



Social Work Program

Student & Field Education Handbook

Table of Contents

Longwood University Mission Statement.....	5
Social Work Program Mission Statement, Goals and Objectives.....	5
Field Education Purpose and Learning Objectives.....	7
A. Program & Field Education Application and Placement Process	
Social Work Program Application Process	10
Outline of Field Application Process.....	11
Field Application Submission and Due Date.....	12
Reviewing and Processing Applications.....	12
Finalizing Agency Placements.....	13
Junior and Senior Placement in the Same Agency.....	13
Appeal by Student to Change Field Placement.....	13
Selection of Agencies and Field Instructors.....	13
Recommended Functions of Field Instructors.....	14
Student Employment in a Field Position.....	15
B. Field Education Instruction and Assessment Process	
Student Responsibilities.....	16
Field Hours.....	16
Attendance and Time Logs.....	16
Process Recordings.....	16
Journals.....	16
Additional Forms and Schedules.....	17

Field Instructor and Agency Responsibilities.....	17
Faculty Field Liaison Responsibilities.....	18
 C. Field Education Administration	
Program Responsibilities.....	19
Program Evaluation.....	19
Field Instructor Orientation and Training.....	20
Ongoing Training.....	20
 D. Risk Management	
Statement of Liability Insurance Coverage.....	20
Risk Management Precautions for Social Workers.....	21
Health Related Risks.....	21
Environmental Considerations.....	22
 E. Appendix	
Sample Social Work Program Application.....	24
Social Work Eligibility Requirements & Essential Functions.....	26
Social Work Incident Report.....	28
Application for Social Work Field Placements (Junior/Senior).....	29
Field Requirements Explanations & Checklist.....	31
Resource Reminders and Contacts.....	32
Memorandum of Agreement.....	33
Verification of Field Instructor Credentials.....	38
Sample Time Sheet.....	39

Sample Reflective Journal.....	41
Student Processes Recording Formats & Samples.....	43
Field Assignment Information Form.....	46
Student Field Visit Form.....	48
Faculty Liaison Field Visit Form.....	50
Field Instruction Plan.....	51
Social Work Field Placement Supervision Schedule.....	58
Social Work Student Junior Field Evaluation Form.....	62
Social Work Student Senior Field Evaluation Form.....	70
F. Code of Ethics: National Association of Social Workers_.....	78

Longwood University Mission Statement

Longwood University, founded in 1839, is a medium-size, state-assisted, comprehensive university offering programs leading to the bachelor's and master's degrees. Longwood, coeducational and largely residential, offers courses both on the main campus and at educational sites in other locations. As a state-assisted institution of higher education, Longwood is committed to the principles of equal opportunity and affirmative action.

The primary educational objective of Longwood University is to provide baccalaureate and graduate degree programs. Its strong commitment to the liberal arts is reflected in its General Education requirements for all students and in its sponsorships of degree programs in the humanities, fine arts, social sciences, natural sciences, and mathematics. In addition to education, the university offers professional and pre-professional programs in such areas as business, social work, and therapeutic recreation. Longwood also maintains cooperative programs with other institutions of higher learning.

Longwood is dedicated to the total education of its students and seeks to provide an atmosphere supportive of individual development. Through the offices of the Vice President of Academic Affairs, Vice President for Student Affairs, Deans, and the Learning Center, Longwood is committed to the intellectual, social, personal, and career development of each student.

Longwood's strong commitment to public service and economic development, primarily for the citizens of Southside Virginia, is reflected in a variety of programs and services. These include Continuing Education programs, the Small Business Development Center, and an extensive calendar of public lectures, concerts, art exhibits and performances. Additional services include the provision of campus facilities for use by community groups and the encouragement of community service by faculty, staff, and students.

Social Work Program Mission Statement

The mission of the Longwood University undergraduate Social Work Program is to prepare practitioners who have the foundation of social work knowledge, theory, and research through a strong liberal arts based education; to prepare competent and effective generalist practitioners who become citizen leaders in their respective communities, while representing and empowering oppressed individuals, groups, and communities to improve the quality of life; to reduce the inequalities in society through the use of social justice strategies and effective practice; and to contribute the knowledge base of practice, research, and theory development about the needs of diverse populations served by professional social workers.

Program Goals and Objectives

Goals:

1. Provide strong liberal arts-based education that incorporates coursework from the natural sciences, humanities, social sciences, mathematics and computer sciences.
2. Provide guided field instruction experiences that promote the delivery of effective services to diverse populations.
3. Provide social work curricula that build on the knowledge and skills acquired in the liberal arts education and that focuses on research, knowledge, theories, and skills that develop effective generalist social work practitioners.
4. Encourage understanding and respect for the person-in-environment conceptualization, diversity, inequalities, and the changing needs of a complex society, and use this information to address social injustices.
5. Support faculty and student research and knowledge building to ensure excellence in learning and teaching.
6. Prepare students to be self-aware and accountable to themselves, the profession and the community by promoting social work ethics and values to include worth and dignity of the person, service, integrity, competence, importance of human relationships and social justice.

Objectives:

1. Communicate effectively, both orally and in writing, with diverse constituencies.
2. Think critically and apply analytic skills in understanding current issues in providing effective services to diverse clientele.
3. Use current technology to locate and disseminate information.
4. Understand the biological and psychosocial developmental stages of individuals.
5. Recognize the importance of diversity and its implications for effective social work practice.
6. Understand the core values that form the basis of the profession of Social Work to include service, social justice, dignity, and worth of the person, importance of human relationships, integrity, and competence.
7. Integrate knowledge, skills and abilities to provide direct and indirect services in diverse practice settings.

8. Use information gained from continuous self-assessment to recognize when changes in behavior and practice are needed.
9. Enable faculty to engage in research, practice, and other knowledge building activities.
10. Synthesize and use various theoretical approaches in understanding the needs of clientele and in the provision of services to clientele at the micro, mid and macro levels of practice.
11. Conduct and understand the results of research projects and apply the information to practice settings of diverse sizes.
12. Present self in a professional manner.
13. Recognize the impact of oppression and discrimination on such groups as women, gays and lesbians, older Americans, disabled, African-Americans, Hispanics, Native Americans and other groups identified as being treated in an inequitable manner in society.
14. Use knowledge and skills to reduce inequalities and injustices in society.

Field Education Purpose and Learning Objectives: Generalist Perspective

Field education in social work is a critical component in the advancement of student training and competence. The purpose of social work field education at Longwood University is to assist students in integrating the social work theories and concepts learned through classroom experiences in applied field education training and practice in order to build the knowledge, values and skills needed to be effective generalist social work practitioners. Through direct experience with clients within a human services agency setting, students utilize evidence-based practice, built upon a foundation of social work theory and concepts, to assist clients in problem-solving. Upon completion of coursework and field education, students should meet expectations as entry level generalist social work practitioners. Through field experiences, students apply and refine social work practice knowledge, values and skills through direct contact with individuals, families, small groups, communities and organizations. The combined junior and senior field experiences provide students comprehensive, in depth training in the implementation of generalist professional social work practice. It does this through the use of trained field instructors, guided by field liaisons, to ensure student integrations of social work theories and concepts through observation, assessment and direct service practice.

Learning Objectives

Upon completion of junior field education, the student will be able to:

1. Demonstrate an understanding of the role of a generalist social worker.
2. Utilize and adhere to the NASW Code of Ethics.

3. Focus on strengths, capacities, and resources of client systems in relation to the broader environment.
4. Demonstrate awareness of the agency, its purpose, policies, procedures and service populations.
5. Apply beginning skills in collecting and assessing information in planning service delivery.
6. Identify resources within the community and assess for appropriate needs.
7. Demonstrate beginning skills in engaging clients in appropriate working relationships.
8. Demonstrate beginning skills in applying empirically based interventions utilizing a generalist social work perspective.
9. Make appropriate use of weekly supervision from the field instructor.
10. Demonstrate the ability to integrate social work theory into direct social work practice.
11. Demonstrate the beginning phases of self-awareness as it relates to the profession of Social Work.
12. Use interpersonal skills in a professional manner.
13. Set priorities, complete tasks, organize work, and manage time effectively.

In addition to the above objectives, upon completion of senior field education, students will be able to (EPAS):

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
 - (a) - Engage individuals, families, groups, organization and communities
 - (b) - Assess individuals, families, groups, organizations and communities
 - (c) - Intervene with individuals, families, groups, organizations and communities
 - (d)-Evaluate individuals, families, groups, organizations and communities

Social Work Program Admissions Process

Any student accepted to Longwood University may declare Social Work as a major. However, the student will be officially accepted to the Social Work Program at the conclusion of their sophomore year after established criteria have been met.

