COLLEGE OF EDUCATION, HEALTH AND PUBLIC POLICY

DEPARTMENT OF SOCIAL WORK

FIELD INSTRUCTION MANUAL 2015-2016

BACCALAUREATE OF SOCIAL WORK PROGRAM

MASTER’S OF SOCIAL WORK PROGRAM

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SECTION I

DELAWARE STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
DOVER, DE 19901-2277

MEMORANDUM

TO: Students
Agency Field Instructors
Faculty Field Liaisons

FROM: Director of Instruction

RE: Field Instruction Manual

The field instruction manual has been prepared for students, Agency Field Instructors, Faculty Field Liaisons and other individuals who are involved in teaching students in the field. This manual includes policies and procedures that are related to the field practicum course.

This manual should be used as a primary reference regarding such issues as appropriate field practicum assignments, the learning contract and assessment of student performance. When addressing these and other matters, students, Agency Field Instructors and Faculty Field Liaisons should refer to the manual for initial guidance.

The faculty and staff are always available to offer assistance about any matter regarding field instruction. We are pleased that the manual reflects input from both Agency Field Instructors and students. To maintain its relevance and usefulness, feedback from students and Agency Field Instructors is essential and encouraged.

Please submit your suggestions to the Field Instruction Office.

Thank you for your support and cooperation.
Introduction

As conceived by the Department of Social Work, field and classroom-based instruction and assignments are complementary and mutually supportive parts of an integrated professional social work education curriculum. While it is vitally important to teach and conceptualize social work theory in class, field instruction should be viewed as the heart of social work education. As such, students must be provided opportunities to apply and fully integrate practice theories, concepts and principles in diverse settings with, and on behalf of, individuals, families, groups, organizations and communities.

For undergraduate students, the principal goal of field instruction is to prepare them for generalist practice guided by the core competences and practice behaviors. BSW students are expected to engage all client systems at the micro, mezzo and macro levels of social work practice.

For graduate students, the field practicum is intended to provide learning experiences that enable them to practice as advanced generalists. Field practicum assignments in the graduate program should teach students to: (1) demonstrate the ability to practice independently; (2) intervene with client systems of all sizes; and (3) effectively intervene in situations where there is significant risk to the physical and/or emotional well-being of the client. Students in the advanced year must demonstrate the capacity to intervene in complex situations at all levels of social work practice.

Field Instruction as Signature Pedagogy

Field instruction is the heart of social work education. As the signature pedagogy, it provides baccalaureate and graduate students the opportunity to apply the knowledge, values and skills that are taught in the classroom in actual situations involving real client systems that seek to change in some self-determined manner.

The primary objective of field instruction is to develop and refine the student's understanding and application of micro, mezzo and macro practice skills at both the entry level (for BSW students) and the advanced level (for MSW students) with and on behalf of all client systems (individuals, families, groups, organizations, and communities).

Field instruction affords students the opportunity to take risks and to evaluate their own supervised practice within a structured and supportive environment. At the same time, students test their commitment to the profession’s change agent identity. Through learning assignments that entail evaluating agency programs and services, students discover their capacity to: (1) advocate for programs and services that meet the needs of individuals; and (2) assist agencies to develop programs that address the needs of individuals. Field instruction also helps students develop the ability to advocate for a society that supports the emotional and physical well-being of all persons and communities locally nationally and globally.

The Council on Social Work Education, (the accrediting agency for professional social work education), requires social work programs to prepare BSW graduates for generalist practice and MSW graduates for advanced practice through mastery of the competencies and practice behaviors specific to each program’s own concentration. Students demonstrate integration and
application of ten identified competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below. The bolded practice behaviors under each competency apply to MSW students.

**Core Competencies and Practice Behaviors**

**Core Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

1. Advocate for client access to the services of social work;
2. Practice personal reflection and self-correction to assure continual professional development;
3. Attend to professional roles and boundaries;
4. Demonstrate professional demeanor in behavior, appearance, and communication;
5. Engage in career-long learning;
6. Use supervision and consultation; and
7. **Actively participate in professional conferences, meetings, trainings and seminars.**

**Core Competency 2.1.2: Apply social work ethical principles to guide professional values to guide practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and its relevant law.

1. Recognize and manage personal values in a way that allows professional values to guide practice;
2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
3. Tolerate ambiguity in resolving ethical conflicts;
4. Apply strategies of ethical reasoning to arrive at principled decisions; and
5. **Develop policies and procedures that reflect the profession’s ethical codes, principles and values within and outside of the practice setting.**
6. **Participate in the change process to support the ethical codes of the profession.**
Core Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
2. Analyze models of assessment, prevention, intervention, and evaluation;
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues; and
4. Synthesize client data and utilize range of practice models to guide professional judgment in practice with systems of all size. **

Core Competency 2.1.4: Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersection of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

1. Recognize the extent to which a culture’s structures and values may oppress marginalize, alienate, or create or enhance privilege and power;
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences;
4. View themselves as learners and engage those with whom they work as informants; and
5. Develop, implement, and evaluate a measureable plan that will decrease one’s own bias and increase one’s cultural competence. **

Core Competency 2.1.5: Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, healthcare, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

1. Understand the forms and mechanisms of oppression and discrimination;
2. Advocate for human rights and social and economic justice;
3. Engage in practices that advance social and economic justice; and
4. Develop and implement an advocacy agenda for policy and/or service to advance human rights and social and economic justice. **
Core Competency 2.1.6: Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

1. Use practice experience to inform scientific inquiry;
2. Use research evidence to inform practice; and
3. **Conduct a qualitative and/or quantitative research project and write a report.**

Core Competency 2.1.7: Apply knowledge of human behavior and the social environment

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways by which social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
2. Critique and apply knowledge to understand person and environment; and
3. **Critique and reconstruct models of human behavior and the social environment.**

Core Competency 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

1. Analyze, formulate, and advocate for policies that advance social well-being;
2. Collaborate with colleagues and clients for effective policy action; and
3. **Critique and reconstruct models of policy analysis.**

Core Competency 2.1.9: Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services; and
3. Provide leadership in promoting sustainable changes in service delivery at the micro, mezzo, and macro levels. **

Core Competency 2.1.10 (a-d): Engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

1. Engagement: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
2. Engagement: Use empathy and other interpersonal skills; and
3. Engagement: Develop a mutually agreed-on-focus of work and desired outcomes.
4. Assessment: Collect, organize, and interpret client data;
5. Assessment: Assess client strengths and limitations;
6. Assessment: Develop mutually agreed-on intervention goals and objectives; and
7. Assessment: Select appropriate intervention strategies.
8. Intervention: Initiate actions to achieve organizational goals;
9. Intervention: Implement prevention interventions that enhance client capacities;
10. Intervention: Help clients resolve problems;
11. Intervention: Negotiate, meditate, and advocate for clients; and
12. Intervention: Facilitate transitions and endings.
14. Develop a plan of action for field agency that requires the integration of a variety of practice models. **
15. Use one or more of the field agency’s practice models to solve a problem presented by a client system. **

** Note: The 12 additional practice behaviors for advanced year MSW students are part of their learning contracts and are evaluated by the Department of Field Instruction via field assessment at the end of each academic year.

Field education—signature pedagogy—is the method by which students integrate theory and practice, learn to perform the roles of a professional social worker, and become socialized to the profession. The Council on Social Work Education makes clear the essential value of field education: The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (EPAS, CSWE, 2008).
The Philosophy of the Department of Social Work

The philosophy of the Department of Social Work is derived in part from Delaware State University’s status as one of America’s Historically Black Colleges and Universities (HBCU). A Black Perspective is one of the major conceptual frameworks and department underpinnings on which the curricula for the BSW and MSW programs are based. This framework is a major reference point for analyzing social phenomena and processes such as racism (individual, institutional and structural), oppression and social injustice that help explain the historical and contemporary social and economic circumstances of African Americans. A Black experience and the implications of this reality for practice with, and on behalf of, African Americans and the communities in which they live are infused throughout the social work education programs.

Social work is a profession that concerns itself with the worth of the individual and the enhancement of the quality of human life. Accordingly, social workers must strive to achieve a society where each individual has access to all social institutions and the opportunity to participate fully in society. Social workers must be committed to social justice and to being change agents removing barriers to clients’ full participation and involvement in society and self-actualization.

One of the major aims of social work practice is to utilize the professional relationship and the helping process to assist the individual to solve his/her problems. This is achieved by helping the individual to mobilize his/her resources (internal and external) to resolve problems. By so doing, the individual’s capacity to function productively and independently is enhanced and/or restored.

Social work focuses on the transactional relationship between people and their environment, and on environmental factors that negatively impact client systems (individuals, families, groups, organizations, and communities).

The amelioration of problems and concerns encountered by individuals, families, groups, organizations and communities is within the domain of the profession of social work. Thus, the social work education programs offered by Delaware State University place major emphasis upon empowerment as a means to eliminate problems that adversely impact all client systems. The respective curricula for the undergraduate and graduate programs are designed to enable graduates to practice in the generalist practice method either at the entry level (BSW graduates) or advanced level (MSW graduates) in diverse settings, with and on behalf of all client systems.

The Department of Social Work offers two programs: the Baccalaureate Social Work Program (BSW) and the Graduate (Master) Social Work Program (MSW Program).
Mission Statement

The mission of the Department of Social Work is to prepare ethical and culturally competent generalist and advanced generalist social work professionals who provide practical leadership in implementing prevention and intervention services to diverse client systems and who advocate for social and economic justice in practice, policy and research in a global society.

Purpose

The Department of Social Work aims to provide the profession with social workers who fully comprehend and have internalized social work’s core values, including but not limited to service, social justice, dignity, and ethics, and who are capable of employing the latest evidence-based research to intervene with and on behalf of individuals, families, groups, organizations and communities. The Department also endeavors to prepare practitioners who are capable of assuming leadership roles on the micro, mezzo and macro levels in order to develop and improve services to clients and to advocate for policies and programs that enhance the quality of life for all people reflecting a global perspective for social work practice.
# Baccalaureate Program

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<tr>
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<tr>
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| **Total Credits: 123** |

Students must earn a “C” or above in all social work courses, and those which are bolded.

(*) – Co-requisites – they are required in addition to major courses; students must earn a “C” or above.

** Capstone Course

The course, “Cultural Anthropology”, is recommended for one of the general electives.

Social Work electives may also act as general electives.

The Program’s Across-the-Curriculum Guide must be consulted for requirements and/or options.
### Master Program

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#### Year One Fall Semester

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<td>Human Behavior &amp; the Social Environment I</td>
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<td>SCWK 605</td>
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<td>SCWK 607</td>
<td>Research &amp; Evaluation I</td>
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<td>Practice &amp; Program Evaluation for the Advanced Practitioner</td>
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<td>SCWK 669</td>
<td>Advanced Generalist Practice IV</td>
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<td>SCWK 610</td>
<td>Administration, Management &amp; Supervision</td>
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**Total Credits: 60**
## Curriculum Plan for Full-time Advanced Standing Students

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## Curriculum Plan for Full-Time Students

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<thead>
<tr>
<th>Foundation Fall Semester – Year 1</th>
<th>Foundation Spring Semester – Year 1</th>
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<tbody>
<tr>
<td>SCWK 601 Social Welfare Policies &amp; Services I (3)</td>
<td>SCWK 602 Social Welfare Policies &amp; Programs II (3)</td>
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<tr>
<td>SCWK 603 Human Behavior &amp; the Social Environment I (3)</td>
<td>SCWK 604 Human Behavior &amp; the Social Environment II (3)</td>
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<tr>
<td>SCWK 605 Generalist Practice I (3)</td>
<td>SCWK 606 Generalist Practice II (3)</td>
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<tr>
<td>SCWK 607 Research &amp; Evaluation Methods in Social Work I (3)</td>
<td>SCWK 608 Research &amp; Evaluation for Social Work II (3) (Data Analysis)</td>
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<tr>
<td>SCWK 633 Field Practicum I (3)</td>
<td>SCWK 634 Field Practicum II (3)</td>
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<tr>
<th>Concentration Fall Semester – Year 2</th>
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<tbody>
<tr>
<td>SCWK 643 Theories of Personality &amp; Adult Psychopathology</td>
<td>SCWK 646 Advanced Generalist Practice I: Engagement &amp; Assessment with Individuals, Families &amp; Treatment Groups</td>
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<tr>
<td>SCWK 646 Advanced Generalist Practice I: Engagement &amp; Assessment with Individuals, Families &amp; Treatment Groups</td>
<td>SCWK 647 Advanced Generalist Practice II: Engagement &amp; Assessment with Communities &amp; Organizations (3)</td>
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<tr>
<td>SCWK 651 Practice &amp; Program Evaluation for the Advanced Practitioner (3)</td>
<td>SCWK 651 Practice &amp; Program Evaluation for the Advanced Practitioner (3)</td>
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<td>SCWK 635 Field Practicum III (3)</td>
<td>SCWK 635 Field Practicum III (3)</td>
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<tr>
<td>SCWK 660 Advanced Generalist Practice in a Public Health Context (3)</td>
<td>SCWK 668 Advanced Generalist Practice III: Intervention &amp; Assessment with Individuals, Families &amp; Treatment Groups (3)</td>
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## Curriculum Plan for Part-time Students

### Foundation Fall – Year 1

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<thead>
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<tr>
<td>SCWK 603</td>
<td>Human Behavior &amp; the Social Environment I (3)</td>
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<tr>
<td>SCWK 607</td>
<td>Research &amp; Evaluation Methods for Social Work I (3)</td>
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### Foundation Spring – Year 1

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<td>Field Practicum II (3)</td>
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### Concentration Summer – Year 2

Student may opt to take
- SCWK 643 Theories of Personality & Adult Psychopathology
- SCWK 660 Advanced Generalist Practice in a Public Health Context during summer

### Concentration Fall – Year 3

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<thead>
<tr>
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<tr>
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<tr>
<td>SCWK 668</td>
<td>Advanced Generalist Practice III: Intervention &amp; Evaluation with Individuals, Families &amp; Treatment Groups (3)</td>
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<td>SCWK 669</td>
<td>Advanced Generalist Practice IV: Intervention with Communities &amp; Organizations (3)</td>
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<td>SCWK 636</td>
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### Concentration Summer – Year 3

Student may opt to take
- SCWK 643 Theories of Personality & Adult Psychopathology
- SCWK 660 Advanced Generalist Practice in a Public Health Context during summer

### Concentration Fall – Year 4

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<thead>
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Curriculum Orientation

In addition to the department’s philosophy, the competencies of field instruction are derived from the conceptual frameworks that are the foundation for the BSW and MSW programs. These frameworks are the generalist and advanced generalist method for social work practice. Both concepts are described below.

