.
9. Engaging in social work practice consistent with the values and ethics of the social work profession; adhering to the NASW Code of Ethics, the NSU Code of Conduct, and the policies outlined in the social work program Student Manual.
10. Preparing for and utilizing conferences and other opportunities of learning provided by the agency.
11. Being consistent and punctual in the submission of all work assignments to the faculty liaison; actively participating in the field seminar, avoiding excessive absences from seminar.
12. Evaluating herself/himself on level of achievement of the BSW program's core competencies.

**Agency Field Instructor-** The agency field instructor is an employee of the field agency and is assigned to directly supervise the field student's learning

experiences. It is expected that the field instructor will have a BSW or MSW from a CSWE-accredited social work program and be appropriately licensed. The field instructor is expected to serve as a professional role model for the student during placement. He/she is responsible for assuring that the learning experience is planned, consistent, and progressive. The role of field instructor includes the following responsibilities:

1. Attending the NSU Social Work Program orientation to field placement when new and at least once every three years afterwards. If a new instructor is unable to attend, an individual orientation will be provided for that instructor by the faculty liaison (or the Director of Field Instruction).
2. Introducing and orienting the student to the agency structure, programs, and function.
3. Orienting the student to agency policies regarding appropriate dress, office hours, applicable leave policies, safety policies, scheduled meetings and conferences, travel requirements and other office procedures.
4. Introducing the student to the professional and clerical staff and providing office space and supplies.
5. Teaching the student the agency's role in the community and its relationship with other agencies, including referral procedures that fill gaps in delivery of services.
6. Familiarizing the student with policies and procedures regarding case management, recordkeeping, intake, termination, and confidentiality.
7. Orienting the student to the dynamics of the client population, including their social needs and the commonality of problems.
8. Serving as a representative of the profession, its mission, and its core values to assist the student in identifying as a professional social worker.
9. Alerting the student, if necessary, to the conflicts affecting the agency due to the political realities of the community, thus reducing exposure to struggles that do not enhance the learning situation.
10. Assigning and supervising the completion of tasks and responsibilities that are consistent with the student's role in the agency. These tasks and responsibilities should provide the student with opportunities to practice generalist social work and to demonstrate achievement of core competencies.
11. Consulting with the faculty field liaison or the Director of Field Instruction in the

event the field instructor becomes aware of problems regarding the student's learning and performance.

12. Providing regularly scheduled supervisory conferences of at least one hour per week. Supervision may occur in increments of less than one hour.
13. Participating in joint and individual conferences with the student and the faculty field liaison regarding the student's performance.
14. Submitting evaluations to the faculty field liaison on the student's performance.
15. Assuring a proper student-client ratio to allow for adequate time for preparation, observation, and other necessary activities.

**Faculty Liaison-** The faculty liaison provides the connection between the NSU social work program, the agency field placement site, and the student. Faculty members serving in the role of faculty liaison work closely with both the Director of Field Instruction and with the agency field instructors of the students assigned to them. The duties of this position include:

1. Clear interpretation to the student of course requirements, student role expectations, written assignments, and method of evaluation.
2. Conducting the weekly field seminar for field placement students assigned.
3. Providing for group supervision every other week for students whose field instructor does not hold a social work degree.
4. Regular consultation with field instructors regarding student performance in the field setting. This is done through site visits, videoconferencing, phone, and email.
5. Evaluation of the student's logs in terms of content and helping the student integrate his performance in the field setting with classroom knowledge; evaluation of written assignments and oral presentations.
6. Determining a final evaluation of the student's performance and assigning a grade based on written evaluations, seminar participation, and written assignments.

**Director of Field Instruction-** The Director of Field Instruction works in close collaboration with the Director of the Social Work Program and Faculty Liaisons.

His/her responsibilities and duties are as follows:

1. Distribution and collection of field applications and determination of eligibility for fieldplacement.
2. Selection of an appropriate field instruction site for each eligible student and advising the student as to the nature and purpose of field instruction.
3. Where indicated, and in consultation with the faculty liaison and agency field instructor, removal of students from field settings.
4. Selection and screening of new field instruction sites, and terminating sites that no longer offer an appropriate learning experience for students in the program.
5. Orientation of field instructors and students as to the purpose, objectives, and requirements of field instruction.
6. Organization of regular meetings with field instructors to provide on-going training and to obtain feedback regarding the effectiveness of the BSW program in preparing students for entry level generalist social work practice.
7. Weekly contact with field instructors to remind them of assignments that students might need input on, upcoming evaluation deadlines, training opportunities, etc., and contact information for the Director of Field Instruction and faculty liaisons.
8. Participation in site visits, videoconferencing, and phone contact if there is a problem with a placement.
9. Oversight of field education policies and procedures and implementation of changes as needed.

**The Social Work Department Field Instruction Committee** – Chaired by the Director of Field Instruction, the purpose of this committee is to develop and monitor field instruction policy and procedures. The membership includes the Director of Field Instruction, the field liaison faculty members, and one enrolled field student who is chosen by the Director of Field Instruction, with input from field faculty. This committee will meet at least one time per semester.

## **SECTION VI: FIELD INSTRUCTION REQUIREMENTS AND ASSIGNMENTS**

### **A. Hours in Field**

Students are required to document internship hours on a timesheet that is provided by the program (See Appendix G, Page 68). The timesheet is signed by the field instructor and submitted to the faculty liaison at weekly seminar or uploaded to Moodle. The following guidelines are used in determining eligible hours in field:

- Each six hours credit requires 216 hours field instruction for the semester (432 hours for 12 academic credit hours).
- The students may count that time in which they are actually engaged in working in the agency, involved with client systems, or at professional or organizational meetings.
- Time spent for lunch breaks does not count toward the hours unless the student continues to work during lunch (answering phones, for example). Working during lunch time is at the discretion of the field instructor.
- If an agency has a holiday and the student is therefore unable to work, he or she may count the number of hours normally spent in the agency on the day of the holiday.
- If it is a school holiday and not an agency holiday, the students may not count the hours, unless the student chooses to work that day.
- There is no provision for sick leave; students must complete 216 hours in the field for six hours academic credit or 432 hours for 12.

### **B. Policy Regarding Interrupted Internships:**

Occasionally students have health or family issues that interfere with completing internship hours. Sometimes the length of time a student will be out of internship is initially unclear. For circumstances in which this occurs, students are expected to be in communication with the agency field instructor and the field liaison, who will, in general, make acceptable arrangements for the completion of hours. The Director of Field Instruction will be notified of the circumstances, the agreed upon



plan, and give approval. Students who are unable to maintain hours at an internship may or may not be able to return to an internship site after an extended leave.

Internship sites may choose not to hold an internship slot for a student who is out for an extended and/or unknown period of time. Sites may also ask students to leave an internship if health issues repeatedly interfere with internship attendance and performance. These situations will be considered on a case-by-case basis. One option includes the student being given an “I” (Incomplete) grade, which allows for additional time to complete the internship. Students who terminate an internship during a semester (withdraw from the course) will not be able to carry over accumulated hours for the semester to another internship in a future semester.

#### C. Weekly Seminar

In addition to the hours of field experience, students are required to attend a weekly seminar. In the field practice seminar, students integrate the learning experiences of the field practicum. The students share activities, feelings, and knowledge about their agency and how the methods of intervention exhibit similarities and dissimilarities. Topics of discussion, such as review of the core competencies of the generalist problem-solving process, social work values and ethics, use of self, etc., are also introduced by the faculty liaison. Specifically, competencies are discussed and students identify agency experiences connected to that competency and to theoretical and conceptual knowledge. Also, students identify classroom theories, concepts and experiences that undergird the practice behavior tasks he or she is performing in the field agency. Through the discussion of problem situations, successes and failures, as well as the formal presentation of a case or a semester project, students develop an understanding of the nature of the problem area, the flow of service, and the role of the service provider. The comments of fellow students

add insight from different perspectives. Students are able to share experiences and to relate to other class members the mode of intervention and the steps necessary in the completion of the project or a given case. Particular attention is given to the social work perspective as it relates to other disciplines.

#### D. Bi-weekly Supervision Meetings

Those students who do not have a Field Instructor with a degree in social work receive group supervision with a credentialed social worker every other week throughout the semester. This supervision is in addition to the field seminar.

#### E. Written Assignments in Field Instruction

In addition to the direct services experience in the agency setting, there are written assignments required of each student participating in field work. These assignments are considered essential in integrating the learning process involving field instruction and knowledge gained in the classroom. They, along with placement documents and correspondence, are kept in a folder for each face-to-face student, which is maintained by the faculty liaison, or uploaded to Moodle for review by the faculty liaison. **Please refer to the Appendix J, page 83, for detailed instruction for each assignment. \*Denotes assignments completed second semester by students under Option 2.**

1. Learning Contract. The learning contract instrument reflects the nine core generalist practice competencies which are divided into measurable practice behaviors comprised of knowledge, values, and skills. This instrument identifies learning tasks in which the student will engage while in field instruction by focusing on the core competencies students are expected to master over the course of their BSW program. All 32 of the practice behaviors are critical, and students and field instructors are expected to create opportunities in which students can demonstrate all of the behaviors, over the course of their field placement. For each competency, a list of potential learning tasks has been identified by which the student can acquire the necessary knowledge, values, and/or skills related to that competency. Using an electronic copy of this contract, the supervisor and student can determine which

learning tasks are appropriate, and delete, revise, and add tasks as needed. They are encouraged to identify any other tasks unique to the setting. This learning contract serves for the complete field placement experience for the student, so if the student is in a year-long placement, this contract is used to plan learning tasks for both semesters. The completed contract is due, with the student's and agency field instructor's signatures, the second meeting of seminar. The learning contract will be reviewed by the faculty liaison, signed if acceptable, or returned to the student for further work.

2. Weekly Log. A weekly log of field instruction activities is turned in at the seminar meeting. This log should be kept on a day-to-day basis and reflect all activities engaged in during the day, as well as the number of hours spent in the agencies.

The student should use two paragraphs. The first paragraph gives factual information about what the student did during hours at the agency. The second paragraph gives reflections (thoughts and feelings) about the experience. The student is asked to document experiences with human diversities (when encountered) and feelings that are generated with this learning opportunity. Students are expected to use critical thinking in evaluating what theories and concepts they used in assessing clients and client situations.

The log should be typewritten, and will be kept in the student's folder for review by the faculty liaison. The total number of hours should be tabulated at the end of each day's log and should match the timesheet. The log is an important part of the student's learning and a form of communication between the student and faculty liaison. It should be thorough, accurate, and complete.

3. Agency Paper. Three weeks after the field placement begins, a paper describing the overall organization and structure of the agency should be turned in. Primary headings include a description of the agency, clientele served, services rendered, and role of the students. This paper should have an introduction, body, and summary. It should be 5-7 pages in length, typed (size 12 font) and double-spaced. Detailed instructions are in the course syllabus and are provided to the students during the first class period.

4. Case Study/Project Summary Assignment\*. At the earliest possible date students should consult with the agency field instructor about selecting at least one case or situation wherein the student can be involved in utilizing the generalist intervention model in the practice setting. The student should select a case or project that will demonstrate knowledge and appreciation for human diversity, an oppressed population, or social and economic justice, and a specific problem area including its environmental components. The student will submit a written paper which includes the following primary headings: Social History, Impressions and Social Assessment, Intervention Plan, Evaluation of Outcomes, Research Informed Practice, and Termination. This paper is also presented orally in seminar.

5. Student Evaluation of Field Placement\*. At the end of the semester, students will prepare an evaluation of the placement. In this exercise, students discuss their feelings about the placement, the strengths of the agency as a field placement and

ways to make it better. They are asked for a recommendation regarding future use of the agency for field placements.

