



ARKANSAS STATE
UNIVERSITY

**Bachelor of Social Work Program
Field Education Manual**

**Department of Social Work
College of Nursing & Health Professions
Arkansas State University
Jonesboro, Arkansas**

A-State Bachelor of Social Work Program
Field Education Manual

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INTRODUCTION

Welcome to the Field Program of the Department of Social Work at Arkansas State University. This manual is designed to provide students, Field Supervisors and faculty with essential information regarding the field experience, including the objectives, requirements, policies and forms used throughout the internship. Field experience is a critical component of the A-State Social Work Program and is required of all students. The Council on Social Work Education has defined field experience as the “signature pedagogy” of social work education. It is through the internship process that students have the opportunity to integrate classroom knowledge with hands-on experience in professional situations. Students work side by side with professional social workers, who provide ongoing mentoring and supervision, to promote the development of the social work competencies and practice behaviors set forth by CSWE. Students are required to read the field manual and use it as a reference throughout their time of their internship. Field Supervisors will find needed forms and instructions that will help them understand the field experience requirements as well as the responsibilities of all parties involved.

OVERVIEW OF BSW EDUCATION

The growing number of Social Work schools necessitated the organization of the American Association of Schools of Social Work in 1919. These schools had varied structure; some were graduate programs, some were undergraduate, some were freestanding and others were tied to agencies. For a number of years only graduate programs were accredited. The Council on Social Work Education (CSWE) began accrediting undergraduate programs in 1974.

CSWE standards identify a professional foundation which includes knowledge, values and skills with a supervised field experience. The undergraduate degree requires a liberal arts base and content in the following curricular areas: Social work practice, social welfare policy, diversity, human behavior and the social environment and research. Undergraduate education prepares students for generalist social work practice in a number of fields including, health care settings, mental health facilities, school social work, and family service settings.

BACHELOR OF SOCIAL WORK PROGRAM AT A-STATE

History of the Program

Arkansas State University began a social work sequence in 1970. Upon completion of the pre-social work sequence a certificate was granted. The social work curriculum was subsequently expanded and in 1975, Arkansas State University began offering a B.A. degree in Social Work. The Social Work Program was initially accredited in 1978 with reaffirmation in 1986, 1994, 2002, 2010 and 2020. The program was part of the Department of Anthropology, Criminology, Geography, Social Work and Sociology.

When the Social Work Program underwent the re-accreditation process in 2002, it was determined that the Program had grown tremendously and needed to become a separate department. With the division of the College of Arts and Sciences, the Social Work faculty

decided the best fit for the department was in the College of Nursing and Health Professions (CNHP). The Department of Social Work was formed July 1, 2003.

Mission Statement

The mission of the Bachelor of Social Work Program at Arkansas State University (A-State) is to educate generalist practitioners who will work to enhance intellectual growth, and to enrich lives through social, racial, economic, and environmental justice and service specifically with rural populations, as well as with diverse regional, national, and global populations. It employs a problem-solving process and relies on critical thinking.

HLC and CSWE Accreditation

Arkansas State University is accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools. A-State was first accredited in 1928 and has had continuous accreditation since that time. The BSW Program at A-State was granted Initial Accreditation by the Council on Social Work Education in 1976 with consistent reaffirmation.

A-State Non-discrimination Policy

The Arkansas State University Bachelor of Social Work Program celebrates diversity. We welcome all applicants for admission without regard to race, color, gender, age, religious affiliation, ethnicity or national origin, physical condition, or sexual orientation. Arkansas State University's diversity policy (as stated in the Student Handbook, 2022-2023) can be found at <https://www.astate.edu/a/affirmative-action/title-ix/>.

The quest for knowledge is central to the very existence of Arkansas State University and universities in general. While portions of knowledge may be attained in various segments of the university and society, the fullness of knowledge can only be obtained when people of all races, ethnicities, colors, genders, religions, and socio-economic statuses are free to gather and exchange their life's experiences, problem solving skills, methods and styles of communications, values, beliefs, and ways of thinking and learning in an environment that encourages the presence and participation of all who desire to be affiliated with the academy.