The Place of Field Instruction in the Department of Social Work Curricula

BSW Program

Students enroll in field instruction courses in their Senior Year. Field instruction is concurrently with fourth year courses, which include two practice courses. To be eligible for placement in the field, BSW students must have passed all prerequisites and social work courses. Completion of these courses with a "C" or better is required before the student is considered for placement in the field. Students who were required to take courses offered by the Comprehensive Learning Center must complete the Center’s requirements before entering the field. BSW students are required to take two field instruction courses (SCWK 450 and 451) during the same semester they take Issues in Social Service Delivery (SCWK 421) and Senior Seminar (SCWK 460).

MSW Program

In the MSW program, field instruction courses are provided concurrently with the eight courses that comprise the practice sequence. Students who are not enrolled in the required practice courses cannot enroll in any field instruction courses. Students who are enrolled as part time students entering the program do not take field instruction courses during their first year.

Generalist Practice for Social Work

BSW and MSW students are expected to practice in a manner reflecting generalist practice.

Generalist social work practice refers to an orientation to social work intervention that is not limited to one field of practice, one problem area, one specific practice setting, or reliance on a particular theoretical intervention framework. Generalist practice perspective assumes the capacity of the social worker to apply culturally competent tools and employ multiple theoretical frameworks to assess clients and to assist all client systems in their efforts to solve their problems regardless of agency setting.

Generalist social work practice requires the practitioner to transfer knowledge, values, skills, and theoretical frameworks from situation to situation and from setting to setting. Generalist practice also requires practitioners to consider and utilize the transactional relationship between the person and the environment. This requires that attention is focused simultaneously upon the individual’s idiosyncratic problems and upon societal issues including, but not limited to, poverty, racism, and sexism that contextualize the person’s circumstances.
While the generalist social worker provides services to anyone in need, special emphasis is placed on vulnerable populations who are oppressed because of their ascribed unequal social status in society (e.g., ethnicity, gender, age, disability, economic status, and/or sexual orientation). Thus, the generalist practitioner is concerned with promoting social justice and eliminating social and economic problems that inhibit certain individuals, groups, and communities from fulfilling even their basic needs. The generalist social worker addresses the forms of oppression and discrimination listed above by utilizing concepts, principles, and processes grounded in the philosophy of strengths and empowerment.

**Advanced Generalist Practice**

Generalist practice, at the advanced level, is demonstrated by the ability to intervene in situations involving multiple systems where there is significant risk to the physical and/or emotional well-being of the client system. In such situations the advanced practitioner utilizes multiple theoretical frameworks to reduce and/or eliminate the client system’s vulnerability to critical outcomes. These outcomes can include significant harm, danger and/or death (as in the case of suicide or sexual abuse), diminution in services provided by the agency and/or the destructive ramifications of serious social problems (e.g., poverty, inadequate housing, and drug abuse) for communities. The social worker, at this level, is capable of either working independently or with minimal supervision, and providing the knowledge and skills to promote sustainable changes in policy and service delivery at the micro, mezzo and macro levels of practice.

In addition, advanced generalist practice is evidenced by the social worker’s ability to influence the outcome of services to clients by assuming roles that require leadership skills, (e.g., administrator, program evaluator, community organizer) and the ability to mediate conflict and/or to provide consultation.

**Department Underpinnings**

Part of an academic unit based in an Historically Black College and University, the BSW and MSW curricula at Delaware State University is distinguishable from many of the graduate social work programs nationally. A key to comprehending the curricula’s uniqueness is accepting and understanding that one may see the world differently as an African-American. Being Black in the United States dictates that those persons who are members of “protected minorities” and others who belong to groups that are targets for discrimination, violence and prejudice must, at times, redefine themselves in order to maintain some control of their reality(ies). This perspective provides a starting point from which to observe and act upon the issues and social realities facing other groups in American society whether they are poor whites, other people of color, sexual minorities, disabled persons, or people facing various forms of systematic discrimination and oppression.

The Department of Social Work has adopted five underpinnings that support its mission and purpose and strengthen its explicit and implicit curricula. These underpinnings, listed below, are also included on the Department’s website and in the BSW and MSW Student Handbooks. The underpinnings and their corresponding definitions are:
1. **Strengths Perspective** – “Internal or external features and assets that, if identified, mobilized or enhanced may be used by a client system to achieve positive change.”

2. **Empowerment Perspective** – “The process the social worker applies in order to help individuals, families, groups, organizations, and communities obtain power so that they gain greater control over their well-being presently and in the future.”

3. **Rural Perspective** – “The understanding that people who are nurtured and live in rural communities have unique folkways and mores that shape some of their expectations and behaviors differently than people from other milieus.

4. **Global Perspective** – “An approach to helping that embraces the commonalities and differences that exist personally, communally, culturally, and religiously that all citizens in the world share regardless of their place of birth or citizenship.”

5. **A Black Perspective for Social Work Practice** – “A prototype for understanding the unique experiences and world views associated with being of African genetic origin in the United States that can be used in practice with other oppressed client systems.”

**The Field Educational Policy and Accreditation Standards (EPAS)**

**Accreditation Standard 2.1-Field Education**

2.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program’s competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

2.1.4 Admits only those students who have met the program’s specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

2.1.6 Specifies the credentials and practice experience of its field necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-
accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.
SECTION II

Criteria for Selecting Field Placement Settings

Agencies and institutions interested in establishing an affiliation with the Department of Social Work as a field practicum setting must meet the following standards and agree to fulfill the duties and responsibilities that are a component of the standards:

1. The agency provides a service to the community that meets a recognized need.

2. The depth and scope of the agency's services ensure that learning experiences reflecting Department of Social Work curricula and students’ learning needs are assured.

3. Agency personnel who meet the Department of Social Work’s qualifications for agency Field Instructors are available.

4. Individuals who provide field instruction must have available time to conduct weekly conferences with students, meet with Department of Social Work faculty, read and analyze student records and process recordings, collaborate with agency staff to develop learning experiences, and attend agency field instructors’ meetings and seminars.

5. The agency will provide an orientation to the agency for all students placed in the agency regardless of a student’s level of experience. The orientation program will focus on topics including, but not limited to, the agency’s function, goals and objectives, policies, procedures, client population, funding sources, organization, and other relevant descriptors and processes.

6. The agency has adequate space and equipment for the student to carry out the assigned learning assignments (i.e., desk, telephone, record keeping supplies, etc.).

7. Agency stability is sufficient to provide an uninterrupted field practicum experience for at least one year.

8. The agency’s approach to social work practice reflects the values and ethics of the profession of social work.

9. The agency demonstrates it has a record keeping system that can track the hours a student has devoted to the field work placement.

10. The agency’s orientation to service delivery is compatible with the theoretical frameworks that undergird the Department of Social Work’s curricula for the BSW and MSW programs. These frameworks include the department’s five underpinnings for social work practice, strengths, empowerment, rural and global and a Black perspective.

11. The agency views its relationship with students as fulfilling an educative function.
12. The agency is committed to changing those conditions that are averse to the well-being of individuals, families, groups and communities.

13. The agency will provide the Department of Social Work access to the cases in which the student is involved without violating client confidentiality.

14. The agency will, when appropriate, allow students to conduct their research projects, which will help ensure that students engage in research-informed practice and practice-informed research.

**Field Placement Process**

*NOTE: Student cannot stay in the same field placement setting two years in a row. Students must experience a different learning setting and Field Instructor.*

**BSW Students**

Planning for field placement for BSW students begins in the junior year. The Director of Field Instruction meets with these students as a group (typically in the Practice II class) to:

a. Explain and discuss the purposes and objectives of field instruction;

b. Review eligibility requirements for field instruction;

c. Describe the scope and depth of learning experiences the students will be assigned;

d. Distribute the Application for Field Placement.

1. Prior to completing the Application for Field Placement, students are instructed to talk with their academic advisor to determine that all prerequisites for field instruction courses have been satisfactorily completed. This appointment also provides the student an opportunity to discuss field placement options in relation to their own learning needs, career interests, and experiences.

2. Students are instructed to complete the Application for Field Placement and meet with their academic advisor and obtain their academic advisor’s signature on the application for approval. After receiving the application along with signature for approval, the Director of Field Instruction gives student referrals for possible field placements.

3. Subsequent to the above meeting, the student arranges a pre-placement interview with prospective field placement agencies. The purpose of these interviews is to: (1) meet the individual who will provide field instruction; (2) learn about the agency in terms of history, objectives and client population; (3) receive information about learning opportunities the agency can provide; (4) provide personal background information; (5) discuss the student’s strengths and weaknesses; and, (6) identify desired learning experiences.
4. Following each pre-placement interview, the student completes a Verification of Pre-Placement Interview form, which is provided by the Field Instruction Office.

5. The placement is confirmed when the student, the Director of Field Instruction, and the placement agency reach a mutual agreement regarding the student’s placement.

**MSW Students**

**First Year MSW Students**

The field placement process for first year MSW students proceeds as follows:

1. Following confirmation that the student has been accepted to the MSW Program, full-time students are sent the Application for Field Placement. Students are instructed to return the application to the Director of Field Instruction.

2. The Director of Field Instruction will contact the student to discuss:
   a) Skills - those acquired, to be acquired, and to be refined;
   b) What he or she desires to learn;
   c) Professional interests and career objectives.

3. The Director of Field Instruction will recommend placement opportunities and will instruct the student to arrange a pre-placement interview at each recommend site. The purposes of the interviews are to:
   a) Meet the individual who would provide field instruction
   b) Learn about the agency in terms of history, objectives and client population
   c) Learn about learning opportunities the agency can provide that are relevant to the needs and interests of the BSW and MSW students
   d) Provide personal background information
   e) Discuss strengths and weaknesses
   f) Identify desired learning experiences

4. If the student indicates acceptance of the field placement to the Field Supervisor, the Director of Field Instruction will contact the agency to confirm acceptance of the student.
5. The Director of Field Instruction will contact the student to confirm the placement.

Second Year MSW Students

The placement process for second year MSW students includes the following steps:

1. The Director of Field Instruction gives the student the Application for Field Placement at the end of the fall semester.

2. The student meets with the academic advisor to confirm that he/she is eligible for placement in the succeeding semester and to discuss the issues delineated in Step 2 of the placement process for first year MSW students.

Proceed with Steps 3 through 5 in placement procedures for first year MSW students.

Time Requirements and Policies for Field Instruction

BSW Program

Students must complete a minimum of 200 hours per semester and 400 hours for the academic year. Students typically attend the field placement two days per week and complete 14 hours per week.

MSW Program

Two-Year Full-time Students

a. First year students must complete 200 hours per semester and attend field weekly. Students typically attend the field placement two days per week and have their placement 14 hours per week.

b. Second year/Advanced standing students must complete 250 hours per semester and attend field weekly. Students typically attend the field placement three days per week and must be in the field 18 hours per week.

Completing minimum time requirements before the end of the semester does not mean that students may discontinue attending the field placement agency. Since field instruction in the social work program at Delaware State University is organized according to a concurrent model, field and practice courses are taken simultaneously. Note: Most agencies only have day time hours for students. It is the student’s responsibility to manage time and make arrangements with their job.
Holidays

Students are entitled to holidays observed by the agency as well as the holidays that are listed in the University's catalog and Field Syllabus. If, however, the agency expects the student to report to the placement during a holiday that the University observes (e.g., Christmas break), this expectation should be agreed upon by the student and the agency during the pre-placement process.

When taking agency holidays or university holidays, students should understand that the agency's holiday schedule and university’s holiday schedule does not preclude the program's minimum time requirements for field instruction. Students must make up any missed field hours and meet the program’s minimum time requirements.

Official University holidays are:

- Labor Day
- Thanksgiving
- Christmas Recess
- Martin Luther King’s Birthday
- Spring Recess
- Easter Recess

Spring Recess

Students who attend the field practicum during the Spring Recess may end the practicum one week before field officially ends according to the Field Syllabus.

Absences from the Field Practicum

Students are expected to be in the agency on those days agreed upon. In addition, the student’s schedule must conform to the agency’s hours of business.

Students are expected to make up any absences from the field placement. Any patterns of absence should be reported to the Faculty Field Liaison immediately.

Summer Field Instruction Placements

Field instruction in the BSW and MSW programs are structured to be concurrent with course work. For this reason, field placement during the summer is only available in exceptional situations. In situations where students require more time to complete their practicum requirements due to unforeseen circumstances (e.g., illness, personal emergencies, etc.), students may be granted a specified period of time during the summer to complete practicum requirements.

Any situation that involves completing practicum requirements during the summer must be pre-approved by the Department Chairperson, appropriate program director and the Director of Field Instruction. Once a decision is made regarding this allowance, it is not subject to appeal.
Grading Policy

BSW Students

1. The agency Field Instructor is responsible for recommending the student’s grade for field instruction.

2. The final assignment of field instruction grades is the responsibility of the Faculty Field Liaison.

3. The minimum passing grade for all field instruction courses for BSW students is a “C”. Receiving a grade below a “C” will require the student to repeat the course.