6. Resume and Cover Letter\*. Prior to the end of the semester the student is responsible for submitting a resume and cover letter to the faculty liaison.

**NOTE: STUDENTS WILL COMPLETE A RESEARCH PROJECT WITHIN THE FIELD INSTRUCTION SETTING. THIS PROJECT WILL BE REQUIRED FOR THE COMPLETION OF SOCIAL WORK 4040. STUDENTS ARE RESPONSIBLE TO THE INSTRUCTOR OF SOCIAL WORK 4040 REGARDING THIS ASSIGNMENT.**

## **SECTION VII: Evaluating Student Learning and Field Setting Effectiveness**

### A. Evaluating Student Learning Congruent with the Social Work Competencies

**Policy:** The mission of the Social Work Program is, in part, to graduate competent and ethical generalist social work professionals prepared to meet the needs of diverse populations at the micro, mezzo, and macro levels, locally to globally. To accomplish this, students must graduate with beginning professional-level competence in the nine social work competencies.

**Procedures:** It is the joint responsibility of the field instructor and the faculty liaison to evaluate student learning congruent with social work competencies. As they do this somewhat differently, their methods are listed separately below.

The Field Instructor:

- meets weekly with the intern in a supervisory conference to determine what the student has learned and to assign tasks that will continue the learning process. The learning contract, which is based on the nine competencies, is used as a tool to track completed tasks.
- completes the interim and final evaluations, assessing the intern's level of competence on each of the practice behaviors and assigning a grade (A, B, etc.)

The Faculty Liaison:

- reads the interns' daily logs turned in at the end of each week. The logs help the faculty liaison assess what the interns are learning.
- reads and assigns a grade to assignments: agency paper, case study. These assignments demonstrate learning by the student.

- meets with the interns in weekly seminar, during which the competencies are discussed and to which field activities are related. From the interns' participation in seminar, the faculty liaison can assess growth in social work skills and growth in understanding of the problems and needs of the client population with which they are working.

**Criteria:**

- A "C" or better on the interim and final evaluations.
- Completion of all assignments.
- Demonstration of beginning professional-level competence in all practice behaviors.

**B. Evaluating Field Setting Effectiveness:**

**Policy:** The NSU Department of Social Work seeks to place students as interns in agencies where they can have learning experiences with individuals, families, groups, organizations, and communities, with field instructors who are experienced and credentialed social workers and who model and teach good social work practice. To this end, evaluation of agency effectiveness is necessary.

**Procedures:** Ongoing evaluation of field setting effectiveness happens through several avenues.

- The weekly logs and seminars are valuable sources of information on such things as the kinds of experiences the agency is providing, the effectiveness of supervision meetings, the engagement of the student, etc. This student feedback is seen as a critical component of assessing field effectiveness. During field seminar, students provide feedback on the field setting, tasks, options for practicing the competencies, and field instruction, which allows the faculty liaison to evaluate the effectiveness of the field setting on an ongoing basis.
- Field setting effectiveness congruent with social work competencies is also evaluated during the site visits. These visits allow the faculty liaison to see what both the agency and the student are doing and how their activities relate to the competencies. Site visits are accomplished digitally for distance in-state and out-of-state agencies.
- In addition, one of the formal assignments of the student in field placement is to complete an evaluation of the agency. The evaluation asks the student to rate the agency on the following criteria: (1) the responsiveness of the agency to the presence of a student; (2) adequacy of the workspace provided; (3) strengths of the agency as a field placement site. An open-ended question asks for suggestions for strengthening the agency as a field placement site. One additional question asks the student whether they recommend their field placement site for students in the future. These evaluations are reviewed by the Director of Field Education.

**Criteria:**

- Field instructor holds weekly supervisory meetings during which the intern is allowed to ask questions.
- Field instructor is available for site visits and other forms of contact.
- Field instructor completes interim and final evaluations in a timely manner.
- The student demonstrates learning and growth and has positive comments about the agency and the field instructor.

This compliance statement applies to in-person and online students alike.

**C. Assignment of the Semester Final Grade**

The final grade will be determined on the basis of participation in the seminar, the content of the logs and written papers, the final evaluation and recommendation of the agency field instructor. The faculty liaison holds the responsibility for summing up total performance and issuing the final grade.

LETTER GRADES ARE INDICATIVE OF THE FOLLOWING:

A = Excellent	D= Poor
B = Above Average	F =
Unsatisfactory	C = Average

**D. Unsatisfactory Progress in Field Placement:**

Students and Field Instructors should keep the faculty liaison informed if problems occur that are not part of the expected day-to-day learning process. If efforts by the supervisor and student havenot resolved the issue, the liaison can assist in problem resolution. While changing placements is an option, it is not the first option. Other solutions will be considered first.

Removal of a student from a field site due to performance is done under consultation with the Director of Field Instruction. Removal of a student might trigger a departmental student hearing and/or result in a failing grade in field instruction. Each situation is handled on a case-by-case basis.

## **SECTION VIII: SELECTION OF FIELD AGENCIES AND FIELD INSTRUCTORS**

### **A. Criteria for the Selection of Field Agencies**

**Policies:** Field instruction settings are chosen for their contribution to the overall instructional goals of the program. Since they provide the opportunity for students to use the knowledge and skills they learned in the classroom, these settings are chosen based on the variety of experiences they can provide the students, including contact with clients, either face-to-face or virtually. Also, assessed are the credentials and experience of persons designated as field instructors and task supervisors. Since some students live in areas where there are few agencies offering social services and those that exist do not have a social worker on staff, someone with an allied degree and years of experience may be considered as field instructor/task supervisor. In those cases, the interns attend additional seminars with a licensed social worker to discuss the social work perspective on the work they are observing and doing in their internships.

New Agencies may be added to the list of approved agencies at any time. Agencies may contact the program asking to be considered as a field placement site. Some new agencies are those identified by students who live outside the local geographical area, whether they be in-state or out-of-state. Other agencies may be identified by students who wish to complete their internship at their place of employment. The Field Director follows the procedure below in all of these scenarios.

**Procedures for Selecting Agencies:** When an agency is being considered for a placement, the following procedures apply.

1. An initial exploratory contact is made with the director of the agency, and tentative working agreements are discussed.
2. The agency director or designee completes a form (Agency Information Form found

in appendix of the manual) giving detailed information about the agency: name of agency, address, telephone, email, director's name and email. The form also requires a description of learning experiences available to students as an observer or participant, specifically in the areas of social work with individuals, families, groups, organizations, and communities.

3. A Supervisor Information Form is also required at this time, assuring the agency can provide appropriate supervision.

4. When a final decision is made, a formal written agreement establishes the contract between the agency and the social work program. The contract specifies that the agency will provide in-person and/or virtual learning experiences for the student that will enhance the development of practice skills appropriate to generalist practitioners with the Bachelor of Social Work degree. It is understood that the agreement can be dissolved by either party.

5. When the agency is also the student's place of employment, discussion occurs about the requirements to assure student learning. This is discussed in more detail in a following section.

6. The procedure is the same for local, in-state distance, and out-of-state agencies.

**Criteria for Selecting Agencies:** Prospective field agencies must meet the standards listed below.

1. The agency must offer opportunities for students to engage in generalist social work practice.

2. The agency administration and staff must convey a commitment to the value of field instruction, including the educational focus and the instructional objectives envisioned by the program.

3. The organization's philosophy of service should be consistent with social work values and ethics.

4. Organizational goals and program services must be clearly defined. In host settings (such as hospitals, clinics, courts, and schools) the social work component should be fully integrated within organizational structure and functioning. The responsibilities of this department within the organizational program of services should be clearly defined and in harmony with the values and goals of social work.

5. The agency must make its services available to clients without discrimination as to age, color, disability, ethnicity, gender, national origin, race, religion, or sexual orientation, and must be willing to accept students who are members of minority groups and agree to provide them with a full range of learning opportunities.

6. Agency support and direction should be sufficiently stable to safeguard its program(s) and the continuing support of the student unit.



7. Both administrators and staff should be willing to make available the necessary staff time and essential equipment objectives and support to insure achievement of the educational objectives of field instruction and learning. This includes the appropriate participation of various staff members in the planning, implementation, and evaluation of learning opportunities.
8. The quality of staff relationships and staff morale should contribute to a favorable climate for learning and professional development.
9. The agency should be able to maintain its basic program without reliance on the students.
10. The agencies program should provide learning opportunities in sufficient number, variety, breadth, and depth to attain the educational objectives of field instruction.

Online students are normally outside of the university's local geographical area. However, agencies which contract with the university for interns, regardless of their location, must meet the standards listed above.

#### B. Criteria for Selection of Agency Field Instructors

1. MSW from a CSWE-accredited program preferred, with a minimum of two years post-social work degree practice experience. BSW from a CSWE-accredited program is acceptable, with a minimum of two-years post-social work degree practice experience.
2. Adherence to licensing and credentialing requirements of the Louisiana State Board of Social Work Examiners, or the Social Work Regulation Board of the state in which the potential agencyfield instructor practices.
3. Demonstrated competence in the delivery of services in which the student will be supervised;adequate experience and recommendation from colleagues and/or superiors.
4. Commitment to the underpinning philosophy, values, ethics, and practice knowledge of the socialwork profession.
5. The ability to relate and work productively with social work colleagues, other professionals, andthe community.
6. An interest in and capacity for teaching in the field setting.

Northwestern State University Social Work Program recognizes the importance of a Field Instructor having a Social Work degree and experience. For the vast majority of our placements the Field Instructor does hold a social work degree, many of them at

the MSW level. However, because Natchitoches is rural area and because many online students live in rural areas, occasionally field sites are utilized that do not employ a degreed social worker. The few field sites that do not have MSW or BSW social workers have been chosen because they represent fields of practice that have historically been staffed by social workers (such as juvenile justice). In these instances, Field Instructors have related degrees, have years of experience working in social programs, and are very familiar with the social work perspectives and values. These field instructors have received orientation to social work's person-in-environment frame of reference, the Generalist Intervention Model, the NASW Code of Ethics, and the core competencies and related practice behaviors. Regardless of the degree of the supervisor, all field students receive at least one hour of supervision per week from the agency Field Instructor, although this may occur in smaller increments than one hour. When the field instructor does not hold a social work degree, faculty liaisons take extra precautions to be sure the social work frame of reference, values, and ethics are incorporated by the student. The Faculty Liaisons utilize two avenues to assure this. First, for students whose field instructor does not hold a social work degree, there is an additional by-weekly seminar required. This seminar is led by a licensed social worker who emphasizes the social work frame of reference, values, and ethics. Secondly, faculty liaisons emphasize the social work perspective in the seminars for all field students. Faculty liaisons recognize that social workers are frequently in the position of working with teams of other professionals. Therefore, a common discussion in the weekly field seminar is about comparing and contrasting the roles, typical approaches and values of the other disciplines, with particular attention to the role of the social worker on those teams. Liaisons ask students who do not have degreed social work supervisors to share in the seminar

their observations on how their agency's approach to client needs may differ from that of the social work profession, differences in foci, and any apparent differences in values and ethics on the part of professionals from other disciplines. The frame of reference and value stance of the social work profession is reiterated.

## **SECTION IX: SUPPORTING STUDENT SAFETY**

**Policies:** Because there is an element of risk involved in the delivery of social services, the NSU Department of Social Work is committed to both explaining and mitigating these risks for students through Department safety training and Field agency safety training. The following procedures have been established.