To be admitted to Longwood University Social Work Program, a student must:

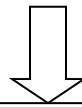
- Submit a completed application to the Social Work Program by the Friday before spring break of the sophomore year, or Friday before fall break once requirements are met.
- Provide two professional references with one from a Longwood Social Work professor.
- Complete 55 earned credit hours, which must include successful completion of ENGL 165, and SOWK 201. Completion of SOCL 105, MATH 171 and BIOL 101 are mandated within the 55 credit hours. Transfer students who meet the above criteria upon entering Longwood must complete one semester at Longwood and provide a reference from one of Longwood's Social Work professors. (A recommended course of study is included in the student handbook that students declaring Social Work as their major receive in their first advising session as a social work major.)
- Have a 2.30 cumulative grade point average (which is the current GPA requirement to enter field instruction).
- Earned no grade less than a C in any Social Work course. If a grade of C- or below is received in any social work course, the course must be retaken to receive a grade of C or above.

Student/Faculty with concerns may request a formal interview.

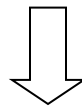
Field Education Application and Placement Process

OUTLINE OF FIELD APPLICATION PROCESS FOR STUDENTS

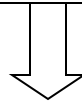
Application for field instruction experience is submitted to the Field Coordinator by the third Friday in September of the fall semester for students who plan to do field work in the spring and by the 3rd Friday in February of the spring semester for students who plan to do field work in the summer.



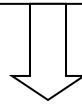
A one-on-one meeting is scheduled with the Director of Field Education or designee to determine student interests and to discuss placement options.



Student is notified of potential placement by Director of Field Education. Student will be instructed to contact the agency for an interview. Student will notify Director of Field Education regarding the outcome of the interview.



By the end of November/April, the Director of Field Education will review required documentation of placements that are being considered by students and make notification of official placement decisions.



Director of Field Education will discuss final placement decisions with Program Coordinator and faculty.

FIELD APPLICATION PROCESS

Field Application Submission and Due Date

The Field Application process, for Junior and Senior placements, begins with the distribution of information regarding field education via email and in SOWK 330, SOWK 425 and SOWK 430 for students applying for placement the following semester. Applicants for placement in the spring semester must submit completed applications to the Director of Field Education by the end of the fourth week of the fall semester. Applicants for summer placement must submit their applications by the end of the fourth week of the spring semester. There are no placements in the fall semester.

All social work majors will complete the *Eligibility Requirements and Essential Functions form* (located in the Appendix) and return it to the Social Work Program Coordinator. In addition, all students are expected to complete any required background checks requested by the field agency.

Applications for Junior or Senior Field Education are in the Appendix.

Reviewing and Processing Applications

By the last week in September, the Director of Field Education will notify the Program Coordinator and faculty of the number of field education applications received from the students for the spring semester.

By the fourth week in February, the Director of Field Education will notify the Program Coordinator and faculty of the number of field education applications received from the students for the summer semester.

Shortly after applications have been submitted to the Director of Field Education, students will be given a scheduled appointment to meet with the Director of Field Education to review the application, the student's interests in social work, and the individual issues such as location, travel, and the like. After students have met with the Director of Field Education, they will be notified individually to contact a particular agency for an initial interview. Students will follow up with the Director of Field Education regarding Program Coordinator and faculty to inform them of the initial student assignments; and meet with the Program Coordinator and faculty to inform them of the initial student assignments; and meet with them again immediately after placement decisions are finalized, but no later than thirty days before the current semester ends, to discuss the assignments of faculty liaisons for the pending cohort of student interns.

Finalizing Agency Placements

The Director of Field notifies each student when his/her placement has been coordinated. Placements are finalized by the Director of Field Education based on mutual agreement among the student, the agency, and the Director of Field Education, and completion of appropriate forms by the

student and the agency, particularly the **Memorandum of Agreement** (in the Appendix), which must be completed prior to the student beginning the placement.

Any student not receiving a confirmed placement within the specified time period will continue to work with the Director of Field Education to secure a placement. Before the end of a given semester prior to placement, students who have been placed will receive a final briefing to include a discussion of Field Education policies and procedures and integrative seminars.

Junior and Senior Placement in the Same Agency

The program discourages duplicate placements for juniors entering the senior field education process. However, in special circumstances as determined by the Director of Field Education in consultation with the Program Coordinator, students may complete a placement in the same agency under the following conditions:

- Placement in a different unit of the agency.
- Focus on a different population or a different set of services to the same population.
- If working with the same population and providing the same types of services, focus on assignments and activities that differ from the junior placement and clearly demonstrate compliance with senior level learning objectives.

Appeal by Student to Change Field Placement

Any student appealing their assigned field placement must submit a letter of justification and explanation to the Director of Field Education. If the Director of Field Education denies the appeal, the student may submit their request to the Social Work Coordinator. If the Program Coordinator denies the appeal, the student may submit the appeal to the Department Chair. If the Chair denies the appeal, the student may submit the appeal to the Dean of the College of Education and Human Services. **In all cases, Longwood University Policy applies.**

Selection of Agencies and Field Instructors

The Social Work Program's Director of Field Education is responsible for the overall functioning of the field education process. This responsibility includes selecting agencies and field instructors; coordinating the training of new and continuing field instructors; selecting and placing students in agencies; coordinating the evaluation of agencies, field instructors and students; and ensuring the compliance of field agencies and field instructors with program requirements and objectives. When possible, both junior and senior field agencies will meet the criteria below, although senior field placements are always held to these standards. Agencies and field instructors are integral parts of social work field education. As such, selection is based on the following criteria:

Agencies:

- Staff and administration with a commitment of professionalism in social work.
- Staff with experience and training in social work practice and field instruction.
- A commitment to professional social work values and ethics
- Adequate physical (work space, telephone, office supplies, etc.), human resources (clerical support, supervision, instruction, etc.), and training to assist students in meeting educational goals and objectives.
- Acceptance of the contractual agreements that are required by Longwood University and the Social Work Program.
- Agreement to allow field instructors to participate in periodic training and orientation regarding Longwood's program objectives and requirements.
- Opportunities to offer students activities and experiences that are compatible with the student's educational goals and objectives and with generalist social work practice.

Field Instructors

Careful judgment is given to the selection of Field Instructors. Qualifications based on program CSWE requirements and the goals and objectives of Longwood's Social Work Program are applicable.

- Possess a CSWE accredited baccalaureate or master of social work degree (with the preference of at least two years of post-degree experience). In the absence of this, the Director must be assured the instructor understands the role of a generalist social work practitioner and can provide students with opportunities to advance learning. In addition, this field instructor will work closely with the liaison to ensure quality of learning and social work supervision will be provided to the student by faculty or another appointed person with the appropriate degree.
- Capacity to provide both instruction and training to students in the fundamentals of generalist social work practice.
- Commitment to the field education process as described by Longwood's Social Work Program.

Recommended Functions of the Field Instructor Include:

- Provide student with structured and organized orientation to the agency and its programs.
- Assist student in the development and completion of forms and instruments related to the field education process and learning objectives.

- Provide students with appropriate work resources (schedule, office, desk, supplies, telephone, etc.) as required to meet the student's educational objectives.
- Participate in a minimum of two meetings with the student and faculty liaison to evaluate and assist the student in meeting learning objectives and program requirements.
- Meet with student on a regular basis, a minimum of one hour a week, to provide educational instruction, feedback about performance, and professional guidance.
- Assist student in applying the generalist model of social work practice.
- Assist student in learning fundamentals of social work practice and the phases of social work intervention applicable in the agency.
- Assist student in integrating social work theory and knowledge into practice skills and activities.
- Provide evaluative feedback to faculty liaison and/or Director of Field Education regarding their participation in the field education process with Longwood's social work program.
- Participate in periodic training and orientation regarding Longwood's program objectives and requirements.

Student Employment in a Field Placement

While it is acceptable for students to receive educational or training stipends from an agency in which she/he is completing field education, it is the general policy of the social work program that students not participate in paid employment in an agency in which she/he is receiving field education. In instances in which it is necessary for a student to complete field education in a place of employment, the following guidelines apply:

- The student must not be placed in the same unit or be involved in the same activities for which he/she is paid as an employee.
- The student must be supervised or receive field instruction from a person other than his/her official supervisor as a paid employee.
- The learning objectives and policies of the program remain in full force throughout the field education process.
- Termination of a student's employment that influences the student's field placement in an agency must be discussed with a faculty liaison.

B. Field Education Instruction and Assessment Process

The placement of a student in an agency for field instruction by the Social Work Program occurs under the guidance of the Director of Field Education, the faculty liaison, and a field instructor. This relationship calls into action a number of reciprocal roles and responsibilities. The acceptance of a student to an agency field placement is viewed as a contract and indicates that a number of agreements have been made between the agency, the program, and the student. A number of instruments are used to evaluate student progress in the field; each instrument is listed below with the person(s) responsible for its completion.