4. Students who are assigned the grade of “D” or below for Field Instruction I (SCWK-450) cannot register for Field Instruction II (SCWK-451) until the previous course is passed.

5. Students who are assigned an unsatisfactory grade for Field Instruction II (SCWK-451) are not eligible to graduate until the minimum grade of “C” has been submitted to the Registrar.

MSW Students

1. The agency Field Instructor is responsible for recommending grades for field instruction.

2. The final assignment of field instruction grades is the responsibility of the Faculty Field Liaison.

3. The minimum passing grade for all field instruction courses for MSW students is “B.” Receiving less than a “B” will require the student to repeat the course.

4. Field instruction courses are taken in sequence. Thus, students who earn the grade “C” in a field instruction course are not permitted to enroll in the next field instruction course.

5. Receiving the grade “C” in Field Instruction I (SCWK-633) means that the student cannot register for either Field Instruction II (SCWK-634) or Generalist Practice II (SCWK 606). In addition, the student should not register for any second year courses.

6. Students are expected to satisfy foundation year field instruction courses – Field Instruction I (SCWK-633) and Field Instruction II (SCWK-634) – before second year courses can be taken.
Incomplete Grade Policy

The grade “I” (Incomplete) means that the student has not completed all of the course requirements. For a student to be eligible to receive an “I”, the student must have completed at least more than half of their required field hours for the course and be in good standing at the time of the request. To receive approval for the incomplete grade from the Field Instructor and the Faculty Field Liaison, the student must complete the Request for Incomplete Grade Form that can be obtained from either the Social Work Office or Office of Field Instruction. The Field Instructor and Faculty Field Liaison must approve and sign the form before the grade “I” is assigned. An “I” will automatically be changed to the failing grade (“F”) if is not removed in accordance with University policy. Students should refer to the University’s academic calendar for the time line pertaining to the “Incomplete” grade. The “Incomplete” grade cannot be awarded without the approval of the Director of Field Instruction and the student’s Faculty Field Liaison. If the student does not sign the Incomplete Grade Form, then he/she will be given the grade they have earned thus far. Incomplete course work due to reasons clearly beyond the student’s control will result in a grade of "I." The “I” grade must be removed by the end of the first six weeks of the student's next semester in attendance, otherwise the grade "I" is automatically changed to “F” by the Office of Registration and Records. Academically suspended students who have "Incomplete" may register only if they have removed all “Incompletees” and achieved the necessary G.P.A 2.00 grade point average no later than the last day of the late registration period.

Grade Appeal Policy

BSW and MSW Students

To appeal a field instruction grade, the student must adhere to the Procedural Steps for Consideration of Complaints Related to Instruction. In order for complaints to be considered, grade appeal procedures must be strictly followed. The process and the forms that must be followed can be obtained from the support staff in the Department of Social Work office.

Educational Review Policies and Procedures

The policies and procedures pertaining to educational review of student performance are based upon the belief that an assessment of student performance is a process with outcomes that reflect the performance of the student, the agency Field Instructor and the faculty of the Department of Social Work.

The Department of Social Work is committed to graduating students who display attributes that exemplify the knowledge, values and skills that are essential for competent social work practice. When a student’s behavior, either in the classroom or the field placement, demonstrates that either he/she is unable to assume responsibility for her/his own learning, evidences a lack of capacity to maintain professional relationships, and/or demonstrates an inability to internalize the profession’s ethics or values, a formal review of the student will be initiated.

When, on the basis of feedback from the agency Field Instructor, the Faculty Field Liaison believes that the student’s performance is minimal but not yet unsatisfactory, the Faculty Field
Liaison will inform the student and the academic advisor in writing of the student’s marginal performance. The Faculty Field Liaison will also initiate the process described below. This process however is not used in situations where the student does not agree with a grade that has been assigned for a field instruction course.

**Problem Solving Process**

There are occasions when students disagree with the agency Field Instructor on a matter related to field instruction. When such situations arise, the student will be expected to attempt to resolve the problem by following the steps described below:

1. The student should discuss the problem with the agency Field Instructor in an attempt to resolve the problem.

2. If the problem remains unresolved, the student should contact both the Academic Advisor and the Faculty Field Liaison who will discuss the situation and jointly consult with the Director of Field Instruction.

3. If the Director of Field Instruction is not able to settle the issue, a written summary of the situation will be sent by the Director of Field Instruction, to the BSW Director or the MSW Director and the Department of Social Work Chairperson. The student will be provided an opportunity to review the written summary before it is sent to the Program Director and suggest changes to the document.

**For BSW Students**

1. Arrange a meeting involving the student, the agency Field Instructor and the Field Liaison to discuss the area(s) of the student’s performance that generated concern.

2. Develop a corrective action plan, including specific assignments, expectations, and a time line for reassessing the student’s performance.

3. If Steps 1 and 2 do not subsequently result in satisfactory performance within weeks, the Faculty Field Liaison will then inform the academic advisor.

4. The academic advisor will set up a meeting with the student, the student’s Field Instructor, Faculty Field Liaison and the Director of Field Instruction to review the problem regarding the student’s minimal or unsatisfactory performance and establish a written revised time line for change in the student’s performance. A copy of the document is provided to all concerned parties. All participants in this meeting will sign the written revised time line to denote consensus on expectations for the student’s performance.

5. If the situation is still not resolved, the academic advisor will inform the BSW Program Director that the student’s performance in the field is minimal or unsatisfactory. The BSW Program Director will subsequently meet with the student, the Faculty Field Liaison, Field Instructor, and the academic advisor in an effort to resolve the issues.
6. Finally, if the issue remains unresolved, the Chair of the Social Work Department will determine with the BSW Program Director if the Dean of the College of Education, Health and Public Policy will be informed. These offices have primary responsibility for reviewing academic situations involving undergraduate students.

For MSW Students

1. Arrange a meeting involving the student, the agency Field Instructor and the Faculty Field Liaison to discuss the area(s) of the student’s performance that generated concern.

2. Develop a corrective action plan, including specific assignments, expectations, and a time line for reassessing the student’s performance.

3. If Steps 1 and 2 do not result in satisfactory performance on the part of the student, the Field Liaison will so inform the academic advisor, and the following steps will be initiated:

   a. The academic advisor will inform the student that his/her performance has been referred to the Educational Review Committee for its review and non-binding recommendation(s) regarding a disposition of the matter. Educational Review Committee is comprised of three (3) faculty members.

   b. Statements from both the academic advisor and the agency Field Instructor describing the situation under review are submitted to the chairperson of the Educational Review Committee before the committee meets.

   c. A copy of all statements is forwarded to the student before the committee meets.

   d. The chairperson of the Educational Review Committee informs all parties of the date and time the committee will meet.

   e. The academic advisor and the student must be present at the meeting. The student may bring one (1) advocate or person to support him/her.

   f. All points of view regarding the situation under review are presented at the meeting.

   g. The student must be sent a letter of notification informing him/her of the committee’s decision within 24 hours of the committee’s meeting. The letter will inform the student of his/her right to appeal. The student, if he/she wishes, may discuss the committee’s decision with the committee chairperson.

   h. The student has the right to appeal to the Dean within 10 days of the committee’s decision. If an appeal is taken, the Dean must act on the appeal
by making a decision and informing the student and relevant faculty of the decision in writing.

i. Statements submitted by the student, the agency Field Instructor, the Faculty Field Liaison and the academic advisor are maintained in confidential Educational Review Committee’s files until the end of the academic year when they are destroyed. They are not placed in the student’s general file. However, if withdrawal is recommended, the student’s academic advisor prepares a summary statement for the student’s general file.

j. The following documents are placed in the student’s department academic file: a copy of the Educational Review Committee’s decision letter and the academic advisor’s recommendation (placed in all student files): a copy of the Dean’s decision if an appeal was taken to the Dean: and a summary statement in the event the student is terminated from the MSW program.

Possible Non-Binding Recommendations by the Educational Review Committee

1. Continue in the field placement agency with no changes.

2. Continue in the field placement agency along with one of the following:

   a. Extend the plan for corrective action with any relevant modifications that were implemented prior to the review by the Educational Review Committee.

   b. Change field practicum assignment, field placement venue, Field Instructor and Faculty Field Liaison.

   c. Replace the student’s field placement agency. The Educational Review Committee does not decide where the student should be placed. It only recommends a possible replacement. The Field Instruction Office is responsible for replacements. Replacement, although a recommendation, is not always possible.

   d. Repeat the entire field practicum course for which the grade of “I” (Incomplete) had been earned.

   e. Where there are academic problems, the committee’s recommendations can include:
      1. Setting dates for the completion of outstanding work.
      2. Changing a student’s status from full time to part time.
      3. Termination from the MSW program.
**Educational Review Process for Academic and Non-Academic Performance**

**BSW Students**

If a student on probation fails to earn a 2.00 cumulative grade point average by the end of the next semester, he/she will be suspended for the succeeding semester. At the end of this period, the student can apply for readmission. If the student is readmitted, s/he will be on “probation” status. The student is required to complete at least nine (9) credit hours with a grade point average of 2.00 or higher during the term of his/her readmission probation period.

**MSW Students**

Any of the situations listed below will result in the immediate academic dismissal of students enrolled in the MSW graduate program:

- 1. Receiving the grade “D” or “F” in any graduate course.

- 2. Receiving three or more “C”s in graduate level courses including the field placement.

- 3. Failing to maintain a cumulative grade point average of 3.0 or higher while on academic probation.

- 4. Being placed on academic probation more than one term (See Policies and Procedures for Graduate Programs).

**Termination of Field Placement Policy**

**Student Initiated Termination**

If a student becomes dissatisfied with the placement, the student discusses his or her concerns with the agency Field Instructor and, if issue is not resolved, the Faculty Field Liaison will attempt to develop a written plan with all parties to continue the placement. The student may make a request, in writing, to the Director of Field Instruction to terminate the practicum placement and the Director will provide a decision based on the concerns of the student, the ability of the student and agency to work together for the remainder of the placement, and/or the likelihood that the placement can have a successful outcome. In cases where an appropriate replacement cannot be made, as determined by the Director of Field Instruction, the student may need to drop the field education and co-requisite courses.

**Agency Initiated Termination**

Termination also may be requested by the agency for reasons related to poor academic and/ or non-academic performance. In these cases, the agency Field Instructor will inform the Faculty Field Liaison of any behaviors on the part of the student that cause the agency Field Instructor to question if the student should remain in the agency. As soon as issues about the student's ethics, behavior, or performance in the field experience arise, the agency field instructor must consult with the Faculty Field Liaison regarding the noted problems so that they are addressed and,
subject to the agency’s agreement, a corrective plan of action is developed and implemented as expeditiously as possible. If the terms of the corrective plan of action are not satisfied within the specified time period either because the student did not, or could not, perform as delineated in the plan, the Faculty Field Liaison must notify the Director of Field Instruction that continuation of the field placement is in jeopardy. At this point, the situation must be reviewed in accordance with Department policies and procedures, e.g., academic review listed in Field Manual and Student Handbook.

To initiate termination procedures, the Field Instructor and the Faculty Field Liaison must prepare separate written summaries of the events leading to the recommendation to terminate the placement. Copies of the recommendation must be provided to the student, the student’s academic advisor, Program Directors and Director of Field Instruction. The Director of Field Instruction will advise the Program Directors and Chairperson of the Social Work Department who will convene a faculty panel to conduct an Academic Review to determine the student’s continued standing in the program.

A student's field instruction placement may be terminated solely by the agency at its discretion for the following reasons:

1. Serious or repeated violations of the agency’s policies and procedures.
2. Failure to disclose critical background information in applications forms, pre-placement forms, or during the interview process.
3. Exhibiting behaviors and attitudes inconsistent or at odds with the values of the profession.
4. Violation of professional ethics and standards for ethical practice.
5. Unexcused and prolonged absences from the field experience.
6. Attempts to harm oneself or others.
7. Any inappropriate and/or sexual relationship with an agency client.
8. Reporting to the practicum site under the influence of alcohol or drugs.
9. Other reasons as determined by the agency.

**Dismissal Criteria**

The Department of Social Work has developed criteria and procedures for decisions that can lead to a student’s dismissal from the program and to fail the field course. Any and all of the following criteria will result in termination from the BSW and MSW program:

1. **Inadequate Academic Performance** – The student consistently performs below average levels in basic education courses and/or social work required courses.

2. **Little or No Evidence of Professional Responsibility** – The student is consistently late in meeting academic or agency deadlines or fails to complete requirements.
3. **Inappropriate Adaptation to the Goals of the Social Work Profession** – Through attitude and behavior, the student demonstrates a lack of commitment to the profession of social work. As the student advances through the social work curriculum, the student is expected to identify with and develop a commitment to social work values and goals. Diversity is valued and students are expected to express a variety of opinions and ideas. The student should be receptive to new ideas and accept learning about a variety of approaches.

4. **Inadequate Interpersonal Skills** – The student is unable to relate to others appropriately and/or in congruence with the values, ethics, and beliefs of the social work profession, which includes faculty, other students, and clients. The profession of social work requires that one possess the ability to relate to individuals non-judgmentally and with warmth and sincerity.

5. **Personal Problems** – The student’s personal or emotional difficulties consistently and significantly interfere with performance and/or learning. They may also deter this student from relating helpfully to clients and/or developing self-awareness for professional practice in social work.

6. **Violation of the Code of Ethics** – Each student is appraised of the requirement to adhere to the National Association of Social Workers Codes of Ethics of the University, department, and the profession.