Achieving this fullness of knowledge begins with recognizing that no single people, group, personality, discipline, or trade is the caretaker of all knowledge or life experiences. Rather, the pursuit and sharing of knowledge requires the presence, and meaningful participation, of those who may contribute their unique qualities and experiences to this constantly changing mosaic we call diversity.

A-State will be known for its commitment to diversity as evidenced by its inclusive work and learning environments, its acceptance of differences as positive and enriching and its ability to attract, retain and advance a diverse faculty, staff, and student body. A-State will have an environment where anyone, no matter who they are, will see a consistent reflection of themselves on the campus and in its activities.

Diversity at A-State is a process embracing the ideal of inclusion. Through continuous education, the A-State community constantly moves towards that ideal by accepting each person as an equal and valued member of the campus community.

Students can learn more about grants, mentoring, success programs and other diversity initiatives at <https://www.astate.edu/diversity>. Contact info: (870)972-3081 or diverstiy@astate.edu.

BSW PROGRAM GOALS

The goals of the BSW program are to offer a collaborative learning environment and curriculum that:

1. Prepares graduates for generalist social work practice that is culturally sensitive and committed to social justice. The Social Work program strives to instill in our students an appreciation for intellectual inquiry, a positive respect for diversity, a desire to serve others and the commitment and capacity to advocate on behalf of oppressed and vulnerable people in the pursuit of social justice.
2. Instills a commitment to professional development and lifelong learning. Undergraduate students are prepared for graduate studies in social work and are encouraged to participate in many of the conferences, workshops, and advocacy initiatives that the Department offers through collaboration with various professional associations and community coalitions.
3. Contributes to the development of professional knowledge. The Social Work program will contribute to knowledge development and dissemination through the faculty's scholarship, community collaborations and leadership and by facilitating the development of critical thinking and research skills in students to address the problems and needs of diverse, multi-level client systems that are required for advanced professional studies.
4. Provides service to our community that positively affects quality of life. The Social Work program will create an environment that is responsive to students and the community, conducive to personal and professional growth, and reflective of service demonstrated by the activities of the faculty and the contributions of our students in field and professional practice.
5. Provides social work students with the theoretical constructs, knowledge and applicable skills for competent generalist social work practice.

CSWE BSW PROGRAM COMPETENCIES AND PRACTICE

BEHAVIORS

The Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education define the competencies that are common to all social work practice. Each competency is composed of knowledge, values, and skills that define what social workers must know and be able to do to practice effectively. The core competencies and practice behaviors serve as the program objectives for the Arkansas State University BSW program and are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

- a. Make ethical decisions by applying the standards of the NASW Code of Ethics & relevant laws.
- b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
- c. Use technology ethically and appropriately.
- d. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- 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, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
- b. Demonstrate 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.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- 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.

Competency 5: Engage in Policy Practice

- a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery and access to social services.
- b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients.
- b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
- b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
- b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

- a. Select and use culturally responsive methods for evaluation of outcomes.
- b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

OVERVIEW OF THE FIELD EXPERIENCE PROGRAM

General Description of Field Experience

Field education is a central component of the BSW curriculum as it provides an opportunity for students to apply and integrate classroom knowledge with hands-on experience. Students will receive professional supervision by an individual who has the minimum of a BSW degree from an accredited university.

The Department of Social Work is responsible for placing student interns in approved agencies throughout the Northeast Arkansas-Mississippi Delta Region and maintains affiliation agreements with over 150 social service agencies. The agencies represent a wide variety of services such as mental health, child welfare, the juvenile and adult justice system, substance abuse programs, public schools, medical settings, hospice programs, and many more. Students have the opportunity to serve a broad range of populations, including children

and adolescents, older adults, individuals with disabilities, victims of domestic violence, LGBTQ individuals, veterans, and the mentally ill, to name a few.

The field experience courses are designed to fit within a framework that is guided by the BSW Program goals, Council on Social Work Education competencies and the National Association of Social Workers Code of Ethics. The field experience sequence consists of three courses. Field Experience I, a three (3) credit hour course, includes 156 hours of supervised practice in a social work agency and a weekly integrative seminar with other students and a faculty liaison. This course is taken the fall semester of the senior year. Field Experience II, a six (6) credit hour course, includes 260 hours of supervised field practice in a social work agency. This course is taken concurrently in the spring semester of the senior year with the Field Experience Seminar, a three (3) credit hour course, in which students use the problem-solving process to help each other resolve placement issues and integrate theory gained from the social work curriculum.