Student Responsibilities

All students are expected to conduct themselves professionally and in accordance with the rules and regulations (policies) of the agency, the social work program, and the Values and Code of Ethics of the social work profession (Code of Ethics is in Appendix). *If a student is found to not be conducting themselves in accordance with NASW Code of Ethics, the Director of Field reserves the right to terminate the placement.* Additional student responsibilities include:

Field Hours

Juniors must complete 180 hours in the field and seniors must complete a minimum of 500 hours. These hours are usually completed within one semester or the summer session.

Attendance and Time Logs

Students are expected to develop a work schedule with their field instructor. Students are expected to comply with the schedule and to document attendance via a time log (see Appendix). School holidays may not apply to a student's field schedule if an absence causes a serious interruption in training and/or the services a student may be providing to clients as part of an internship.

Process Recording (Form is in Appendix)

A process recording is an important tool in the field education process. It assists in identifying how well students are integrating social work knowledge and skills in work with clients and other professionals. Thus, students are required to complete process recordings as part of his/her social work training. Juniors are required to complete at least one process recording. Seniors are required to complete at least two process recordings. Process recordings must be made available to the faculty liaison.

Journals

Each student is required to keep a journal of thoughts and feelings pertaining to the field experience. The journal must be completed each day in the field and can either be typed or hand written. The

journal must be made available to the faculty liaison for review. See appendix for a sample journal entry.

Additional Forms to be Completed by Students

1. Students are required to submit to their faculty field liaison a completed **Field Assignment Information Form** (see Appendix). A copy of this form is required before any faculty member will make a field visit. Completion of this form is critical and provides up-to-date information for contacting the student and making appointments.
2. Students must submit a **Field Instruction Plan** (see Appendix) to the faculty field liaison. Field Instruction Plans may be amended as the field education experience proceeds. However, any major changes must be brought to the attention of the faculty field liaison for discussion and review with the field instructor. The development of the Field Instruction Plan will be discussed in integrative seminar meetings.
3. Each student is to provide the visiting faculty field liaison with the following materials at the time of the field visit
 - a. Up-to-date student log and time sheets
 - b. Field Instruction Plan
 - c. Field Journals
 - d. Student Field Visit Form
 - e. Other assigned materials (i.e. process recordings, project and policy analyses, agency materials, etc.)

Field Instructor and Agency Responsibilities

The Field Instructor, under the auspices of her/his Agency, agrees to:

- Meet with the Faculty Liaison at least two (2) times during the semester (at least one must be face-to-face) and as often as may be necessary to address special circumstances pertaining to a student.
- Complete a **Social Work Student Field Evaluation Form** (see Appendix for form) at least two times a semester, usually at the middle and end of the field internship experience. The field instructor will be emailed the online evaluation form. The instructor must use the provided link to complete the evaluation on TK20 online.
- Assist the student with the completion of all required forms for the field liaison visits and compliance with program policy and procedures (**Field Instruction Plan**).

- Meet with the student weekly for supervision (Supervision schedule is in the Appendix).
- Provide the university with sufficient access to ensure the ability of the student to perform assignments and have an instructional experience conducive to the development of the Generalist Perspective.
- Treat students as individuals in the process of becoming professionals with associated responsibilities.
- Treat students professionally and ethically no matter their race, ethnic origin, sex, sexual orientation, age, religion, disability, or political beliefs.
- Retain the right to dismiss students who cannot function and perform assignments in a reliable or non-disruptive manner.
- Provide students with opportunities to participate in agency assignments and activities as appropriate to their Field Instruction Plan and educational needs.
- Provide regularly scheduled field instructor conferences with the student.
- Provide the student with an orientation to the agency and assist in developing a Field Instruction Plan.
- Through Longwood's social work program, participate in an initial orientation training and periodically participate in ongoing training regarding the implementation of Longwood's field education learning objectives and related processes.
- Provide students with physical resources during the placement that include:
 - Space for completing agency assignment
 - Access to phone, fax, computer, etc., compatible with assignments
 - Office supplies, as required
 - Clerical support where indicated in agency operations
 - Access to client/program records appropriate for professional practice

Faculty Field Liaison Responsibilities

The Faculty Field Liaison serves as the direct link between the student, the field agency, and the social work program. The liaison assigns students grades, attempts to resolve disputes between the student and the agency/field instructor, and manages the additional following responsibilities:

- Serves as liaison between program and agency regarding assigned student

- Meets with the field instructor and the student, jointly and individually as needed twice during the semester (at least one visit must be face-to-face) to evaluate and/or assist the student, and other forms of contact as needed to make the instruction experience effective
- Provides consultation regarding the instruction of the student educational/training information required by Longwood's social work program, and knowledge, skills, and resources that pertain to social work education and related field instruction issues
- Completes all required assessment reports (see **Faculty Liaison Field Visit Form** in the Appendix) at each visit with the student in the agency
- Provides evaluative comments to the social work program regarding the quality and effectiveness of the agency and field instructor
- Provides students with education and professional training resources, support, and guidance as needed
- Assists student with career planning

C. FIELD EDUCATION ADMINISTRATION

Program Responsibilities

The Director of Field Education is responsible for the overall administration (i.e., training orientation, coordinating, monitoring, evaluating, etc.) of the field education component of Longwood's Social Work Program.

In the event that a student's behavior is found to not be in accordance with NASW Code of Ethics, the Director of Field reserves the right to terminate the placement. If the violation of the Code of Ethics is significant, the Director of Field may choose to remove the student from his/her field placement and the student will not be able to complete the field placement. In those circumstances, the student will be responsible for re-registering for the course the next semester it is offered and the expense of that will be incumbent upon the student.

This includes maintaining program compliance with applicable CSWE Standards.

Program Evaluation

The Director of Field Education is responsible for organizing the collection and assessment of evaluation data that is generated by faculty field liaisons, students, and field instructors by:

- Developing and maintaining data collection instruments (Social Work Student Field Evaluation, Senior Student Evaluation of Field Internship, Field Instructor's Evaluation of Field Placement Experience, Faculty Liaison Evaluations)

- Providing support and training in completing forms and instruments
- Making timely report of data as required by the program coordinator and by CSWE

Field Instructor Orientation and Training

The Director of Field Education is responsible for the orientation and training of new field instructors and the ongoing training of all field instructors. Each year, the social work program will provide orientation and training to new field instructors. Orientation and training will consist of the following:

- Review and discuss the application of field education program policies and procedures
- Review and discuss field education objectives
- Review and discuss the evaluation of students
- Review and discuss strategies for field instruction
- Review and discuss methods for conflict resolution and problem solving with student interns

Ongoing Training

Based on annual evaluative information forms from students, faculty liaisons, and field instructors, the Director of Field Education will identify issues that need to be addressed and develop resources and/or training for targeted issues. Examples of training and resources may include:

- Conflict resolution with difficult student interns
- Non-traditional methods of field instruction
- Focused learning activities for student interns
- Strategies for teaching professional documentation

D. Risk Management

Liability Insurance Coverage

Longwood University, as an authorized agency of the Commonwealth of Virginia, participates in the Commonwealth's self-insured program, as provided in the Code of Virginia, which provides general liability coverage to its agencies, institution, employees, and agents, and Students to the extent

Students are authorized by the University to participate in supervised field experiences, for acts or omissions arising out of and in the course of their employment and authorization.

Risk Management Precautions for Social Workers

The profession of Social Work is a notably safe and low-risk endeavor, in spite of public opinion. High accountability in professional practice frequently contributes to safe work environments where training and carefully managed procedures guarantee security. Students in field instruction agency settings are advised to be conscious of real risks where they actually exist. In such circumstances each student will be trained and educated for risk management appropriate for their assignments. Students are reminded that, should they find themselves in situations where they feel they are at risk and do not have safeguards in place, they are to seek a safe environment, contact their Field Instructor and their Faculty Field Liaison. In the event of an incident which the student or agency feels compromises the student psychologically, emotionally or physically, the Faculty Field Liaison, the Director of Field Education and/or the Social Work Program Coordinator should be contacted.

Health-Related Risks

Hepatitis B liver infection is very easily spread and is found in blood, semen, vaginal fluids, saliva, urine and sweat. Contact with bodily fluids should be avoided, as the virus can enter a skin opening or through the eyes and mouth.

Hepatitis C liver inflammation may result from exposure to blood or bodily fluids, and is associated with the increased risks of injecting drug users, health-care workers, hemodialysis patients, and transfusion recipients.

Workers exposed to HIV/ AIDS risk should learn and strictly follow universal precautions as presented in the field agency. These instructions should at least cover:

- Preventing injuries if handling needles
- Wearing latex/vinyl gloves when coming in contact with bodily fluids
- Washing hands frequently
- Wearing appropriate protective clothing
- Using resuscitation masks and devices

Patients entrust their personal life and health information to social workers. Workers should honor confidentiality and not discuss client information in public places, hallways, elevators, cafeterias, at home, or with any colleague or staff not directly responsible for the client's care or service.