7. **Use of alcohol, drugs, and illegal substances or the inappropriate use of prescribed medication during the field process and while in the field placement** - Each student will conduct themselves in a safe and professional manner at all times. Any student that consumes alcohol, uses drugs or any illegal substance, or uses prescribed medication in an appropriate manner will fail the field course. The student will be reported to the program director for possible termination from the program and will be reported to judicial affairs.
SECTION III

Roles and Responsibilities of Field Instruction Personnel

Director of Field Instruction

The Director of Field Instruction has primary responsibility for the management of the Field Instruction Office. This responsibility involves developing field placements that meet the criteria of the department, arranging students’ field placements, monitoring the Faculty Field Liaisons’ interaction with agency representatives, and involvement in decision making in any issues pertaining to students and the Field Instruction Office. The Director of Field Instruction reports to the Chair of the Department of Social Work.

Agency Field Instructor

Agency Field Instructors are selected by the agency executive or an agency program director in conjunction with the Director of Field Instruction. The Department of Social Work seeks to recruit Agency Field Instructors who have a Master’s of Social Work Degree from an accredited school or department of social work, plus two years’ experience. The following criteria are used to select agency field instructors:

1. A personal commitment to his/her own professional development and growth within a developing profession.
2. A working understanding of the agency’s program(s) and methods of providing services to clients.
3. The ability to teach knowledge, values and skills consistent with the Department of Social Work’s curricula for the BSW and MSW programs, and the social work profession.
4. Support of the agency administrator.
5. Ability to evaluate student performance.
6. Ability to provide 1.5 hours of supervision weekly.
7. Ability to stimulate students in the learning process.

Duties and Responsibilities

1. Develops learning objectives and tasks for students that are consistent with the curricula of the Department of Social Work.
2. Teaches students social work practice within a theoretical framework that includes the knowledge, values and skills that undergird professional social work practice.
3. Attends two seminars for agency field instructors conducted by the Department of Social Work a semester.

4. Collaborates with the Department of Social Work regarding the students' learning needs, interest and progress.

5. Assesses student performance and progress at intervals designated by the Department of Social Work.

6. Prepares and submits formal student evaluations to the Department of Social Work.

7. Contributes to the curricula of the Department of Social Work to insure that course content is relevant to developments in the field.

8. Provides assessment of the field practicum experience by submitting the Agency Field Instructor Feedback Form (Appendix J).

**Agency Task Supervisor**

Agency Task Supervisors are designated by the Agency Field Instructor for times when they are not on site. Agency Task Supervisors also are used when there is not a Social Worker that possesses an MSW on site. Agency Task Supervisors either report to the Agency Field Instructor or the Faculty Field Liaison.

1. The agency task supervisor is the on-site, day-to-day person who assigns the student tasks to be accomplished.

2. The agency task supervisor reports to the MSW agency supervisor for direct relevant task assignments and regularly scheduled updates about the student’s performance.

3. The agency task supervisor is present for conferences with the student and the MSW agency supervisor.

**Faculty Field Liaison**

The Faculty Field Liaison is a member of the Delaware State University faculty or an individual designated by the Department of Social Work who is responsible for monitoring and supporting students’ progress in the field.

**Duties and Responsibilities**

1. Visits students in the field placement setting at least one time each semester.

2. Plans and conducts field instruction seminars for all students at least twice each semester as indicated by the Director of Field Instruction.
3. Reviews learning contracts to insure that the content is consistent with the program’s curricula and the student’s level of ability and progress.

4. Assists the agency Field Instructor to plan appropriate learning experiences for students.

5. Insures that students are assigned learning experiences that will enable them to master the competencies.

6. Mediates disagreements between students and agency settings.

7. Reads each student’s field practicum log and meets with the student to reflect on the logs and the student’s progress in the field.

8. Collects bi-weekly timesheets.

9. Assigns the student’s field instruction grade.

10. Attends field seminars for students.

11. Submits Faculty Field Liaison Reporting Form (Appendix I) to Director of Field Instruction.

Roles and Responsibilities of the Department of Social Work

Responsibility of the Department of Social Work to the Agency Field Instructor

1. To contact the agency field instructor when a student’s academic status is questionable.

2. To provide field instructor support in providing field instruction to students. This support can include providing literature pertaining to field instruction, meeting the field instructor regarding student progress, facilitating meetings involving student and faculty.

3. To provide agency field instructor information regarding the student for the pre-placement interview.

Roles and Responsibilities of the Student

Student Interns

The learner is placed by the school in an agency site to learn and integrate the knowledge, skills, and values of the social work profession, under the direction of the Agency Field Instructor, following the Delaware State University Field Instruction Office, field curriculum, and guided by the school Faculty Field Liaison.

Duties and Responsibilities
1. Follow school guidelines for placement.

2. Be on time for placement, field instruction, and field seminars.


4. Complete all assignments on time.

5. Be open to constructive feedback.

6. Be pro-active in your role as learner by identifying learning needs and seek to meet them.

7. Maintain agency and practice guidelines.

8. Share concerns/issues/questions promptly with your agency Field Instructor and/or Faculty Field Liaison.

9. Complete and submit process recordings on time to your agency Field Instructor.

10. Be self-reflective; take time to process feelings, thoughts and actions.

11. Take initiative for using the field placement to enhance learning opportunities.

12. Abide by the rules established by the agency for hours worked.

13. Act as a professional in transactions with the client system in the delivery of service.

14. Take responsibility for obtaining information pertaining to the agency’s structure, function, policies, procedures, chain of command, funding sources, and charter.

15. Follow the university’s academic calendar to ensure smooth integration between fieldwork activities and school requirements.

16. Prepare written materials for the classroom and field placement agency, including case materials and clinical notes with particular attention to maintain confidentiality.

17. Give the agency Field Instructor copies of syllabi for current courses, confirmation of liability insurance, signed confidentiality agreement before field begins.

18. Maintain confidentiality of clients and agency.

19. Participate in agency activities such as staff meetings, conferences, and in-service training.
20. Adhere to agency field placement criteria that, if not followed, could lead to a student’s field placement termination, including: Serious or repeated violations of the agency’s policies and procedures; Failure to disclose critical background information in applications forms, pre-placement forms, or during the interview process; Exhibiting behaviors and attitudes inconsistent or at odds with the values of the profession; Violation of professional ethics and standards for ethical practice; Unexcused and prolonged absences from the field experience; Attempts to harm oneself or others; Any inappropriate and/or sexual relationships with an agency client; and, Reporting to the practicum site under the influence of alcohol or drugs.

Field Advisory Committee

To ensure relevance to practice, the Department of Social Work Field Instruction Office has an Advisory Committee composed of agency field instructors, student representatives, alumni, and other social work professionals from various community agencies. The chairperson of the Field Advisory Committee is the Director of Field Instruction. The Committee assists the field office in reviewing and developing policies and changes related to field instruction. This committee advises field staff on issues in the field and reviews proposals for changes and improvements with regard to field education. Anyone interested in participating should contact the field office directly.

Professional Liability Insurance Policy

All students in field placement must have liability insurance before beginning the field placement and the first day of classes starting. **There are no exceptions to this policy.** There are three ways to obtain coverage.

1. The student must submit proof of their own professional insurance at the time he/she enters the field. Coverage of personal policies must be approved by the Department of Social Work and the field placement agency.

2. Students are included in the placement agency’s coverage. In this instance, the agency must indicate, **in writing**, that students are covered by the agency’s policy.

3. The student obtains coverage through the National Association of Social Workers (NASW) Insurance Trust. To obtain insurance in this manner, the student must join NASW. NASW applications, as well as applications for insurance can be obtained from the NASW website (www.socialworkers.org).

Since some agencies provide insurance for students, either fully or partially, students should inquire about liability coverage for students during the pre-placement interview. All students are encouraged to join NASW for the following reasons:

1. Belonging to NASW denotes identification with the profession and the responsibilities associated with social work practice.
2. Membership in NASW includes a subscription to the Journal of Social Work (one of NASW’s professional journals), the NASW News, automatic membership in the Delaware Chapter of NASW, and notification of state, national and international conferences, seminars and workshops.

**Background Checks, Fingerprinting, Driving Record and Drug Screening**

An increasing number of agencies, especially those dealing specifically with children and the justice system, require the disclosure of conviction records for misdemeanors and/or felonies. These agencies also may conduct periodic screenings to detect substance use. Therefore, students are often required to submit to state and federal background checks and drug screening tests prior to the start, and possibly during the term of the practicum. Findings in the background checks and/or drug screening tests may affect a student’s ability to participate in field internship and complete the social work program. Students should have their background checked prior to going into the field placement. Some agencies may require that students obtain a driving record history if the students will be driving the agency’s car or transporting clients.

**Policy on Transporting Agency Clients**

It is strongly recommended that students NOT transport agency clients in their own vehicles. Many agencies will require you to use your own vehicle to make visits during the course of your placement and most will reimburse you for mileage. Make sure to ask about the requirements and expectations of you and the use of your vehicle during the initial interview with agency staff. Also check to see if your vehicle will be covered by the agency’s insurance.

**Policy on Home Visits**

Students are expected to follow agency guidelines on home visits similar to those followed by agency staff members. All home visits must be made with the full knowledge of the agency. Students who feel they are being asked to conduct home visits that are not safe are urged to discuss the situation with their agency’s Field Instructor. If the situation cannot be resolved, then students will consult their Field Liaison. If an agency is unable to accommodate the safety of a field student, the field placement may be terminated.

**Policy on Sexual Harassment and Non-Professional Relationships**

NASW’s *Code of Ethics* urges social workers to avoid dual relationships with clients whenever possible. It states, “Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.” The *Code* also prohibits sexual relationships and sexual harassment between social worker and client (previous or current) and between student and supervisor. Therefore, non-professional relations between social work students and faculty, agency staff, and agency clients or family members are unacceptable.

**Policy on Reporting Abuse and Neglect**
It is the policy of the Department of Social Work that student interns follow all the state of Delaware statutes regarding the reporting of abuse and neglect that apply to professional social workers. Therefore, students in field placement have an obligation to report abuse and neglect if they have firsthand knowledge of it, or if they have personal knowledge of evidence that strongly suggests abuse or neglect. Each student should inform his or her agency Field Instructor, the Faculty Field Liaison, and the Director of Field Instruction of firsthand and/or suspected abuse.

**Health Insurance Portability and Accountability Act (HIPAA)**

In 1996, federal legislation enacted the HIPAA regulations to assure a system of accountability for use, transfer, sharing and full disclosure of information regarding any health related matters for clients. As social workers, your responsibilities include supporting clients’ rights. Many of the field placements require utilization of medical and personal information. While the confidentiality policy addresses your role in keeping client information private and protected, HIPAA further delineates responsibilities when involved with medical information that could identify an individual.

DSU field placement students will adhere to the following protocols when working in a medical or health related environment:

- **Students who are provided access to protected health information will review and acknowledge understanding of their agency policy regarding HIPAA.** Information will be disclosed within protocols specified by the agency. In most cases, clients are entitled to know when information is being disclosed, unless otherwise specified by agency policy.

  - **HIPAA** that requires clients are to be notified of their rights regarding privacy of information. When a field placement student is charged within unauthorized disclosure of information, processing these allegations will be coordinated by the Agency Field Instructor or other agency designee who may be the agency’s designated HIPAA Compliance Officer.

Generally, information referred to as protected health information (PHI) may be disclosed under the following guidelines:

- **Required by law.** Disclosures of PHI are permitted when required by other laws, whether federal, tribal, state, or local.
- **Public health.** PHI can be disclosed to public health authorities and their authorized agents for public health purposes including, but not limited to, public health surveillance, investigations, and interventions.
- **Health research.** A covered entity can use or disclose PHI for research without authorization under certain conditions, including 1) if it obtains documentation of a waiver from an institutional review board (IRB) or a privacy board, according to a series of considerations; 2) for activities preparatory to research; and 3) for research on a decedent's information.
- **Abuse, neglect, or domestic violence.** PHI may be disclosed to report abuse, neglect, or domestic violence under specified circumstances.
- **Law enforcement.** Covered entities may, under specified conditions, disclose PHI to law enforcement officials pursuant to a court order, subpoena, or other legal order, to help identify and locate a suspect, fugitive, or missing person; to provide information related to a victim of a crime or a death that may have resulted from a crime, or to report a crime.
- **Judicial and administrative proceedings.** A covered entity may disclose PHI in the course of a judicial or administrative proceeding under specified circumstances.
- **Cadaveric organ, eye, or tissue donation purposes.** Organ-procurement agencies may use PHI for the purposes of facilitating transplant.
- **Oversight.** Covered entities may usually disclose PHI to a health oversight agency for oversight activities authorized by law.
- **Worker's compensation.** The Privacy Rule permits disclosure of work-related health information as authorized by, and to the extent necessary to comply with, workers’ compensation programs.

DSU field placement students will always check with the agency HIPAA compliance officer or the field supervisor prior to making disclosure of information that is protected.
SECTION IV: THE FIELD PRACTICUM

Field Instruction Process

Getting to know your student/pre-placement

1. Who is the student and his/her level in the program?
   a. Past experience
   b. Goals
   c. Reason for choosing social work
   d. Expectations of supervision

2. Agency Field Instructor’s Professional Background
   a. Past experience
   b. Goals
   c. Reason for choosing social work
   d. Expectations of supervision

3. Give the student a start date and time, where to park, what to wear, where to eat, etc.

4. Introduce your student to the agency before s/he arrives
   a. Provide a brief student biography or other introduction
   b. Set up space for the student – an office, a desk, and a mailbox
   c. Talk with support staff regarding their role with student
   d. Talk with professional staff regarding their role with student

The First Day

1. Meet your student on time in the morning
2. Introduce the student to support and professional staff (perhaps a breakfast or lunch)
3. Show student his or her space – office, desk, mailbox, telephone and how to use it
4. Provide a tour of the agency – give agency manual to student to read
5. Introduce the student to the community the agency serves

The First Two Weeks

1. Continue introductions to staff – help student get a sense of how agency operates.
2. Tour of the community: introduce your student to the community your agency serves, help her/him get a feel for the lives of the people coming to you for service.
3. Observation – set up opportunities for your student to observe you and other professional staff interviewing clients-have student process record these observation experiences.
4. Case Assignment – assign first case to student; be sure to review with student before client is seen, and role-play.
5. Continue to meet regularly for one and one-half hours of supervision per week. Remember to begin process recording as soon as possible. Give lots of feedback, positive and constructive!

