



West Texas A&M

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U N I V E R S I T Y

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**Social Work**

**Field Practicum Manual**

for the

**Social Work Program**

at

*West Texas A&M University*

*Department of Psychology, Sociology, and Social Work*

*West Texas A&M University (WTAMU) serves people of all ages, regardless of socioeconomic level, race, color gender, religion, disability or national origin. WTAMU is an affirmative action/equal employment opportunity institution*

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# Social Work Program

## Mission Statement and Objectives

The baccalaureate social work education program at West Texas A&M University is accredited by the Council on Social Work Education. The mission of the social work program is consistent with the university's mission which is to provide high quality baccalaureate and graduate education, so that our students will be informed, responsible, creative, and articulate decision-makers, who will exercise good citizenship, appreciate diversity, and be professionally competitive (WTAMU Catalog 2004-2005, p. 6).

The Social Work Program's mission is to prepare entry-level generalist social work practitioners who will be equipped with an eclectic knowledge base, professional values, and a wide range of skills to assume the professional responsibilities of change agents in our rapidly changing, culturally diverse, global society. The baccalaureates of WTAMU's social work program should be competent to work in a variety of settings with clients of various sizes, and population groups. She or he should enhance the social functioning and interactions of her/his client systems, help them develop resources, alleviate human suffering in the pursuit of the improvement in the overall quality of life and conditions of people living in the Texas panhandle region, the state, the nation, and the world. The liberal arts foundation, the social work curriculum, the NASW Code of Ethics, with commitment to development of resources and advancement of social and economic justice, enhance the professional repertoire of WTAMU's entry-level generalist social work practitioner.

Social work education at WTAMU strives to enable students to integrate the knowledge, values and skills of the social work profession into competent practice. WTAMU's undergraduate social work education is built on a liberal arts foundation and is based on the generalist model of social work practice. Systems theory, with a problem-solving format, provides the theoretical underpinnings to WTAMU undergraduates. The selection of the problem-solving format as a basis for our generalist model social worker is derived from an understanding of the methodologies being used by social service agencies in the region served by the university

The educational process for WTAMU's generalist social work practitioner, delivered through its curriculum, is reflected in the following goals:

1. Prepare students who can enter the social work profession as a beginning entry-level generalist practitioner.
2. Prepare students who can practice in a wide variety of settings and with clients of various sizes and diverse populations.
3. Prepare students who are knowledgeable about the social context of practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
4. Prepare students who will uphold social work values and ethics that guide their practice, and

5. Prepare students who are aware of their professional responsibility towards their own growth and development and the growth and development of their profession.

The objectives of the undergraduate social work program at WTAMU are to enable students to:

1. be critical thinkers who will progressively cultivate their mind, body, personality, character, and who are prepared to take their place in society as well-prepared, well-rounded professionals.
2. practice within the values and ethics of the social work profession. The NASW Code of Ethics and CSWE's Educational Policy and Accreditation Standards (EPAS) statements provide the guide for the infusion of specific knowledge about social values and economic justice, and are introduced throughout the social work curriculum.
3. be aware of their professional responsibility and able to demonstrate professional use of self.
4. be knowledgeable about the forms and mechanisms of oppression and discrimination and strategies of change that enhance social and economic justice.
5. be knowledgeable about the historical development of social welfare and social work, the development and growth of the social work profession, and its current structure and issues.
6. be able to apply the knowledge and skills of generalist social work to practice with systems of all sizes.
7. be able to apply knowledge of biopsychosocial variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
8. be able to analyze the impact of social policies on client systems, workers, and social agencies.
9. be able to evaluate research studies and apply findings to practice, and under supervision, to evaluate their own practice interventions as well as those of other relevant systems.
10. use communication skills differentially with a variety of client populations, colleagues, and members of the community.
11. use supervision appropriate to generalist practice, and
12. function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

# **Social Work Field Instruction Manual**

## **Purpose of the Manual**

The purpose of this manual is to provide essential information and guidelines to students, Field Instructors, agency administrators, and others involved with the undergraduate social work program at West Texas A&M University.

## **Purpose of Field Instruction**

Field experience is a means of integrating academic knowledge of social welfare services and delivery systems with the student's innate and acquired abilities. It is the opportunity to measure the "possibly" with "reality" and to attempt the ultimate...to be of meaningful service to other human beings, individually and collectively.

## **Description of the Field Instruction Program**

The undergraduate Field Instruction Program is designed to provide students with practice experiences commensurate with the individual's academic and experiential preparation. Field Instruction 4688 (the first course) is designed to provide the student with social work activities that reinforce student knowledge of basic fundamentals in social work practice. Field Instruction 4698 (the second course) is intended to provide the student with the opportunity to build upon the knowledge and experience of the first placement and to focus upon the development and enhancement of skills in social work practice.

## **Time in the Field**

Students are required to complete 480 clock hours of internship in assigned agencies for a total of 12 credit hours. The internships are divided into two six-credit hour courses. Grades for both courses are Pass/Fail. The flexibility in grading is intended to provide the student freedom to explore personal strengths and weaknesses without affecting the student's grade point average. The student receives a written evaluation of each placement that may be utilized in the provision of references for employment.

Field credit is not given for previous life or work experience, even if completed in an approved social work agency. Rarely will students be allowed to complete their field hours in an agency where they are

currently employed. If this is approved, there must be clear differentiation between field assignments and supervision and employment assignments and supervision.

Internships may be accomplished in either two semesters or as a “block” placement by taking SOCW 4688 and SOCW 4698. Internships that are completed across two semesters (240 clock hours each) require the student to spend a minimum of two full work days (16 clock hours) per week in two consecutive semesters. Block placement (enrollment in both SOCW 4688 and SOCW 4698) assumes the student is not taking other classes. The student is expected to complete 480 clock hours of placement in a single semester by spending a minimum of four full work days (32 clock hours) per week in the agency.

Field Instruction SOCW 4698 may be repeated with the approval of the Field Coordinator, Director of the Social Work Program, and the Head of the Department of Behavioral Sciences.

## **Field Instruction Goals**

The overall goals of the practicum experience reflect the mission and the goals of the social work program. The field experience is designed to accomplish the following goals. Upon completion of 480 hours of field instruction

1. Students will be able to enter the social work profession as beginning entry-level generalist practitioners.
2. Students will be able to practice in a wide variety of settings and with clients of various sizes and diverse populations.
3. Students will be knowledgeable about the social context of practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
4. Students will uphold social work values and ethics that guide their practice, and
5. Students will be aware of their professional responsibility towards their own growth and development and the growth and development of their profession.

## **Field Instruction Objectives**

The overall objective of the field program is to provide a practical, service-oriented experience in which the learner’s knowledge, skills, and personal qualities can be demonstrated and applied, enhanced and appraised.

Specific field instruction objectives include the following:

- Development and enhancement of critical thinking skills (*Pgm. Obj. 1*).

- The understanding and application of social work values and ethics to real life situations (*Pgm. Obj. 2*).
- Demonstration by the student of professional use of self (*Pgm. Obj. 3*)
- Awareness of professional responsibility and understanding of how this relates to practice (*Pgm. Obj. 3*).
- Become more knowledgeable about issues of oppression and social justice within the practice setting (*Pgm. Obj. 4*).
- Seek opportunities to enhance social and economic justice at all levels (micro, mezzo, and macro) within the practice setting. (*Pgm. Obj. 4*).
- Understand how the history of the profession of social work impacts practice today, including the structure of service delivery. (*Pgm Obj. 5*).
- Apply generalist practice skills within the practicum setting with systems of all sizes (*Pgm. Obj.6*).
- Understand the impact of theoretical perspectives as well as recognizing biopsychosocial variables that impact individual development (*Pgm. Obj. 7*).
- Be able to analyze the impact of policy issues related to the student's practicum setting (*Pgm. Obj. 8*).
- Understand the importance of research and its relationship to the practice setting (*Pgm. Obj. 9*).
- Be able to apply research to practice (*Pgm. Obj. 9*).
- Use appropriate communication skills with clients, staff, supervisors, colleagues and the community (*Pgm. Obj. 10*).
- Use supervision, both in the practicum setting and with the Field Liaison in an appropriate manner (*Pgm. Obj. 11*).
- To work within the structure of the organization (*Pgm. Obj. 12*).

In order to accomplish the goals of field placement, students will develop personalized goals and objectives (an educational contract) focusing upon their personal growth areas. Students will develop their personal goals and objectives to specifically address three areas, including gaining new knowledge, enhancing specific generalist practice skills and personal growth goals during their practicum experience.

## **Knowledge Objectives**

Students will develop knowledge objectives that relate to the following:

- (1) To develop and use an orderly theoretical framework of knowledge of people and the environmental influence upon them. To understand client systems (individual, group and community) and their problem situations.
- (2) To develop knowledge and understanding of social welfare programs, policies, and resources in order to use them constructively in helping clients solve problems and activate desirable goals or changes.
- (3) To gain first-hand knowledge and understanding of the policy, function, philosophy and method of operation of the specific agency or institution assigned.
- (4) To increase understanding of the basic principles of the helping process in order to understand accurately and objectively the person, the problem and the process through which services are extended.

## **Performance Objectives**

Students will develop performance objectives that relate to the following:

- (1) To demonstrate skill in the disciplined use of relationships with clients and professional and non-professional associates, which reflects understanding of the knowledge, values, and skills taught through the curriculum.
- (2) To demonstrate ability to apply the principle of social work methods in mutual efforts with clients and other personnel to effect change. Specific evidence of this skill will be demonstrated as the student:
  - a. demonstrates skill in interviewing and forming effective helping relationships;
  - b. exhibits a mature, responsible approach to his/her role as a helping person;
  - c. gains understanding of community resources and activities and is able to use them effectively;
  - d. is able to use the policy and function of the agency effectively with clients in their personal, family or economic needs;
  - e. develops proper work habits; and
  - f. develops appreciation of the research method for increasing knowledge and testing utility of existing help-services and methods.

## **Personal Objectives**

Goals that the individual student might identify as desirable personal objectives could include the following:

- (1) Capacity for relationships. This aim will be reflected in:
  - a. the ability to get along well with agency staff;
  - b. the ability to relate to the Field Instructor in a positive, meaningful and growth-producing way and the ability to use criticism constructively;

- c. relationships to other persons and professionals who are also providing services to the client and
  - d. relationships to assigned clientele that are founded on respect, warmth, objective concern, and the desire to be of help.
- (2) Attitudes. The student's attitude toward the field placement agency, clientele, supervision, the profession, and to life itself have an important bearing on the internship. Students should be receptive to learning experiences provided by the agency or institution. Students are expected to take the initiative for acquiring knowledge which will enhance their effectiveness at the field placement.

In their work with clients, students are expected to pursue the development and strengthening of attitudes related to the following social work principles: acceptance, objectivity, confidentiality, client self-determination, and being non-judgmental. Students are also expected to understand and align themselves with the goals and functions of the agency in which they are placed and with the principles, ethics and goals of the social work profession.