Environmental Considerations

Students have all been exposed to and reviewed risk factors associated with hostile clients, crime, and environments. There are a number of important suggestions that need to be attended to and employed.

1. Familiar areas can ease one into a dangerous complacency; stay alert when in the field.
2. Know the community and neighborhoods that you frequent in your work, and plan your travels for both safety and efficiency. Note such things as street patterns, parking, contained and hidden areas, and lighting. Try to have a companion if the environment presents multiple challenges and is isolated. Your agency will have policies and procedures for this kind of situation
3. Dress sensibly and professionally.
4. You should familiarize yourself with your work environment regarding fire alarms, exit routes, and safe versus unsafe areas of transit and parking.
5. If you get into an uncomfortable situation, leave!

Risk is often manageable. Do not put yourself in a risk situation as the result of not thinking or planning. Should you encounter a difficult situation or experience a traumatic incident, follow your agency's policies. Contact the police as indicated. Seek appropriate assistance, support, help, and contact your Field Instructor and Faculty Field Liaison.

Any problems should be reported immediately to:

Mrs. Teresa B. Reynolds, LCSW
Social Work Director of Field Education
Hull Education Building- Room 227
Phone: (434) 395-4914
Email: reynoldstb@longwood.edu

APPENDIX

Social Work Program

This application is now available through Google Forms:

<https://forms.gle/mNJiSSxGCn7HgQk18>

Application for Admission

Please check one:

_____ Transfer Student _____ Reg. Matriculating

STUDENT NAME: _____ DATE _____

LOCAL MAILING ADDRESS:

TELEPHONE NUMBER: _____ EMAIL: _____

NUMBER OF EARNED CREDITS AT THE END OF THIS SEMESTER _____

CUMULATIVE GRADE POINT AVERAGE _____

LOWEST GRADE EARNED IN SOCIAL WORK COURSES _____

ATTACH THE FOLLOWING:

1. **TWO PROFESSIONAL REFERENCES** (ONE REFERENCE MUST BE A SOCIAL WORK FACULTY MEMBER) Transfer students only need one reference and that must be from a Social Work Faculty member.
2. **COPY OF DEGREE EVALUATION FROM DEGREE WORKS** (Unofficial copy is acceptable)
3. **A 1-3 PAGE PERSONAL STATEMENT:** Describe your interest in pursuing a degree in social work. (self-reflection)
4. **CRIMINAL BACKGROUND CHECK** (through Castlebranch). Each student is responsible for creating an account with Castlebranch and submitting a request for a criminal background check.

I attest that I do not have any *misdemeanors, felonies, or child protective services convictions* on my record that would preclude me from being able to work with clients. I agree to complete a background check verifying this through the Longwood University Campus Police. The student is responsible

for scheduling this with campus police and providing a copy of the results to the social work program coordinator. If I have any questions/concerns regarding this background check, I will discuss them with my social work advisor.

My signature below indicates that all of the information provided on this application and accompanying documents is true to the best of my knowledge.

SIGNATURE

DATE

DATE COMPLETED APPLICATION RECEIVED: _____

DATE OF DECISION: _____

DATE STUDENT NOTIFIED (IN WRITING) _____

Social Work

Eligibility Requirements and Essential Functions

In order to acquire the knowledge and skills requisite to social work practice, to function in a broad variety of generalist settings, and to render a wide spectrum of client services, individuals must have skills and attributes in the following areas. These skills enable a student to meet undergraduate and professional requirements as measured by CSWE certification. Many of these skills can be learned and developed during the course of study through coursework and field experience.

COMMUNICATION

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language.
- Possess reading and writing skills sufficient to meet curricular and clinical demands.
- Perceive and demonstrate appropriate non-verbal communication for culture and context.
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served.
- Communicate professionally and intelligibly with clients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on client documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

PHYSICAL EXPECTATIONS

A student must possess adequate skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.
- Access transportation to clinical and academic placements.
- Access technology for clinical management (i.e., billing, charting, therapy programs, etc.).

INTELLECTUAL/COGNITIVE

A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and field placement expectations.
- Solve problems, reason, and make good judgments in client care and treatment plan and implementation.

- Self-evaluate, identify, and communicate limits of one’s own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

BEHAVIORAL/SOCIAL

A student must possess adequate behavioral and social attributes to:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concerns for others.
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- Conduct oneself in an ethical and legal manner, upholding the NASW Code of Ethics and CSWE competencies.
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

Essential Functions Statement

ALL STUDENTS- PLEASE SIGN THE STATEMENT BELOW

I declare that I have and understand the attached description of Eligibility Requirements and Essential Functions. I understand that if I am unable to meet these standards, I may be dismissed from the program.

Signature of Applicant

Date

Signature of Field Director

Date

Longwood SW Incident Report

Student:

Date of Incident:

Name of Social Work Instructor:

Incident:

- Late for Field placement (possible 10% grade reduction)
- Failure to attend meetings, agency events, or seminar
- Dress code violation
- HIPPA/FERPA violation
- Inappropriate use of departmental resources
- Inappropriate use of cell phone during field placement
- Use of main office equipment for personal needs and not agency related
- Failure to complete agency documentation, reports etc. on time.
- Absent from field placement without proper notification, which means contacting agency and field liaison (this may result in a 10% grade reduction)
- Other: (Please describe) Comments:

Signature/Date of Field Instructor

Signature/Date Director of Field Education

Signature/Date of Student

Sanction per Field Director:

- Remediation (Student Growth Plan)
- Grade Reduction (amount of reduction ____)
- Dismissal from Placement



Application for Social Work Field Placements

This application is now available through Google Forms:

<https://forms.gle/CLEGPmLJGTwhEiW5A>

Name: _____ Date: _____ Semester: _____

E-mail: _____ Expected Date of Graduation: _____

I am requesting a field instruction agency assignment for **Junior/Senior (circle one)** Field Education in (check one):

Summer semester _____; Spring semester _____; 20_____.

I request that my placement be in the following geographic area:

My transportation arrangements for Field will be:

In the space below list all undergraduate level classes that you have taken or in the process of taking, mark "X" for completed, "E" for currently enrolled.

- ___ SOCL 105
- ___ SOWK 201: Intro to Social Work and Social Welfare
- ___ SOWK 300: Social Problems and Dev. Social Policy
- ___ SOWK 301: Human Behavior & Social Environment I
- ___ SOWK 302: Human Behavior & Social Environment II
- ___ SOWK 325: Human Diversity: Populations At-Risk
- ___ SOWK 330: Methods: Practice I Individuals and Families
- ___ SOWK 412: Leadership and Professional Development in Social Work
- ___ SOWK 425: Methods: Practice II Social Work Practice with Groups
- ___ SOWK 430: Methods: Practice II Communities and Organizations

Other useful skills (e.g. second language) _____

**What type of field experiences are you interested in pursuing? (i.e., Client type, field of practice, etc.)
List 2-3 specific agencies/organizations that may be of interest to you:**

Identify and briefly describe your junior field assignment (if applicable):
Briefly describe your strengths and weaknesses:

Do you have any physical limitations, scheduling, health concerns, etc. that should be considered in making placement arrangements for you? If so, explain:

Do you have any history of criminal history, drug use etc.?

****Students must complete all background checks required by their placement agency within one week of his/her interview.

**** Longwood University spring and summer break do not apply when students are in external placements. You follow the sites breaks if there are any.

**** Students must meet all expectations of SOWK 330 before going out to an external junior field placement

*** Students must meet all expectations of SOWK 425 & SOWK 430 before going out to an external senior field placement.

**** Students are required to turn in a resume and letter of interest to the director of field education with this application.

Students will send the completed application to Mrs. Reynolds by e-mail or a printed copy for review along with a copy of your current resume. The final decision regarding the field placement will be made by the Director of Field.

I understand I must meet the G.P.A. requirements as stated in the Longwood University Catalog under which I entered. I further understand that if my G.P.A. is or falls below the required level, my placement will be postponed pending successful completion of compensating academic course work or change in educational goals.

I understand that this application may be shared with potential field agency representatives and I have reviewed this application for accuracy and completeness. I further understand the academic requirements for eligibility for assignment to an agency as part of the Field Education experience, and that I take full responsibility for completing the required contact hours of practice. Any failure to complete those hours will be reflected in grade assessment or, if health related, will require my securing an "incomplete" as stipulated in the Longwood University Catalog.

Student Signature

Date

Assigned Placement: _____ External Supervisor _____

(office use only)

FIELD REQUIREMENTS EXPLANATIONS AND CHECKLIST

Students in Field Education are to use the following checklist of required assignments. Completion of these requirements is a part of the students' own assessment and responsibility.