### **Procedures:**

1. During the orientation for field instructors at the beginning of each semester, field instructors are asked to either orient the student to the agency's safety policy and procedures or to include them in safety training provided by the agency for new employees. The field instructor is asked to ensure that the student has received and understands the agency's safety policies and procedures.
2. During the orientation for interns at the beginning of each semester, the Director of Field Instruction provides basic safety instruction based on *NASW Guidelines for Safety in the Workplace*. This also includes safety on home visits. Students are informed that they will receive additional safety training from the field agency and that they must follow the safety guidelines of the agency.
3. During the first week of internship field instructors train student interns about agency safety policies and procedures. Safety training can be presented face-to-face, virtually, or in written form. No matter how it is presented, the field instructor is responsible for determining that the student has completed the training and understands the requirements. Training must include how to deescalate a situation with an angry client, what to do if a client is armed and threatening, and procedures regarding masking and gloves to avoid disease.
4. Safety policies and procedures of agencies are discussed in seminar to ensure that students received agency-specific safety training. If this training was not provided, the faculty liaison will contact the field instructor to request that the training be provided as soon as possible. Discussion of safety measures is included in seminar when indicated throughout the semester.

### **Criteria:**

1. Interns will abide by all safety rules of the agency, regardless of the safety topic.

2. Interns will attend all required agency and university trainings/orientation regarding safety.
3. Interns may not transport clients in their personal vehicles.
4. In the event of a pandemic students and faculty and agency personnel will adhere to all CDC required guidelines. If agency personnel must work from home because of a pandemic, the Department, in conjunction with the field instructor, will provide alternate activities that are related to the nine competencies and will facilitate continued learning.
5. In the event of threatening weather events, students and faculty will follow any recommendations of the appropriate authorities.
6. Students will provide emergency contact information to the agency and their field liaison.
7. The university will provide liability insurance to student interns in the amount of \$5 million per incident.

## SECTION IX: APPENDIX

- A.** Curriculum Sheet
- B.** Looking Ahead to Field
- C.** Application for Field Placement
- D.** FERPA Release of Information Form
- E.** Agency Information Form
- F.** Field Instructor Information Form
- G.** Contract (MOU)
- H.** Student Learning Contract
- I.** Time Sheet Guidelines and Form
- J.** Field Instruction Student Evaluation –Interim
- K.** Field Instruction Student Evaluation –Final
- L.** Assignments: Detailed Instructions
- M.** NASW Code of Ethics

# A. Curriculum Sheet

NORTHWESTERN STATE UNIVERSITY OF LA  
 Department of Social Work  
 Catalog **Fall 2021** to present  
 Bachelor of Social Work (BSW)  
 Nationally Accredited by the Council on Social Work Education  
 NAME: ID

**FIRST YEAR**

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
___ UNIV 1000 The University Experience	1	___ COMM 1010 Fundamentals of Speech	3
___ ENGL 1010 Composition and Rhetoric I	3	___ ENGL 1020 Composition and Rhetoric II	3
___ MATH 1035	3	___ MATH 1060	3
___ FA 1040 Exploring the Arts	3	___ SCI 1010 Concepts of Physical Science I	3
___ PSYC 1010 General Psychology	3	___ SOC 1010 Principles of Sociology	3
___ SOWK 2100 Social Work as a Profession	3	___ SOWK 2090 Intro to Policy and Research	3
Total	16	Total	18

**SECOND YEAR**

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
___ SOWK 2010 Crit Thking/Writing in SW	3	___ <b>SOWK 3120 Generalist Practice I*</b>	3
___ ENGL 2110 Intro To Literature	3	___ HIST 2020 History of the United States	3
___ HIST 2010 History of the United States	3	___ PSCI 2020 State and Urban Government	3
___ PSCI 2010 Govt of the United States	3	___ SCI 2020 Concepts of Biological Sci II	3
___ SCI 1020 Concepts of Biological Sci I	3	___ ELEC _____	3
___ ELEC _____	3	Total	15
Total	18		

**THIRD YEAR**

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
___ SOWK 3030 HBSE I	3	___ SOWK 3040 HBSE II	3
___ SOWK 3070 Social Work Val & Ethics	2	___ SOWK 3150 Generalist Practice w/Famly	3
___ SOWK 3130 Generalist Practice w/Grps	3	___ SOWK 3180 Techniques of Interviewing	3
___ SOWK 3350 Economics & Social Work	3	___ SOWK 4030 Statistics in Social Research	3
___ SOWK 3090 (4450) Human Diversity	3	___ SOWK 4350 Contemporary Social Policy	3
Total	14	Total	15

**FOURTH YEAR**

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
___ <b>SOWK 4190 1Field Work**</b>	6(12)	___ SOWK 4190 1Field Work	6(12)
___ SOWK 3140 Generalist Practice III	3	___ SOWK 4900 Differential Diagnosis	3
___ SOWK 4040 SOWK Research Methods	3	___ ELEC _____	3
Total	12	Total	12

**Total hours required for degree: 120**

<sup>1</sup> **Social Work 4190** (field instruction) may be taken over the course of one academic year (6 credits per fall and spring) or in one semester (12 credits in fall **OR** spring). In either case, SOWK 4040 (Research) must be taken concurrently with SOWK 4190.

**Please note: To be admitted into, or to remain in, the NSU Social Work Program, a student must make a C or above in any required social work course by the second completed attempt. Withdrawal from a social work course does not count in the two completed attempts.**

**\*SOWK 3120** is the “gateway” course to our upper-level practice courses: SOWK 3070, SOWK 3130, SOWK 3140, SOWK 3150, and SOWK 3180. You must be admitted into the Social Work Professional Program before you can take SOWK 3120. The application is on our program’s webpage. Students must meet the following criteria for admission to the Social Work professional program:

1. Completion of all courses in the pre-professional curriculum. (Provisional admission may be granted if the student has all required 1000 level courses completed and 12 or less hours of University Core courses remaining at the time of application; the student has one semester to meet the remaining requirements.)
2. A cumulative grade point average of 2.0 or above.
3. A minimum grade of C or above in Social Work 2010, 2090, 2100, and English 1010 and 1020 or SCRT 181W.
4. A minimum grade of C or above, by the second completed attempt, in required social work courses taken.
5. Adherence to the values and the ethics of the social work profession.
6. Submission and approval of an Application for Admission to the Social Work Professional Program prior to the pre- registration period for the next regular fall or spring semester

IT IS IMPORTANT THAT YOU COMPLETE SOWK 2100, 2090, AND 2010 BEFORE (OR AS YOU ARE) APPLYING TO THE SOCIAL WORK PROFESSIONAL PROGRAM.  
Please note that life experience does not substitute for course work.

**\*\*SOWK 4190: Field Work** is your internship or Field Placement, as it is sometimes called. In order to be eligible for this course, you must complete and submit a Field Placement Application (also available on our webpage) the semester before you plan to take field. Due dates are March 1<sup>st</sup> for fall placements and October 1<sup>st</sup> for spring placements. Prerequisites: (1) A cumulative grade point average (GPA) of 2.5 in all social work courses undertaken and an overall GPA of 2.0. (2) Completion of all required 1000-level courses. (3) Completion of Social Work 2010, 2090, 2100, 3030, 3040, 3070, 3120, 3130, 3150, 3180. (4a) Under Option 1, one-semester field instruction: No more than 18 academic hours remaining in degree requirements. (4b) Under Option 2, two-semester field instruction: No more than 33 academic hours remaining in degree requirements. Under Option 1, students complete 432 internship hours during one semester. Under Option 2, students complete 216 hours during two consecutive semesters: fall/spring or spring/summer.

The following are very important pieces/places of information for students in the Social Work Program:

<https://www.nsula.edu/socialwork/>

Student Documents –	Student Handbook for Department of Social Work Professional Program Application
Field Placement Documents -	Looking Ahead to Field Placement Field Placement Application

<https://www.nsula.edu/registrar/> (click on University Catalogs at the bottom of the main page)



## B. Looking Ahead to Field

## Looking Ahead to Field Placement (Internship)

1. A field placement can be completed in two different ways:
  - Block (32 hours per week for one semester)
  - Split (16 hours per week for two semesters)
    - Fall – spring
    - Spring – summer
      - All classes must be completed in spring semester for this split.
2. GPA Requirements
  - 2.0 or higher overall GPA
  - 2.5 or higher social work GPA
3. SOWK 4040 (Research) must be taken with the field placement. It is best to have all other required courses completed before the internship.
  - All 1000 level courses MUST be completed before the beginning of the field placement.
  - One other course (excluding SOWK 3130 and 4030) can be taken with field and research in the block placement.
  - A maximum of two other courses per semester may be taken with field and research during the fall/spring split placement. All classes must be completed in the spring semester for the spring/summer split. All that is done in the summer is internship hours.
4. Securing a field placement (face-to-face students)
  - A list of agencies which have accepted NSU social work interns in the past is provided with the field application.
  - Students will list their two preferred agencies on the field application and, after contacting those agencies, Professor Clark will instruct the student as to how to proceed.
5. Securing a field placement (online only students)
  - Students who do not live in North Louisiana have to take the lead in identifying a placement agency.
    - Students will have to contact social services agencies in their area to discuss the possibility of an internship.
    - Students will list at least one agency which gave them a positive response on the field application. They must include the name of the person they talked to and that person's contact information (email and phone).
      - It's best if two agencies are identified in case the first agency does not work out.
    - Professor Clark will contact the agencies identified to ascertain their appropriateness for an internship and will instruct the student as to how to proceed.
6. During the internship
  - Face-to-face students will have research class on Monday morning of each week and the intern seminar on Monday afternoon from 12:30-1:45.
  - Online students will have seminar on WebEx. Students must have a working webcam and microphone for seminar. They must also have a quiet, private place from which to log on as what is said in seminar is confidential. Seminar times are as follows:
    - Block internship: Monday afternoon from 12:30-1:45 (central time)
    - Split internship: Monday evening from 7:00-8:15 (central time)

# C. Application for Field Placement



**STEP 3: Complete the following information.**

Do you have a Louisiana Driver's License:  yes  no

Can you provide your own transportation to the work unit?  yes  no

Check here if there are special circumstances that you would like to make known to field faculty and potential agency supervisors to aid in your placement. Describe these below.

---

---

List previous and current employment experience (Including summer and part-time jobs). Give dates:

---

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---

---

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List previous volunteer experience (including Social Work Practice I volunteer work):

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Describe your career plans following graduation from NSU.

---

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---

**STEP 4: Print out a copy of your degree evaluation and attach to the back of this application. DO NOT attach your academic transcript.**

**STEP 5:** Provide three personal or professional references that may be contacted by your potential field instructor. NOTE: It is customary to ask permission of those whom you would like to list as references.

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE NUMBER: (     ) \_\_\_\_\_

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE NUMBER: (     ) \_\_\_\_\_

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE NUMBER: (     ) \_\_\_\_\_

**STEP 6:** Set up an appointment with your faculty advisor. Take your completed application and your degree evaluation to the meeting. Discuss with your advisor your field site choices, your background experiences, qualifications, concerns, learning needs, potential learning goals for placement, etc.

**FACULTY ADVISOR'S CERTIFICATION**

I have discussed possible placement sites, learning needs, background qualifications, matriculation plans and goals with this student. The following recommendations and/or concerns should be noted:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Faculty Advisor's Signature :** \_\_\_\_\_ **Date:** \_\_\_\_\_

Student Name \_\_\_\_\_

**\*\*This page is not sent to Field Agencies.**

**STEP 7: From the list of field sites provided by the Field Instruction Office, choose two sites for which you would like to be considered. NOTE: Some agencies require immunizations, drug screens, or criminal and/or driving background checks. Some have student-borne expenses connected with them.**

1<sup>st</sup> CHOICE:

\_\_\_\_\_ CITY/LOCATION \_\_\_\_\_

2<sup>nd</sup> CHOICE:

\_\_\_\_\_ CITY/LOCATION \_\_\_\_\_

Describe why these placements appeal to you. Also indicate any personal characteristics, circumstances or experiences that might enhance or distract from your ability to perform in each of these placements (examples: do you have volunteer or employment experience in a related area? Have you or a family member sought or need help in this area?).