- (3) Sensitivity. Students are expected to develop the ability to perceive, sense and observe the perceptions and feelings of others.
- (4) Perceptions and Judgment. The goal of this objective is to become skilled in relating one's perceptions to objective criteria and basing one's judgment of situations, circumstances and needs upon sound, objective facts.
- (5) Self-Awareness. Self-awareness is a never-ending goal of examining one's own strengths, weaknesses and areas for growth, and understanding and how these affect relationships with others. This also involves the development of the ability to use supervision and consultation in developing awareness of one's own performance and to take responsibility for continuing education and practice development.
- (6) Communication. Students should develop the capacity for receptive listening and the ability to effectively communicate their ideas in writing (recording, correspondence, etc.) and verbally (with clients, in supervisory conferences and in participation in agency staff meetings, conferences, etc.).

## **Organizing Principles**

Since Field Instruction is provided in a variety of agency and institutional settings, and organizational operations differ, it is expected that the accomplishment of the objectives of Field Instruction will necessarily vary in ways peculiar to the particular Field Instructor and agency setting in which the student performs. Nevertheless, the examination of some generic principles that apply to all settings will be helpful. It may be helpful to view these principles in two ways: (1) the academic framework from which Field Instruction operates and (2) the operational framework in achievement of the goals.

## **Academic Framework**

- Field instruction is educationally directed, and student oriented.
- The student is provided an opportunity for practical experience in the utilization, examination and development of knowledge, values, and skills imparted in the classroom in services to clients.
- The student is provided opportunity to assess the agency, its program and its function within the community, state and national systems of social and welfare services.

## **Operational Framework**

- Individualization of the student's educational needs.
- Ordering of learning experiences to begin with specifics and move toward generalization.
- Progression from assignments of rather limited and discreet practice tasks to those more complex.
- Provision for gradual assumption of responsibilities.
- Progress from tasks which may be familiar to understanding and working with new, unfamiliar knowledge or processes.

## **Administration of Field Instruction**

### **Criteria for Selecting Agencies for the Field Practicum:**

- Commitment to social work education, including field instruction
- Delivery of high quality of services to clients, and sound administration to support the program.
- Participation in the community.
- Adherence to the ethical values of the profession.
- Willingness to engage students in wide range of field experiences to provide them with opportunities to utilize a variety of modes of intervention with clients, targets, and action systems from a broad spectrum of socio-economic backgrounds and cultural orientation.
- Willingness to place primary focus on the educational experiences for the students; the agency should not be dependent on students to maintain the agency's programs.
- Provision of adequate office space, clerical assistance, telephone, and supplies.
- Willingness to provide qualified personnel to teach students with firm provisions to safeguard their time for this assignment and to maintain a reasonable degree of continuity in field teaching.
- Openness to innovation, research and evaluation.
- The morale of the agency should be conducive to learning.
- The agency should be in full compliance with Title VI of the Civil Rights Law.

- Willingness to enter into a written contractual agreement between the agency and the school.

### **Criteria for the Selection of Field Instructors**

- Master’s Degree in Social Work or equivalent degree and/or experience.
- Evidence of involvement in continuing education.
- Skill and knowledge in practice, including a thorough knowledge of the Agency and a degree of autonomy in practice.
- Previous experience in supervision or field instruction is preferred.
- Completion of a course on field instruction is desired.
- Professional interest in and motivation for field instruction.
- Ability to conceptualize, analyze, synthesize, generalize and communicate.
- Potential, at least, for joy and competency in teaching.
- Acceptance of educational responsibility, including the proper use of authority, the ability to evaluate, and willingness to collaborate with the school.
- Personality that will provide an acceptable role model for students.
- Adequacy of time available for field instruction.
- Belief that students who satisfactorily complete the baccalaureate social work degree have beginning competence in working with client, target, and action systems.
- Ability to relate to students from varying backgrounds and to understand them.
- Strong identification with social work and concern about social issues.

In some cases, a Field Instructor is selected who does not have the Master’s Degree in Social Work. Usually, this exception is made for a person who has a Master’s Degree (or the equivalent) in some related field, or for an experienced BSW caseworker who is designated by a MSW to work closely with the student. Exceptions may also be made for a person who possesses some exceptional qualities as an instructor or a person knowledgeable and involved in “grass root social programs” that give merit to the assignment of students to this person. To ensure a social work focus of field instruction where the Field Instructor is not a qualified social worker, the Field Coordinator or Field Liaison may become more involved with the student and the Field Instructor during the field experience.

### **Procedures for Faculty Monitoring of the Practicum**

The degree of faculty involvement in Field Practicum depends upon several factors including: experience with the agency and instructors providing practicum, individual needs of students and unforeseen

circumstances. The specific role and responsibilities of the Field Coordinator and Field Liaison are described in this field instruction manual. Agency and telephone visits are utilized by the Field Liaison to coordinate and facilitate the educational needs of the student. Field-integrating seminars are scheduled throughout the semester to provide the student access to other students' experiences, to share mutual concerns and to assist in the integration of practice with theory.

### **Mechanisms for Obtaining Field Instructors' Input into the Program**

Agency Field Instructors are given opportunities to provide input into the program through both formal and informal channels. Optimum benefits from a Field Practicum can be achieved only when there is a partnership approach between the agency and school to provide the student with individualized experiences suited to the student's needs and desires. Through this relationship, input from agency supervisors and students is encouraged. Formal input is provided by an Advisory Council that consists of agency representatives. Written evaluations are conducted by the students and the Field Instructors at the completion of each practicum experience.

### **Orientation Sessions and Seminars for Field Instructors**

Each agency Field Instructor is provided a copy of the Field Instruction Manual which includes a detailed description of the field instruction component. Orientation for new agency Field Instructors is primarily an individualized process provided by the Field Coordinator. A workshop is scheduled at least once each year where students, agency Field Instructors and faculty work together in an effort to strengthen the field instruction component. Ongoing communication between faculty and agency Field Instructors provides a continuity of the field instruction effort.

### **Roles and Responsibilities**

A formal contractual agreement between all field instruction agencies and West Texas A&M University is required.<sup>1</sup> The responsibility for the proper training and education offered the student in his field placement rests jointly with the Field Instructor, Field Coordinator, and the Field Liaison. The student has the responsibility to make the best possible use of the opportunity provided. The following lists of responsibilities are intended to be used as a guide, keeping in mind the goals and objectives of Field Instruction.

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<sup>1</sup> See Student Placement Contract in the Appendix.

## **Field Instruction Agency**

In order for the Field Instructor to carry out these responsibilities effectively, it is assumed that the field placement agency or institution will provide an environment conducive to the student's professional development and will:

- Accept the student in the spirit of a staff member rather than that of a second-class citizen in the agency.
- Provide the student with adequate physical facilities and needed work items.
- Provide sufficient time for the Field Instructor carry out his or her responsibilities to the student and the university.

## **Field Instructor**

Once the student arrives at the agency, the Field Instructor coordinates the student's orientation to the agency and the initiation of field assignments. Regular supervisory conferences, held no less than twice monthly, may be supplemented with additional brief supervisory contacts, depending on the student's needs.

Educational issues, as well as administrative issues, encountered in the supervision of students must be identified as early as possible and, when necessary, a remedial plan of action will be developed with the student and Field Liaison. Whenever the Field Instructor is uncertain about the gravity of her/his observations, the Field Liaison should be consulted as soon as possible. Unethical conduct on the part of the student should be reported immediately. (Please refer to policy on removal of students from field placement.)

Responsibilities include:

- To orient the student to the agency, staff, and field instruction staff. This includes all relevant personnel policies and procedures, dress code, record keeping, agency documentation, etc.
- To identify for the student the parameters of her or his role and responsibilities within the agency.
- To actively collaborate with the student in the development, implementation, and on-going use of an educational contract.
- To take overall responsibility for the student's educational experience in the agency and coordinate any experience delegated to other staff members.

- To provide the necessary experiences to meet the educational goals, such as selecting appropriate cases or groups for instructional purpose and to selecting other meaningful learning experiences, such as participation in staff meetings, conferences, visits to other agencies, assigned readings, etc.
- To serve as a professional role model.
- To help the student understand and appropriately use the network of human services available to the agency and its clients.
- To formally evaluate, with the student, the progress of the student at mid-term and at the semester's end.
- To provide regularly scheduled and uninterrupted supervisory conferences for the purpose of enhancing the student's educational learning and practice skills, and to offer the student on-going feedback on the his/her performance.
- To provide necessary training and monitoring of student's compliance with safety policies and procedures for conducting home visits, interacting with potentially difficult clients, and handling emergencies. Students and Field Instructors should work out a plan, in advance, for what to do and how to get help if a student feels unsafe.
- To notify the Field Liaison as soon as possible should problems regarding the student arise in the field setting.
- To participate with the Social Work Program in a continuing mutual effort to upgrade and enhance the Field Program and to attend seminars held for Field Instructors.
- To participate with the Social Work Program as faculty whenever possible by sharing with them their expertise in specific areas.
- To facilitate a positive, cooperative working relationship between the agency and the Social Work Program, including communicating to the Field Coordinator any planned or unexpected changes which would impact actual or future supervision of students.

### **Field Coordinator Responsibilities and Duties**

The Field Coordinator is responsible for the overall design and implementation of the field practicum experience. The Field Coordinator works closely with the Field Liaison to provide professional social work education. The Field Coordinator evaluates the field curriculum and monitors all aspects of the practicum experience. Responsibilities include:

- To orient the field agencies, Field Instructors, the Field Liaison, and students to the goals and objectives of the Social Work Program, specifically the Field Practicum objectives.
- To establish and monitor Field Practicum policies, procedures, and evaluation processes.

- To prepare the student for Field Instruction and assign and give final approval for student placement.
- To plan seminars for all Field Instructors designed to assist them in their efforts to provide experiences and supervision in line with student learning objectives.
- To plan recognition events for field agencies and Field Instructors.
- To consult with Field Liaison regarding student/instructor field placement issues throughout the semester, and be available to act as arbitrator in conflicts which may arise between Field Instructors and students that cannot be resolved by the Field Liaison.

### **Field Liaison Responsibilities and Duties**

The school, the agency, and the student collaborate in the process of integrating classroom theory with learning experiences. The Field Liaison is primarily responsible for the monitoring of the student's placement experience. The Field Liaison will work closely with the Field Instructor and is primarily responsible for assigning the student's grade in conjunction with the Field Instructor. Responsibilities include:

- Participation in the integrative seminar.
- To conduct a formal evaluation of the student at the end of the placement experience.
- To review student journals and assignments as specified in the syllabus.
- To assign the student's grade.
- To jointly review the student's progress with the Field Instructor.
- To act as liaison or mediator between the student and the agency.
- To respond quickly to concerns of the agency or student regarding the suitability of the placement.
- To keep the Field Coordinator apprised of all relevant developments in the student's placement.
- To meet with the Field Instructor and the student two times during the semester; once at mid-term and once near the end of the student's placement.

### **Student Responsibilities and Duties**

Although the role expectations of the student will differ in some respects considering the diversity of agencies and individual characteristics of each student, all students are expected to meet the following responsibilities:

- To satisfy the application and screening procedures as outlined in Section VI of this guide.