The internship will begin with the student in an observational role with independent work being assigned as the Field Supervisors, student and faculty feel it is appropriate. The Field Supervisor and student will develop a learning agreement that guides the internship assignments and activities. During the field placement, the student will continue to receive a minimum of one-hour weekly supervision by the Field Supervisor. The student will also attend a weekly integrative seminar on campus during which they will have the opportunity to process their experiences with other students and identify how they can apply theory and skills in their practice. The seminar class is led by a faculty liaison that will be available for consultation to the field agency and will make at least two site visits during the semester to meet with the student and the Field Supervisor to evaluate and monitor the progress of demonstrating the competencies and practice behaviors.

Key Terms – Roles and Responsibilities of Each:

- **Field Supervisor** - The agency professional who supervises an A-State student directly.
- **Student** - Social work students enrolled in field course.
- **Faculty Liaison** - The A-State faculty member assigned to work with the Field Supervisor & student in planning and evaluating the students learning experience.
- **Director of Field Education** - The A-State faculty member charged with developing placements and overall supervision and management of this part of the social work program.
- **Task Instructor** - An agency staff member who is assigned to supervise the social work student in specific learning experiences.

Preparation and Student Eligibility for Field Experience

Prior to being admitted to the field experience sequence, students must meet the following criteria:

1. The student must be admitted to the social work program, be in their senior year with a minimum GPA of 2.75 overall.
2. The student must have a plan for graduating at the end of the Spring semester of their senior year.
3. The student must have completed the following prerequisites:
 - SW 2203 Introduction to Social Work
 - SW 3253 Social Work Practice I
 - SW 3303 Human Behavior and the Social Environment I
 - SW 3303 Human Behavior and the Social Environment II
 - SOC 3383 Social Statistics
 - SW 3373 SW Research Methods or SOC4293 Methods of Social Research)
4. While enrolled in Field I (Fall Semester), students will take the following courses:
 - SW 4263 Social Work, Practice II
 - SW 4313 Social Welfare Policy
 - SW 3363 Cultural Humility
5. While enrolled in Field II (Spring Semester), students will take the following course:
 - SW 4303 Social Work Practice III
 - SW 4283 Field Experience Seminar

PLACEMENT PROCESS

Matching a student with a field agency requires a team effort involving the agency, student, and the Director of Field Education. The steps are described below.

Field Fair

Before field applications are due, students will be invited to attend the annual Field Fair at which time students will have the opportunity to meet with potential field sites throughout NE Arkansas. Although not all agencies are in attendance, this is a wonderful opportunity for students to begin narrowing down their interests as well as begin networking with professionals

in the social work field. Field Fair attendance is required and is scheduled during their senior Practice I class to prevent any schedule conflicts.

Applying for Field Placement

The Director of Field Education meets with students in the spring semester of their junior year to discuss the field application process. This meeting also includes discussion on the overall expectations of professional behavior in the field and helpful hints for the agency interview process. The field application process and required forms are managed through the field tracking software program, Tevera. Juniors are advised of the requirement to purchase this software program at the beginning of the spring semester as they will not be able to make application to field placement without it. The field placement application informs students of all the required items and steps that must be completed no later than May 1st. This process asks students to rank areas of interest in regard to populations served and type of social work agencies they are most interested in, so that the Director of Field Education can assist in identifying a good fit of placement. In order to complete the application process, students must submit a personal resume, and a copy of the student's professional liability insurance. Professional liability insurance costs approximately \$40 for one calendar year and must provide coverage through both the fall and spring semester. Two recommended options for purchasing student professional liability insurance include NASW (National Association of Social Workers <https://naswassurance.org/professional-liability-insurance/>) or HPSO (Healthcare Providers Service Organization <http://www.hpso.com>). Other options may be considered as long as the coverage includes \$1,000,000 per claim and up to \$3,000,000 for aggregate professional liability coverage. Proof of professional liability insurance is kept on file in the student's record.