1<sup>st</sup> CHOICE: \_\_\_\_\_

\_\_\_\_\_

2<sup>nd</sup> CHOICE: \_\_\_\_\_

\_\_\_\_\_

**STEP 8: The following question is on the Louisiana Board of Social Work Examiners, Application for Registration, Registered Social Worker. Application for registration in the State of Louisiana also requires a criminal background check. Please answer the question honestly, understanding that the NSU Field Program will use this information for placement purposes only and will not make this information available to Field agencies without your written consent.**

Have you been arrested, charged with, or convicted of any state or federal, civil or criminal law?(Includes convictions on any charges except minor traffic offenses whether the conviction resulted by verdict, guilty plea, plea of no contest or nolo contendere; and includes arrests, charges, and convictions that have been \_\_\_\_\_Yes \_\_\_\_\_No

expunged.)If yes, please explain:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

## **D. FERPA Release of Information Form**



FERPA STUDENT CONSENT FORM FOR RELEASE OF EDUCATION RECORDS

_____	_____	_____
Name of	Student ID	Date
<p>The Federal Educational Rights and Privacy Act of 1974 (FERPA) affords certain rights to students concerning the privacy of, and access to, their education records. Third parties under FERPA cannot access your records without your written permission. However, students may choose to complete this form to allow release of their education records to specified third parties.</p> <p>Even with this consent form, information cannot be given to a third party via the telephone or e-mail. For additional information, visit the NSU FERPA information page at <a href="http://www.nsula.edu/registrar/ferpa">www.nsula.edu/registrar/ferpa</a> or the U.S. Department of Education's website at <a href="http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html">www.ed.gov/policy/gen/guid/fpco/ferpa/index.html</a>.</p>		

<p>By completing, signing, and dating this consent form, I am giving faculty of the Northwestern State University of Louisiana, Department of Social Work my permission to release to representatives of potential field placement agencies, the following information: A copy of my completed Field Placement application. This information is to be used only in determination of placement in a Field Placement Agency.</p> <p>I understand that (1) I have the right not to consent to the release of my education records, (2) I have the right to inspect any written records released pursuant to this consent, and (3) I have the right to revoke this consent at any time by completing the section below.</p>	
_____	_____
Student's Signature	Date

<p>Please sign and date below ONLY if you are revoking this consent.</p> <p>I hereby REVOKE the right of NSU, Social Work Department representatives to provide my field placement application to any community agencies. I understand that this revocation cannot apply to actions taken prior to this revocation date.</p>	
_____	_____
Student's Signature	Date

## E. Agency Information Form

**NORTHWESTERN STATE  
UNIVERSITY SOCIAL WORK  
PROGRAM  
FIELD PLACEMENT AGENCY INFORMATION FORM**

AGENCY NAME:

ADDRESS:

TELEPHONE:

AGENCY EMAIL ADDRESS:

AGENCY DIRECTOR:

EMAIL ADDRESS OF DIRECTOR:

PLEASE BRIEFLY DESCRIBE THE SERVICES OFFERED BY THE AGENCY:

PLEASE BRIEFLY IDENTIFY LEARNING EXPERIENCES AVAILABLE TO STUDENTS:  
(These are experiences in which the student may be an observer or a participant)

SOCIAL WORK WITH INDIVIDUALS

SOCIAL WORK WITH FAMILIES

SOCIAL WORK WITH GROUPS:

SOCIAL WORK WITH ORGANIZATIONS:

SOCIAL WORK WITH COMMUNITIES:

PLEASE LIST PERSONNEL WHO ARE WILLING AND ELIGIBLE TO SERVE AS A  
SUPERVISOR:

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE:

# F. Field Instructor Information Form

**NORTHWESTERN STATE UNIVERSITY OF LOUISIANA**  
**Social Work Program**  
**Field Instructor Information Form**

Name of Field Instructor: (printed) \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Office Telephone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

**EDUCATION:**

College or University | Degree Earned | Date of Graduation

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PROFESSIONAL LICENSE INFORMATION:**

Name of License/Registration: \_\_\_\_\_

Number of License: \_\_\_\_\_

**SOCIAL WORK (OR SOCIAL SERVICE) EMPLOYMENT**

Years of experience at the undergraduate level: \_\_\_\_\_

Years of experience at the graduate level: \_\_\_\_\_

**SUPERVISORY EXPERIENCE:** (Please briefly describe any supervisory experience)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## G. Contract (MOU)



**NORTHWESTERN STATE**  
**Department of Social Work**

165 Sam Sibley Drive  
Kyser Hall  
Natchitoches, LA 71497  
O 318.357.5493  
F 318.357.6782  
socialwork.nsula.edu

**AGREEMENT BETWEEN FIELD AGENCY AND SOCIAL WORK PROGRAM**

NORTHWESTERN STATE UNIVERSITY OF LOUISIANA  
DEPARTMENT OF SOCIAL WORK  
STUDENT FIELD PLACEMENT AGREEMENT

This agreement is entered into for the purpose of establishing and conducting field instruction for **Northwestern State University** social work majors at \_\_\_\_\_, hereafter referred to as the “**Agency**” represented by \_\_\_\_\_, and **Northwestern State University**, represented by Ruth Weinzettle, Ph.D., LCSW, Head of the Department of Social Work. The following conditions are mutually acceptable to both participating parties.

The conditions under which field instruction will be carried out are as follows:

1. In one internship option, students can complete an internship in two consecutive semesters: fall semester followed by spring semester or spring semester followed by summer semester. Each semester the student will complete 216 hours of internship for six credit hours. This is called *the split* placement. In the other internship option, called the *block* placement, the student completes 432 hours of internship in one semester (either fall or spring) for a total of 12 credit hours. This requires the student to intern approximately 32 hours per week in the agency. The student should follow the same working hours as employees.

2. The Agency will provide a designated supervisor who assumes responsibility for the student and his or her learning experiences. The Agency supervisor will be selected jointly by the Agency and school representative according to criteria developed by the school. The supervisor will meet with the student a minimum of one (1) hour per week, arrange the learning experiences for the student, and submit written evaluations of the student's competence.

3. The Agency will provide in-person and/or virtual learning experiences for the student that will enhance the development of practice skills appropriate to generalist practitioners with the Bachelor of Social Work degree. The activities of the students in the field setting will include experiences with individuals, groups, families, organizations, and communities. Specific activities will be determined by the agency.

4. Coordination responsibilities with the Agency will be assumed by the Director of Field Instruction, Patricia Clark, MSW, LCSW. She will be available for consultation upon request of the Agency.

5. All fieldwork students will participate in a weekly seminar conducted by NSU Social Work Faculty. This seminar is designed to help the students review the application of concepts and principles taught in class and applied in the field, while at the same time helping them to achieve better self-understanding. First-line liaison responsibilities for the student will be assumed by the faculty member (faculty liaison) who is teaching the field seminar section in which the student is enrolled.

6. Conferences to discuss Northwestern State University and agency collaboration, field, instruction difficulties, or evaluations of the student may be initiated by the Faculty Liaison, Agency, or by the Director of Field Placement, whenever the need is indicated.

7. The student will be responsible for following the policies and procedures of the Agency and for providing personal transportation. The student shall not be deemed or considered an employee of the Agency for the purposes of Social Security, Unemployment Compensation, or Workman's Compensation.

8. The Agency accepts the responsibility for providing the field instruction with the understanding that no financial obligation will be required for services rendered by students or faculty of Northwestern State University or for transportation costs for travel from the campus to the Agency.

This agreement shall be in effect from \_\_\_\_\_ until terminated by either party upon thirty days written notice and is subject to revision and renewal by written agreement.

**APPROVED:**

\_\_\_\_\_  
Name  
Agency

\_\_\_\_\_  
Date

\_\_\_\_\_  
Ruth Weinzettle, Ph.D., LCSW,  
Head, Department of Social Work  
Professor of Social Work

\_\_\_\_\_  
Date

\_\_\_\_\_  
Kimberly Walker McAlister, Ed.D.  
Dean, Gallaspy College of Education & Human Development

\_\_\_\_\_  
Date



# H. Student Learning Contract

**Northwestern State University**  
**Department of Social Work**  
Competency Based Field Instruction Learning Contract

Student: \_\_\_\_\_ Agency: \_\_\_\_\_ Semester: \_\_\_\_\_

Year: \_\_\_\_\_

Agency Field Instructor: \_\_\_\_\_ University Faculty

Liaison: \_\_\_\_\_

Type of placement \_\_\_Block \_\_\_Year-long

This instrument identifies learning tasks in which the student will engage while in field instruction by focusing on the core competencies students are expected to master over the course of their BSW program. The 10 core generalist practice competencies are divided into measurable practice behaviors comprised of knowledge, values, and skills. All 41 of the practice behaviors are critical, and students and field instructors are expected to create opportunities in which students can demonstrate all of the behaviors, over the course of their field placement.

**Instructions: Please read each competency statement and practice behavior carefully.**

For each competency, a list of potential learning tasks has been identified by which the student can acquire the necessary knowledge, values, and/or skills related to that competency. Using an electronic copy of this contract, the supervisor and student can determine which learning tasks are appropriate, and delete, revise, and add tasks as needed. **You are encouraged to identify any other tasks unique to your setting. Please highlight new tasks added.** Please use mark-through to indicate those you take out. This learning contract serves for the complete field placement experience for the student, so if the student is in a year-long placement, use this contract to plan learning tasks for both semesters. Please print out the completed contract, sign and have the student submit it to the faculty liaison on the date due.

**COMPETENCY 1: Demonstrate Ethical and Professional Behavior**

*Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the*

*profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:*

PRACTICE BEHAVIOR a: 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 for context.

PRACTICE BEHAVIOR b: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

PRACTICE BEHAVIOR c: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

PRACTICE BEHAVIOR d: Use technology ethically and appropriately to facilitate practice outcomes.

PRACTICE BEHAVIOR e: Use supervision and consultation to guide professional judgment and behavior.

#### Learning Tasks:

-Student will identify two possible ethical dilemmas in on-going or closed cases and discuss with supervisor the appropriateness of decisions reached based on the Code of Ethics.

-Student will discuss one situation in which the student avoided imposing personal values upon a client.

-Student will discuss with the supervisor appropriateness of self-disclosure, out-of-agency contact with clients, and other boundary issues

-Student will abide by agency guidelines for attendance, punctuality, dress, deadlines and workload and the supervisor will discuss any problematic issues with the student.

-Student will learn how to use the computer programs and other technology needed to do the work of the placement agency professional staff.

-Student will prepare for each supervisory meeting by bringing in at least one question, one issue for discussion, or updates on learning experiences.

**\*\*Add any other Agency specific learning tasks relative to these practice behaviors**

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

*Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:*

PRACTICE BEHAVIOR a: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

PRACTICE BEHAVIOR b: present themselves as learners and engage clients and constituencies as experts of their own experiences; and

PRACTICE BEHAVIOR c: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Learning Tasks:**

- Student will discuss with supervisor how one's own culture and values impact interactions with clients from diverse background.
- Student will discuss with supervisor at least two situations in which culturally relevant insight has been identified in relation to a client, family, or organization.
- Student will discuss one situation in which the student avoided imposing personal values upon a client.
- Student will compile a list of developed culturally sensitive assessment strategies.
- Student will document instances in which she or he was the learner.