- To arrange and participate in a pre-placement interview with the potential Field Agency and Field Instructor and work out a preliminary program for Field Instruction prior to placement in the agency.
- To adhere to professional social work ethics and to conform to usual standards and practices of the agency.<sup>2</sup>
- To meet work requirements as scheduled with the agency and as required by the University for satisfactory completion of Field Instruction.
- To take initiative in utilizing the field instruction experience for the development and strengthening of Social Work knowledge and skills.
- To discuss with the Field Instructor, as a first step, any conflict developing in the placement.
- STUDENTS ARE NO LONGER ALLOWED TO TRANSPORT CLIENTS AT ANY TIME!

## **Application and Screening Procedures**

Field Instruction is provided for the Social Work major at two levels.

Field Instruction I (SOCW 4688) is designed to provide basic fundamental knowledge to the field of Social Work with the goals and expectation of giving the student a “feel” of what Social Work is all about, to give perspective, and to provide experiential development of social work skills.

Field Instruction II (SOCW 4698) provides performance opportunities designed to offer major integrative experiences in the application of knowledge of himself/herself, people, resources, and methods within the value system of social work. Field Instruction II is a time for the student to test his/her ability to translate knowledge, values, and skills into fundamental professional service to clients, which ultimately includes direct work with individuals and the use of resources.

For the purpose of evaluating potential candidates for entry into Field Instruction, the procedures will focus on the following:

- protecting the client served by the student from unwitting and unintentional abuse or harm.
- promoting student success.
- assurance that the Social Work Program at West Texas A&M University and the Social Work profession are well represented.

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<sup>2</sup> See NASW Code of Ethics in the Appendix.

### **Field Placement Time-Frame**

If all prerequisites have been completed, the student should begin the process of obtaining a field instruction placement as announced, generally around mid-term of the semester prior to the student's enrollment in the practicum course(s). Students will attend the field placement fair in order to schedule interviews with agencies who are interested in providing a field practicum opportunity.

### **Forms and Resources Utilized in the Selection Process**

- (1) Application form for Social Work Field Instruction.
- (2) Attendance at the agency field fair.
- (3) Academic record supporting adequate preparation and capacity.
- (4) Acceptance of the student by an approved Field Instruction Agency.
- (5) Malpractice Insurance – Release and Waiver of Liability Form.

### **Screening Criteria**

Student selection and assignment includes meeting the minimum standards and requirements for admission for Field Instruction as set out below.

- (1) The student must have satisfactorily completed all academic prerequisites for Field Instruction. Effective fall, 1996, an overall cumulative GPA of 2.25 is required on all course work. Exceptions to this requirement are made by the social work program faculty on a case-by-case basis.
- (2) The student must have been accepted into the Social Work Program.
- (3) An appraisal of the student's motivation and capacity to meet the goals and objectives of the Social Work Program will be assessed by the Field Instruction Admission Committee. Whenever questions arise as to the suitability of a given student for field placement, the issue will be resolved by a majority evaluation of the Admission Committee, with consultation, if necessary from the Department Head. A recommendation of denial of admittance into Field Practice will be briefly prepared in writing for confidential inclusion into the student's file.

### **Agency Selection**

- (1) The student is responsible for and will attend a placement fair organized by the Field Coordinator.
- (2) The student schedules interviews with a minimum of two agency representatives and/or Field Instructors for consideration of field placement.

- (3) The agency informs the Field Coordinator of the results of the student's interview in writing by mailing or faxing the appropriate form.
- (4) The student schedules an interview with the Field Coordinator to discuss placement options. Once a decision is made the student will notify his/her field placement agency.
- (5) The student attends a field orientation, scheduled by the Field Coordinator, to learn the process of beginning field work.
- (6) A joint decision by the student and agency Field Instructor determines final acceptance or rejection. The student who is not accepted or does not accept the field placement repeats the process.

### **Field Placement Entry Process**

Successful field experience benefits everyone involved: the students, the agencies, the University and the clients who probably have received more intensive, closely supervised service than would have been otherwise available. Since success more frequently follows careful planning, the following suggestions for the agency and the student are given for consideration.

#### **Agency Responsibilities**

##### Orientation to the Agency

Although the student will have visited with the Field Instructor and have prior knowledge of the agency, there is still a certain strangeness the first few days in a new setting that may be partially alleviated with a complete orientation to the agency. Some orientation procedures are quite informal, while some agencies have a structured, routine orientation process that all employees are required to complete prior to any "on the job" activities.

It is important for the students to receive a thorough orientation to the agency or institution. The student should become familiar with the essential details of the history of the organization, any legal aspects of services performed, and what people are served and why. Students particularly need to know how they will be treated and any limitations they may be confronted with as students. Another item of importance to the student is to have a physical location of his/her own. Although space availability varies depending upon the agency, the type of service provided, etc., optimally a room, a desk, or a table somewhere for administrative tasks, study, and relaxation should be provided.

## Field Experiences

The first weeks of placement will normally consist of a gradual breaking-in of the student through reading of introductory material, observations of various social work activities and some participation of routine in-house work with clients, receptionist type activities, etc. When the Field Instructor determines the student ready, specific duties of service to individuals, groups, and community should be assigned relative to the student's field placement level (first or second level placement) and capacity for assimilating the social work concepts to be taught.

Field experience objectives will be reviewed with the student periodically to determine the extent to which the student has become familiar or competent in relation to the objectives. A comparison of earlier case experiences and written work should reflect tangible evidence of the learning that has taken place.

Student goals and objectives (contract for learning) will be reviewed with the student at mid-term and at the end of the semester, prior to the Field Liaison's visit.

## Student

The student must recognize the need to assume responsibility for maximum utilization of the field experience. The Social Work student should develop his/her individual learning pattern to help achieve fundamental competence in self awareness and the use of self in the delivery of social services. The student should soon recognize the need for review of academic work completed and the need for further study as appropriate to the field experiences; case assignments, etc. Organization of work is essential. Working with people is not a haphazard, rambling situation. Information (data gathering) is necessary both about the client and of the resources available for use. A plan of operation is needed and the following items should serve as a framework for operation:

- (1) Community orientation is one of the tools of the profession.
- (2) The student must work within the framework of the agency and its services.
- (3) The student must work within his/her own limitations and should seek to expand his/her abilities.
- (4) The client deserves the student's best effort.
- (5) Referral of a client to a community resource is not always a simple task.
- (6) Use of supervision is a skill that must be nurtured and developed as any other skill.

## **Evaluation of Field Practice**

Evaluation of field instruction is an on-going process by both the Field Instructor and the Field Liaison.

The Field Instructor will be asked to conduct a formal evaluation of the student at midterm and the end of the placement experience. It is encouraged for the student to be involved in the evaluation process. The Field Instructor and Field Liaison will jointly review the student's progress as appropriate. The Field Liaison has final responsibility for assignment of the student's grade.

## **General Policies**

### **Completion of Hours and Absence from Field Placement**

- (1) All students are expected to complete the requisite number of hours in field. If this is not going to be accomplished within the time frame of a semester, the Field Liaison must be notified immediately to discuss possible arrangements.
- (2) If a student must be absent from field, he/she is responsible for calling the Field Instructor. The Field Instructor needs to inform the Field Liaison of any concerns regarding student absence.
- (3) If a student is absent for a significant period of time, the following options will be considered:
  - a. Withdrawal from the practicum by officially dropping the course(s), with the consent of the Field Coordinator.
  - b. Taking an "incomplete" and finishing the next semester that field placement is offered. (Incompletes are only offered in rare circumstances, generally relating to circumstances beyond the student's control.)
  - c. Earning a failing grade.
- (4) Holidays: Students may take all school holidays and whatever holidays are observed by the agency. If the student elects to work through a holiday, such as Spring Break, the hours will count toward the required clock hours. Holidays do not count toward the student's hours unless he/she works.

### **Change of Placement**

The following are policies regarding the change of students from an agency or organization:

- (1) If the student views the agency match as unworkable:
  - a. The student must talk with the Field Liaison about the proposed move. The Liaison, student and Field Instructor will then discuss the issues involved. Attempts will be made to explore solutions that can be achieved within the agency.

- b. If the decision is made to move the student, the Field Coordinator will be consulted to make arrangements for an alternative placement site. Although this must be a thoughtful decision, the sooner it can be finalized, the better.
- (2) Should an agency request the removal of a student, for whatever reason:
- a. The Field Coordinator will remove the student within a time frame which is agreeable to the agency.
  - b. Either prior to, or after removal of a student from an agency, depending on the urgency of the removal and/or the agency concerns, the Field Coordinator and the Field Liaison must discuss with the student the circumstances which led to the agency's request.
  - c. If the agency simply wished to explore whether a student should be removed or whether the situation is remediable, the Field Liaison will immediately respond with a conference. The Field Liaison will keep the Field Coordinator apprised of the situation at all stages of the process.

### **Removal of a Student from Field Placement**

The following are grounds to remove a student from field:

- Failure to maintain confidentiality about a client, as mandated by Agency policy and/or the NASW code of Ethics.
- Failure to abide by the NASW Code of Ethics.
- An attempt to harm oneself.
- An attempt to harm someone else.
- Repeated tardiness at the agency and/or tardiness without notification.
- Repeated absences from the agency and/or absence without notification.
- Repeated change in scheduled field hours without prior approval.
- Inappropriate behavior in connection with the field placement.

The Field Coordinator will make the final decision regarding removal from field, with documentation from the Field Liaison, the Field Instructor and Agency. The student may appeal the decision following the guidelines in the official WTAMU catalog.

Whether the student will be allowed to return to field in the same or a different agency would depend on the seriousness of the incident and/or the ability of the student to work through the problem. It will be the

Field Coordinator's responsibility to work with the student around the issues and, if possible, to formulate conditions for a return to field.

### **Unsatisfactory Progress in Field Placement**

When a student is not progressing at a satisfactory rate:

- The Field Instructor needs to notify the Field Liaison as soon as a problem is suspected.
- The Field Liaison will arrange a conference with the Field Instructor immediately.
- The student, Field Instructor and Field Liaison will be involved in an analysis of the problem.
- The student is given formal notification that the performance is substandard.
- Guidelines are developed for the student to follow in bringing up the standard of his/her performance. These are given to the student in writing.

If the student does not meet the course requirements, a failing grade will be earned.

## **Agency Learning Activities**

### Field Instruction I

**(SOCW 4688)**

#### **Phase I (Approximately 48 clock hours)**

Conduct an overall orientation of Agency's purpose, objectives, and goals.

Introduce student to Agency staff and personnel.

Familiarize student with existing Agency programs, and assign Agency reading material.

Assign student to designated staff member, if appropriate.

Establish Instructor/Student working relationship:

1. Work load expectations
2. Individual conference time scheduled
3. Develop educational contract

Study pertinent records to determine Agency method of documentation and recording format.

Assign Agency tasks

Assign a simple and typical social service task.

Allow student to visit other community agencies.

Maintain a written record of all activities.

Assess student's progress and readiness to proceed to Phase II.

## **Agency Learning Activities**

### Field Instruction I

**(SOCW 4688)**

#### **Phase II (Approximately 64 clock hours)**

Continuation of assigned tasks within the Agency.