6. Review field course outline, and practice course outlines in syllabi. Students should make all practice course syllabi available to Field Instructor.

7. Review learning contract outline; encourage student to begin to work on developing this in consultation with you.

Throughout the Semester/Year: Practical Factors Regarding Supervision

1. Continue regularly scheduled field instruction and use of process recordings.

2. Continue to assign cases, keeping in mind the student’s learning goals, EPAS competencies and practice behaviors, and how case assignments will help students achieve them.

3. Develop macro practice assignments with student.

4. Facilitate integration of academic and field assignments and utilize practice course outlines.

5. Continually evaluate your student’s work and provide ample feedback.

6. Maintain close contact with the Faculty Field Liaison.

7. Identify student’s strengths and areas for development and incorporate these into your teaching plan and supervision/evaluation sessions.

8. Help student anticipate client and agency needs, as he/she moves through the year.

9. Facilitate the student’s evaluation of his professional and conscious use of self, work with clients and staff, and management of work responsibilities, helping the student to identify their professional development and achievements over time.

10. Discuss termination issues with your student related to their clients, the agency, Field Instructor, and agency representatives with whom the student interfaced.

Field Instruction Seminar

All agency Field Instructors are required to attend one field instruction seminar per semester and students are to attend orientation and two field seminars per semester. A field calendar is provided to field instructors. Field seminar dates that students are required to attend are listed in the course syllabus. Field Instructors have their designated field instruction seminar days aside from the students’ field instruction days. Two seminars are conducted by the Department of Social Work and held each semester for students. The seminars are a component of the field
instruction course and are required. **Students’ attendance and participation in the seminars are a component of the field instruction grade.**

Seminars are planned and scheduled by the Department’s Director of Field Instruction. Notification of the dates and locations of the seminars are the responsibility of the field instruction office to disseminate during the academic year.

The objectives of the field instruction seminars are as follows:

1. To facilitate the integration of knowledge, values and skills taught in the classroom in actual field practicum situations with, and on behalf of, individuals, families, groups, organizations and communities.

2. To insure that students are engaged in activities in the field that are consistent with standards set forth by the Council on Social Work Education and the Department of Social Work’s curricula requirements for the BSW and MSW programs.

3. To give students the opportunity to share field practicum experiences with other students and for field instructors to address what their field agencies are providing for students.

4. To insure that students understand and are integrating the theoretical underpinnings for social work practice as defined by the Department of Social Work’s curricula with, and on behalf of, all client systems. The theoretical underpinnings referred to are the Strengths, Rural, Global, Empowerment and a Black perspective for social work practice.

**Learning Contract**

The learning contract plan sets forth “the script” that the student and the Field Instructor will follow during each semester that the student is in the field. As such, the learning contact delineates for the student, the Field Instructor and the Faculty Field Liaison what is to happen, why it is to happen, and how the parts connect. The learning contract should be considered as the tool to plan field practicum assignments and as a benchmark with which to evaluate the student’s competence.

The learning contract is a formal delineation of the student's educational goals and competencies, related learning tasks and level of expected competence. The contract also indicates the methods, techniques and tools the agency field instructor will use to assess a student’s progress and competence. Its purpose is to clarify learning competencies and tasks based on the student's learning needs, practice interests and the curriculum.

Students are expected to participate in the completion of the learning contract. Thus, the contract should reflect the student’s assessment of his/her learning needs and interests, and an assessment of his/her strengths and weaknesses. The department does not expect students who have little to no field experience to have the experience to initially specify their personal learning goals and objectives. However, it is expected that the student’s input in the learning contract will progressively increase both qualitatively and quantitatively over time. Thus, at the
beginning of the spring semester, BSW students should be capable of demonstrating their ability to utilize the curriculum and the performance criteria in the evaluation form as a guide to delineate their learning goals and tasks. At the beginning of the fall semester, the advance year MSW student should be able to formulate a learning contract that reflects the curriculum, their learning interests, and an assessment of his/her competence.

Although students are expected to contribute to their learning contract, the Field Instructor is responsible for insuring that the content of the learning contract not only addresses a student’s interests, but also details learning objectives and attendant learning assignments that will enable the student to practice either at the entry or advanced level, depending upon the program in which the student is enrolled. Completing the learning contract is not the sole responsibility of the student.

Learning contracts are completed each semester, and are due two weeks after each semester begins. The exact due dates for learning contracts are indicated in the Field Syllabus. Before completing the contract, the student and agency Field Instructor should review the mission of the program in which the student is enrolled. Two copies of the learning contract should be completed. One copy should be sent to the Faculty Field Liaison. The Faculty Field Liaison approves the learning contract by signing it and sends a copy of the signed document to the Field Instruction Office (See Appendix A).

**Student Performance Evaluation**

A full description of the student’s progress and level of competence is documented twice during each semester that the student is in the field. The first evaluation is completed at mid-term. The second evaluation (the final evaluation) is completed at the end of the semester. The exact times that the evaluations are due are listed in the Field Syllabus.

**Recommended Process for Completing Student Evaluation**

Evaluating student performance is one of the most critical events in field instruction. It is through the evaluation process that the student discovers his/her professional abilities and his/her commitment to the function and cause of professional social work. The evaluation enables the student to refine utilization of the professional relationship with, and on behalf of, individuals, families, groups, organizations and communities (See Appendix B).

Just as learning is an on-going process, so is the assessment of student competence. Thus, the specifics of the agency field instructor’s evaluation should be shared with the student throughout the field practice experience.

In light of the above, the evaluation should be approached by the Field Instructor and student in a planned manner. It is recommended that the steps described below be followed to ensure a useful evaluation for both the student and the Field Instructor:

1. The Field Instructor and the Faculty Field Liaison should discuss the student’s performance prior to the evaluation conference to insure that the agency and the Department of Social Work have reached a consensus regarding the student’s progress.
2. Prior to the interview, both the student and the Field Instructor should review the performance criteria that will be used to evaluate the student and provide feedback.

3. The student and the agency field instructor should meet prior to the evaluation conference to: (a) reach an agreement about materials, if any, the student is expected to submit to the agency Field Instructor prior to the evaluation conference; (b) review the areas of practice that will be the focus of the evaluation; and (c) set the date and time that the evaluation will be completed.

4. Prior to the conference, the student should complete a self-assessment. Results of the self-assessment can be used by the student to provide planned input regarding his/her performance. The student should be prepared to share his/her ratings during the evaluation conference.

5. At the actual evaluation conference, discuss the student’s performance using the parameters (e.g., curriculum orientation discussed above), as a frame of reference. The student and Agency Field Instructor should share their respective ratings.

6. The agency field instructor should prepare an official evaluation to be reviewed and signed by the student, the agency Field Instructor and the Faculty Field Liaison.

7. The agency Field Instructor obtains the student’s signature and, after signing it, sends the evaluation to the Faculty Field Liaison.

8. The Faculty Field Liaison approves by signing the evaluation and then sends one copy to the Field Instruction Office.

**Student Bi-Weekly Logs and Timesheets**

BSW and MSW students are required to maintain a bi-weekly log and timesheet (See Appendix C). The log is submitted to the Faculty Field Liaison on a bi-weekly basis (every other Friday) unless otherwise arranged and approved by the Faculty Field Liaison. The log is a confidential document. Its contents are not shared with others without the consent of the student. It is not necessary for the student to obtain approval from the Field Instructor to comply with this requirement. The bi-weekly timesheet should be turned in every other Friday to the Faculty Field Liaison. The student and Field Instructor must sign the timesheet and each retains a copy for their respective records. **The student should retain the original copy for use as a reference when writing the final evaluation of the field practicum experience.**
Keeping a log serves a variety of purposes. However, the following objectives should assist the student in maintaining the log:

1. To reflect one's own feelings, attitudes, and responses to the needs, problems, and concerns of citizens in need of social welfare services.

2. To assimilate theories, principles, and concepts of social work practice and social welfare in the classroom into life situations being acted out in everyday life.

3. To assess one's own feelings relative to new experiences, feelings of uncertainty about agency policies, and the purposes of the program.

4. To gain an understanding of the social problems of a community, their impact and cost to society, and the attitudes and means by which a community attempts to alleviate them.

5. To express thoughts and feelings toward supervision, cases, and related matters and the means by which they are handled.

**Process Recordings**

Students in the field are required to complete a minimum of five (5) process recordings during the spring semester. The purpose of the process recording is to afford students an opportunity to critically assess how they consciously use themselves in the professional social work relationship with, and on behalf of, client systems. This requirement applies to all students regardless of the client system that is the focus of intervention.

Please use the format that can be found in Appendix D. Upon review, you will note that the format is clear. It includes three columns. The first column is for the field instructor’s comments. The second is used to write a detailed account of the interaction between the student and the client system. Students should use the third column to register their thoughts and feelings. This column provides, in part, the basis of the student’s analysis of how the relationship was used to facilitate change on the part of the client system.

**Field Placement in Student’s Place of Employment**

In accordance with policies established by the Council on Social Work Education, if the student is employed in the agency where the field practicum is to take place, the availability of release time for field instruction must be assured. There must also be assurances that there is no diminution of the program's established requirements for class and field practicum; that field instruction is educationally focused rather than centered on agency services; and, that as one means of ensuring uniformly equal opportunity, the field practicum is administered in accordance with a pattern established for all students. Agencies involved in this type of field practicum plan must meet the same criteria as other agencies selected for the field practicum.

The Department of Social Work strictly adheres to the policy described above in the following manner:
The student may complete their practicum within their workplace one time during their matriculation in the program in which they are enrolled. This means that MSW students can complete field instruction requirements in a setting where they are employed only one time.

A field placement assignment in the student’s workplace will be considered, if the following conditions are met prior to time the placement begins:

1. The field practicum assignment must be substantively different from the student's usual and customary employment responsibilities and activities. The field placement must be outside the unit where the student is employed. The practicum assignment clearly demonstrates that the student's duties and responsibilities are educationally focused and not centered on agency services.

2. The field practicum assignment must yield new learning.

3. The student's agency Field Instructor must be someone other than the student's regular supervisor. This individual must possess the MSW degree and meet department standards.

4. The agency must provide the agency Field Instructor sufficient time to engage in all activities pertaining to field instruction.

5. The agency Field Instructor must agree to attend meetings for agency field instructors.

6. The agency field instructor must agree to meet with program faculty, as necessary.

7. Students wishing to have their field placement assignment in the workplace must submit a formal proposal (See Appendix E).

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

The Code of Ethics of the National Association of Social Workers is available to all students in the Director of Field Instruction’s office. The Code of Ethics is closely examined by students in the practice course and at the first field seminar of the academic year. All students are expected to adhere to the Code of Ethics of the National Association of Social Workers.

All students are expected to sign the Statement of Confidentiality for Field Instruction and Adherence to the Code of Ethics of the National Association of Social Workers indicating that the statement has been read and that he/she understands the consequences for breaching confidentiality standards and violating the Code of Ethics. This information can be found on the NASW website: www.socialworkers.org.
The consequences for violating the Code of Ethics can include, but are not limited to, the following:

1. Decision by the agency to institute procedures for sanctioning conduct reflecting violation of the Code of Ethics. These procedures are available for review in the Field Instruction Office.

2. Suspension of NASW membership (if student is member of NASW).

3. Review by the Department of Social Work of a student’s suitability to remain in the program.
# APPENDIX A: LEARNING CONTRACT

## FIELD PRACTICUM LEARNING CONTRACT

| Student’s Name: ________________________________ | DSU ID#: __________________________ |
| Phone Number: _____________________ | Email: __________________________________ |
| Classification: _____________________________ | Semester and Year: ____________________ |
| Address: __________________________________________ | Email: _________________________________ |
| Field Agency Name: ____________________________________ | Address: ________________________________ |
| Field Instructor’s Name: _____________________ | Phone Number: ________________________ |
| Hours in Placement per semester: ___ | Supervision Time: (1.5 Hours per week required) ______ |
| Practicum Schedule (Days & Time) | ___________________________________________________________________________ |
| Brief Description of Field Practicum Assignment and Program Area: | |

| Faculty Field Liaison’s Name: _____________________ | Phone Number: ________________________ |
| Email: ________________________________ | |
| Agency Field Instructor’s Signature: ______________________ | Date: __________ |
| Student’s Signature: _____________________________ | Date: __________ |
| Faculty Field Liaison Signature: ______________________ | Date: __________ |