1. Within the **first week** of your placement in the agency, each student is to complete the **Field Instruction Plan** (see Appendix), which is to be submitted to your faculty field liaison by the date provided by your liaison. The field instruction plan is a program contractual agreement to supply and support a generalist perspective social work experience for a total of 500 hours for seniors and 180 for juniors. This plan is to be completed by you, the student, in conjunction with your field instructor and will be reviewed along with other assessment material when the faculty liaison visits the agency. Field Instruction Plans may be amended as the field education experience proceeds. However, any major changes must be brought to the attention of your Faculty Liaison for discussion and review with the Field Instructor. Field Instruction Plan development will be discussed in integrative seminar meetings.
2. By the **end of your first week** in the agency, you are required to submit to your faculty field liaison a completed **Field Assignment Information Form** (see Appendix). A copy of this form is critical and provides up-to-date information for contacting you and making appointments.
3. At each field visit, the field instructor, student, and faculty liaison will review the Social Work Student Field Evaluation to measure the student's progress. After that review, the faculty field liaison will complete a **Field Visit Report Form** (see Appendix). Your professional growth and performance will be discussed and you will be graded at each visit so that you are aware of your progress.
4. Each student is to provide the visiting faculty field liaison with the following materials at the time of the meetings with the student:
 - a. Up-to-date Student Log and Time Sheets
 - b. Field Instruction Plan
 - c. Field Journals
 - d. Other assigned materials (i.e. process recordings, project and policy analyses, agency materials, etc.)

CHECKLIST

_____ Week 1: Field Assignment Information Form

_____ Week 1: Field Instruction Plan

_____ During Visit by Faculty Liaison: Log, Time Sheet, Journal, etc.

RESOURCE REMINDERS AND CONTACTS

Social Work Program Coordinator

Teresa B. Reynolds, LCSW (434) 395-4914

Hull 227 e-mail: reynoldstb@longwood.edu

Director of Field Education

Mrs. Teresa B. Reynolds, LCSW (434) 395-4914

Hull 227 e-mail: reynoldstb@longwood.edu

Department of Social Work and Communication Sciences and Disorders

Access to Secretary and Department Chair: Phone: (434) 395-2996

INTERNSHIP MEMORANDUM OF AGREEMENT
BETWEEN

Longwood University

Farmville, VA

AND

_____ **AGENCY** _____

This Memorandum of Agreement (“Agreement”), entered into this _____ *DATE* _____, is to establish an agreement **between Longwood University**, hereafter referred to as “Facility” and _____ *AGENCY* _____, hereafter referred to as “Agency”, signifying acceptance and compliance with expectations and conditions therein.

The purpose of this Agreement is to place Longwood Students under-graduate level student in a for-credit clinical internship environment with Agency as part of the **Field Education experience at Longwood University Social Work Program**.

Whereas, the College has established programs in the above specified fields and whereas, the Facility is supportive of providing directed field/clinical experiences for such students enrolled in the Institution, now therefore, it is mutually agreed by and between the parties that:

A. University Obligations and Responsibilities:

1. The University will present students for internship experiences who have adequate pre-internship instruction, who are in good standing at the College and who, in the discretion of the faculty of the Program have adequately fulfilled the pre-internship requirements of the Program curriculum;
2. The University will provide the services of a program faculty member who will identify the number of students forwarded. The College will forward the names of students to the designated Agency representative.
3. Plan, in conjunction with Agency staff members, internship experiences and assignments that will fulfill the internship requirements of the Program curriculum; The services, programs, and care, which the student provides to clients/patients, shall be under the supervision of a designated Agency on-site supervisor. The Agency on-site supervisor shall be available to students as a resource person offering counseling and guidance as needed.
4. The College Facility Supervisor will be in contact throughout the placement with the student and the Agency on-site supervisor by phone and in person as needed and meet with Agency on-site supervisor to discuss the quality of the internship experiences and any problems that may arise in the provision of those experiences; The Agency on-site supervisor will evaluate or assist with the evaluation of the student’s performance based on the College’s standards.

5. Supervise the internship experience (via individual and/or group consultation, audio and/or videotaped sessions, or in person), if the Agency cannot provide an appropriate supervisor at the agency.
6. The University will treat Agency client information revealed to it by its interns and used as part of the internship clinical experience Program as confidential;
7. The University will regularly contact Agency to verify the acceptable performance of the interns. The College will supply the Agency with materials, including instructional criteria, for evaluating student's performance.
8. If requested by Agency, The University will provide Agency with a certificate evidencing that The University is self-insured under the Commonwealth of Virginia Risk Management Plan, which provides coverage to its students for simple negligent acts and omissions related to the internship; and
9. The University will provide written notice to Agency when an intern has completed the clinical portion of the Program.

B. The Agency's Obligations and Responsibilities:

1. Agency will select student interns from students deemed eligible and submitted by The University for internship placement. The University should contact the Agency 90days in advance for planning purposes. Interns will be required to have a TB test and complete full criminal history records check including fingerprinting and results in accordance with the *Code of Virginia*. Complete onboarding paperwork including background checks, references and training will be required. Students cannot begin direct client services independently until results have been received. Students cannot be placed with any client under the age of 18 until the criminal history check including fingerprint record results have been received by the agency. The agency may, in its sole discretion, determine that an individual possessing a non-barrier crime criminal conviction poses no risk or threat to the agency, its employees or clients/patients, and may waive this restriction on a case-by-case basis. All fees associated with background checks and trainings will be incurred by the Agency. All internship must submit a negative TB result done within 6 months of onset of placement prior to starting placement. All internship must have submitted a minimum of two professional references in order to be confirmed for placement. As part of the onboarding, the Agency will provide an orientation and training for students. College faculty will be included in this orientation program should the placement require them to be on site at any time with the student(s).
2. The College acknowledges and certifies that it understands that the following acts by a student performing services on government property are prohibited:
 - i. unlawful manufacturing, distribution, dispensing, possession or use of alcohol or other drugs, and
 - ii. any impairment or incapacitation from the use of alcohol or other drugs (except in the use of drugs for legitimate medical purposes).

3. The College further acknowledges and certifies that a violation of these prohibitions constitutes a breach of contract and may result in default by actions being taken by the Commonwealth in addition to any criminal penalties that may result from such conduct.
4. Agency will provide interns access to services in which interns may obtain a minimum number of hours of direct clinical experience as required by the program. The clinical experience shall include at least one hour per week of individual supervision of the intern placed at the Agency.
5. Agency will provide legally sufficient notice to its clients, and, if applicable, obtain legally sufficient releases from its clients, that will allow interns to record sessions via audio and/or video methods for use in their internships. Interns upon completion of the internship shall destroy all such records;
6. Agency will provide shall designate an on-site supervisor for the purpose of planning and coordinating experiences for said students and shall remain in total charge of the individual(s) receiving services' treatment, programs and care. Agency staff to orient selected interns and The University faculty to Agency's facilities and policies;
7. Agency shall provide all materials, technology and office space to perform functions of the internship. This shall include provision of all necessary training in accordance with clinical practice including EHR, confidentiality, human rights, confidentiality, emergency preparedness and safety protocols;
8. Agency will retain all of its usual responsibilities relative to the care and treatment of all clients of the Agency. The Agency may require validation of the health status of participating students from the College. The student's consent to the release of such information is required;
9. Agency may require that all University supervising faculty and interns complete a approved statement of confidentiality for protection of Agency's clients;
10. Agency may suspend an intern from clinical activity at the Agency if, in the opinion of the agency supervisor, the intern's performance is detrimental to the clients he or she is serving; however, Agency may not remove an intern from the internship placement permanently without first consulting with the intern and with The University faculty about the interns' performance and options to remedy any deficiencies.
 - a. College faculty members and students shall observe all Agency policies and procedures, all State and Federal laws and regulations, as well as applicable National Code of Ethics which apply.
 - b. In case of injury or accident to a College faculty member and/or student(s) occurs on site at the Agency during scheduled internship placement role, the Agency staff will evaluate the incident; however, the Agency's only responsibility shall be to direct the student(s)/College faculty member(s) to medical care at the nearest emergency health care facility;
 - c. The University shall maintain in force during the term of this Agreement general liability insurance, insuring itself and its students and employees for their acts, failures to act, or negligence. The University will declare in advance to the Agency and the students prior to placements the expectations of malpractice insurance coverage for its students. The University will provide a Certificate of Coverage and Declarations Page to The Agency prior to placement of a student within the Agency. The University shall notify The Agency of any changes in its insurance coverage.