Allow student time to assess the community at large to determine problem areas within the community related to the Agency's mission and goals. This would include student efforts to develop an awareness and understanding of the following:

- Utilizing of the systems theory approach to problem solving.
- The social welfare system in operation within the community.
- The benefits and problems inherent in complex social service delivery systems.
- Power structures within the community as they affect the social welfare systems.
- Availability of resources to serve agency clients.
- The position of the agency in relation to needs of the community.
- Gender, age, cultural lifestyle, and sexual preference differences and how these factors impact the client systems in the field setting.
- Family structures and functions in the securing and utilization of agency and community services.
- Maintaining a written record of all activities.

## **Agency Learning Activities**

### Field Instruction I

**(SOCW 4688)**

#### **Phase III (Approximately 80 clock hours)**

Assessment of student's progress in assignments.

Assess student's working relationship in these areas:

1. Field Instructor
2. Client
3. Personnel
4. Agency
5. Community
6. Student's educational goals

Allow student to attend agency group meetings and conferences, board meetings, etc., where possible.

Allow student an opportunity to observe the dynamics of human needs and behavior first hand with interpretive assistance.

Assign student a client for the purpose of constructing a process recording of the interaction.

Discuss jointly the case interpretation.

Assessment of student's self concept and self awareness development.

Continuation of assigned tasks.

Maintain a written record of all activities.

## **Agency Learning Activities**

### Field Instruction I

**(SOCW 4688)**

#### **Phase IV (Approximately 48 clock hours)**

Begin preparation for terminating working relationship of:

1. Client
2. Agency
3. Supervisor

Determine and evaluate if tasks have been accomplished relating to the student's goals and objectives as identified at the beginning of the semester.

Begin groundwork to bring about successful conclusion of working relationship: Disengagement

Determine what is to be done with assigned clients or tasks:

1. Transfer
2. Termination

Focus on termination with client and action systems.

Review areas of growth and accomplishments as well as areas needing further development.

Allow students to be part of the overall evaluation for grade recommendation.

Completion of all written reports.

## **Agency Learning Activities**

### Field Instruction II

**(SOCW 4698)**

#### **Phase I (Approximately 48 clock hours)**

Conduct an overall orientation of agency's purpose, objectives, and goals.

Introduce student to agency staff and personnel.

Familiarize student with existing agency programs, and assign agency reading material.

Assign student to designated staff member, if appropriate.

Establish Instructor/Student working relationship:

1. Work load expectations
2. Individual time conference schedule
3. Develop educational contract

Study pertinent records, to determine agency method of documentation and recording format.

Assign agency tasks.

Assign a moderately complex social service task to provide opportunity for assessment of student's readiness to assume more complex assignments than experienced in Field Instruction I.

Allow student to visit other community agencies.

Maintain a written record of all activities.

Assess student's progress and readiness to proceed to Phase II.

## **Agency Learning Activities**

### Field Instruction II

**(SOCW 4698)**

#### **Phase II (Approximately 64 clock hours)**

Continuation of assigned tasks within the agency.

Add additional assignments as appropriate to student capabilities and time in placement.

Student work assignments should be more complex as supervision and evaluation determine readiness for new experiences.

Assessment of student's self concept and self-awareness by student and supervisor.

Student should conduct a community social service assessment in relation to the agency's program.

Maintain a written record of all activities.

## **Agency Learning Activities**

### Field Instruction II

**(SOCW 4698)**

#### **Phase III (Approximately 80 clock hours)**

Continuation of assigned task(s).

Involve student on the three basic methods of social work practice by allowing student to actively participate in case summaries, group sessions, and outreach work.

Allow student to collect data (from interviews, case records, etc) and analyze and assess data.

Student should be able to give a report (present a case study) for the purpose of acquiring working “know-how”.

Assist student in any problem area.

Allow student to attend and participate, as appropriate, in committee, staff and board meetings.

## **Agency Learning Activities**

### Field Instruction II

**(SOCW 4698)**

#### **Phase IV (Approximately 48 clock hours)**

Continuation of assigned task(s).

Begin groundwork for terminating working relationship.

Determine and evaluate if task(s) have been accomplished regarding student goals and objectives as identified at the beginning of the semester.

Begin groundwork to bring about successful conclusion of working relationship: Disengagement

Determine what is to be done of assigned task(s):

1. Transfer
2. Termination

Focus on termination with client and action systems.

Review areas of personal growth and accomplishments as well as areas needing further development.

Allow student to be part of the overall evaluation for grade recommendation.

Completion of all written reports.

# APPENDICES

**WEST TEXAS A&M UNIVERSITY**  
**RUBRIC TO ASSESS SOCIAL WORK PROGRAM OBJECTIVES**

**The social work program at West Texas A&M University prepares students to:**

1. Be critical thinkers who will progressively cultivate their mind, body, personality, character, and who are prepared to take their place in society as well-prepared, well-rounded professionals.

5 Exceptional	4 Strong	3 Acceptable	2 Weak	1 Unacceptable	
Student is independently able to evaluate information and take appropriate action.	Student synthesizes information and makes recommendations for appropriate action.	Student analyzes information and seeks supervision when making recommendations.	Student demonstrates some assessment skills, but is unable to determine appropriate action.	Student demonstrates no ability to assess or evaluate needs.	Student conducts assessments of clients or completes classroom assignments that demonstrate critical thinking
Students attend multiple workshops and seminars while still in school.	Student attends one workshop or seminar while still in school.	Student verbalizes a willingness to engage in on-going professional education and explores options for workshops and seminars.	Student recognizes the need to attend workshops and seminars but does not follow through.	Student refuses to attend workshops or seminars.	Students are willing to participate in on-going professional education.
Student engages in regular self-care and verbalizes the importance of doing so.	Student engages in self-care on a regular basis.	Student engages in occasional self-care.	Student engages in self-care on an irregular, very sporadic basis.	Student does not participate in any self-care activities.	Students understand using self-care as a way to cultivate their mind, body, personality, and character.

2. Practice within the values and ethics of the social work profession. The NASW Code of Ethics and CSWE's Educational Policy and Accreditation Standards (EPAS) statements provide the guide for the infusion of specific knowledge about social values and economic justice, and are introduced throughout the social work curriculum.

5 Exceptional	4 Strong	3 Acceptable	2 Weak	1 Unacceptable	
Student articulates and demonstrates an awareness of personal and professional values at all times, and does not let personal values interfere with professional decisions.	Student articulates and demonstrates an awareness of personal and professional values much of the time, and does not let personal values interfere with professional decisions.	Student is aware of personal and professional values, and seeks appropriate supervision when necessary.	Student has little awareness of personal and professional values and does not seek supervision.	Student is not able to articulate personal and professional values.	Student is able to assess personal versus professional values, and identifies similarities and differences.
Student is consistently guided by social work values and ethics in all situations.	Student practices within the values and ethics of the profession in routine and most controversial situations.	Student practices within the values and ethics of the profession in routine situations.	Student attempts to practice with the values and ethics of the social work profession and has only occasional exceptions.	Student disregards the values and ethics of the social work profession.	Student practices within the values and ethics of the social work profession, especially as applied to cultural, racial, and gender differences.
Student strictly adheres to confidentiality.	Student understands the importance of confidentiality, but has occasional lapses.	Student understands the need for confidentiality, but needs guidance in the limits of confidentiality.	Student understands the need for confidentiality, but struggles with maintaining confidentiality in certain settings.	Student is unable to maintain confidentiality.	Student understands the importance of maintaining confidentiality

3. Be aware of their professional responsibility and able to demonstrate professional use of self.

5 Exceptional	4 Strong	3 Acceptable	2 Weak	1 Unacceptable	
Student displays consistent professionalism.	Student shows marked improvement in professionalism.	Student is professional most of the time and actively engages in improvement.	Student is occasionally unprofessional but recognizes areas for improvement.	Student consistently behaves unprofessionally and is unwilling to make improvements.	The student demonstrates professionalism in the classroom and/or the field agency.
Student understands the client/worker relationship and is consistently able to maintain appropriate use of self, by not violating boundaries or sharing too much personal information.	Student understands appropriate use of self with clients or in the classroom, and rarely violates boundaries with clients and or classmates.	Student understands appropriate use of self, and seeks supervision when necessary to clarify boundaries, etc.	Student is aware of appropriate use of self, but struggles with maintaining appropriate boundaries, sharing too much information, etc.	Student is inappropriate in the classroom or with clients by consistently violating boundaries, sharing too much personal information, etc.	The student demonstrates appropriate use of self in the classroom and in field placement.

4. Be knowledgeable about the forms and mechanisms of oppression and discrimination and strategies of change that enhance social and economic justice.

5 Exceptional	4 Strong	3 Acceptable	2 Weak	1 Unacceptable	
The student is able to identify underlying discriminatory policies.	The student works hard to identify discriminatory policies, and is able to recognize areas in self for improvement.	Student is able to identify, with some assistance, discriminatory policies.	The student is willing to explore the possibility that discrimination and oppression exist.	The student is totally unaware of discriminatory policies, and is unwilling to explore the discrimination and oppression.	The student is able to identify discriminatory policies.
The student actively advocates for change.	The student recognizes the need for change and seeks supervision on how to effect that change.	The student recognizes the need for change, and is willing to explore ways to affect change.	The student recognizes the need for change, but demonstrates no understanding of how to advocate for change.	The student refuses to acknowledge that there is a need for change, therefore is unwilling to advocate for change.	The student understands how to advocate for non-discriminatory policies.

5. Be knowledgeable about the historical development of social welfare and social work, the development and growth of the social work profession, and its current structure and issues.

5 Exceptional	4 Strong	3 Acceptable	2 Weak	1 Unacceptable	
Student is able to articulate the functions of social work and how these functions differ from other professions.	Student is able to articulate most of the differences between social work and other helping profession.	Student is able to articulate some of the differences between social work and other helping professions.	Student understands that there are differences between social work and other professions but are unable to articulate these.	Student does not know any of the differences between social work and other professions.	Students are able to verbalize the distinguishing characteristics of the social work profession.
Student joins a professional organization and attends meetings.	Student joins a professional organization but does not attend meetings.	Student voices a willingness to join a professional organization.	Student is willing to explore joining a professional organization.	Student does not desire to identify with the profession by joining a professional organization.	Students understand the importance of identifying with the profession.
Student takes the licensing exam during field practicum.	Student applies for the licensing exam during field practicum.	Student makes plans to take the licensing exam following graduation.	Student verbalizes a willingness to take the exam, but does not make specific plans.	Student refuses to consider taking the licensing exam.	Student understands the importance of licensure as an avenue to professional identification.