Tentative Placement Decisions

The Director of Field Education contacts each student by phone and/or email after all required documents are completed to discuss available internship options. Internships are tentatively secured based on student preference, the availability of a suitable placement in the geographic area requested, and the Field Supervisor-student match. Students and the prospective Field Supervisors are notified in writing of the tentative decisions. Before a placement is finalized, the student is instructed by the Director of Field Education to arrange an interview with the agency Field Supervisor.

Students must be prepared to adjust their schedules for internship hours. The majority of agencies offer internships only during the normal working hours of Monday-Friday. Students maintaining full time employment must have schedules to allow internship hours to occur during the normal workday of 8:00am-5:00pm.

Student/Field Supervisor Interview

The interview is a very important step in the placement process. The student is responsible for scheduling this interview after receiving the tentative placement information from the Field Director long in advance of the semester beginning. These interviews are typically conducted in June, so if a second interview is needed, one can be arranged before the fall semester. The student should treat this interview as a professional interview in dress, behaviors and overall preparation. The student should research the agency by visiting their website before this interview to have a clear understanding of services provided and the populations served. The student should take a copy of their resume and be prepared to discuss why they want to intern

at this agency as well as their overall professional goals. Students should be aware that agencies often use the internship process to screen and prepare their future employees. The Field Supervisor and student will agree upon a weekly work schedule that will allow the student to pace their required hours out appropriately.

Placement Confirmation

Once placement is determined, the Director of Field Education sends the Field Supervisor and the student a confirmation letter through Tevera. Students will typically stay at the same internship for both the fall and spring semester which provides the students the ability to move into a more advanced role as their internship proceeds the second semester at the agency with independent tasks assigned as appropriate. The field agency is also sent the College of Nursing and Health Professions Affiliation Agreement to be signed by the designated agency administrator. A copy of this agreement is kept on file in the College of Nursing and Health Profession.

The Field Supervisor/agency informs the student of any pre-placement requirements that must occur before the student can begin the internship. Some agencies require these steps to be completed before the semester begins. These requirements may include a new worker orientation, a drug test, driving record, central registry child maltreatment application or a criminal background check. Some agencies require the student to pay for their personal background checks. Interviews and orientation hours will not count towards the required number of field hours the student must complete in the fall. If any of these steps or requirements presents a problem for the student, it is the student's responsibility to contact the Director of Field Education at once.

Enrollment and Attendance Field Course/Seminar

Field class serves as the primary mechanism to facilitate the student's integration of classroom knowledge with their work in the field. The seminar structure of the class creates a supportive environment in which students can process their experiences in becoming professional social workers. Seminar serves as a professional model of future treatment teams as students provide emotional support and share knowledge and resources they have obtained. Because the primary focus is a peer learning model, students are expected to arrive on time, be prepared and demonstrate appropriate participation. Attendance is taken and points are deducted for absences.

To balance the size of the student seminar classes with their Faculty Liaison, the Director of Field Education assigns students to a section of Field and notifies them of this assignment in Tevera with the field placement confirmation letter. Students are not able to register for field class until this letter is received. Students then have up to two (2) weeks to enroll in the assigned section of Field before the permit expires. If students experience any difficulty in enrolling in their assigned field class they are to contact the Social Work office for assistance. In the fall semester, students enroll in Field Experience I and in the spring semester, they enroll in Field Experience II and Field Seminar.

During Field I, students will begin their experience in an observational role having the opportunity to observe professionals and work directly under their supervision taking an active role in all phases of practice with them. Independent practice is not expected but tasks may be assigned as the Field Supervisor, student and faculty liaison feel appropriate. Working with

groups, organizations, and communities may also be part of the Field I experience. Generally, the Field I experience focus is on establishing relationships and working with individuals and families. Student awareness of the impact of policies on practice is important to develop during Field I. The agency can contribute by helping the student identify specific national or state policies (legislative, judicial, or administrative) that affect practice in their agency. Students learn about the agency and the system of community services of which it is a part. To do this, students should visit agencies with which the placement agency frequently makes and receives referrals. The student should learn how to link agency clients with needed community resources.