C. Mutual Obligations and Responsibilities.

1. The parties shall schedule intern activities in accordance with the schedule of courses at The University. Intern assignments shall only be conducted with the approval of the supervising staff and administration of Agency.
2. The relationship of The University and Agency to each other is solely that of independent contractors. Neither party shall be considered an employee, agent, partner or fiduciary of the other, nor shall nothing in this Agreement be construed as creating a partnership or joint venture.
3. To the extent provided by the law of the Commonwealth of Virginia, The University shall be responsible for the ordinary negligent acts or omissions of its agents, and Agency shall be responsible for the ordinary negligent acts or omissions of its agents and employees. Nothing herein shall be deemed a waiver of any defense, including sovereign immunity, available to The University.
4. The length and schedule of assignment at the Agency will be mutually decided upon prior to placement. The parties may terminate this Agreement for any reason with written notice to the other party at the end of an academic semester.
5. College faculty members and placement students shall comply/adhere to the concept of confidentiality and clients'/patients' rights and will be required to sign a confidentiality agreement. The College acknowledges and understands that its faculty and students may have access to confidential information, including Protected Health Information (PHI) or information protected by FERPA, regarding employees, clients/patients, or the public. In addition, the College acknowledges and understands that its faculty and students may have access to proprietary or other confidential information or business information belonging to the Department of Social Services. Therefore, except as required by law, the College agrees that its faculty, employees and students will not:
 - a) Access or attempt to access data that is unrelated to their job or training duties or authorization;
 - b) Access or attempt to access Protected Health Information (PHI) beyond their stated authorized HIPAA access level; or access or attempt to access beyond the authorized access level, personally identifiable data, information, or records collected or maintained under FERPA.
 - c) Disclose to any other person or allow any other person access to any information related to DSS or any of its facilities that is proprietary or confidential and/or pertains to employees, students, patients, or the public. Disclosure of information includes, but is not limited to, verbal discussion, FAX transmissions, electronic mail messages, voice mail communication, written documentation, "loaning" computer access codes and/or another transmission or sharing of data.
 - d) Disclose Protected Health Information (PHI) in violation of HIPAA or disclose personally identifiable data, information, or records in violation of FERPA regulations.
 - e) The College and the students it places with the Facility understand that DSS and its employees, clients/patients, or others may suffer irreparable harm by disclosure of proprietary or confidential information and that DSS may seek legal remedies

available to it should such disclosure occur. Further, the College understands that violations of this agreement may result in contract default.

- f) This is the entire agreement between the parties. Any amendment must be in writing and duly executed by the parties.
- g) Neither party shall unlawfully discriminate on the basis of race, national origin (ancestry), gender, gender expression/identity, age, sexual orientation, color or religion (creed), disability, marital status, military or veteran's status.
- h) This Agreement may not be assigned, modified or altered in whole or in part, without the prior written consent of both parties.
- i) This agreement shall be governed in all respects by the laws of the Commonwealth of Virginia and any litigation with respect thereto shall be brought in the courts of the Commonwealth. The College shall comply with all applicable federal, state and local laws, rules and regulations.

I. Termination of Agreement:

The Agency reserves the right to cancel this Agreement, in part or in whole, without penalty upon 60 days written notice to the College. Any agreement cancellation/termination notice shall not relieve the College of the obligation to adhere to the terms of the agreement prior to the termination date. This agreement shall be effective upon its execution and shall remain in force for one year. Thereafter, the agreement renews itself annually unless the College or Facility indicates a need for change. This agreement must be reviewed by both parties a minimum of every five (5) years.

Witness the signatures of the parties hereto:

II. Signatures to Agreement:

_____	_____
Agency Director, Signature	Date
Title:	
University	

_____	_____
, Signature	Date
Title: Department Chair	



VERIFICATION OF FIELD INSTRUCTOR CREDENTIALS

INSERT Supervisor Name is the assigned field instructor at INSERT AGENCY NAME for the Longwood University Student Intern. I confirm that INSERT Supervisor name has the following degree:

Bachelor of Science/Arts in Social Work (BSW): _____

Masters of Science in Social Work (MSW): _____

Licensed Clinical Social Work (LCSW): _____

Signed by HR Representative/Agency Director

Date

SAMPLE
Time Sheet

_____ (Name of student)

_____ (Senior field placement)

Date	Time In	Time Out	Hours	Total Hours
Monday, 5/17/04	8:00 am	5:30 pm	9.5	9.5
Tuesday, 5/18/04	8:00 am	5:30 pm	9.5	19
Wednesday, /19/04	8:00 am	5:30 pm	9.5	28.5
Thursday, 5/20/04	8:00 am	5:30 pm	9.5	38
Friday, 5/21/04	Absent	Absent	Absent	38
Monday, 5/24/04	Absent	Dental Appt.	Dental Appt.	38
Tuesday, 5/25/04	8:00 am	5:30 pm	9.5	47.5
Wednesday, 5/26/04	8:00 am	5:30 pm	9.5	57
Thursday, 5/27/04	8:00 am	5:30 pm	9.5	66.5
Friday, 5/28/04	8:00 am	5:30 pm	9.5	76
Monday, 5/31/04	Holiday	Holiday	Holiday	76
Tuesday, 6/1/04	7:00 am	5:30pm	10.5	86.5
Wednesday, 6/2/04	7:00 am	6:00 pm	11	97.5

Thursday, 6/3/04	7:00 am	6:00 pm	11	108.5
Friday, 6/4/04	7:00 am	6:00 pm	11	Etc.
Field Hours (5/17/04-7/23/04)		Total Hours: 600		600
Senior Internship Complete		Total Hours: 600 (only need 500)		

SAMPLE

Reflective Journals of Agency Experiences

Students are required to keep daily journals of their experiences in their field placement. These should include reflective content, personal reactions, observations on your field experiences, and explorations of your own reactions and attitudes. These journal reflections should be connected to social work concepts, theories, and competencies. A sample journal entry is below:

Monday, January 15

At _____, every day starts with the students going around in a circle and stating their goals for the day. This is a school norm that staff take part in as well and at the beginning, I had a hard time figuring out what I would like my personal goals to be. Of course, I want to say that I have goals of succeeding in my field placement and of graduating at the top of my class. But upon reflection and self-analysis, I came up with goals that mean a lot to me and that will push me in my growth as a student, as a social worker, and as a person.

My process of self-analysis began when I started to have a hard time handling things outside of my field placement. From issues with my family, finances, and processing the future post-graduation, I found myself arriving at _____ with a lot on my mind. My interactions with students became cloudy, as if I was almost half listening. I did not feel like I was investing my full focus in the girls and that I was spending time at _____ worrying about things that were happening at home. I felt hypocritical because that is a conversation we so often have to have with the students; to be focused on their personal growth at _____ and not what is happening at home. What feels like every day, I am having talks with my student's and I feel like they are talks someone should be giving to me. From self-confidence, to anxiety and depression, to managing triggers and personal relationships, I am not an expert, yet I walk students through issues that even I have struggle with.

So finally, I came up with my goals. My first goal is to be aware of my emotions and frustrations and to do a self-check of these before going into meetings with students. My second goal is to be patient with myself and those around me. This relates to the social work value of competence. It is important for every social worker to establish personal and professional goals, as well as, to make a habit of self-reflection in order to be aware of how he/she is practicing.

Written Assignment and Writing Skill

Students are to give considerable attention to the completion of agency assignments that require written communication skills. Agency protocols, related forms and correspondence, and reports or case notes are to reflect accuracy, clarity in writing, professional presentation in format and style, and

convey a use of professional language and syntax. Students will be assessed in this area through a review of agency written materials related to writing assignments.

Professional Behavior in the Field Placement

Major consideration should be given to a student's professional growth and the integration of the generalist perspective in social work practice during the field education experience. Likewise, students should learn to apply and be guided by professional social work ethics and values (see Code of Ethics in the Appendix).

STUDENT SOAP/BIRP NOTES FORMATS

Longwood University

Social Work Program

Farmville, Virginia 23909

Students are to complete process recordings as assigned by their Faculty Field Liaison and or Field Instructor; some faculty may wish to employ a process recording format different from the one provided here. Unless otherwise noted, use the format listed below. Students are reminded that all types of professional activities and intervention lend themselves to being recorded in a process manner (micro-mezzo-macro) and should reflect the generalist perspective in action.

Example I- SOAP

- I. Subjective Data:** Subjective data refers to the client's statement of the problem as he/she sees it. The viewpoint of significant others may also be included.
- II. Objective Data:** Objective data refers to factual data and observations that occurred to client/worker interaction. The client's behavior and/or personal appearance are described but not analyzed or assessed. Details concerning the client's living arrangements, financial situation, and son on can also be included if they are relevant to the particular problem area being assessed.
- III. Assessment:** The worker analyzes the meaning of the factual observations he/she has recorded and the client's perceptions of the problem he/she has written down. Do the client's and workers perception of the problem agree?
- IV. Plan:** Based on the gathering of facts, awareness of the clients' feelings, and assessment of what all this means, the worker states what he/she plans to do to work on the problem that has been identified (Seabury B.A., Seabury, B.H. & Garvin, 2011, 223).