6. Be able to apply the knowledge and skills of generalist social work to practice with systems of all sizes.

5 Exceptional	4 Strong	3 Acceptable	2 Weak	1 Unacceptable	
Student is able to effectively interview and/or interact with a wide variety of clients extremely well with minimal supervision.	Student is able to effectively interview and/or interact with a variety of clients well with minimal supervision.	Student is able to effectively interview and/or interact with most clients with supervision.	Student is able to interview and/or interact with most clients with extensive supervision.	Student is unable or unwilling to participate in interviewing or interaction with clients.	Student demonstrates skills in micro-level practice.
Student is able to run groups independently with appropriate supervision.	Student is able to run groups with a co-leader present.	Student is generally able to run groups with faculty or co-leader present.	Student reluctantly participates in running groups.	Student is unwilling to run groups.	Student demonstrates skills used in mid-level practice.
Student incorporates community-level activities and skills into practice on a regular basis with appropriate supervision.	Student finds ways to incorporate some community-level skills into practice.	Student is willing to engage in community-level activities with appropriate supervision.	Student is willing to engage in community-level activities and demonstrates minimal skills.	Student is unwilling to engage in community organization and demonstrates no skills.	Students demonstrates skills used in macro-level practice.

7. Be able to apply knowledge of biopsychosocial variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).

5 Exceptional	4 Strong	3 Acceptable	2 Weak	1 Unacceptable	
Student demonstrates exceptional awareness of how biopsychosocial factors influence clients and are able to use this awareness to independently assist clients effectively.	Student is aware of how biopsychosocial factors influence client needs and is able to meet client needs effectively with minimal supervision.	Student is aware of how biopsychosocial factors influence client needs, and are able to adjust case plans based on this awareness with supervision.	Student has little awareness of biopsychosocial factors and is unable to use this information to assist clients.	Student demonstrates no understanding of biopsychosocial factors and how they influence clients.	Students are able to identify biopsychosocial factors that affect individual development.
Student demonstrates an exceptional understanding of theory and can articulate and apply at least five	Student demonstrates an understanding of theory and can articulate and apply	Student demonstrates an acceptable understanding of theory and can articulate and	Student demonstrates understanding of theory and can articulate and apply at least one	Student demonstrates no understanding of theory and cannot articulate and apply	Students identify which theories fit the best with a client's most pressing needs.

theories of human behavior.	at least three theories of human behavior.	apply at least two theories of human behavior.	theory of human behavior.	theories of human behavior.	
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8. Be able to analyze the impact of social policies on client systems, workers, and social agencies.

5 Exceptional	4 Strong	3 Acceptable	2 Weak	1 Unacceptable	
Student analyzes governmental programs at all levels and demonstrates exceptional understanding of the impact of eligibility requirements, etc., on clients and agencies. Student is able to apply this knowledge.	Student analyzes governmental programs at all levels and demonstrates an understanding of the impact of eligibility requirements, etc., on clients and agencies.	Student is able to analyze government programs at two or three levels and demonstrates understanding of the impact of eligibility requirements, etc., on clients and agencies.	Student can analyze government programs at one or two levels and demonstrates some understanding of the impact of eligibility requirements, etc., on clients and agencies.	Student is unable to analyze government programs at any level and demonstrates no understanding of the impact of eligibility requirements, etc., on clients and agencies.	Students are able to analyze governmental programs and understand the impact on clients and agencies.
Student demonstrates in-depth understanding of how policy impacts practice, and is able to use this knowledge to effect change	Student demonstrates good understanding of how policy impacts practice, and actively explores how to effect change.	Student demonstrates understanding of how policy impacts practice, and is willing to explore how to effect change	Student demonstrates little understanding of how policy impacts practice, and is unwilling to explore how to effect change.	Student demonstrates no understanding of how policy impacts practice, and has no understanding of how to effect change.	Students are able to identify policies at various levels (micro, mid-level, and macro) and identify the processes for change.

9. Be able to evaluate research studies and apply findings to practice, and under supervision, to evaluate their own practice interventions as well as those of other relevant systems.

5 Exceptional	4 Strong	3 Acceptable	2 Weak	1 Unacceptable	
Student is capable of independently critically evaluating and assessing articles or other modes to determine evidence-based practice.	Students are able to evaluate evidence to determine best practice with minimal input.	With guidance, student is able to evaluate evidence to determine best practice.	Student is willing to critically evaluate evidence-based practice, but is unable to do so without extensive guidance.	Student is unwilling or unable to critically evaluate evidence to determine best practice.	Students are able to critically evaluate and assess evidence-based practice.
Student is able to critically evaluate research articles.	Student is able to critically evaluate most research articles.	Student is able to evaluate some research articles.	Student attempts to critically evaluate research articles.	Student is unwilling and unable to critically read and understand research articles.	Students are able to read and understand research articles.

Student independently conducts single-subject designs on a regular basis to evaluate own practice.	Student conducts at least one single-subject design with minimal input.	Student conducts at least one single-subject design with guidance.	Student is willing to conduct a single-subject design and is able to do so with extensive input and guidance.	Student is unable or unwilling to conduct a single-subject design.	Students can conduct a single-subject design to evaluate their own practice.
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10. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

5 Exceptional	4 Strong	3 Acceptable	2 Weak	1 Unacceptable	
Student consistently uses excellent grammar and punctuation, has few spelling errors, and is able to tailor documentation styles for various needs.	Student has minimal errors in grammar, spelling, or punctuation, and is able to use writing skills differentially.	Student has few errors in grammar, spelling, or punctuation and actively seeks assistance to strengthen writing skills.	Student has some errors in grammar, spelling, and punctuation, but is willing to enhance skills.	Student uses poor grammar, improper punctuation, has many spelling errors, and is unable to effectively communicate through writing.	Students use documentation techniques appropriate to their classroom assignment or placement.
Student is able to effectively communicate with most populations in highly varied settings.	Student effectively communicates with many populations in most settings.	Student effectively communicates with most populations in a variety of settings.	Student has limited ability to communicate verbally but is willing to seek assistance.	Student demonstrates no ability to communicate with a variety of populations and is unwilling to practice.	Students are able to communicate verbally with a variety of populations.

11. Use supervision appropriate to generalist practice, and

5 Exceptional	4 Strong	3 Acceptable	2 Weak	1 Unacceptable	
Student is excellent at identifying level of competence and consistently operates within that level of competence. Student seeks to expand level of competence in appropriate ways.	Student identifies level of competence and consistently operates within that level of competence. Student may desire to expand level of competence.	Student identifies level of competence and generally works within that level of competence.	Student attempts to identify level of competence, but may operate outside this level of competence from time to time.	Student consistently operates outside the area of expertise and is unable to identify their level of competence.	Students are able to identify their level of competence.
Student consistently	Student almost always	Student generally seeks	Student is willing to	Student is unwilling to	Students seek

seeks appropriate supervision and follows through with supervisor recommendations.	seeks appropriate supervision, and almost always follows through with supervisor recommendations.	appropriate supervision and usually follows through with supervisor recommendations.	seek appropriate supervision but frequently does not follow through with supervisor recommendations.	seek appropriate supervision, frequently operating outside of boundaries or allowable activities.	appropriate supervision.
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12. To function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

5 Exceptional	4 Strong	3 Acceptable	2 Weak	1 Unacceptable	
Student is able to recognize and articulate policies and social worker roles that are unique to his or her agency, and adapts well to those roles.	Student identifies and articulates policies and social worker roles unique to his or her agency, and works to adapt to those roles.	Student generally can identify policies and social worker roles unique to his or her agency, but may struggle with adapting to those roles.	Student is able to identify some policies and social worker roles unique to his or her agency.	Student is unable to identify policies and social worker roles unique to his or her agency.	Students are able to identify policies and roles unique to their agency.
Student is willing and able to understand the appropriate channels to effect change within the environment and actively uses this knowledge to seek change.	Student is willing and able to understand the appropriate channels to effect change within the environment and attempts to use this knowledge to seek change.	Student is able to understand the appropriate channels to effect change within the environment and can articulate how to seek change.	Student is somewhat able to understand the appropriate channels to effect change within the environment.	Student is unwilling or unable to understand the appropriate channels to effect change within the environment.	Student understands the appropriate channels to effect change within their environment.
Student is able and willing to identify or assess gaps in services and actively works to meet the needs created by these gaps.	Student is able and willing to identify or assess gaps in services and seeks ways to meet the needs created by these gaps.	Student is able and willing to identify or assess gaps in services and can articulate ways to meet the needs created by these gaps.	Student is able and willing to identify or assess gaps in services but is unable to articulate how to meet the needs created by the gaps.	Student is unable or unwilling to identify or assess gaps in services.	Students can identify and assess gaps in services.

## Field Evaluation of Student

(To be completed by Agency Field Instructor at both mid-term and end of semester)

Student's Name:

Agency:

Agency Field Instructor:

Period Covered by this Evaluation: \_\_\_\_\_ to \_\_\_\_\_

Total Number of Field Hours Completed: \_\_\_\_\_

**A. Evaluation of Student's Field Work Performance:**

The following section consists of specific evaluative factors to be used in determining the student's field work performance. Indicate the student's achievement level by marking an "X" above the appropriate box in each column. Please write "not applicable" or "not measured" for any factor in which you are not able to rate the student. A narrative section (Section D) follows the rating scale and provides the Field Instructor the opportunity to support or clarify the evaluation.

1. Student demonstrates familiarity with values and ethics of the profession and begins to relate this to his/her practice.

- a. Acceptance and use of social work values, especially as applied to cultural, racial and gender factors

Minimal evidence that student has incorporated social work values	Usually demonstrated with only occasional exceptions	Demonstrated at an acceptable professional level	Demonstrated frequently in routine situations and sometimes in controversial situations	Consistently guided by social work values

2. Student demonstrates familiarity with professional roles and functions within the agency setting.

- a. Ability to identify social work roles performed by self and other agency staff

Generally cannot identify social work roles performed	Occasionally identifies social work roles performed	Usually identifies social work roles performed	Is effective most of the time in identifying social work roles performed	Is consistently effective in identifying social work roles performed

- b. Ability to explain social work role and agency mandate to clients, potential clients, collaterals, and other agencies

Provides vague explanation of role and agency mandate	Sometimes provides clear explanation of role and agency mandate	Usually provides clear explanation of role and mandate	Almost always provides clear explanation of role and mandate	Consistently provides clear explanation of role and mandate

3. Student demonstrates understanding of professional relationships and effective communication in working with client systems, colleagues, and/or representative of other organizations/communities

- a. Ability to work within agency purposes, structure and constraints

Defies agency standards and suggests or demands changes inappropriately	Abides by some agency standards but usually with reluctance	Usually abides by routine standards but has difficulty learning and applying some standards	Almost always abides by agency standards	Consistently abides by agency standards

b. Written communication skills including the ability to record with clarity and promptness

Written material is vague and contains many errors	Somewhat limited in ability to express self in writing	Written work is acceptable	Good organization and clarity are demonstrated. Few corrections are needed.	Written work is consistently clear and concise and very few, if any, corrections are needed

c. Planning and arranging work responsibilities

Usually unable to plan and organize work effectively	Has considerable difficulty in planning and organizing work	Usually plans and organizes work effectively with only minimal difficulty	Almost always plans and organizes work effectively	Consistently plans effectively, is well organized and considers priorities appropriately

d. Personal appearance as related to Agency standards

Appearance interferes with relationships with clients, agency personnel and/or the community	Appearance is occasionally consistent with agency standards	Appearance is generally consistent with agency standards	Appearance consistent with agency standards with only occasional exceptions	Appearance is always consistent with agency standards

e. Professional responsibility

Appears bored with work and puts self interest first. Has a pattern of tardiness and/or absenteeism.	Sometimes appears interested in work and will put client interest first. Wastes time even when adhering to agency working hours.	Usually fulfills work responsibilities satisfactorily and is seldom tardy or absent from work	Demonstrates responsibility in completing work assignments and makes good use of time	Consistently responsible about all aspects of work and makes excellent use of time