**Practice Behaviors to be addressed only in the Advanced Year MSW Program**
## Learning Contract Continued…

<table>
<thead>
<tr>
<th>EDUCATIONAL COMPETENCY</th>
<th>PRACTICE BEHAVIORS</th>
<th>MEASUREMENT TECHNIQUES/ TASKS (Example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP2.1.1: Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1. Advocate for client access to the services of social work; 2. Practice personal reflection and self-correction to assure continual professional development; 3. Attend to professional roles and boundaries; 4. Demonstrate professional demeanor in behavior, appearance, and communication; 5. Engage in career-long learning; 6. Use supervision and consultation; and 7. <em>Actively participate in professional conferences, meetings, trainings, and seminars.</em> **</td>
<td>Attend Staff meetings, conference, workshops and trainings that agency has.</td>
</tr>
<tr>
<td>EP2.1.2: Apply social work ethical principles to guide professional practice.</td>
<td>8. Recognize and manage personal values in a way that allows professional values to guide practice; 9. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; 10. Tolerate ambiguity in resolving ethical conflicts; 11. Apply strategies of ethical reasoning to arrive at principled decisions; 12. *Develop policies and procedures that reflect the profession’s ethical codes, principles and values within and outside of the practice setting; and ** 13. <em>Participate in the change process to support the ethical codes of the profession.</em> **</td>
<td>Student will read the agency policy handbook on policies and procedures. Assist with developing polices.</td>
</tr>
<tr>
<td>EP2.1.3: Apply critical thinking to inform and communicate</td>
<td>14. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</td>
<td>Student will complete 5 process recordings as in field manual.</td>
</tr>
<tr>
<td><strong>professional judgments.</strong></td>
<td>15. Analyze models of assessment, prevention, intervention, and evaluation; and 16. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues; and 17. <em>Synthesize client data and utilize a range of practice models to guide professional judgment in practice with systems of all sizes.</em> **</td>
<td></td>
</tr>
<tr>
<td>EP2.1.4: Engage diversity and difference in practice.</td>
<td>18. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; 19. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; 20. Recognize and communicate their understanding of the importance of difference in shaping life experiences; 21. View themselves as learners and engage those with whom they work as informants; and. 22. <em>Develop, implement, and evaluate a measurable plan that will decrease one’s own bias and increase one’s cultural competence.</em> **</td>
<td></td>
</tr>
<tr>
<td>EP2.1.5: Advance human rights, social and economic justice.</td>
<td>23. Understand the forms and mechanisms of oppression and discrimination; 24. Advocate for human rights and social and economic justice; 25. Engage in practices that advance social and economic justice; and 26. <em>Develop and implement an advocacy agenda for policy and/or service change to advance human rights and social and economic justice.</em> **</td>
<td></td>
</tr>
<tr>
<td>EP2.1.6: Engage in research-informed practice and practice informed research.</td>
<td>27. Use practice experience to inform scientific inquiry; 28. Use research evidence to inform practice; and 29. <em>Conduct a qualitative and/or quantitative research project and write</em></td>
<td></td>
</tr>
<tr>
<td><strong>Student will make sure not to display biases.</strong></td>
<td><strong>Student will advocate for agency clients.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student will complete a research report on shelters and domestic violence.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EP2.1.7: Apply knowledge of human behavior and the social environment.</td>
<td>30. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; 31. Critique and apply knowledge to understand person and environment; and 32. Critique and reconstruct models of human behavior and then social environment.**</td>
<td>Student will apply a social work theory to the setting. Complete an ecomap and genogram.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>EP2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>33. Analyze, formulate, and advocate for policies that advance social well-being; 34. Collaborate with colleagues and clients for effective policy action; and 35. Critique and reconstruct models of policy analysis.**</td>
<td>Student will advocate for the agency’s clients. Attend Legislative Events.</td>
</tr>
<tr>
<td>EP2.1.9: Respond to contexts that shape practice.</td>
<td>36. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; 37. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services; and 38. Provide leadership in promoting sustainable changes in service delivery at the micro, mezzo, and macro levels.**</td>
<td>Student will seek resources and donations. Attend all agency events.</td>
</tr>
<tr>
<td>EP2.1.10 (a-d): Engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities.</td>
<td>Student will complete intakes, groups, individuals, and family and community sessions.</td>
<td></td>
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</tr>
<tr>
<td>39. Engagement: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</td>
<td>Student will plan a community event or develop a program.</td>
<td></td>
</tr>
<tr>
<td>40. Engagement: Use empathy and other interpersonal skills; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Engagement: Develop a mutually agreed-on-focus of work and desired outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. Assessment: Collect, organize, and interpret client data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. Assessment: Assess client strengths and limitations;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. Assessment: Develop mutually agreed-on intervention goals and objectives; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. Assessment: Select appropriate intervention strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. Intervention: Initiate actions to achieve organizational goals;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. Intervention: Implement prevention interventions that enhance client capacities;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. Intervention: Help clients resolve problems;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. Intervention: Negotiate, meditate, and advocate for clients;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50. Intervention: Facilitate transitions and endings;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. Evaluation: Critically analyze, monitor, and evaluate interventions;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. Develop a plan of action for a field agency that requires the integration of a variety of practice models; and**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53. Use or more of the field agency’s practice models to solve a problem presented by a client system.**</td>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX B: MID-TERM AND FINAL EVALUATION

Delaware State University
Department of Social Work
Field Practicum Evaluation

Rating Scale for Evaluation of Student Performance

Student Name ______________________ Date ____________________
Agency ______________________ Agency Field Instructor ______________________
Faculty Field Liaison ______________________

Instructions for Rating Interns on the 10 Competencies of the Evaluation:

The 10 competencies identified in this evaluation are those established by the Council on Social Work Education (CSWE) for use in all social work education. Under each competency statement are several practice measures. Both students and Field Instructors should evaluate the student’s performance in field according to the following criteria. Please total the numbers and give the average. Each practice behavior must be addressed while in field. **Note: There are 12 additional practice behaviors for Advanced Year MSW students only that must also be addressed and evaluated. These practice behaviors have been incorporated under the ten competencies to help Field Instructors better integrate them into the field practicum.

3.1 - 4 = Exceeded my expectations (90 - 100 = A)
2.1 - 3 = Met my expectations (80 - 89 = B)
1.1 - 2 = Below my expectations (70 - 79 = C)
0.0 - 1 = Failed to meet my expectations (69 or below = D/F)

Additional comments may be made under any competency statement, if desired.

MINIMUM CLOCK HOURS REQUIRED

BACCALAUREATE PROGRAM
200 Hours per semester
Total for the year – 400 hours

GRADUATE PROGRAM
Foundation Year – 200 Hours per semester
Total for the year – 400 hours
Advanced Year – 250 Hours per semester
Total for both years – 900 hours

BACCALAUREATE PROGRAM
A – Superior Performance
B – Above Average Performance
C – AVERAGE – Passing

GRADUATE PROGRAM
A – Superior Performance
B – Above Average Performance
C – Unsatisfactory -Failing
Competency #1: Intern identifies as a professional social worker and conducts self accordingly.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Student Self-Evaluation</th>
<th>Instructor Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Advocates for client access to the services of social work</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>1.2</td>
<td>Practices professional reflection and self-correction to assure continual professional development</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>1.3</td>
<td>Attends to professional roles and boundaries</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>1.4</td>
<td>Demonstrates professional demeanor in behavior, appearance, and communication</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>1.5</td>
<td>Engages in career-long learning</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>1.6</td>
<td>Uses supervision and consultation</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>1.7 **</td>
<td>Actively participates in professional conferences, meetings, trainings and seminars.</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Field Instructor’s Feedback:

Competency #2: Intern applies social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Student Evaluation:</th>
<th>Instructor Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8</td>
<td>Recognizes and manages personal values in a way that allows professional values to guide practice</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>2.9</td>
<td>Makes ethical decisions by applying in practice standards of the National Association of Social Workers (NASW) Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>2.10</td>
<td>Tolerates ambiguity in resolving ethical conflicts</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>2.11</td>
<td>Applies strategies of ethical reasoning to arrive at principled decisions</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>2.12 **</td>
<td>Develops policies and procedures that reflect the profession’s ethical codes, principles and values within and outside of the practice setting</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>2.13 **</td>
<td>Participates in the change process to support the ethical codes of profession.</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Field Instructor’s Feedback:
### Competency #3: Intern applies critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Student Evaluation:</th>
<th>Instructor Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.14</td>
<td>Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>3.15</td>
<td>Analyzes models of assessment, prevention, intervention, and evaluation</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>3.16</td>
<td>Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>3.17</td>
<td>Synthesizes client data and utilizes a range of practice models to guide professional judgment in practice with systems of all sizes</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Field Instructor’s Feedback:

### Competency #4: Intern engages diversity and difference in practice.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Student Evaluation:</th>
<th>Instructor Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.18</td>
<td>Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>4.19</td>
<td>Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>4.20</td>
<td>Recognizes and communicates her/his understanding of the importance of difference in shaping life experiences</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>4.21</td>
<td>Views self as a learner and engages those with whom (s)he works as informants</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>4.22</td>
<td>Develops, implements, and evaluates a measurable plan that will decrease one’s own bias and increase one’s cultural competence</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Field Instructor’s Feedback:
## Competency #5: Intern advances human rights and social and economic justice.

<table>
<thead>
<tr>
<th></th>
<th>Student Evaluation:</th>
<th>Instructor Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.23</td>
<td>Understands the forms and mechanisms of oppression and discrimination</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>5.24</td>
<td>Advocates for human rights and social and economic justice</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>5.25</td>
<td>Engages in practices that advance social and economic justice</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>5.26</td>
<td><strong>Develops and implements an advocacy agenda for policy and/or service change to advance human rights and social and economic justice</strong></td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Field Instructor’s Feedback:

## Competency #6: Intern engages in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th></th>
<th>Student Evaluation:</th>
<th>Instructor Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.27</td>
<td>Uses practice experience to inform scientific inquiry</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>6.28</td>
<td>Uses research evidence to inform practice</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>6.29</td>
<td><strong>Conducts a qualitative and/or quantitative research project and writes a report</strong></td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Field Instructor’s Feedback:

## Competency #7: Intern applies knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th></th>
<th>Student Evaluation:</th>
<th>Instructor Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.30</td>
<td>Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>7.31</td>
<td>Critiques and applies knowledge to understand person and environment</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>7.32</td>
<td><strong>Critiques and reconstructs models of human behavior and the social environment</strong></td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Field Instructor’s Feedback:
### Competency #8:
**Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Student Evaluation:</th>
<th>Instructor Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.33</td>
<td>Analyzes, formulates, and advocates for policies that advance social well-being</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>8.34</td>
<td>Collaborates with colleagues and clients for effective policy action</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>8.35 **</td>
<td>Critiques and reconstructs models of policy analysis</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Field Instructor’s Feedback:

### Competency #9:
**Intern responds to contexts that shape practice.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Student Evaluation:</th>
<th>Instructor Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.36</td>
<td>Continuously discovers, appraises, and attends to changing locales, populations, scientific and technical developments, and emerging societal trends to provide relevant services</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>9.37</td>
<td>Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>9.38 **</td>
<td>Provides leadership in promoting sustainable changes in service delivery at the micro, mezzo, and macro levels</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Field Instructor’s Feedback:
## Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

### Student Evaluation: | Instructor Evaluation:
--- | ---
10.39 | 4 3 2 1 1 2 1 1 4 3 2 1 1
10.40 | 4 3 2 1 1 2 1 1 4 3 2 1 1
10.41 | 4 3 2 1 1 2 1 1 4 3 2 1 1
10.42 | 4 3 2 1 1 2 1 1 4 3 2 1 1
10.43 | 4 3 2 1 1 2 1 1 4 3 2 1 1
10.44 | 4 3 2 1 1 2 1 1 4 3 2 1 1
10.45 | 4 3 2 1 1 2 1 1 4 3 2 1 1
10.46 | 4 3 2 1 1 2 1 1 4 3 2 1 1
10.47 | 4 3 2 1 1 2 1 1 4 3 2 1 1
10.48 | 4 3 2 1 1 2 1 1 4 3 2 1 1
10.49 | 4 3 2 1 1 2 1 1 4 3 2 1 1
10.50 | 4 3 2 1 1 2 1 1 4 3 2 1 1
10.51 | 4 3 2 1 1 2 1 1 4 3 2 1 1
10.52 | 4 3 2 1 1 2 1 1 4 3 2 1 1
10.53 | 4 3 2 1 1 2 1 1 4 3 2 1 1

Field Instructor’s Feedback:
Overall Mid-Term Evaluation

Please evaluate the student’s performance at midterm by providing a numeric score using the following scale. Intermediate scores are welcome and encouraged (i.e. 3.8; 4.6, etc.).

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
<th>Student Eval. Score</th>
<th>FI Eval. Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1-4.0</td>
<td>The intern is exceeding expectations in internship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1-3.0</td>
<td>The intern meets expectations in internship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1-2.0</td>
<td>The intern’s performance is below expectations in internship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.0-1.0</td>
<td>The intern failed to meet expectations in internship.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NUMBER OF PROCESS RECORDINGS COMPLETED**

**NUMBER OF HOURS COMPLETED**

**Mid-Term grade:**

*Given by Field Instructor*

Additional Comments/Elaboration:

_________________________  ____________________________
Signature of Agency Field Instructor                    Date

My field instructor has discussed this evaluation with me and I have received a copy.

[ ] I agree with the Field Instructor’s evaluation
[ ] I do not agree with the Field Instructor’s evaluation

_________________________  ____________________________
Student’s Signature                    Date

_________________________  ____________________________
Faculty Field Liaison’s Signature            Date
Overall Final Evaluation

Please evaluate the student’s performance at final by providing a numeric score using the following scale. Intermediate scores are welcome and encouraged (i.e. 3.8; 4.6, etc.).

3.1 - 4.0 = A  2.1-3.0 = B  1.1-2.0 = C  0.0 -1.0 = D/F

<table>
<thead>
<tr>
<th>Student Eval. Score</th>
<th>FI Eval. Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1-4.0</td>
<td></td>
</tr>
<tr>
<td>The intern is exceeding expectations in internship.</td>
<td></td>
</tr>
<tr>
<td>2.1-3.0</td>
<td></td>
</tr>
<tr>
<td>The intern meets expectations in internship.</td>
<td></td>
</tr>
<tr>
<td>1.1-2.0</td>
<td></td>
</tr>
<tr>
<td>The intern’s performance is below expectations in internship.</td>
<td></td>
</tr>
<tr>
<td>0.0-1.0</td>
<td></td>
</tr>
<tr>
<td>The intern failed to meet expectations in internship.</td>
<td></td>
</tr>
</tbody>
</table>

NUMBER OF PROCESS RECORDINGS COMPLETED __________

NUMBER OF HOURS COMPLETED _________________

Final grade: _______________________________

Given by Field Instructor

Additional Comments/Elaboration:

_________________________  __________________
Signature of Agency Field Instructor  Date

My field instructor has discussed this evaluation with me, and I have received a copy.