CASE EXAMPLE:

S: _____ is a seven year old, 2nd grader who is having behavioral difficulties at school. He came into the session appearing mad and withdrawn. His mother was present and was not paying attention to her son, but rather was on her cell phone texting. The mother stated that she was tired of receiving phone calls from the school for her child's behavior and that something needed to change or she was going to lose her job because she cannot keep leaving work to get her son.

O: ____ was dressed neatly and had a scowl on his face when he entered the room. He did not sit near his mother and there was no observed attachment, connection or reassurance given by his mother. The mother indicated that she has three children with ____ being the oldest. The mother stated that her other two children are in daycare and she does not have problems with them. She noted that she works full time at Burger King and does not have paid leave to be able to go to school to deal with her son's problems. Mother indicated that she has been receiving calls from the school about ____'s behavior since December when his dad left.

A: It seems to this worker that ____ and his mother do not have a positive attachment and in addition, ____ may be experiencing behavior problems because he is grieving the fact that his dad is no longer living with them and has limited contact.

P: This worker will be connecting ____ to weekly counseling to help him process his parent's separation and the lack of involvement of his father in his life. In addition, this worker will be contacting the school to get the school counselor/social worker involved so that he can have emotional/behavioral supports at school to prevent the school from calling home and disrupting her job.

Example II

I. Purpose of Change Effort- A clear and concise statement in relation to the objectives and goals of the change effort. Discuss relation between this meeting and previous client contact. Reflect awareness of agency and worker roles and functions along with some discussion of client system capacity for change.

II. Observations- General impressions of both physical and emotional climate at the outset of the change effort and impact on the climate system. Also note theoretical approaches being employed in making initial assessments and observations and how they relate to possible change strategies.

III. Content- Describe the change effort as an incident in progress form as it unfolds in interaction with the client or intervention act. This should at least include:

- A description of how this intervention began.
- Pertinent factual information and responses of both client and student practitioner in relation to the actual change effort and application of intervention techniques as directed by objectives and theories.

- A description of the feeling content of both student and client as the intervention process evolves in this contact. Discussion of the implications of that content for directing the change effort.
- Discussion of the preparation for the next stage/step/change effort and a review of how this contact was terminated.

IV. Impressions- Applying the strengths perspective and other identified avenues to resolving challenges and issues in completing the change effort. There should be a discussion which integrates conclusions based upon theories being employed, agency-based assessment criteria, and related considerations of human diversity and organizational dynamics which presents what you, the practicing student, observe at this point in the change effort process.

V. Worker's Role- Specifically identify and highlight the activity(s) in the change effort that you feel reflect the application of the generalist perspective being applied. You may cite specific generalist roles, theoretical applications, ethical considerations, client and/or constituency qualities analyzed, etc. within the change effort context.

VI. Plan- Present a brief statement of plans for the next step in work with this change effort and discuss justification and capacity of both client and student for that effort.

Reference:

Seabury, B.A, Seabury, B.H., & Garvin, C. (2011), Foundations of Interpersonal Practice in Social Work. 4th Edition. Sage Publishing.

Field Assignment Information Form

Complete this form during the first week of your field placement, and return it to your assigned Faculty Liaison at Longwood University at the following address:

Social Work Program
Department of Communication Sciences and Disorders & Social Work
Longwood University
201 High Street
Farmville, VA 23909

Student: _____ Agency: _____

Agency Address: _____

Agency Telephone Number: _____

Student's Work Schedule:

Day

Hours

Student's Field Instructor(s) Name: _____

Phone Number: _____ Email: _____

Student's residential address and phone number during this semester.

Address: _____

Phone Number: _____ Email: _____

On the reverse side of this form, please give explicit and accurate directions on how to locate your agency for visitation.

Thank you,

The Social Work Program

3. I would like to discuss the following issues, problems, topics, and/or concerns regarding my field instruction experience:

Field Liaison action:

Field Instructor: Attach a copy of this document to the Field Visit Report Form



Faculty Liaison Field Visit Form

Longwood University
Social Work Program
201 High Street
Farmville, VA 23909

Student:

Please Circle: Junior / Senior

Agency:

Date:

Faculty Field Liaison:

Visit #:

Date student began placement:

Projected date of completion:

Hours to date: _____ hrs.

Faculty Field Liaison's Observations:

Field Instructor's Comments:

Student's Comments:

Strengths:

Challenges:

Assessed level of student performance:

Areas student needs to work on/Goals:

Student's Signature: _____

Faculty Signature: _____



FIELD INSTRUCTION PLAN: LEARNING CONTRACT

SOWK 392 & SOWK 492

(To Be Completed By Student)

Student Name: _____

Agency: _____

Agency Field Instructor/Credentials: _____

The student and the agency-based field instructor are to conduct and develop a developmental plan for guidance of the student’s field education experience. This plan should carry the student through orientation, a middle phase of actual exposure and participation in activities, and a final phase of direct practice with client systems. This plan should serve to focus field instruction and goal attainment. An example of a field plan has been provided on the following pages.

Learning contract:

Program Outcomes/Competencies & Practice Behaviors	Personal Goals & Objectives	Tasks & Activities to Reach Objectives	Monitoring/Evaluation Criteria
1. Demonstrate Ethical and Professional Behavior a. make ethical decisions by applying the standards of			

<p>the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context</p> <ul style="list-style-type: none"> b. demonstrate professional behavior; appearance; and oral, written, and electronic communication C. use technology ethically and appropriately to facilitate practice outcomes d. use supervision and consultation to guide professional judgment and behavior 			
<ul style="list-style-type: none"> 2. Advance Human Rights & Social, Racial, Economic, & Environmental Justice <ul style="list-style-type: none"> a. advocate for human rights at the individual, family, group, organizational, and community system levels b. engage in practices that advance human rights to promote social, racial, 			

<p>economic, and environmental justice</p>			
<p>3. Advance Human Rights and Social, Economic, and Environmental Justice</p> <ul style="list-style-type: none"> a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels b. Engage in practices that advance social, economic, and environmental justice. 			
<p>4. Engage in Practice-informed Research and Research-informed Practice</p> <ul style="list-style-type: none"> a. apply research findings to inform and improve practice, policy, and programs b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work 			
<p>5. Engage in Policy Practice</p> <ul style="list-style-type: none"> a. use social justice, anti-racist, and anti-oppressive lenses to 			

<p>assess how social welfare policies affect the delivery of and access to social services</p> <p>b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice</p>			
<p>6. Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies</p> <p>b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies</p>			
<p>7. Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing</p>			

<p>clients and constituencies</p> <p>b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan</p>			
<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals</p> <p>b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies</p>			
<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>a. select and use culturally responsive methods for evaluation of outcomes</p> <p>b. critically analyze outcomes and apply evaluation findings to</p>			

improve practice effectiveness with individuals, families, groups, organizations, and communities			
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Social Work Field Placement Supervision Schedule

Directions: Students and Field Supervisors should utilize this supervision schedule to discuss the various topics/questions each week during field. Weekly supervision is a key component to student growth and success. Field supervisors should assist students in self-reflection which facilitates professional growth and understanding of Social Work Values and Competencies.

Week 1:

- What went well this week?
- What opportunities have you observed that you would like to experience during this field placement?
- How can you incorporate these experiences into your Field Instruction Plan?
- What have you learned this week and how does it relate to your experiences in the classroom?

Week 2:

- In what ways did you demonstrate ethical and professional behavior this week (Competency 1)?
- Identify aspects of diversity you encountered this week (Competency 4).
- Identify the micro, mezzo, and macro level skills that you utilized this week.
- Can you identify a misconception about this area of social work or this client population that you had prior to entering this agency?
- What activities did you participate in this week and what questions do you have about those interactions?

Week 3:

- What does it mean to be an engaged intern vs. a disengaged intern?
- How would you say you have been “engaged” this week as a learner?
- Discuss the value of being an ongoing learner. How have you reflected the value of being an ongoing learner in your field placement? What have you done outside of the context of the agency to develop skills or increase knowledge regarding this population or agency?
- Discuss these essential attitudes and values....being open-minded, flexible, receptive to feedback, and open to diversity.
 - Why are these values important? Reflect on how you manage these.

- Reflect on how you may or may not need to improve on these.

Week 4:

- How have you identified and managed personal values in a way that allows professional values to guide your practice (Competency 2)
- What is your view on failure? How can failure be positive?
- Have a discussion about personal safety on the job. How do you assess personal safety? How do you minimize risks during home visits/interviews etc.?
- How have you used self-awareness or the conscious use of self as a tool in social work?
 - Describe the skill you used purposefully and intentionally in the field to motivate, communicate, and interact with your client or colleagues.
- How do you manage conflict? What is your communication style (accommodating, forcing, withdrawing, confronting/collaborating, or compromising)?
 - What are the pros and cons of your communication style?