4. Student makes productive use of supervision for professional development and practice evaluation

a. Use of supervision

Resents supervision and will not follow instructions or guidelines	Seldom seeks supervisory help and becomes defensive when work is criticized – or is overly dependent on supervisor	Responds satisfactorily to supervision but usually does not take initiative in seeking such help	Seeks supervision responsibly and generally makes wise use of supervisor's suggestions. Is prepared for conferences most of the time.	Consistently makes wise use of supervision. Is prepared for supervisory conferences and handles any disagreements with tact and diplomacy

b. Ability to assume responsibility for own learning

Seldom uses own initiative to plan or perform work activities	Very limited in planning and performing tasks independently	Usually plans and performs only routine tasks without first checking with supervisor	Frequently takes initiative in usual activities and sometimes in difficult or non-routine matters	Consistently takes initiative in handling usual as well as new and difficult situations.

c. Professional self-awareness including the need for continued professional growth

No apparent interest in professional development. Not self critical and is apathetic about increasing skills and knowledge.	Seldom recognizes limitations and shows little motivation for improvement	Initiates some efforts toward increasing knowledge and skills and there is some evidence of a commitment to future professional development	Shows initiative in self-evaluation and there is simple evidence of a commitment to future professional development	Consistently seeks to expand knowledge and improve skills. Has a clear sense of professional responsibility and realistic plans for continuing professional growth

5. Student understands the principles of a systematic approach to problem solving and client involvement in study, assessment, goal formulation, implementation, and evaluation in intervention at the individual, family, group, organization, and community levels.

a. Effectiveness in providing services to individuals and families

Generally ineffective	Seldom assesses situations accurately and is limited in ability to provide services	Usually is effective in applying professional knowledge and skills in routine or uncomplicated situations	Is effective most of the time even in situations requiring considerable patience and skill	Consistently effective in both routine and extremely demanding situations

b. Effectiveness in providing services to groups

Limited demonstrated knowledge/skill in forming or working with groups	Occasionally demonstrates knowledge/skill in forming/working with groups when there is considerable support from supervisor and/or co-leader	Usually demonstrates knowledge/skill in forming/working with groups in routine or non-demanding situations	Demonstrates knowledge/skill in forming/working with groups most of the time in both routine and demanding situations	Consistently demonstrates knowledge/skill in forming/working with groups in routine and demanding situations
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b. Effectiveness in providing services at the community level

Limited demonstrated knowledge/skill in forming/working with community based groups	Shows sporadic ability at the community level	Usually demonstrates knowledge/skill in forming/working with community based groups in routine or non-demanding situations	Demonstrates knowledge/skill most of the time in forming/working with community based groups both in routine and demanding situations	Consistently demonstrates knowledge/skill in forming/working with community based groups both in routine and demanding situations
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6. Student begins to utilize community resources relevant to his/her field assignment.

a. Identification and use of community resources

Limited ability demonstrated	Occasionally identifies and uses a community resource	Usually identifies and uses the obvious resources	Demonstrates resourcefulness in seeking out some resource not commonly known	Very responsible in seeking out and attempting to develop resources through own initiative
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7. Student demonstrates familiarity with human behavior concepts, interactions between the individual and the environment, and individualization of people with respect to ethnic, gender, age and lifestyle differences.

a. Ability to assess situations and set priorities for intervention.

Usually assesses inaccurately and reaches wrong conclusions as a basis for service	Has limited ability to assess accurately and plan appropriately	Usually is able to assess routine situations and reach obvious conclusions	Assesses routine situations accurately and takes appropriate actions. Generally is accurate in assessing difficult situations.	Consistently assesses and follows through appropriately both with routine and difficult situations
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- b. Ability to individualize clients with respect to socioeconomic, ethnic, religious and lifestyle differences.

Has difficulty engaging and assessing clients who differ from self	Has limited ability to engage and assess clients who are dissimilar	Usually forms productive relationship with a variety of clients. May have some difficulty with accurate assessments or ethnic, religious, or social class influences.	Generally forms productive relationship and accurate assessment of clients from various backgrounds	Consistently forms productive relationships and accurate assessment of clients from various backgrounds

8. Student demonstrates familiarity with organizational arrangements and their implications for service delivery and professional practice.

- a. Ability to identify strengths and limitations of Agency's Service Delivery System and impact of State and Federal Law.

Has not identified strengths and limitations of service delivery. Never reflects on state on federal laws.	Occasionally identifies some strengths and limitations of agency service system. Rarely reflects on impact of state and federal law.	Usually identifies the strengths and limitations of service delivery and impact of state and federal law	Consistently identifies strengths and limitations of service delivery and impact of state and federal law	Analyzes impact of strengths and limitations of agency service delivery system on clients. Assesses impact of state and federal laws on service delivery

- b. Appropriateness of suggesting changes in agency programs, policies, and procedures as they affect clients.

Negative toward the agency and unrealistic and unprofessional in suggesting changes	Occasionally offers constructive criticism and suggestions, but generally does so inappropriately	Usually offers constructive criticism and suggestions for change in a responsible manner	Almost always demonstrates professionalism in making critical comments and suggestions	Highly professional displaying maturity, tact, and diplomacy in offering criticism and suggestions

9. Student demonstrates familiarity with the basic concepts of research and begins to utilize this knowledge in evaluating own practice within the agency.

- a. Effectiveness in evaluating practice.

Does not evaluate his/her work with clients.	Rarely evaluates client outcomes. Is not consistent	Usually evaluates client progress. Evaluates own	Almost always evaluates client progress.	Consistently evaluates client progress and

Shows little interest in practice evaluation.	in evaluation of own practice. Relies on Field Instructor for feedback.	practice with assistance from Field Instructor.	Usually evaluates own practice skills after each client contact.	effectiveness of intervention effort. Consistently evaluates practice skills.
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10. Student demonstrates familiarity with social welfare policies and services at the local, state, and national levels, and begins to relate this to his/her practice.

Demonstrates knowledge of Local, State and Federal Social Welfare Policy which addresses needs of client population.

No demonstrated knowledge	Demonstrates knowledge of social welfare policy and services at one level of government	Demonstrates knowledge of services and policies at two levels of government	Demonstrates knowledge of services and policies at all levels of government	Consistently demonstrates knowledge of inter-relationships of services and policies at all levels of government. Relates knowledge to intervention efforts with clients.
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A. Clarification of Rating Scale:

Explain your rating of any areas of the student's performance which need support or clarification.

B. Progress Toward Educational Goals on Contract:

(Not already addressed above)

C. Student Strengths and Areas for further Development:

Identify the student's five most important strengths. Identify areas for further professional growth and development.

D. Recommended Grade: Pass / Fail

Field Instructor's Signature	Date
Student's Signature	Date
Melody Aye Loya, Ph.D., LMSW	Date

\*This is to certify that I have read and received a copy of the evaluation, that I understand I have the right to disagree in writing with the evaluation of my performance, and that such a statement will be appended to this evaluation.

Field Evaluation form adapted with permission from the School of Social Work, University of Texas at Austin.

Sample Student Placement Contract

**Student Placement Contract**  
*Between*  
**West Texas A&M University**  
*and*

Agency:

Address:

Telephone:

Contact Person:

In order to clarify the joint and separate responsibilities between West Texas A&M University, Canyon, Texas, hereinafter referred to as the School, and \_\_\_\_\_ (agency) hereinafter referred to as the Agency, under an agreement by which those institutions desire to provide field instruction in social work for selected students of the school, the following contract is mutually agreed upon:

1. The School and the Agency mutually agree that the purpose of field instruction placement in the Agency is to provide opportunities for learning to enable the student to meet the objectives for field instruction.
2. The Agency agrees to accept undergraduate and/or graduate students for field instruction in social work including participation in overall Agency programs and activities, as appropriate to the objectives for field instruction. It is expressly understood that the Agency reserves the right to reject any student at any time who, in the Agency's judgment, does not meet the criteria for acceptance of students, as well as any student who, in the Agency's judgment, is disruptive to the facility operation for any reason.
3. The Agency will provide a designated supervisor who assumes responsibility for the student and his or her learning experience. The Agency supervisor will be selected jointly by the Agency and school representatives according to criteria developed by the School. The School reserves the right to reject any supervisor who in the School's judgment does not meet appropriate criteria. The ratio of supervisor to student may not exceed \_\_\_\_:\_\_\_\_.
4. The Agency will provide the use of existing office space, equipment, office supplies and clerical assistance when necessary, to complete the learning tasks. The Agency will not require the use of the student's automobile to facilitate Agency business without reimbursement as provided by the Agency's policies and procedures. In order for the student to be eligible for reimbursement, the travel must be pre-approved.
5. The Agency will provide such cases and client contacts as are deemed reasonable for a student during the time allotted for field experience.
6. The Agency supervisor will from time to time submit reports according to the format provided by the School to help the School arrive at an evaluation of the student's semester activities in field

experience.

7. The Agency agrees to promptly inform the School of any changes in Agency policies, procedures, and/or staff that might adversely affect field experiences of the students employed under this Contract.

8. The Agency agrees to provide the student with the Agency's standards and regulations for personnel. Students will follow office hours and stipulations against disclosing confidential information together with such other rules and regulations governing personnel. It is expressly understood that students are not employees of the Agency.

9. The School will assume responsibility for the selection of students to be considered for placement with the Agency, and share with the Agency prior to placement, information about the student's academic achievement and educational needs after written approval from the students.

10. The School agrees that it will honor a written request by the Agency detailing the reasons or cause for the request to relieve a student of his or her field instruction responsibilities in the Agency if such a student is found unsuitable for his or her assignment, or if unusual circumstances within the Agency dictate temporary termination of the field experience program.

11. The School will restrict the activities of its representatives, employees, and/or other agents from performing any service of the Agency except in the course of performance of field instruction or in accordance with provisions of another contract between the school and the agency.

12. The School will assume the responsibility for the administration of the field instruction program in relation to the educational requirements of the students and for cooperation with the Agency staff in maintaining standards to assure the quality of services required by the agency.

13. Prior to a student's acceptance for placement, each student must provide proof of current automobile liability insurance. The School agrees to the extent permitted by the laws and Constitution of the State of Texas and without waiving sovereign immunity to indemnify, save and hold Agency harmless of and from any and all liability, loss, costs and expenses incurred directly or indirectly from any act of the School to include the negligence of the School from any cause arising from or relating to the School's performance under this contract.

14. This agreement will become effective when signed by both parties and will automatically renew each year on the effective anniversary date. Either party may terminate this agreement at any time with thirty (30) days written notice. This agreement may be amended by written mutual agreement.