I agree with the Field Instructor’s evaluation □
I do not agree with the Field Instructor’s evaluation □

_________________________  __________________
Student’s Signature  Date

_________________________  __________________
Faculty Field Liaison’s Signature  Date
APPENDIX C: SAMPLE BI-WEEKLY LOG AND TIMESHEET

SAMPLE

COMPUTER PRINTED ONLY

BI-WEEKLY LOG

NAME: ___________________ WEEKS: ________

FIRST REPORT ONLY, Include name, phone number of Field Instructor, agency address; your agency and home phone numbers, your home address, e-mail address, and DSU ID number.

I LOG

A. HOURS

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Sept. 7:</td>
<td>8:30-12:30; 1-5:15</td>
<td>8 ¼</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sept. 8:</td>
<td>10-12; 1-7:30</td>
<td>8 ½</td>
</tr>
<tr>
<td>Friday</td>
<td>Sept. 10:</td>
<td>8:45-1:30</td>
<td>4 ¾</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Sept. 14:</td>
<td>8:00-12:30; 1-3:30:00</td>
<td>6 ½</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sept. 15:</td>
<td>8:00-2; 5:00-7:30</td>
<td>8 ½</td>
</tr>
<tr>
<td>Friday</td>
<td>Sept. 17:</td>
<td>9:00-12:00</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours for the two weeks 39 ½ (keep time to closest quarter hour)

B. DAILY SUMMARY

Tuesday, 9/7: I went to a court hearing in ____town, about 60 miles away. (A lot of time is spent in traveling.) I was really interested in how this process works and the attention paid to each person (the biological mother and the child; no one has been able to locate the father).

Wednesday, 9/8: I observed an intake interview conducted by my supervisor. I reviewed intake paperwork. I went with my Field Instructor to talk about this morning’s interview. The team conference was interesting, but I am still confused about how to approach this client.

Friday, 9/10: I spent most of the day reading case records and learning about the required paperwork. I phoned several day care centers to find a space (finally did). I observed a group session. I was impressed with how the facilitator was able to encourage the group members to share. I'm finding that how something is said does make a difference in how the client responds.

NOTES may be in a separate section or be included above (in the Daily Summary):
This section of the log is to be in narrative form and should be specific. Refer also to the objectives of the log; see the Field Manual. Typical areas to be included are:

- Your own feelings, attitudes and responses to the needs, problems and concerns of citizens in need of social services as well as your feelings (including anxiety, uncertainties, and confusion) toward supervision, cases, etc., and how they are handled;
• Assessment of your feelings about your field experiences;

• Contacts with community person(s), other professional contacts; staff meetings;

• Points of interest, insights, etc. relating to practice skills and techniques;

• Significant learning experiences (e.g., seminar, consultation, book or article);

• Integration of social work theories, principles, and concepts into the practicum;

• Awareness of social problems in the community, their impact and cost to society, and the attitudes and means used to address the problems; and

• Questions or concerns that you would like your Faculty Field Liaison to address.

II SUMMARY OF LEARNINGS
(NOTES: Your reviewing the Performance Evaluation Checklist in the Manual may help you to identify pertinent areas. Use additional pages, if necessary.)

A. WHAT I LEARNED - KNOWLEDGE (i.e., procedures, agency services and policies, theory becoming "alive").
   How to write an evaluation and to conduct a home visit
   How to terminate a file after client is discharged
   How to report child abuse
   Procedure for verifying income
   Ways of conducting a team meeting
   Ways of participating in a court hearing
   Details about agency services
   Family roles (typical of alcoholic family system)
   Normal responses to grief

B. WHAT I DID - SKILLS (From beginning to advanced.)
   Wrote several reports
   Used interviewing skills, especially clarifying and reassuring
   Role modeled (hearing and reflecting client's view)
   Taught parenting class
   Demonstrated leadership

C. COMMUNITY RESOURCE KNOWLEDGE (name the specific resource)
   Visit Contact About w/ Client
   Family Service League X
   Big Brothers X X
   Food Bank X X
   Allen Hospital Chemical
   AA Dependency Program X
   Police Department X
D. **WORK PRODUCT (Written reports; not notes of interviews.)**
   - 2 intakes
   - 2 psychosocial history/assessments
   - 1 summary
   - 2 follow up letters after clients were referred

E. **CLIENT CASELOAD (A=Assigned; C=co-signed; D=discharged.)**
   (Use initials of each client, e.g., JGM (A). State your role/goal in one sentence.)
   - ABC (A) intake and referral
   - CDE (A) case manager
   - FGH (A) husband dying; primarily worked with wife
   - IJK (D) referred to outpatient treatment program; client has followed through with referral
   - LMN (A) taught youth more effective communication skills

III **REFLECTIONS**
   A. How has my learning progressed since the previous log was submitted?

B. How have conferences with the agency Field Instructor/supervisor been useful?
**TIMESHEET**

**DELAWARE STATE UNIVERSITY**
College of Education, Health and Public Policy
Department of Social Work
Dover, Delaware 19901-22771

Bi-weekly Timesheet/Field Placement Activity Form

**Note: This is REQUIRED and will be collected at the end of each semester.**

Student’s Name: (please type or print) ____________________________________________

Name of Agency/Organization: ________________________________________________

Agency Field Instructor/Task Supervisor Department Field Supervisor/Faculty Field Liaison

1. **Insert** the number of hours & dates you worked at your placement site during this two-week period.

<table>
<thead>
<tr>
<th>Month /Yr.</th>
<th>Days and Dates (Place number of hours worked in parenthesis)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sunday Hrs. Date ( )  Monday Hrs. Date ( )  Tuesday Hrs. Date ( )  Wednesday Hrs. Date ( )  Thursday Hrs. Date ( )  Friday Hrs. Date ( )  Saturday Hrs. Date ( )</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>Hrs. Date ( )  Hrs. Date ( )  Hrs. Date ( )  Hrs. Date ( )  Hrs. Date ( )  Hrs. Date ( )  Hrs. Date ( )</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Hrs. Date ( )  Hrs. Date ( )  Hrs. Date ( )  Hrs. Date ( )  Hrs. Date ( )  Hrs. Date ( )  Hrs. Date ( )</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Reason** for any absences, if any, during this two-week period: (Indicate relevant date & reason)

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason for Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*I certify, to the best of my knowledge, that the information that I have listed above is true.*

Signature of Student: ____________________________________________ Date ______________

--------------------------------------------------------------------------------------------------------------------

All individuals involved in the supervision of the field practicum complete this section:

*I certify that the student listed above has been involved in the activities listed and worked the total number of hours indicated above at my agency.*

Field Instructor Signature: _________________________________________ Date ______________

*I certify that I have reviewed the information listed above and have discussed the document, including any irregularities with the student:*

Faculty Field Liaison Signature: ________________________________ Date ______________
APPENDIX D: SAMPLE PROCESS RECORDING

Michelle Strong Vignette

Michelle Strong is a 25 year old married white female who is a full-time student at the University Of Maryland School Of Social Work, Baltimore. Before entering the MSW Program, Michelle worked for one year as a case manager with adults with mild mental retardation. Her field placement is at the Alpha Hospital, with her time split between the Cancer Center and an adult medical unit. This is her first experience working in a hospital system. Alpha Hospital is a large medical center whose social workers are integral to providing patient care. Among their duties, social workers in this hospital collaborate with doctors and nurses in coordinating patient care, provide information and counseling to families and patients around illness, run support groups, provide resource and referral information, and help patients plan for discharge.

Michelle is in the process of developing a good understanding of the complex hospital system and the role of the social work department. She demonstrates an interest in learning, often asking her field instructor for additional articles or books to read. She likes to prepare for interviews by having a clear idea of what potential problems she might encounter before she actually meets a new client. On several occasions, her field instructor suggested role playing an interview with a client and Michelle has readily agreed. One of the roles plays Michelle and her field instructor practiced involved talking with Mr. Z, an elderly male patient, about the recommendation that he enter an assisted living facility upon discharge from the hospital. Michelle’s focus in the role play was on how to handle Mr. Z’s resistance to this discharge plan (her greatest fear). During the actual interview, however, when Mr. Z was quite depressed rather than resistant, Michelle was unable to “switch gears”. In discussing the interview with her field instructor, Michelle was very anxious about what she saw as her lack of skill and worried that she might have made Mr. Z feel worse by asking “clumsy questions” and not having “good advice” to give him.

In recent supervisory meetings, Michelle revealed that despite caring about her clients and trying to help them, she sometimes is confused about what really does help. During some interviews he leaves feeling that she has failed because she hasn’t been able to say or do the right thing. The attached process recording of Michelle’s interview with Deborah B. followed a supervisory meeting during which Michelle frequently asked her field instructor if what she said or did in interviews with several of her clients was “all right”.
**Michelle Strong’s Process Recording EXAMPLE**

**Client:** Deborah B., a 45-year old divorced African-American female, employed as an administrative assistant  
**Agency:** Cancer Center at Alpha Hospital  
**Purpose of Interview:** First interview, assess how client is coping with recent diagnosis of leukemia  
**Presenting Issues:** Recent leukemia diagnosis; explore need for services

**Never use the client’s actual name in the process recordings due to confidentiality**

<table>
<thead>
<tr>
<th>Dialogue</th>
<th>Gut Feelings</th>
<th>Analysis</th>
<th>Field Instructor’s Comments</th>
</tr>
</thead>
</table>
| **Michelle (social work inter)**  
Excuse me. Are you Ms. B? | Ms. B was sitting in her hospital bed when I arrived. She was paging through a hospital pamphlet about starting chemotherapy. | | |
| **Deborah B. (client)**  
(He looked up from her pamphlet when I came in). Yes. | | | |
| **Intern:** Hello, My name is Michelle Strong. I’m a social work intern at Alpha Hospital. How are you today? | I feel strange talking to someone who is in bed. | | |
| **Client:** Not too well. I’ve been talking to a lot of people today. Why are you here? | Ms. B does not seem pleased to see me. | | |
| **Intern:** Well, the Social Work department here at Alpha Hospital helps patients with any problems they might have in relation to being in the hospital. For example, we can tell you about programs here in the hospital or support groups for your family or community | It is important to explain the social work role to Ms. B. | | |
Client: I have no idea what I need right now. I’m not feeling well. (Pause) My doctor told me last week that I have leukemia. I still can’t quite believe it. When I try to tell my friends about being sick, it doesn’t feel real.

Intern: So you were surprised by your diagnosis?

Client: Well, I’d been feeling tired and sick a lot lately but I never thought that I had something like…this. I thought maybe I had mononucleosis or the flu.

Intern: How do you feel about knowing the real reason for your symptoms?

Client: I don’t know. I just know I’ll have to cope with it somehow.

Intern: Some people feel relief at knowing what’s wrong with them.

Client: I definitely do not feel relieved. (She looked right at me when she said this).

Intern: I see you were reading a pamphlet explaining what to expect with chemotherapy. That’s great. Some patients don’t have any idea.

Client: I switched the topic here so I could back up and start where the client is. She was reading the chemotherapy pamphlet when I

resources if you need them.

Good – she has friends to talk to.

I’d be surprised!

Uh-oh. I think I annoyed her.

I think that’s how I’d feel.
what chemotherapy is like. I think it’s a good idea to learn as much as you can so you’ll feel more in control of your situation.

**Client:** I’m scheduled to have my first chemotherapy session tomorrow. I’ve been looking through this pamphlet but I can’t seem to focus.

**Intern:** I understand. It must be hard to be told that you have a serious illness.

**Client:** Well, I’m not sure I really believe it yet.

**Intern:** Do you have any family members or friends who can give you emotional support right now?

**Client:** I’m divorced but I have a daughter who’s 23. She and I are very close.

**Intern:** Does your daughter live in Baltimore?

**Client:** She lives in Towson but it’s only about 20 minutes from my home.

**Intern:** I can give you information about family support groups. Maybe your daughter would like to attend one to find out more about your illness.

**Client:** I don’t know how I’m even going to tell my daughter about this. She’ll be so
worry about me. She’s traveling with her job right now and I won’t be about to talk to her until tonight.

<table>
<thead>
<tr>
<th>Intern: Do you have any other children?</th>
<th>I’m trying to find out if there are other people she can count on.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client: No. Serena is my only child. That’s the one reason we’ve been so close. We just have each other. (Ms. B got very quiet and looked out the window.)</td>
<td>I thought Ms. B might be crying and didn’t want me to see.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intern: Would you like to be alone?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client: (She spoke in a whisper.) If anything happened to me, I don’t know what Serena would do.</td>
</tr>
</tbody>
</table>

| Intern: Ms. B., the Social Work Department wants to help you and your family anyway we can. One thing that might help would be for you and your daughter to go to a family support group together. You could get ideas about how other people have handled this problem. | I need to get back to why I am here. |

|Client: I’m getting very tired now. It’s been a difficult day. | Anyone would feel tired after what she’s been through. Maybe I’ve taxed her strength even more by staying too long. |

| Intern: I’ll just leave this information about available services here |
with you. You can look at them whenever you’re ready.

**Client:** Thank you. I really need to rest now.

**Intern:** I hope I haven’t taken up too much of your time. I’ll stop by tomorrow to see how your conversation with your daughter went, if that’s OK with you.

**Client:** I’m having my first chemotherapy treatment tomorrow and I’m not sure how I’ll feel afterwards.

**Intern:** I’ll just stop by and if you’re too tired, I’ll leave. OK?

**Client:** All right. But I really don’t think I’ll be feeling very good.

**Intern:** I understand. I hope your talk with your daughter and your chemotherapy go well. Good-bye

Follow-up is important.