*\*\*Add any other Agency specific learning tasks relative to these practice behaviors*

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

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

PRACTICE BEHAVIOR a: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

PRACTICE BEHAVIOR b: engage in practices that advance social, economic, and environmental justice

**Learning Tasks:**

- The student will make a list of social, economic, and environmental injustices experienced by clientele of the agency and discuss it with the supervisor.
- The student will discuss with the supervisor at least two cases where injustice has an impact on the client and discuss ways to advocate on the client's behalf.
- The student will join and participate in a community task force or effort that advocates for social and economic justice and discuss this effort with the supervisor.
- The student will organize or help organize a community awareness emphasis, vigil, etc.
- The student will write a letter to a legislator, newspaper editor, NASW newsletter, or other media avenues advocating for changes to promote social and economic justice
- The student will join NASW

*\*\*Add any other Agency specific learning tasks relative to these practice behaviors*

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

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

PRACTICE BEHAVIOR a: use practice experience and theory to inform scientific inquiry and research;

PRACTICE BEHAVIOR b: apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

PRACTICE BEHAVIOR c: use and translate research evidence to inform and improve practice, policy, and service delivery.

PRACTICE BEHAVIOR d: use practice experience and theory to inform scientific inquiry and research;

**Learning Tasks:**

- The student will identify with the supervisor a research question arising from the agency setting and practices.
- The student will read and discuss with the supervisor at least one research article regarding an effective intervention for use with agency clientele.
- Student will review at least five open or closed case files and discuss with supervisor how the Generalist Intervention Model was applied in the cases; critiquing areas for improvement.
- Student will participate in at least three multidisciplinary case staffing meetings and discuss with the supervisor the various sources of information that contributed to case decisions, particularly noting the client's perspective of the problem and strengths.

*\*\*Add any other Agency specific learning tasks relative to these practice behaviors*

**COMPETENCY 5 Engage in Policy Practice**

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

PRACTICE BEHAVIOR a: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

PRACTICE BEHAVIOR b: assess how social welfare and economic policies impact the delivery of and access to social services;

PRACTICE BEHAVIOR c: apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Learning Tasks:**

- Student will become familiar with local, state, and federal policies that govern the agency's practices and discuss knowledge of the same with the supervisor.
- Student will interview at least two different staff members to gather perspectives on policies related to the agency.
- Student will discuss with supervisor changes in social/economic policies and service delivery that would benefit client well-being.
- Student will participate in agency staff meeting that address agency policies and advocate for changes.
- Student will participate in agency review of policy and procedures through Quality Assurance Meetings.

*\*\*Add any other Agency specific learning tasks relative to these practice behaviors*

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

*Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:*

PRACTICE BEHAVIOR a: Apply knowledge of human behavior and the social environment, person-in-environment, and the other multidisciplinary theoretical frameworks to engage with clients and constituencies

PRACTICE BEHAVIOR b: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Learning Tasks:

- Student will identify their own strengths and weaknesses in engaging with clients and colleagues and discuss with supervisor.
- Students will identify clients/constituencies with whom engaging is a challenge and discuss with supervisor (ex: difficulty engaging with doctors, etc.)
- Student will discuss at least two clients who are different from the student (race, age, ability, etc.) and discuss specific engagement skills used.
- Student will demonstrate empathy and effective engagement skills with client systems as observed by the supervisor or designated task staff.

*\*\*Add any other Agency specific learning tasks relative to these practice behaviors*

### **COMPETENCY 7 Assess Individuals, Families, Groups, Organizations, and Communities**

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

PRACTICE BEHAVIOR a: collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

PRACTICE BEHAVIOR b: 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;

PRACTICE BEHAVIOR c: develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

PRACTICE BEHAVIOR d: select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Learning Tasks:

- Student will identify biopsychosocial/spiritual/cultural elements of at least one client situation and discuss with the supervisor.
- Student will become familiar with the assessment framework, including completion of necessary forms, utilized by the agency.
- Student will identify at least two theories related to client situations and discuss with the supervisor.
- Student will participate in completing an assessment of a client system and discuss with supervisor.
- Student will discuss assessment of individuals, families, groups, organizations and communities involved with the agency.
- Student will complete an organizational assessment of the agency and discuss with supervisor.
- Student will participate in developing a treatment plan for a client system
- Student will gain understanding of at least one evidence based- practice model/intervention utilized with agency clients.

*\*\*Add any other Agency specific learning tasks relative to these practice behaviors*

### **COMPETENCY 8 Intervene with Individuals, Families, Groups, Organizations, and Communities**

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

PRACTICE BEHAVIOR a: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
PRACTICE BEHAVIOR b: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
PRACTICE BEHAVIOR c: use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
PRACTICE BEHAVIOR d: negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
PRACTICE BEHAVIOR e: facilitate effective transitions and endings that advance mutually agreed-on goals.
<p>Learning Tasks:</p> <ul style="list-style-type: none"> <li>- Student will attain knowledge of the agency's treatment plan structure</li> <li>-Student will participate in developing a treatment plan for a client system, and identify one theory that informs the intervention choice</li> <li>- Student will provide services or participate in provision of services to individuals, groups, families, communities, and organizations for the purpose of assisting the client system to resolve problems or achieve goals. The student will appropriately document actions and discuss with the supervisor.</li> <li>-Student will join and participate in a community task force or committee and advocate for client systems.</li> <li>-Student will participate in organizational (agency) committee(s)/meetings and utilize the same to advocate for client systems.</li> <li>-The student will participate in the termination or transition of services to a client system and discuss the same with the supervisor.</li> <li>- Student will participate in at least three activities in which the student negotiates, mediates and/or advocates for client systems and discuss the same with the supervisor</li> <li>-Student will participate in agency staff meetings/treatment team meetings to discuss intervention services</li> <li>-Student will identify two research articles that discuss evidence-based interventions appropriate for use with agency client systems and discuss the same with the supervisor</li> <li>-Student will participate in at least two referrals of a client system to other collaborative community services</li> <li>-Student will identify a "diverse client" and identify how intervention needs vary because of this diversity</li> </ul> <p><i>**Add any other Agency specific learning tasks relative to these practice behaviors</i></p>
<b>COMPETENCY 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
<i>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</i>
PRACTICE BEHAVIOR a: select and use appropriate methods for evaluation of outcomes;
PRACTICE BEHAVIOR b: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
PRACTICE BEHAVIOR c: critically analyze, monitor, and evaluate intervention and program processes and outcomes; and



PRACTICE BEHAVIOR d: apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Learning Tasks:

- Student will become knowledgeable of the agency's processes for evaluation of agency programs.
- Student will participate in agency activities that evaluate services to clients (for example, client satisfaction surveys).
- Student will develop a single subject evaluation design of services to one client and discuss the same with the supervisor.
- Student will identify one assessment/evaluation tool appropriate for evaluating interventions with agency clientele.
- Student will read and discuss 2 articles on evaluating practice with supervisor.
- Student will participate in discussions on using practice evaluation to impact treatment decisions for at least two clients.

*\*\*Add any other Agency specific learning tasks relative to these practice behaviors*

SIGNATURES:

\_\_\_\_\_  
\*Signature, Field Instructor (Agency)

\_\_\_\_\_  
Date

\_\_\_\_\_  
\*Signature, Student

\_\_\_\_\_  
Date

\*Typed signatures are acceptable and signify that both parties have reviewed the learning contract and are in agreement with it as originally written or revised.

# I. Time Sheet Guidelines and Forms

## INSTRUCTIONS FOR THE TIME SHEET

From the very beginning, enter your internship times into the time sheet in the indicated blocks. For each new week, first enter the hours you have accumulated in your placement.

At the end of every week, have your field (agency) supervisor sign on the log and you will turn in a log every class period.

The following guidelines are used to make decisions about countable hours:

- Each six hours credit requires 216 hours field instruction for the semester (432 hours for 12 academic credit hours).
- The students may count that time in which they are actually engaged in working in the agency, involved with client systems, or at professional or organizational meetings.
- Time spent for lunch breaks does not count toward the hours unless the student continues to work during lunch (like answering phones, for example). This is at the discretion of the field supervisor.
- If an agency has a holiday and the student is unable to work, he or she may count the number of hours they normally spend in the agency on the day of the holiday.
- If it is a school holiday and not an agency holiday, the students may not count the hours, unless the student chooses to work that day.
- There is no provision for sick leave; students must complete 216 hours in the field for six hours academic credit or 432 hours for 12.



# J. Field Instruction Student Evaluation - Interim

# Northwestern State University

## Department of Social Work

### Competency Based Evaluation of Student Performance in Field Instruction Interim Evaluation

Student: \_\_\_\_\_ Agency: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Faculty Liaison: \_\_\_\_\_

This instrument evaluates student performance in field instruction by focusing on core competencies students are expected to master over the course of their BSW program. The 9 core generalist practice competencies are divided into measurable practice behaviors comprised of knowledge, values, and skills. All 42 of the practice behaviors are critical, and are expected to be observed in field. Please leave no behavior unmeasured. The interim evaluation form of the instrument includes a “not observed” response choice; the final evaluation form does not. Students and field instructors are expected to create opportunities in which students can demonstrate all the behaviors. We value your comments; they are important. In addition to their use for individual student evaluation, numerical responses on final evaluations will be aggregated for on-going program evaluation.

	Mastered	Superior	Competent	Inadequate	Lacking	Not Observed
<p><u>Please include comments.</u> Any “Inadequate,” “Lacking,” or “Not Observed” responses <u>should</u> be followed by comments regarding corrective action. **Further information about the grading categories is included on the last page.</p>						
<b>Competency 1 – Demonstrate Ethical and Professional Behavior</b>						
Intern makes ethical decisions by applying professional standards (i.e. 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						
	5	4	3	2	1	-
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations						
	5	4	3	2	1	-
Intern demonstrates professional demeanor in behavior						
	5	3	3	2	1	-
Intern demonstrates professional demeanor in appearance						
	5	4	3	2	1	-
Intern demonstrates professional demeanor in oral communication						
	5	4	3	2	1	-
Intern demonstrates professional demeanor in written communication						
	4	4	3	2	1	-
Intern demonstrates professional demeanor in electronic communication						
	5	4	3	2	1	-
Intern uses technology ethically and appropriately to facilitate practice outcomes						
	5	4	3	2	1	-
Intern uses supervision and consultation to guide professional judgment and behavior						
	5	4	3	2	1	-

Comments:						
<b>Competency 2 – Engage Diversity and Difference in Practice</b>						
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences at the micro level	5	4	3	2	1	-
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences at the mezzo level	5	4	3	2	1	-
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences at the macro level	5	4	3	2	1	-
Intern presents themselves as learners to clients and constituencies	5	4	3	2	1	-
Intern engages clients and constituencies as experts of their own experiences	5	4	3	2	1	-
Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	5	4	3	2	1	-
Comments:						
<b>Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice</b>						
Intern applies their understanding of social justice to advocate for human rights at the individual and system levels	5	4	3	2	1	-
Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels	5	4	3	2	1	-
Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels	5	4	3	2	1	-
Intern engages in practices that advance social justice	5	4	3	2	1	-
Intern engages in practices that advance economic justice	5	4	3	2	1	-
Intern engages in practices that advance environmental justice	5	4	3	2	1	-

Comments:						
<b>Competency 4 – Engage in Practice-informed Research and Research Informed Practice</b>						
Intern uses theory to inform scientific inquiry and research						
5	4	3	2	1	-	
Intern uses practice experience to inform scientific inquiry and research						
5	4	3	2	1	-	
Intern applies critical thinking to engage in analysis of quantitative research methods and research findings						
5	4	3	2	1	-	
Intern applies critical thinking to engage in analysis of qualitative research methods and research findings						
5	4	3	2	1	-	
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery						
5	4	3	2	1	-	
Comments:						
	<b>Mastered</b>	<b>Superior</b>	<b>Competent</b>	<b>Inadequate</b>	<b>Lacking</b>	<b>Not Observed</b>
<b>Competency 5 – Engage in Policy Practice</b>						
Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services						
5	4	3	2	1	-	
Intern assesses how social welfare and economic policies impact the delivery of and access to social services						
5	4	3	2	1	-	
Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice						
5	4	3	2	1	-	
Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice						
5	4	3	2	1	-	
Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice						
5	4	3	2	1	-	
Comments						