**West Texas A & M University**

**Agency**

\_\_\_\_\_  
Director, Social Work Program

\_\_\_\_\_  
Director

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean, College of Education and Social Sciences

\_\_\_\_\_  
Chief Executive Officer, Agency

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Provost/Vice-President of Academic Affairs

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

## The NASW Code of Ethics

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

This code is intended to serve as a guide to the everyday conduct of members of the social work profession and as a basis for the adjudication of issues in ethics when the conduct of social workers is alleged to deviate from the standards expressed or implied in this code. It represents standards of ethical behavior for social workers in professional relationships with those served, with colleagues, with employers, with other individuals and professions, and with the community and society as a whole. It also embodies standards of ethical behavior governing individual conduct to the extent that such conduct is associated with an individual's status and identity as a social worker.

This code is based on the fundamental values of the social work profession that include the worth, dignity, and uniqueness of all persons as well as their rights and opportunities. It is also based on the nature of social work, which fosters conditions that promote these values.

In subscribing to and abiding by this code, the social worker is expected to view ethical responsibility in as inclusive a context as each situation demands and within which ethical judgment is required. The social worker is expected to take into consideration all the principles in this code that have a bearing upon any situation in which ethical judgment is to be exercised and professional intervention or conduct is planned. The course of action that the social worker chooses is expected to be consistent with the spirit as well as the letter of this code.

In itself, this code does not represent a set of rules that will prescribe all the behaviors of social workers in all the complexities of professional life. Rather, it offers general principles to guide conduct, and the judicious appraisal of conduct, in situations that have ethical implications. It provides the basis for making judgments about ethical actions before and after they occur. Frequently, the particular situation determines the ethical principles that apply and the manner of their application. In such cases, not only the particular ethical principles are taken into immediate consideration, but also the entire code and its spirit. Specific applications of ethical principles must be judged within the context in which they are being considered. Ethical

behavior in a given situation must satisfy not only the judgment of the individual social worker, but also the judgment of an unbiased jury of professional peers.

This code should not be used as an instrument to deprive any social worker of the opportunity of freedom to practice with professional integrity; nor should any disciplinary action be taken on the basis of this code without maximum provision for safeguarding the rights of the social worker affected.

The ethical behavior of social workers results not from edict, but from a personal commitment of the individual. This code is offered to affirm the will and zeal of all social workers to be ethical and to act ethically in all that they do as social workers.

The following codified ethical principles should guide social workers in the various roles and relationships and at the various levels of responsibility in which they function professionally. These principles also serve as a basis for the adjudication by the National Association of Social Workers of issues in ethics.

In subscribing to this code, social workers are required to cooperate in its implementation and abide by any disciplinary rulings based on it. They should also take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. Finally, social workers should be equally ready to defend and assist colleagues unjustly charged with unethical conduct.

# Summary of Major Principles

For a more complete version of the code, see the following section.

- I. The Social Worker's Conduct and Comportment as a Social Worker
  - A. Propriety: The social worker should maintain high standards of personal conduct in the capacity or identity as a social worker.
  - B. Competence and Professional Development: The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.
  - C. Service. The social worker should regard as primary the service obligation of the social work profession.
  - D. Integrity. The social worker should act in accordance with the highest standards of professional integrity.
  - E. Scholarship and Research. The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.
  
- II. The Social Worker's Ethical Responsibility to Clients
  - A. Primacy of Clients' Interests. The social worker's primary responsibility is to clients.
  - B. Rights and Prerogatives of Clients. The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional services.
  - C. Confidentiality and Privacy. The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
  - D. Fees. When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the clients' ability to pay.
  
- III. The Social Worker's Ethical Responsibility to Colleagues
  - A. Respect, Fairness, and Courtesy. The social worker should treat colleagues with respect, courtesy, fairness, and good faith.
  - B. Dealing with Colleagues' Clients. The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.
  
- IV. The Social Worker's Ethical Responsibility to Employers and Employing Organizations
  - A. Commitments to Employing Organizations. The social worker should adhere to commitments made to the employing organization.
  
- V. The Social Worker's Ethical Responsibility to the Social Work Profession
  - A. Maintaining the Integrity of the Profession. The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.
  - B. Community Service. The social worker should assist the profession in making social services available to the general public.
  - C. Development of Knowledge. The social worker should take full responsibility for identifying, developing, and fully utilizing knowledge for professional practice.
  
- VI. The Social Worker's Ethical Responsibility to Society
  - A. Promoting the General Welfare. The social worker should promote the general welfare of society.

# NASW CODE OF ETHICS

- I. The Social Worker's Conduct and Comportment as a Social Worker
  - A) Propriety: The social worker should maintain high standards of personal conduct in the capacity or identity as a social worker.
    - 1) The private conduct of the social worker is a personal matter to the same degree as is any other person's, except when such conduct compromises the fulfillment of professional responsibilities.
    - 2) The social worker should not participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation.
    - 3) The social worker should distinguish clearly between statements and actions made as a private individual and as representative of the social work profession or an organization or group.
  - B) Competence and Professional Development: The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.
    - 1) The social worker should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
    - 2) The social worker should not misrepresent professional qualifications, education, experience, or affiliations.
    - 3) The social worker should not allow his or her own personal problems, psychosocial distress, substance abuse, or mental health difficulties to interfere with professional judgment and performance or jeopardize the best interests of those for whom the social worker has a professional responsibility.
    - 4) The social worker whose personal problems, psychosocial distress, substance abuse, or mental health difficulties interfere with professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.
  - C) Service. The social worker should regard as primary the service obligation of the social work profession.
    - 1) The social worker should retain ultimate responsibility for the quality and extent of the service that the individual assumes, assigns, or performs.
    - 2) The social worker should act to prevent practices that are inhumane or discriminatory against any person or group of persons.
  - D) Integrity. The social worker should act in accordance with the highest standards of professional integrity.
    - 1) The social worker should be alert to and resist the influences and pressures that interfere with the exercise of professional discretion and impartial judgment required for the performance of professional functions.
    - 2) The social worker should not exploit professional relationships for personal gain.
  - E) Scholarship and Research. The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.
    - 1) The social worker engaged in research should consider carefully its possible consequences for human beings.
    - 2) The social worker engaged in research should ascertain that the consent of participants in the research is voluntary and informed, without any implied deprivation or penalty for refusal to participate, and with due regard for participants' privacy and dignity.
    - 3) The social worker engaged in research should protect participants from unwarranted physical or mental discomfort, distress, harm, danger, or deprivation.

- 4) The social worker who engages in the evaluation of services or cases should discuss them only for the professional purposes and only with persons directly and professionally concerned with them.
- 5) Information obtained about participants in research should be treated as confidential.
- 6) The social worker should take credit only for work actually done in connection with scholarly and research endeavors and credit contributions made by others.

## II. The Social Worker's Ethical Responsibility to Clients

### A) Primacy of Clients' Interests. The social worker's primary responsibility is to clients.

- 1) The social worker should serve clients with devotion, loyalty, determination, and the maximum application of professional skill and competence.
- 2) The social worker should not exploit relationships with clients for personal advantage.
- 3) The social worker should not practice, condone, facilitate or collaborate with any form of discrimination on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other preference or personal characteristic, condition, or status.
- 4) The social worker should not condone or engage in any dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. The social worker is responsible for setting clear, appropriate, and culturally sensitive boundaries.
- 5) The social worker should under no circumstances engage in sexual activities with clients.
- 6) The social worker should provide clients with accurate and complete information regarding the extent and nature of services available to them.
- 7) The social worker should apprise clients of their risks, rights, opportunities, and obligations associated with social service to them.
- 8) The social worker should seek advice and counsel of colleagues and supervisors whenever such consultation is in the best interest of clients.
- 9) The social worker should terminate services to clients, and professional relationships with them, when such service and relationships are no longer required or no longer serve the clients' needs or interests.
- 10) The social worker should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects.
- 11) The social worker who anticipates the termination or interruption of service to clients should notify clients promptly and seek the transfer, referral, or continuation of service in relation to the clients' needs and preferences.

### B) Rights and Prerogatives of Clients. The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional services.

- 1) When the social worker must act on behalf of a client who has been adjudged legally incompetent, the social worker should safeguard the interests and rights of that client.
- 2) When another individual has been legally authorized to act in behalf of a client, the social worker should deal with that person always with the client's best interest in mind.
- 3) The social worker should not engage in any action that violates or diminishes the civil or legal rights of clients.

### C) Confidentiality and Privacy. The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.

- 1) The social worker should share with others confidences revealed by clients, without their consent, only for compelling professional reasons.

- 2) The social worker should inform clients fully about the limits of confidentiality in a given situation, the purposes for which information is obtained, and how it is used.
- 3) The social worker should afford clients reasonable access to any official social work records concerning them.
- 4) When providing clients with access to records, the social worker should take due care to protect the confidences of others contained in those records.
- 5) The social worker should obtain informed consent of clients before taping, recording, or permitting third party observation of their activities.

D) Fees. When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the clients' ability to pay.

- 1) The social worker should not accept anything of value for making a referral.

### III. The Social Worker's Ethical Responsibility to Colleagues

A) Respect, Fairness, and Courtesy. The social worker should treat colleagues with respect, courtesy, fairness, and good faith.

- 1) The social worker should cooperate with colleagues to promote professional interests and concerns.
- 2) The social worker should respect confidences shared by colleagues in the course of their professional relationships and transactions.
- 3) The social worker should create and maintain conditions of practice that facilitate ethical and competent professional performance by colleagues.
- 4) The social worker should treat with respect, and represent accurately and fairly, the qualifications, views, and findings of colleagues and use appropriate channels to express judgments on these matters.
- 5) The social worker who replaces or is replaced by a colleague in a professional practice should act with consideration for the interest, character, and reputation of that colleague.
- 6) The social worker should not exploit a dispute between a colleague and employers to obtain a position or otherwise advance the social worker's interests.
- 7) The social worker should seek arbitration or mediation when conflicts with colleagues require resolution for compelling professional reasons.
- 8) The social worker should extend to colleagues of other professions the same respect and cooperation that is extended to social work colleagues.
- 9) The social worker who serves as an employer, supervisor, or mentor to colleagues should make orderly and explicit arrangements regarding the condition of their continuing professional relationship.
- 10) The social worker who has the responsibility for employing and evaluating the performance of other staff members should fulfill such responsibility in a fair, considerate, and equitable manner, on the basis of clearly enunciated criteria.
- 11) The social worker who has the responsibility for evaluating the performance of employees, supervisors, or students should share evaluations with them.
- 12) The social worker should not use a professional position vested with power, such as that of employer, supervisor, teacher, or consultant to his or her advantage or to exploit others.
- 13) The social worker who has direct knowledge of a social work colleague's impairment due to personal problems, psychosocial distress, substance abuse, or mental health difficulties should consult with that colleague and assist the colleague in taking remedial action.

B) Dealing with Colleagues' Clients. The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

- 1) The social worker should not assume professional responsibility for the clients of another agency or a colleague without appropriate communication with that agency or colleague.
- 2) The social worker who serves the clients of colleagues, during a temporary absence or emergency, should serve those clients with the same consideration as that afforded any client.

#### IV. The Social Worker's Ethical Responsibility to Employers and Employing Organizations

A) Commitments to Employing Organizations. The social worker should adhere to commitments made to the employing organization.