This approach gives her more control.
The Department of Social Work discourages field practicum assignments that are located in the student’s workplace. Therefore, placements in the workplace are considered only in exceptional situations. The fact that a student works full-time is not considered an exceptional situation. Approval must be given by Director of Field Education and student must be in good standing with at least a 3.0. If approved, student will provide a 20 minute presentation at their Field Seminar.

Following careful review and approval, the department can consider placing a student in his/her place of employment if certain conditions exist. These conditions are:

1. The field practicum assignment must be substantively different from the student’s work assignment, and outside the student’s work unit.

2. The field practicum assignment must yield new learning.

3. The field instructor must possess the MSW degree, and be someone other than the student’s immediate supervisor. These are minimum requirements.

4. There must be clear differentiation between the student’s work hours and placement hours.

5. The field instructor must have sufficient time to supervise the student.

6. If the person providing field instruction has not supervised Delaware State University social work students, the individual must agree to attend seminars for new field instructors.

7. The student has not been placed in the agency previously.

8. All placements in the workplace must be approved by the Director of Field Instruction before placement begins.

Attached is a form that must be completed by the prospective field placement agency to describe the student’s work assignment and the proposed field placement assignment. The form should be returned to the Director of Field Instruction along with the placement application.
Delaware State University
College of Education, Health and Public Policy
Department of Social Work
1200 N. DuPont Highway
Dover, DE 19901-2271
(302) 857-6778

Student’s Name: ____________________________________________

Proposed Field Instructor: ____________________________________

Please use this form to differentiate the student’s work assignment from the proposed field placement assignment. Please attach the student’s actual job description.

<table>
<thead>
<tr>
<th>Student’s Work Assignment</th>
<th>Student’s Placement Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

70
STATEMENT OF CONFIDENTIALITY FOR FIELD INSTRUCTION AND ADHERENCE TO THE CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

I, __________________________________________, the undersigned, recognize and accept my responsibility to conduct myself in a professional manner and follow the principles of confidentiality and to adhere to the Code of Ethics established by the National Association of Social Workers on behalf of: (1) the welfare of clients with whom I interact in the field practicum; and (2) the integrity of the social work profession. To this end, I pledge to keep confidential those interactions that I conduct or observe whether written or verbal between the client, the agency and myself. I willingly accept this responsibility in the same spirit as reflected in the Code of Ethics of the National Association of Social Workers.

My signature also signifies that I received and read the Code of Ethics established by the National Association of Social Workers. My signature also indicates that I understand that the consequences for violating the Code of Ethics are serious and can adversely affect my status in the social work program, including my field placement agency.

__________________________________________  ______________________________
Student                                      Date

__________________________________________  ______________________________
Agency Field Instructor                      Date
APPENDIX G: STATEMENT OF SAFETY AWARENESS FORM

Delaware State University
College of Education, Health and Public Policy
Department of Social Work
1200 N. DuPont Highway
Dover, Delaware 19901-2271
(302) 857-6778

STATEMENT OF SAFETY AWARENESS FOR FIELD INSTRUCTION AND AGREEMENT
TO BE SAFETY CONSCIOUS WHILE ATTENDING FIELD

I, ___________________________________________________________, the undersigned recognize and accept my responsibility to be aware of the need for personal safety in the field practicum and to minimize the risks as much as possible by:

- Abiding by the rules of the agency to which I am assigned so as to minimize any potential for risk to my personal safety while conducting my duties and responsibilities as a field practicum student.
- Discussing with my Field Instructor any safety procedures or potential for risk within the agency where I am assigned.
- Attending any meetings regarding safety issues that my agency requires.
- Making the Field Instructor and Faculty Field Liaison aware of any specific concerns I have regarding safety as it relates to my specific duties within the agency.
- Immediately reporting any safety incident (an act involving my physical or emotional safety in the course of conducting my duties and responsibilities as a field practicum student) that occurs to me while attending field. I also will also complete a Safety Incident Report form that will be given to my Faculty Field Liaison and the Director of Field Instruction.
- Attending a meeting with the Director of Field to discuss the reported safety incident.

My signature signifies that I attended a seminar conducted by the Office of Field Instruction regarding awareness of safety issues in the field and have received a Safety Incident Report form.

______________________________________________  _______________________
Student                                          Date

My signature signifies that I am aware that the above named student has attended a seminar conducted by the Office of Field Instruction regarding awareness of safety issues in the field.

______________________________________________  _______________________
Agency Field Instructor                        Date
APPENDIX H: SAFETY INCIDENT REPORT

A safety incident is any occurrence that involves a student’s physical or emotional safety in the course of conducting his/her duties and responsibilities as a field practicum student. These incidents need to be reported immediately to the Field Instructor, Faculty Field Liaison, and Director of Field Instruction.

Following are the procedures and the form that needs to be completed (two copies) and given to the Field Instructor, the Faculty Field Liaison, and the Director of Field Instruction. The Faculty Field Liaison is responsible for delivering the report to the Director of Field Instruction. The student or Field Instructor must advise the Office of Field Instruction, either in person or by phone, immediately after a safety incident has occurred. However, this is not a substitute for completing the incident report.

The Director of Field Instruction shall take appropriate steps to interview the student, provide him/her with appropriate support and/ or other interventions as needed.

The Director of Field Instruction shall notify the appropriate personnel of the incident and forward a copy of the report along with a written report of any additional action that has been taken.
SAFETY INCIDENT REPORT

Reported by: __________________________________ Date: _________________

Student’s Name: __________________________ Phone: ______________________

Date/Time Incident Occurred: ____________________________________________

Location/Place: _________________________________________________________

Name of Agency: _________________________________________________________

Address of Agency: _______________________________________________________

Field Instructor: _________________________________________________________

Faculty Field Liaison: ____________________________________________________
DETAILS OF INCIDENT: Please describe in detail what occurred. Include the names and phone numbers of any witnesses or persons involved. Also include what happened in detail, where it occurred, any precipitating events or reasons why you think it may have occurred, and what actions, if any, were taken as a result of the incident. Be sure to include when any action was taken and by whom. Use an extra sheet for additional information.

To be completed by the Field Instruction Office:

Received by: ____________________________

Date and time received: ____________________________

Reported to: ____________________________

Conference with student completed (give date): ____________________________

Outcome and plan: ____________________________
APPENDIX I:

Delaware State University
College of Education, Health and Public Policy
Department of Social Work
Field Instruction Office
1200 N. DuPont Highway
Dover, DE 19901-2275

FEEDBACK ON THE FIELD AGENCY, FIELD INSTRUCTOR, FACULTY FIELD LIAISON AND FIELD INSTRUCTION OFFICE

DATE: ________________

AGENCY NAME: ______________________________________

AGENCY FIELD INSTRUCTOR: ______________________________

FACULTY FIELD LIAISON: ________________________________

INDICATE LEVEL OF PLACEMENT:

BSW___ MSW 1ST YR___ MSW 2ND YR___

PLEASE INCLUDE YOUR PERSONAL COMMENTS ALONG WITH YOUR RATINGS:

EVALUATION INSTRUCTIONS: Using the scale below circle the number closest to your assessment.

5-Excellent  4-More than average  3-Average  2-Fair  1-Inadequate

FIELD PLACEMENT AGENCY

1. Was the overall attitude of the agency supportive of having social work students?

   5  4  3  2  1

2. Were the agency’s facilities (space, supplies, clerical support, etc.) adequate for learning and carrying out field responsibilities?

   5  4  3  2  1

3. Did the agency include information on safety procedures for practice in the setting?

   5  4  3  2  1

4. Were there opportunities for students to participate in a range of agency activities?

   5  4  3  2  1
5. Were there opportunities for students to participate in agency sponsored seminars and workshops?
   5  4  3  2  1

6. To what extent did the experiences at the agency contribute positively to the student’s development of his/her identity as a social worker, particularly regarding professional values and ethics?
   5  4  3  2  1

Please list the strengths of the agency as a field instruction site.
_____________________________________________________________________________________
_____________________________________________________________________________________

Areas for suggested improvement of agency as a field instruction site. Continue on back if more room is needed.
_____________________________________________________________________________________
_____________________________________________________________________________________

What would you want a prospective student to know about this agency as a field placement? Continue on back if more room is needed.
_____________________________________________________________________________________
_____________________________________________________________________________________

Any additional comments. Continue on back if more room is needed.
_____________________________________________________________________________________

FIELD INSTRUCTOR

7. How would you assess the nature of the field instructor/student working relationship?
   5  4  3  2  1

8. Field Instructor made expectations clear to student at the beginning of the practicum.
   5  4  3  2  1
9. Field Instructor modeled professional social work values.
   5 4 3 2 1

10. Field Instructor provided clear and useful feedback including assessing student’s strengths and limitations on a regular basis.
   5 4 3 2 1

11. Field Instructor used process recordings for learning.
   5 4 3 2 1

12. Field Instructor was aware of academic content and helped integrate classroom learning and the field experience.
   5 4 3 2 1

13. Field Instructor provided opportunities for the student to practice written and oral communication skills.
   5 4 3 2 1

14. Weekly field instruction conferences were scheduled and kept.
   5 4 3 2 1

15. Field instruction time was available at other than scheduled times.
   5 4 3 2 1

16. Field Instructor was fair and impartial in dealing with student.
   5 4 3 2 1

17. Field Instructor was prompt in providing requested materials (contracts, evaluations, forms, etc.)
   5 4 3 2 1

18. What would you want a prospective student to know about this field instructor?

________________________________________________________________________

________________________________________________________________________

19. Do you recommend that DSU continue to use this individual as an agency Field Instructor?
A. Yes_______  B. With Reservations_______  C. No______
If No or With Reservations is checked, please specify reasons. Continue on back if more space is needed.

---

**FACULTY FIELD LIAISON**

20. The Faculty Field Liaison was accessible as needed.

   | 5 | 4 | 3 | 2 | 1 |

21. How would you assess the nature of the Faculty Field Liaison student working relationship?

   | 5 | 4 | 3 | 2 | 1 |

22. The Faculty Field Liaison made expectations clear to student at the beginning of the practicum.

   | 5 | 4 | 3 | 2 | 1 |

23. The Faculty Field Liaison modeled professional social work values.

   | 5 | 4 | 3 | 2 | 1 |

24. The Faculty Field Liaison provided clear and useful feedback including assessing student’s strengths and limitations on a regular basis through bi-weekly logs.

   | 5 | 4 | 3 | 2 | 1 |

**FIELD DEPARTMENT**

25. The Field Office is effective in preparing students for field placement.

   | 5 | 4 | 3 | 2 | 1 |

26. The field instruction seminars were helpful.

   | 5 | 4 | 3 | 2 | 1 |

26. The student orientation to the field was helpful.

   | 5 | 4 | 3 | 2 | 1 |

Please make suggestions on how the Field Office can be more effective overall and specifically regarding the Field Manual.

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APPENDIX J: FACULTY FIELD LIAISON REPORTING FORM

Delaware State University  
College of Education, Health and Public Policy  
Department of Social Work  
1200 N. DuPont Highway  
Dover, DE 19901-2275  
(302) 857-6778

Faculty Field Liaison Name _______________________________ Date _________________

Student_______________________________ Classification _____________________

Agency Name ___________________________ Field Instructor _________________________

For contacts and documentation, please include the dates.

**Type of Contact:**

<table>
<thead>
<tr>
<th>Student</th>
<th>Field Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone _______</td>
<td>Telephone _______</td>
</tr>
<tr>
<td>Meeting _________</td>
<td>Meeting _________</td>
</tr>
<tr>
<td>Site Visit _______</td>
<td>Site Visit _______</td>
</tr>
<tr>
<td>Observation _______</td>
<td>Observation _______</td>
</tr>
<tr>
<td>Email ____________</td>
<td>Email ____________</td>
</tr>
</tbody>
</table>

**Documentation:**

<table>
<thead>
<tr>
<th></th>
<th>Date Collected</th>
<th>Date Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Awareness Form</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>Confidentiality Form</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>Learning Contract</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>Mid-Term Evaluation</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>Process Recordings</td>
<td>________ &amp; _____</td>
<td>________ &amp; _____</td>
</tr>
<tr>
<td>Bi-Weekly Logs/Timesheets</td>
<td>________ &amp; _____</td>
<td>________ &amp; _____</td>
</tr>
</tbody>
</table>

**Brief Summary Contact: Please Circle all that apply:**

Student has been present at field placement as scheduled.    Yes  No
Student is completing tasks as listed on the learning contract.    Yes  No
Student is present and prepared for field supervision on a regular basis.    Yes  No
Student regularly completes process recordings and turns in timesheets.    Yes  No
Field Instructor reports that student is progressing satisfactorily.    Yes  No

Summarize the contacts:
APPENDIX K: FIELD INSTRUCTOR FEEDBACK FORM

Delaware State University
College of Education, Health and Public Policy
Department of Social Work
Field Instruction Office
1200 N. DuPont Hwy
Dover, DE 19901-2275

Delaware State University's Social Work Department makes a continuous effort to improve the quality of its field practicum experience for both the students and Field Instructors. Please take a few minutes to respond to the statements following or write a detailed letter addressing similar topics.

Describe the most satisfying aspects of your participation in the field practicum program this year.

If there was any problem associated with your participation in the field practicum this year, please describe it.

What suggestions would you make for change or improvement in the practicum experience?

What contributions, if any, did Delaware State University or the Department of Social Work make to you, your agency, other staff member, clients, or the community at large?

How could Delaware State University or the Department of Social Work be more helpful to you, your agency, other staff members, clients, or the community at large?

Please return form to: Chavon Dottin, Director of Field Instruction
Department of Social Work
Delaware State University
1200 North DuPont Highway
Dover DE 19901
APPENDIX L: RESOURCES