<b>Competency 6 – Engage with Individuals, Families, Organizations, and Communities</b>						
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	5	4	3	2	1	-
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	5	4	3	2	1	-
Comments:						
<b>Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities</b>						
Intern collects and organizes data and applies critical thinking to interpret information from clients and constituencies	5	4	3	2	1	-
Intern applies knowledge of human behavior and the social behavior and the social environmental, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	5	4	3	2	1	-
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	5	4	3	2	1	-
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	5	4	3	2	1	-
Comments:	<b>Mastered</b>	<b>Superior</b>	<b>Competent</b>	<b>Inadequate</b>	<b>Lacking</b>	<b>Not Observed</b>
<b>Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities</b>						
Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	5	4	3	2	1	-
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	5	4	3	2	1	-
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	5	4	3	2	1	-
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	5	4	3	2	1	-
Intern facilitates effective transitions and endings that advance mutually agreed-on goals	5	4	3	2	1	-

Comments:						
<b>Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>						
Intern selects and uses appropriate methods for evaluation of outcomes	5	4	3	2	1	-
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	5	4	3	2	1	-
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes	5	4	3	2	1	-
Intern applies evaluation findings to improve practice effectiveness at the micro level	5	4	3	2	1	-
Intern applies evaluation findings to improve practice effectiveness at the mezzo level	5	4	3	2	1	-
Intern applies evaluation findings to improve practice effectiveness at the macro level	5	4	3	2	1	-
Comments:						

For the agency experience portion of the field instruction grade, this student's performance merits a grade of **(highlight choice of grade below)**:

**\*Grade** ➡ **A**, Excellent. **B**, Above Average. **C**, Adequate. **D**, Needs Marked Improvement. **F**, Unsatisfactory.

\_\_\_\_\_  
\*Signature, Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
\*Signature, Student

\_\_\_\_\_  
Date

\*Signatures may be typed if the form is sent to the faculty liaison from the field instructor's email account.

\*\*

5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Mastered:</b> "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Superior:</b> "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Competent:</b> "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	<b>Inadequate:</b> "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	<b>Lacking:</b> "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

# K. Field Instruction Student Evaluation-Final

# Northwestern State University Department of Social Work

## Competency Based Evaluation of Student Performance in Field Instruction Final Evaluation

Student: \_\_\_\_\_ Agency: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Faculty Liaison: \_\_\_\_\_

This instrument evaluates student performance in field instruction by focusing on core competencies students are expected to master over the course of their BSW program. The 9 core generalist practice competencies are divided into measurable practice behaviors comprised of knowledge, values, and skills. All 42 of the practice behaviors are critical, and are expected to be observed in field. Please leave no behavior unmeasured. The interim evaluation form of the instrument includes a “not observed” response choice; the final evaluation form does not. Students and field instructors are expected to create opportunities in which students can demonstrate all the behaviors. We value your comments; they are important. In addition to their use for individual student evaluation, numerical responses on final evaluations will be aggregated for on-going program evaluation.

	Mastered	Superior	Competent	Inadequate	Lacking
Please include comments. Any “Inadequate,” “Lacking,” or “Not Observed” responses <u>should</u> be followed by comments regarding corrective action. **Further information about the grading categories is included on the last page.					
<b>Competency 1 – Demonstrate Ethical and Professional Behavior</b>					
Intern makes ethical decisions by applying professional standards (i.e. 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	5	4	3	2	1
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	5	4	3	2	1
Intern demonstrates professional demeanor in behavior	5	3	3	2	1
Intern demonstrates professional demeanor in appearance	5	4	3	2	1
Intern demonstrates professional demeanor in oral communication	5	4	3	2	1
Intern demonstrates professional demeanor in written communication	5	4	3	2	1
Intern demonstrates professional demeanor in electronic communication	4	4	3	2	1

Intern uses technology ethically and appropriately to facilitate practice outcomes	5	4	3	2	1
Intern uses supervision and consultation to guide professional judgment and behavior	5	4	3	2	1
Comments:					
<b>Competency 2 – Engage Diversity and Difference in Practice</b>					
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences at the micro level	5	4	3	2	1
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences at the mezzo level	5	4	3	2	1
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences at the macro level	5	4	3	2	1
Intern presents themselves as learners to clients and constituencies	5	4	3	2	1
Intern engages clients and constituencies as experts of their own experiences	5	4	3	2	1
Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	5	4	3	2	1
Comments:					
<b>Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice</b>					
Intern applies their understanding of social justice to advocate for human rights at the individual and system levels	5	4	3	2	1
Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels	5	4	3	2	1
Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels	5	4	3	2	1
Intern engages in practices that advance social justice	5	4	3	2	1
Intern engages in practices that advance economic justice	5	4	3	2	1
Intern engages in practices that advance environmental justice	5	4	3	2	1

Comments:					
<b>Competency 4 – Engage in Practice-informed Research and Research Informed Practice</b>					
Intern uses theory to inform scientific inquiry and research	5	4	3	2	1
Intern uses practice experience to inform scientific inquiry and research	5	4	3	2	1
Intern applies critical thinking to engage in analysis of quantitative research methods and research findings	5	4	3	2	1
Intern applies critical thinking to engage in analysis of qualitative research methods and research findings	5	4	3	2	1
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery	5	4	3	2	1
Comments:	<b>Mastered</b>	<b>Superior</b>	<b>Competent</b>	<b>Inadequate</b>	<b>Lacking</b>
<b>Competency 5 – Engage in Policy Practice</b>					
Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	5	4	3	2	1
Intern assesses how social welfare and economic policies impact the delivery of and access to social services	5	4	3	2	1
Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice	5	4	3	2	1
Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice	5	4	3	2	1
Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice	5	4	3	2	1
Comments					

<b>Competency 6 – Engage with Individuals, Families, Organizations, and Communities</b>					
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	5	4	3	2	1
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	5	4	3	2	1
Comments:					
<b>Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities</b>					
Intern collects and organizes data and applies critical thinking to interpret information from clients and constituencies	5	4	3	2	1
Intern applies knowledge of human behavior and the social behavior and the social environmental, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	5	4	3	2	1
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	5	4	3	2	1
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	5	4	3	2	1
Comments:	<b>Mastered</b>	<b>Superior</b>	<b>Competent</b>	<b>Inadequate</b>	<b>Lacking</b>
<b>Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities</b>					
Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	5	4	3	2	1
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	5	4	3	2	1
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	5	4	3	2	1
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	5	4	3	2	1
Intern facilitates effective transitions and endings that advance mutually agreed-on goals	5	4	3	2	1



Comments:					
<b>Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>					
Intern selects and uses appropriate methods for evaluation of outcomes					
5	4	3	2	1	
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes					
5	4	3	2	1	
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes					
5	4	3	2	1	
Intern applies evaluation findings to improve practice effectiveness at the micro level					
5	4	3	2	1	
Intern applies evaluation findings to improve practice effectiveness at the mezzo level					
5	4	3	2	1	
Intern applies evaluation findings to improve practice effectiveness at the macro level					
5	4	3	2	1	
Comments:					

For the agency experience portion of the field instruction grade, this student's performance merits a grade of (highlight choice of grade below):

\***Final Grade** ➡ **A**, Excellent. **B**, Above Average. **C**, Adequate. **D**, Needs Marked Improvement. **F**, Unsatisfactory.

\_\_\_\_\_  
\*Signature, Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
\*Signature, Student

\_\_\_\_\_  
Date

\*Signatures may be typed if the form is sent to the faculty liaison from the field instructor's email account.

5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Mastered:</b> "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Superior:</b> "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Competent:</b> "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	<b>Inadequate:</b> "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	<b>Lacking:</b> "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

# L. Assignments: Detailed Instructions

# NSULA FIELD PLACEMENT ASSIGNMENT

## WEEKLY LOGS

The weekly log assignment does assist the student in acquiring all of the competencies. It additionally and specifically addresses the following competencies:

### Weekly Log

A weekly log of field instruction activities is turned in at the seminar meeting if in person or uploaded to Moodle for online students. This log should be kept on a day-to-day basis and reflect all activities engaged in during the day, as well as the number of hours spent in the agencies.

The student should use two paragraphs. The first paragraph gives factual information about what you did during your hours at the agency. The second paragraph gives your reflections (thoughts and feelings and what you learned) about the experience. **The student is asked to document experiences with human diversities (when encountered) and feelings that are generated with this learning opportunity.**

The log should be typewritten and will be reviewed by the faculty liaison. The total number of hours should be tabulated at the end of each day's log. The log is an important part of the student's learning and a form of communication between the student and faculty liaison. It should be thorough, accurate, and complete.

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### PUT THESE HEADINGS ON EVERY WEEKLY LOG

**Student:** John Doe

**Agency:** The Self-Esteem Center

**Date due:** September 23, 2014

**Date and time of internship hours:** (Tuesday, 9/17/06, 8:00 – 4:00 pm) (PUT THESE HEADINGS FOR EACH DAY OF INTERNSHIP)

Paragraph 1: On the above date, I arrived at the agency to discover that I would be going out with a staff person to observe her giving a presentation at the local high school. When we arrived, I helped by passing out handouts. The presentation was on how to increase self-esteem. I thought it had some very good information. The staff member kind of put me on the spot by asking me to share some information about how I handled some things when in high school. When we returned to the agency, I spent the rest of the day assisting with compiling a list of community resources for teens in the community.

Paragraph 2: I was really excited about going out to the high school and hearing the presentation. I was a little nervous because I think I look young, and I didn't know how the students would treat me. However, they treated me with respect, and I really felt like a "professional." When asked to share, I felt really nervous. But once I started, I realized that I really was comfortable sharing and talking in front of a group. I also learned some new information about self-esteem. I learned that feeling like you've accomplished something really helps self-esteem; not just telling yourself good things. While observing the students at the high school, I noted that diverse students seemed to interact with each other well. The students did not clump into sections by race or gender. In the afternoon, while compiling information, I learned that there really are not many activities for the teens in our community.

8/24

\*8 = the number of hours completed that day

\*24 = the number of hours completed in the internship so far

## **NSULA FIELD PLACEMENT PROGRAM ASSIGNMENT – THE AGENCY PAPER**

### **INSTRUCTIONS FOR THE AGENCY**

**PAPERSTUDENT NAME:**

**NAME OF AGENCY:**

**DATE:**

Approximately three weeks after the field placement begins, a paper describing the overall organization and structure of the agency should be turned in. It should include the following content. Please use the following format and use the headings.

#### **A. Description of the agency:**

- What is the agency's mission statement?
- History of the Agency
  - What laws or governmental policies dictate, regulate, or mandate the services of your agency?
  - Describe the creation and growth of the agency.
- Physical location and working hours
- Funding sources (discuss all funding sources including government monies, fees, grants, etc.)
- Description of staff positions and roles (Don't describe each individual position, but describe roles of categories. For example, in Hospice you would discuss the roles of the social workers, the chaplains, the nurses, etc.)
- Attach organizational chart at the end of the paper.

#### **B. Clientele Served:**

- Eligibility requirements for each agency program
- Provide a snapshot of the typical clients served (make sure to address, ages, races, gender, and any other "diversities" like disability, etc.)