- 1) The social worker should work to improve the employing agency's policies and procedures, and the efficiency and effectiveness of its services.
- 2) The social worker should not accept employment or arrange student field placements in an organization which is currently under public sanction by NASW for violating personnel standards, or imposing limitations on or penalties for professional actions on behalf of clients.
- 3) The social worker should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- 4) The social worker should use with scrupulous regard, and only for the purpose for which they are intended, the resources of the employing organization.

#### V. The Social Worker's Ethical Responsibility to the Social Work Profession

A) Maintaining the Integrity of the Profession. The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.

- 1) The social worker should protect and enhance the dignity and integrity of the profession and should be responsible and vigorous in discussion and criticism of the profession.
- 2) The social worker should take action through appropriate channels against unethical conduct by any other member of the profession.
- 3) The social worker should act to prevent the unauthorized and unqualified practice of social work.
- 4) The social worker should make no misrepresentation in advertising as to qualification, competence, service, or results to be achieved.

B) Community Service. The social worker should assist the profession in making social services available to the general public.

- 1) The social worker should contribute time and professional expertise to activities that promote respect for the utility, the integrity, and the competence of the social work profession.
- 2) The social worker should support the formulation, development, enactment and implementation of social policies of concern to the profession.

C) Development of Knowledge. The social worker should take full responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

- 1) The social worker should base practice upon recognized knowledge relevant to social work.
- 2) The social worker should critically examine, and keep current with emerging knowledge relevant to social work.
- 3) The social worker should contribute to the knowledge base of social work and share research knowledge and practice wisdom with colleagues.

#### VI. The Social Worker's Ethical Responsibility to Society

A) Promoting the General Welfare. The social worker should promote the general welfare of society.

- 1) The social worker should act to prevent and eliminate discrimination against any person or group on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital

status, political belief, mental or physical handicap, or any other preference or personal characteristic, condition, or status.

- 2) The social worker should act to ensure that all persons have access to the resources, services, and opportunities which they require.
- 3) The social worker should act to expand choice and opportunity for all persons, with special regard for disadvantaged or oppressed groups and persons.
- 4) The social worker should promote conditions that encourage respect for the diversity of cultures which constitute American society.
- 5) The social worker should provide appropriate professional services in public emergencies.
- 6) The social worker should advocate changes in policy and legislation to improve social conditions and to promote social justice.
- 7) The social worker should encourage informed participation by the public in shaping social policies and institutions.

*Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly.*

Sample Application for Field Practicum

**APPLICATION FOR FIELD PRACTICUM**  
SOCW 4688/4698

Students must have been accepted into the social work program and must have maintained a 2.25 GPA prior to completing this application for field instruction.

Date of Application: \_\_\_\_\_ Overall GPA: \_\_\_\_\_ Social Work GPA: \_\_\_\_\_

Applying for:

Field Practicum I (SOCW 4688): \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Field Practicum II (SOCW 4698): \_\_\_\_\_ Semester/Year: \_\_\_\_\_

**Students may enroll in a block placement by enrolling in both 4688 and 4698. Students enrolled in a block placement may NOT take more than 3 additional hours.**

Mr. – Mrs. – Ms. \_\_\_\_\_ Buff ID # \_\_\_\_\_  
Last Name First Name MI

Current Mailing Address:

\_\_\_\_\_  
Street Apt. # City Zip

Phone Number(s): (\_\_\_\_) \_\_\_\_\_

Mobile: \_\_\_\_\_

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

Anticipated Graduation Date: \_\_\_\_\_

**Students must be in their last one or two semesters of their degree plan.**

Do you plan to be employed during your field placement? Yes \_\_\_\_\_ \*\*\* No \_\_\_\_\_

If yes, where? \_\_\_\_\_

Days and times of employment: \_\_\_\_\_

*\*\*\*It is strongly recommended that students enrolled in a block placement NOT work during this semester!*

Does the student have transportation? Yes \_\_\_\_\_ No \_\_\_\_\_ If not, what plans do you have for commuting?

If applying for Field Instruction II (SOCW 4698) only, where did you complete Field Instruction I?

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Check all social work prerequisites that you have completed:

SOCW 2361 \_\_\_\_\_ SOCW 2315 \_\_\_\_\_ SOCW 3301 \_\_\_\_\_ SOCW 3362 \_\_\_\_\_  
Or PSYC 3310  
SOCW 3380 \_\_\_\_\_ SOCW 3381 \_\_\_\_\_ SOCW 4383 \_\_\_\_\_ SOCW 4310 \_\_\_\_\_  
SOCW 4341 \_\_\_\_\_ SOCW 4362 \_\_\_\_\_ SOCW 4688 \_\_\_\_\_ SOCI 4321 \_\_\_\_\_  
SOCW 4121 \_\_\_\_\_

You should have completed at least two from:

SOCW 4303 \_\_\_\_\_ SOCW 4305 \_\_\_\_\_ SOCW 4311 \_\_\_\_\_  
SOCW 4320 \_\_\_\_\_ SOCI 4325 \_\_\_\_\_ SOCW 4345 \_\_\_\_\_  
SOCW 4375 \_\_\_\_\_ SOCW 4376 \_\_\_\_\_ SOCW 4395 \_\_\_\_\_

Please provide brief information regarding any volunteer work or paid employment experiences of a social work nature: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What personal or academic strengths do you have to offer an agency (bilingual, writing skills, computer skills, etc.)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Which specific professional skill(s) do you want to gain experience and expertise in (interviewing, intakes, etc.)? \_\_\_\_\_  
\_\_\_\_\_

Do any personal conditions exist that would impact your ability to complete your internship?

If so, please explain.

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Discuss briefly your career plans, goals, special interests, etc. What client population(s) are you most interested in working with and why? You may attach additional pages if necessary.

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### **Course Descriptions**

**Field Instruction I:** A six-hour course designed to introduce the student to the practical aspects of the delivery of social services and social work practice. Requirements include the satisfactory completion of 240 clock hours (minimum) of closely supervised experience in an assigned agency. The grade is Pass/Fail with a written evaluation of the student’s efforts and accomplishments toward fulfillment of the educational goals of placement.

**Field Instruction II:** A six-hour course designed to provide the student with an opportunity for continued growth in professionalism and in the delivery of social services. Requirements include the satisfactory completion of 240 clock hours (minimum) of closely supervised experience in an assigned agency. The grade is Pass/Fail with a written evaluation of the student’s efforts and accomplishments toward fulfillment of the educational goals of placement.

**Release and Waiver of Liability Form:** Must be completed upon acceptance for agency placement and prior to the beginning of field instruction activities.

**Student Liability Insurance:** It is recommended that students have liability insurance coverage to protect against any malpractice action filed against them while performing fieldwork. Some field placement agencies do provide this coverage for our students. Please see your advisor regarding available insurance programs.

**Release of Information:** Your signature on this application constitutes consent for the release of information necessary for field placement consideration by the agencies designated.

**Voluntary Disclosure:** Many Field Placement Agencies require a criminal and /or background check (including child abuse and neglect checks) prior to accepting field placement students. To enable us in guiding your placement process, if there is anything in your past that might be an issue you can voluntarily disclose the situation and its resolution by attaching a separate sheet with the details.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this form along with copies of a current WTAMU transcript to the Field Coordinator. If you have any questions, please contact:

Melody Loya, LMSW  
Field Coordinator (OM 427)  
651-2594  
[mloya@mail.wtamu.edu](mailto:mloya@mail.wtamu.edu)

Mo Cuevas, Ph.D., LCSW  
Program Director (OM 423)  
651-2591  
[mcuevas@mail.wtamu.edu](mailto:mcuevas@mail.wtamu.edu)

**Decisions and comments by faculty field instruction committee:**

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Field Instruction Educational Contract

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

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

Knowledge Goal:

Objectives (how will you achieve your goal – be specific):

1.

2.

3.

Attainment Date:

Performance Goal:

Objectives:

1.

2.

3.

Attainment Date:

Personal Goal:

Objectives:

1.

2.

3.

Attainment Date:

Student Signature/Date: \_\_\_\_\_

Field Instructor Signature/Date: \_\_\_\_\_

Sample Disposition Form

**WEST TEXAS A&M UNIVERSITY  
PLACEMENT DISPOSITION FORM  
SOCW 4688/4698**

Name of Student: \_\_\_\_\_

Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_  
(must be approved by Field Coordinator)

Address of agency: \_\_\_\_\_

F.I. Phone: \_\_\_\_\_ F.I. Email: \_\_\_\_\_

Specific agency expectations of the student (Include use of personal vehicle, specific dress codes, unusual work schedules, malpractice insurance expectations, etc.)

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

Student work schedule (Days and hours in agency):

Monday	Tuesday	Wednesday	Thursday	Friday

General statement of learning experiences to be provided to the student, including primary duties, involvement with clients, etc.

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

Student Signature: \_\_\_\_\_

Agency Field Instructor Signature: \_\_\_\_\_

( ) Approved ( ) Disapproved

Field Coordinator Signature: \_\_\_\_\_

*Note: A notarized copy of the RELEASE AND WAIVER OF LIABILITY FORM must accompany this form. No placement hours will be counted prior to final approval by the University Program Director, Field Coordinator or the Field Liaison.*

Sample Release and Waiver of Liability

**RELEASE AND WAIVER OF LIABILITY**

KNOWN ALL PERSONS BY THESE PRESENTS:

That I, \_\_\_\_\_, age \_\_\_\_\_,  
Student's Full Name

\_\_\_\_\_  
Address City County State Zip

for and in consideration of, and as part of my field instruction and social work training at West Texas A&M University, assume all risks of injury to my person or to my property arising out of or during the course of my field instruction resulting from negligence or otherwise, and that I do hereby release and waive any and all rights that I say I have or that may arise during my training in field instruction against all said University and (agency) \_\_\_\_\_ personnel, their agents, instructional staff, officers, and teachers.

I further agree to save and hold harmless said University and (agency) \_\_\_\_\_, their agents, instructional staff, officers, and teachers from any damages or injuries sustained by third parties to their persona or to their property arising from my acts or omission occurring during the course of said field instruction.

Witness my hand this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Student Signature

**THE STATE OF TEXAS**

**COUNTY OF \_\_\_\_\_**

Before me, \_\_\_\_\_, known to me to be the person whose name is subscribed to the foregoing instrument on this day personally appeared and acknowledged to me that (s)he executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of the office the \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

My commission expires on the \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Signature – Notary Public State of Texas

Sample Authorization for Release of Information

**AUTHORIZATION FOR COMMENT  
West Texas A&M University**

I, \_\_\_\_\_, hereby authorize

\_\_\_\_\_, hereinafter referred to as  
Professor/Instructor/Administrator

“writer” to provide \_\_\_\_\_ with information and/or an  
opinion regarding my fitness for employment. I hereby authorize writer to utilize  
and/or release any information contained in my student records as part of his or  
her response.

In full and complete consideration for the writer agreeing to respond on my  
behalf, I hereby forever waive any possible claims of liability against, and  
covenant not to sue, the writer or West Texas A&M University for any claim or  
cause of action which may arise as a result of the requested submission.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date