Week 5:

- What has been the most critical moment of learning in your placement so far?
- How do you know it was a moment of learning?
- How did the experience affect you at the time? How is it affecting you now?
- How will it affect your practice/work in the future?

Week 6:

- What theory can you share that you believe you have seen in practice? How does your knowledge of human behavior and the social environment connect to your clients (Competency 7)?
- How does that theory connect with the client/situation?
- What are some of the key tenets/applications of that theory?
- What is another theory that you would like to learn more about and utilize in your practice?

Week 7:

- Think back to your first week of placement and share what feelings you recall having then. How have those feelings changed today?
- Have you changed any ideologies/thoughts that you had (misconceptions)?
- What have you learned about the importance of adjusting expectations?
- What forms of oppression/discrimination have you identified with this client population? In what way can you advocate for social justice for them (Competency 5)?

Week 8:

- How have you demonstrated effective oral and written communication with individuals, families and/or colleagues (Competency 3)?
- Discuss the issue of self-disclosure. When is it too much self-disclosure? When is self-disclosure helpful?
- How do you respond to value differences with colleagues? With clients?

Week 9:

- How have you challenged yourself & pushed past your comfort zone?
- In what ways have your initial impressions of your clients as a group changed? Do any of your initial impressions bother you now as you reflect back? How does this change your practice?

Week 10:

- What are your personal self-care practices? Do you feel you are doing enough to maintain your own personal/emotional needs? What could you do differently to improve?
- Have you thought about how you can “leave your footprint” at this agency? In what ways can your work be utilized for future needs?
- What do you feel you have done well this week? What is an area that you would like more guidance?

Week 11:

- What has been affirming to you in this field placement? What needs do you have that are missing?
- In what way have you utilized research to better inform your practice (Competency 6)? If you have not had an opportunity, what can you do to meet this competency by the end of your placement?

Week 12:

- In what way have you been able to advance services for clients through advocacy or policy change (Competency 8)?
- Discuss when you have collaborated with colleagues in order to effect positive change for a client.

Week 13:

- Share how you feel you have demonstrated leadership skills in promoting positive change for your clients (Competency 9).
- Review field/SW activities that you have completed independently. What did you do well? What did you learn from those experience? What could you do next time to improve your services?

Week 14:

- How have you seen your interpersonal skills improve since the beginning of the field placement? Discuss ways you demonstrated empathy? Discuss an example of when you were able to work with clients to achieve mutually agreed upon goals/outcomes and how did you negotiate/mediate with clients to resolve problems (Competency 10 & 12).
- How have you seen your assessment skills improve over this field placement (be specific). Share your knowledge of interventions that can be utilized with this client population (Competency 11).

Week 15:

- Discuss how you feel being able to analyze, monitor and evaluate interventions for clients (Competency 13).
- What are you proud of during your time in this agency?
- What is an area that you would like to continue to strengthen and improve for your own professional growth?

LONGWOOD



SOCIAL WORK PROGRAM

Junior Field Evaluation Form

(SAMPLE ONLY—Instructors will receive a link to Watermark SL & L)

Student:

Field Instructor/Credentials:

Agency:

Faculty Liaison:

Date:

Semester (circle): Spring Summer

Hours Completed to Date:

This instrument has been developed to assess a student's progress pertaining to field education learning objectives for baccalaureate level generalist social work practice. Each objective is divided into Target Activities that can be evaluated by a rating scale and field instructor comments. The first column is for students to evaluate themselves and the Instructor Rating column is for the Field Instructor to use in evaluating the student. This instrument should be completed at least twice a semester—at the mid-point and at the end of the placement. This evaluation should be discussed among the student, field instructor and the faculty field liaison.

Field Competency Evaluation Grading Criteria

Rate student using a scale of 1-5

1 = Not Competent

2 = Limited Competence

3 = Emerging Competence

4 = Competence

5 = Superior Competence

NA = Not Assessed

1. Competency 1: Demonstrate Ethical and Professional Behavior--Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Target Activities	Student Self-Assessment	Instructor Rating
Makes ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context		
Demonstrates professional behavior; appearance; and oral, written, and electronic communication;		
Uses technology ethically and appropriately to facilitate practice outcomes		
Demonstrates professional demeanor in behavior (timeliness, availability, and responsibility), appearance and communication.		
Uses supervision and consultation to guide professional judgment and behavior		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

2. Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice--Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Target Activities	Student Self-Assessment	Instructor Rating
Advocates for human rights at the individual, family, group, organizational, and community system levels		
Engages in practices that advance human rights to promote social, racial, economic, and environmental justice		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

3. Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice--Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic

oppression.

Target Activities	Student Self-Assessment	Instructor Rating
Demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels		
Demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

4. Competency 4: Engage in Practice-Informed Research and Research-Informed Practice--Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Target Activities	Student Self-Assessment	Instructor Rating
Applies research to inform and improve practice, policy, and programs		
Identifies ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through

focused discussions, assigned activities and documentation, etc):

5. Competency 5: Engage in Policy Practice--Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Target Activities	Student Self-Assessment	Instructor Rating
Uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services		
Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

6. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities--Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Target Activities	Student Self-Assessment	Instructor Rating
Applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies		
Uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

7. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities--Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Target Activities	Student Self-Assessment	Instructor Rating
Applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies		
Demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

8. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities--Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Target Activities	Student Self-Assessment	Instructor Rating
Engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals		
Incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

9. Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities--Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Target Activities	Student Self-Assessment	Instructor Rating
Selects and uses culturally responsive methods for evaluation of		

outcomes		
Critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

Please comment on student's strengths and areas where the student needs continued knowledge and skill development: _____

 Field Instructor/Credentials Date

 Student

LONGWOOD



SOCIAL WORK PROGRAM

Senior Field Evaluation Form

(SAMPLE ONLY-Instructors will receive a link to Watermark SL & L)

Student:

Field Instructor/Credentials:

Agency:

Faculty Liaison:

Date:

Semester (circle): Spring Summer

Hours Completed to Date:

This instrument has been developed to assess a student's progress pertaining to field education learning objectives for baccalaureate level generalist social work practice. Each objective is divided into Target Activities that can be evaluated by a rating scale and field instructor comments. The first column is for students to evaluate themselves and the Instructor Rating column is for the Field Instructor to use in evaluating the student. This instrument should be completed at least twice a semester—at the mid-point and at the end of the placement. This evaluation should be discussed among the student, field instructor and the faculty field liaison.

Field Competency Evaluation Grading Criteria

Rate student using a scale of 1-5

1 = Not Competent

2 = Limited Competence

3 = Emerging Competence

4 = Competence

5 = Superior Competence

NA = Not Assessed

1. Competency 1: Demonstrate Ethical and Professional Behavior--Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Target Activities	Student Self-Assessment	Instructor Rating
Makes ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context		
Demonstrates professional behavior; appearance; and oral, written, and electronic communication;		
Uses technology ethically and appropriately to facilitate practice outcomes		
Demonstrates professional demeanor in behavior (timeliness, availability, and responsibility), appearance and communication.		
Uses supervision and consultation to guide professional judgment and behavior		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

2. Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice--Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Target Activities	Student Self-Assessment	Instructor Rating
Advocates for human rights at the individual, family, group, organizational, and community system levels		
Engages in practices that advance human rights to promote social, racial, economic, and environmental justice		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

3. Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice--Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Target Activities	Student Self-	Instructor Rating
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	Assessment	
Demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels		
Demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

4. Competency 4: Engage in Practice-Informed Research and Research-Informed Practice--Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Target Activities	Student Self-Assessment	Instructor Rating
Applies research to inform and improve practice, policy, and programs		
Identifies ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

5. Competency 5: Engage in Policy Practice--Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Target Activities	Student Self-Assessment	Instructor Rating
Uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services		
Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

6. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities--Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Target Activities	Student Self-	Instructor
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	Assessment	Rating
Applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies		
Uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

7. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities--Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Target Activities	Student Self-Assessment	Instructor Rating
Applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies		
Demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

8. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities--Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Target Activities	Student Self-Assessment	Instructor Rating
Engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals		
Incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		

Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

9. Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities--Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Target Activities	Student Self-Assessment	Instructor Rating
Selects and uses culturally responsive methods for evaluation of outcomes		

Critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		
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Please add any comments or note any activities in which the student has exhibited behaviors in this competency (through focused discussions, assigned activities and documentation, etc):

Please comment on student's strengths and areas where the student needs continued knowledge and skill development:

Field Instructor/Credentials Date

Student Date

National Association of Social Workers Code of Ethics

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