#### **C. Services Offered:**

- Describe the programs of the agency and the services offered in each program
- Attach a flow chart of how a client moves through the agency's service process.

#### **D. Student Role:**

- Discuss the activities involved in the student role

#### **Format:**

Although headings are used, this is to be written in narrative style (not just listing). The paper should be 5-7 pages in length, with font size 12, double spaced. The paper should also include a reference page. Cite your references in your paper and make sure to properly indicate direct quotations. Use direct quotes sparingly. It is **PLAGIARISM** to copy from an agency manual, brochure, etc. without using quotation marks or indentation (for longer quotes).

**NSULA FIELD PLACEMENT PROGRAM  
CASE STUDY / PROJECT SUMMARY ASSIGNMENT FORMAT**

**INSTRUCTIONS:**

Respond to each of the questions below in terms of a specific problem situation which has been assigned to you for **social work intervention at your field placement**. As you select a problem situation, try to choose one with which you have been involved for an adequate period of time in order to be able to respond to the questions that are asked. If there are instances in which you have not reached a particular phase of social work involvement that is being questioned on the format, please respond to the question by using logical speculation.

**Respond to all questions in narrative form. Use captions to identify all headings and subheadings.** (e.g. Presenting Problem) Substantiate all answers. *If you are completing a project rather than a client system, please discuss the format with your field liaison.*

**GENERAL “FRAME OF MIND” SUGGESTIONS FOR COMPLETION OF THE SOCIAL HISTORY (not an exhaustive list)**

- 1. Write events by the clients’ age at the time it happened, not the year it happened.**
- 2. Try your best to avoid clichés. Also avoid words that are value laden if you can use another word just as well. (Ex; the client confessed, I had to pry, it out of him; the client suffered from)**
- 3. Avoid vague terms; try to describe terms with specific behavioral examples. (ex: acting out means what?)**

**I. SOCIAL HISTORY: 40 points**

**A. Basic Identifying information (5 points)**

Brief description of client, group, or project that you have selected for study. For example, Age, Human Diversity, or any other significant identifying information that may be pertinent in introducing this summary project.

**B. Presenting problem (10 points)**

1. Who initiated contact between the client system and the social worker? When?
2. How did client system know of the agency? If referred, state source and reason for referral.
3. What is the request or identified problem for social work intervention as agreed upon by the client system: Who defines it as a problem?
4. What situations precipitated the request or identified need for intervention?
5. How long has the problem been in existence? What precipitated it?
6. What previous methods have been used to cope with this problem? Contacts

with other agencies? How successful were these?

7. Has the problem defined in No. 3 above occurred in the past? How was it dealt with?
8. What systems are involved in the problem? (e.g. client and target systems contributing to or affected by the problem)? Support this with examples and descriptions of symptoms exhibited.

**C. Family background and current situation: (10 points)**

This section should include a description of the client's family of origin as well as current family structure.

**1. Family of Origin (5 points)**

Description of family of origin should include characteristics of parents and their parents, if known (i.e. temperament, affection, discipline, treatment of partner, treatment of client, and treatment of client's siblings). Also include major illnesses, substance abuse, or mental health issues and any emotional, verbal, physical, or sexual abuse by family members or parent substitutes. Description of parents' marriage, education level, health, finances, values (what was important to your family?), work history and family relationships should be included. A chronology of family relocations should be included along with the reasons for the same.

**2. Current Family Situation: (5 points)**

Current family situation includes the following. Identify by names, ages, and relationship to the client others who are living in the house. How does the client characterize the relationships within the home? To whom is the client closest? Are there any problematic relationships? Any mention or problems experienced by others in the home? For example, mental illness, substance abuse, unemployment. Were there any significant family "happenings" that influenced the client's development? (For example, death of a close family member.) What you are trying to do in this section is to provide a comprehensive picture of the family situation of the client. Try to identify strengths as well as limitations of the family.

**D. Community system (5 points)**

How is the community in which the client resides described? Urban? Rural? Racial, ethnic, socioeconomic composition of the neighborhood? What are the strengths and limitations of the community as identified by the client?

**E. Individual information (10 points)**

**Introductory paragraph.** Include in this section information about the identified client's personal history and current social circumstances. This should begin with

a chronology of the client's story that intersects with the family story told earlier. For adults this includes information on when and why the client left home. After this introductory paragraph, make sure to address the following points. Even if a client does not have any issues or concerns under a section (like "legal issues") it should be stated that "Mr. .... Reports that there are no legal issues or concerns, past or present" or some other statement that is similar.

### **1. Developmental**

If appropriate, include a description of the client's developmental history, including mother's pregnancy and delivery, whether or not there were special circumstances surrounding the client's birth. Include information on accomplishment of significant developmental milestones and special circumstances or events surrounding any of these. This is particularly important if the client is a child or adolescent or if the adult client is aware of special circumstances experienced during early developmental years.

### **2. Cultural and ethnic identification**

What is the client's cultural and ethnic heritage? Any special meaning for the client? How closely identified is the client with the heritage? What strengths and limitations are there because of the heritage?

### **3. Educational**

Summarize the client's educational history and academic performance; e.g., highest level of academic attainment, best subjects, subjects which were difficult.

### **4. Employment history and current source of income**

Include here the client's employment history and work performed, including military and volunteer experience. What is the amount and source of the client's income? Any particular financial problems experienced by the client? How does the client feel about his or her employment situation? Is it a good match?

### **5. Health status**

In general, what is the client's health status? Any major physical problems or health conditions? If there are problems, how has the client coped with them? Are they obtaining health care? Are there any regular medications that the client takes? Obtain the date of the client's most recent physical exam and the name of the client's medical provider.

### **6. Alcohol and/or substance abuse**

Unless this topic is clearly irrelevant to the social work purpose, it is frequently useful to explore and summarize the client's history in these areas. If there is current alcohol or drug use, a detailed history of the use should be obtained.

### **7. Sexual development**

If relevant to the social work purpose, include information related to the person's



sexual development and history. Are there any difficulties in this area? Note sexual orientation in this section.

### **8. Religious/spiritual**

What are the client's current and past religious spiritual affiliations and activities? How does the client currently experience spirituality? What are the strengths and limitations evident in this area?

### **9. Recreational**

What recreational activities and leisure time interests does the client have? How important are these to the client?

### **10. Interpersonal and social relationships**

What is the nature of the client's relationships with others? Does the client enjoy or avoid interacting with others? What are the strengths and limitations involved in social relationships? Who is the client's support system?

### **11. Legal**

If relevant here, include the client's history of involvement in the criminal justice and legal system. Does the client currently have charges pending? If so, for what?

### **12. Critical incidents**

Summarize events or situations that might have been significant to the client in some way. (e.g., experiences of violence, rape, loss, abuse, suicide attempts, oppression, discrimination, trauma, etc.) Describe how these events affect/affected the client. Summarize processes and incidents which were positive, growth-enhancing, empowering or liberating in nature. Describe their effects of the client.

### **13. Use of community resources**

What contact has the client had with other community social services? If appropriate, obtain the client's written permission to obtain information from other agencies. For example, the client may be participating in a physical rehabilitation program and it is important for you to understand any limitations involved. Often, information from previous providers can be of assistance but should not be requested automatically.

### **14. Emotional functioning**

From the client's assessment, how is the client generally functioning emotionally? Is the client's emotional functioning interfering with the ability to carry out necessary daily living activities?

What does the client view as personal strengths and limitations? How does the client describe his/her personality?

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## **II. IMPRESSIONS AND SOCIAL ASSESSMENT (15 points)**

An assessment is an analysis of what the social worker knows about the client and the client's situation. The worker must initially mentally review (and if available review written aspects of the social history) all that is known about the case prior to writing the assessment.

A solid, thorough, and well-written assessment includes:

A. An overall general summary statement of the client, which includes a brief statement of your "impressions" of the client. Do not repeat anything the client said in this section. This section is to strictly be your impressions of the client, including your impression of personality characteristics and motivations for treatment.

\*\* Be very careful here. It is better to err on the side of not listing something rather than list something that could be misconstrued later by the client (who might read the record) or the courts.\*\*

\*\*\*Do not list your impressions of needs or problems or strengths here as they will occur in a later section.\*\*\*

*Example: Joey is a 14 year old male who lives with his mother, stepfather, and siblings.*

*He is mandated to come to treatment by the juvenile court because he and some friends broke into a car in the neighborhood and took some cash and sunglasses. Joey appears to be an outgoing teen with normal intelligence. He was willing to communicate openly during our meeting. Although not crazy about attending sessions, he appears willing to cooperate so as to meet the court mandate.*

B. A narrative section that discusses the problems and strengths of the client and the client's situation at the following levels:

1. Micro,
2. Mezzo,
3. Macro
4. Aspects of diversity

Please write the part B section using the four subsection titles listed above.

\*\*This section may address areas that you, as the worker view as problems (or strengths), or that the client sees as a problem (or strengths). Or, it may be that you both agree on problems and strengths. In the writing, you must indicate who has an understanding of this as a problem or strength, particularly if you as the worker assess it to be so, but the client does not recognize the same.\*\*

**NOTE: You will be completing a planning/intervention section next, so DO NOT use this assessment section to tell what will happen to address the problems.**

### III. INTERVENTION PLAN: (15 points)

Use the format below to identify the intervention plan used with the client. If your agency has a plan, adapt information from that plan to this format.

-Identify client problems (and list in order of priority)

-Identify goals associated with the client problem - The goal is generally what the situation will be when the problem has been resolved. The goals are broadly stated and are what the client will have accomplished. (e.g. Ms. \_\_\_ will no longer abuse or neglect her children.).

-Establish objectives for each goal. The objective states how the client will accomplish the goal. (e.g. Ms. \_\_\_ will learn and utilize coping skills and parenting skills so as to avoid abusive and neglectful behaviors.)

-Determine what actions need to be taken on the social worker's part and the client's part to reach those objectives (Remember to consider client strengths when determining what actions can help to meet a goal.) List those needed actions under "action steps" - this needs to list who will do what by when.

#### AGENCY NAME (MAKE SURE TO PUT YOUR AGENCY NAME HERE) INTERVENTION PLAN

Client Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Date of next review: \_\_\_\_\_

#### **Problem One:**

Brief description of problem:

Goal:

Objective 1: (must be measurable)

Action Steps: (must be very specific and measurable)

Objective 2: (must be measurable)

Action Steps: (must be very specific and measurable)

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#### **Problem Two:**

Brief description of

problem: Goal:

Objective 1: (must be measurable)

Action Steps: (must be very specific and measurable)

Objective 2: (must be measurable)

Action Steps: (must be very specific and measurable)

\*\*And so on\*\*

(The sample treatment plan that follows is based on the hypothetical case of Mr. Robert, a man who experienced a hurricane and death of brother and was homeless.)

AMERICAN RED CROSS – DISASTER RELIEF  
PROGRAM TREATMENT  
PLAN

Client Name: Mr. Robert

Date: \_\_\_\_\_ Date of next review: 1 month

Problem One:

Brief description of problem: Mr. Robert does not have a place to live

Goal: Mr. Robert will have adequate housing  
Objective 1:

Obtain temporary housing for Mr. Robert

Action Steps: (must be very specific and measurable)

Social worker will call local shelters to determine availability of beds today Mr. Robert will relocate to shelter (today)

Mr. Robert will follow shelter rules to maintain residence at the shelter (up to one month)

Objective 2:

Obtain permanent housing for Mr. Robert

Action Steps: (must be very specific and measurable)

Social Worker will refer Mr. Robert to an assisted housing program (within 2 weeks)

Mr. Robert will complete application and provide all necessary documentation (by deadline) Mr. Robert will relocate to permanent housing when it becomes

Problem Two:

Brief description of problem: Mr. Robert has diabetes and needs medical oversight  
Goal: For Mr. Robert's diabetes to be kept in control

Objective 1:

Obtain on-going medical care for Mr. Robert's diabetes and physical health

Action Steps: (must be very specific and measurable)

Social worker will refer Mr. Robert to the Cenla Free Diabetic Clinic within one week  
Social Worker will provide information to Mr. Robert about available transportation services within one week

Mr. Robert will make and attend an appointment at the Cenla Free Diabetic Clinic (within one month)

Mr. Robert will attend follow-up appointments as set by the clinic (as arranged)

Objective 2:

Mr. Robert will participate in plan for controlling diabetes

Action Steps: (Must be very specific and measurable)

Mr. Robert will test blood sugar as prescribed by doctor (on-going)  
Mr. Robert will take medication as prescribed by doctor (on-going)  
Mr. Robert will adhere to diet plan for diabetic patients (on-going)

Social Worker will meet with Mr. Robert bi-monthly to address any barriers to his on-going health care

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Problem Three:

Brief description of problem:

Mr. Robert is experiencing grief related to his losses

Goal: Mr. Robert will experience some resolution of his grief

Objective 1:

Mr. Robert will report reduced symptoms related to grief

Action Steps: (must be very specific and measurable)

Social worker will refer Mr. Robert to a support group this week

Mr. Robert will participate in a weekly support group for those experiencing loss and grief  
Mr. Robert and social worker will discuss progress in this area in the bi-monthly meetings

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Problem Four:

Brief Description of the problem: Mr. Robert is socially isolated and does not have sources of support

Goal 1: Mr. Robert will have increased social contact and social support

Objective 1: Mr. Robert will increase his number of social contacts per week

Action Steps: (must be very specific and measurable)

Social worker will provide Mr. Robert with information about volunteer opportunities in the Community within 2 weeks

Social Worker will provide Mr. Robert with information about recreational/leisure opportunities in the community within 2 weeks

Mr. Robert will volunteer at least 8 hours per week at a community agency Mr. Robert will attend at least one social activity per week.

Social worker and Mr. Robert will hold one hour sessions every other week to provide supportive counseling and information and referral services

#### **IV. EVALUATION OF OUTCOMES: (10 points)**

Analyze the success or failure of intervention. Were goals accomplished? Why or why not? Partially accomplished? What are the specific indications of change in the problem situation since the beginning of problem solving action? *Specifically indicate how building on client strengths helped to empower clients so as to prevent reoccurrence of the problem.* (This should be shared with all parties involved). Are there indications that social work intervention strategies need to be altered?

#### **V. RESEARCH INFORMED PRACTICE: (15 points)**

Explore evidence in the literature regarding the strategy which was used. What evidence supports this strategy? What evidence, if any, supports alternative strategies? Include a paragraph for each research study (at least two) which includes identifying information of the research study and findings of the research. Explain how these findings pertain to your case. Include a reference page at the end of your case study document.

#### **VI. TERMINATION: (5 points)**

Should the case situation be terminated or continued? Support this recommendation. Should it be referred to another service or agency? If yes, where? Support your recommendation. (This should be shared with all parties involved.)

## WRITING YOUR RESUME

**SEND OUT A QUALITY PRODUCT.** The one who gets the job is not always the one who can do the best job, but the one who knows best how to get the job. Pay attention to the details, because people are often screened out on the basis of a poor letter or resume.

**PEOPLE DON'T READ RESUMES,** they skim them. Think of your resume more as a piece of advertising than as a comprehensive data sheet. Use margins and good spacing to make skimming easy.

**RESUMES SHOULD BE ONE OR TWO PAGES.** Never more.

**USE ACTION VERBS,** such as "initiated, created, developed, supervised, managed, instructed, counseled, negotiated, maintained," etc. Do not use the verb "to be."

**DO NOT USE NEGATIVE WORDS.** Do not apologize for lack of experience or weakness. Be positive, capitalize on strengths, and leave out negative or neutral words.

**AVOID ABBREVIATIONS**

**EMPHASIZE SKILLS,** especially those that transfer from one situation to another. The fact that you coordinated a student organization suggests you can coordinate other things as well.

**EXPOUND UPON YOUR RELEVANT EXPERIENCES,** condense jobs or experiences which are not directly related. This means that you slant your resume to the type of job that you are seeking. For example, if you are applying for a Direct Child Care Services job, devote more time to your experience as a camp counselor.

**Resumes usually cover five basic areas:**

**IDENTIFICATION.** Include name, address with zip code and telephone number with area code. This is always first on any resume. A permanent address and telephone should also be listed if the current contact information is temporary. If the resume is more than one page, your name and page number should appear at the top of the second page to avoid misplacement.

**CAREER OBJECTIVE.** A specific objective should be contained in one or two concise phrases. Never use "I".

**EDUCATION.** List in reverse chronological order (most recent degree listed first. High school is not necessary. Include the type and level of degree(s) (Bachelor of Arts in Social Work), name and location of the granting institution (Northwestern State University, Natchitoches, Louisiana), and academic major. Academic honors, honorary societies, and graduation with distinction should

also be noted, as should a high grade point average (3.0/4.0 or higher). Relevant coursework, research, or an area of emphasis is an optional subdivision of education.

**EXPERIENCE.** List in reverse chronological order (most recent job first). Include the position title, name and address of the firm or agency (completely spelled out), dates of employment and areas of responsibility. Remember the action verbs and transferable skills. Present military experience like any other work experience. "Related Experience" is an optional additional category in which to identify pertinent volunteer activities, field placement work, etc. Use the same format as in the paid experiences.

**INTERESTS AND ACTIVITIES.** Student and professional associations in which offices were held should be listed first, followed by other associations in which you participated. These reflect not only how you spend leisure time, but provide insight into involvement and participation with individuals and groups. Offices held and projects worked on suggest leadership abilities. High school activities are usually out of date and need not be included, unless they were outstanding. Include hobbies as well.

**REFERENCES.** These are usually not volunteered. Simply stating "References Available upon Request" is sufficient.

### **The Cover Letter**

**ALWAYS SEND A COVER LETTER.** It is a part of your "sales package." Its purpose is to grab someone's attention and "sell you."

**ADDRESS THE LETTER TO A SPECIFIC INDIVIDUAL.** Do not address it "To Whom it May Concern." If you do not know a specific individual, call the agency and ask for the name of the person who will be reading your materials.

**WHAT ABOUT SOMETHING CATCHY?** Some experts suggest beginning with "pizzaz" such as, "Creative...multitalented...energetic... These are just a few of the many qualities I can offer your agency." At least project warmth and friendliness, enthusiasm, and professionalism, while trying to set yourself apart from the crowd.

#### **Cover letter contents:**

##### **PARAGRAPH I: THE OPENING**

Use the opening paragraph to get the prospective employer's interest. State your employment objective (the particular position or area), your academic degree level (and major, if relevant), and how you learned of the position or organization (an ad in a newspaper, personal referral, etc.).

##### **PARAGRAPH II: THE BODY**

Relate your qualifications to the specific job requirements, using examples of your expertise to make your points. Briefly describe your educational and work experience background and how they are a good match to the agency's needs.



### PARAGRAPH III: THE CLOSING

Use the closing paragraph to request an interview at the prospective employer's convenience. It is also acceptable for the applicant to initiate the next contact by indicating that (s)he will call to set up an interview. If you do not live in the geographical area of the agency, it is a good idea to state that you will be in that area at a particular time (if this is possible). That way you are relieving the potential employer of any expense of bringing you for an interview.

Sources: NSU Career Center, <http://www.wisc.edu/caps/job-info/resume.html>, C. Cochran & D. Pearce, Heart & Soul Resumes, Palo Alto, CA: Davies-Black, 1998.

## RESUME EXAMPLES

### **SARAH S. WORKER**

564 School Avenue, Apt. 5  
Hopeville, Louisiana 71102  
(318) 555-5555

### **CAREER OBJECTIVE**

Seeking employment as a social worker in a children and families agency.

### **EDUCATION**

Bachelor of Arts in Social Work  
Northwestern State University, Natchitoches, Louisiana, May 2000

### **CAREER RELATED EXPERIENCE**

**Social Work Field Student**, Rapides Parish Office of Community Services, Alexandria, Louisiana. Investigated reports of child abuse, counseled children and parents, testified in court. January – May 2000.

**Camp Counselor**, Muddy Creek Camp, Flatwoods, Louisiana. Supervised campers, aged 8-13, coordinated arts and crafts, and coordinated daily activities. Summers 1995 –1999.

**Tutor**, Hopeville, Louisiana. Tutored two junior high students in all school subjects weekdays after school, prepared lesson plans and materials. August 1993 – May 1995.

### **OTHER WORK EXPERIENCE**

**Office Assistant**, Office of Admissions, Northwestern State University, Natchitoches, Louisiana. Prepared admissions materials for mailing, filed, typed, answered the telephone. August 1997 – present.

**Sales Clerk**, Brown's Clothing, Hopeville, Louisiana. Assisted customers, handled customer complaints, and performed monthly inventory. August 1994 – May 1995 (after school and holidays).

### **HONORS AND ACTIVITIES**

Honor Roll, Northwestern State University, 1996-2000  
Rowing Team, Northwestern State University, 1997-  
2000  
Member, Northwestern State University Social Work Club,  
1998-2000 President, Social Work Club, 1999-2000

### **REFERENCES AVAILABLE UPON REQUEST**

## **SAM S. WORKER**

### **PRESENT ADDRESS:**

NSU Box 1400  
Natchitoches, LA 71497  
(318)357-0000

### **PERMANENT ADDRESS:**

2500 Lake Avenue  
Pineville, LA 71360  
(318) 442-0000

## **CAREER OBJECTIVE**

Pursuing a career in hospital social work where opportunity for professional growth exists.

## **SKILLS**

### **COUNSELING AND MANAGING:**

Demonstrated ability to work with patients of all ages during field work experience at a university medical center. Responsible for discharge planning, linking indigent patients to available resources.

### **PUBLIC RELATIONS:**

Met and dealt with the public through sales and restaurant work. Handled customer complaints and improved customer relations. Received "Waiter of the Year" award.

### **ORGANIZATION AND LEADERSHIP:**

Coordinated activities and events for the Northwestern State University Social Work Club. Conducted bi-monthly meetings, promoted an increase in membership, and developed public speaking abilities.

## **EDUCATION**

Bachelor of Arts in Social Work, Grade Point Average:  
3.20 Northwestern State University, Natchitoches,  
Louisiana, May 2000

## **EXPERIENCE**

**Sales Clerk / Assistant Manager**, Dapper Dan's Men's Store, Natchitoches, Louisiana.  
August 1996 – present.

**Hospital Social Worker** (Field Instruction Experience), Louisiana State University  
Medical Center, Shreveport, Louisiana. August 1999 – May 2000.

**Waiter**, Alice's Restaurant, Tioga, Louisiana. May 1994 – July 1996.

## **REFERENCES**

Will be furnished upon request.

NORTHWESTERN STATE  
UNIVERSITY SOCIAL WORK  
DEPARTMENT  
STUDENT EVALUATION OF FIELD  
PLACEMENT

Answer the following questions about your field placement:

1. How responsive was the agency to the placement of a student?
2. How adequate was the workspace (desk, access to telephone, access to secretarial assistance) provided for you?
3. What are the strengths of the agency as a field placement site:
4. What suggestions do you have for strengthening the agency as a field placement site:
5. Overall, how strongly would you recommend this site as a placement for students in the future?

Revised 8-19-21

# **M. NASW Code of Ethics**

**Code of Ethics  
of the National Association of Social Workers**

The latest update (2021) of the NASW Code of Ethics can be read online at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>