Field I and II help students develop professional behaviors needed to work with professionals in agencies. These behaviors include complying with agency policies and procedures, dressing appropriately, and behaving in a manner consistent with the NASW Code of Ethics. The student also learns to use supervision and work cooperatively with other professionals, volunteers and para-professionals as appropriate to the agency setting. This requires developing the ability to communicate clearly both verbally and in writing. The main difference between Field I and Field II is the development of independent practice skills. By the end of Field II, students should be able to perform the functions of professionals at an entry level.

Field Orientation

All students enrolled in Field I are required to attend a two-part orientation the first week of classes. This orientation is mandatory and students are advised of the time and location within their placement letter. The orientation agenda will typically include reviewing the course syllabus and requirements, the learning contract, time sheets, field evaluation form expectations of professional behavior, safety precautions in the field, and self-care.

Required Hours for Internships

A minimum of 156 hours (12 hours a week) is required in Field I and 260 hours (20 hours a week) for Field II. This is a total of 416 hours. Students may not accumulate all of their hours and stop going to field prior to the end of the semester. Additional hours will be considered as volunteer time, so students should consider pacing their hours as specified above. However, a student may have some additional hours accumulated and draw from those in the event of illness or unexpected absences. Students will enter their time in Tevera and have it approved by their field supervisors weekly.

Field agencies traditionally work a normal business day of 8:00 a.m. to 5:00 p.m., and it is expected that students are prepared to accommodate this schedule. On some occasions there may be an agency that operate business hours outside of the normal working day. If the agency and student agree initially that nontraditional hours may be needed, and supervision for the student intern is available, these hours may be approved. However, students are not expected to work during nontraditional hours or when the University is closed.

Life Experience and Transfer Work

No credit is given for life experiences in the field or other areas of the curriculum.

FIELD PRACTICE SETTINGS

The social work program, specifically the Director of Field Education, is responsible for developing and maintaining a variety of field practice settings. The Director of Field Education consults with the agency staff and receives feedback from the faculty and agency staff regarding the suitability of the agency as a field placement. Agencies must demonstrate an environment of service and mentoring that is compatible with the values and ethics of the social work profession. Agencies must be able to offer learning experiences that will allow the student to demonstrate the required practice behaviors stipulated by CSWE and outlined earlier in this manual. Field practice settings are continuously re-evaluated as new information appears from faculty, agency staff, and/or students. No student or faculty member is to negotiate or contract for a field placement without the advice and consent of the Director of Field Education.

Selecting Field Placement Agencies

Agencies are selected as field placement sites based on the following criteria:

1. The agency views participation in the education of undergraduate social work students as a worthwhile activity and agrees to support the goals and objectives of the A-State Social Work program.
2. The agency demonstrates competence and stability in providing professional social work services and offers a climate conducive to learning and professional development.
3. The agency can provide generalist practice learning opportunities compatible with the requirements of the A-State Social Work program.
4. The agency agrees to provide a Field Supervisor with a minimum of a BSW and enable that Field Supervisor to provide regular supervision including weekly meetings with the student to plan and monitor progress, to participate in mid semester and final evaluation conference, and to participate in orientation and training sessions.
5. The agency agrees to provide suitable workspace for the student.
6. The agency agrees to reimburse the student for work related travel in accordance with agency policy.
7. The agency agrees to appraise the student of any and all health and safety risks associated with practice in the setting, and to instruct the student in measures to minimize these risks.
8. The agency agrees to participate in the annual Social Work Field Fair designed to give students the opportunity to interact with professionals and social work.
9. The agency agrees to notify the program in a timely manner when the student's performance may be at risk for successful completion of the placement.

Affiliate Agreements

Formal affiliate agreements are used with all field placement agencies to delineate the roles and responsibilities of the program, the field agency and the student. Essentially, the agreement indicates the program, the agency and the student are expected to abide by the policies and procedures outlined in the field practice manual. These agreements are kept on file in the College of Nursing and Health Professions.

Selecting Field Supervisors

To be a Field Supervisor with the A-STATE Social Work Program, agency professionals must meet the following criteria:

1. The person holds a BSW or MSW with a minimum of two years of experience and can serve as a professional role model especially with respect to genuineness, warmth, empathy and can demonstrate adherence to social work ethics and values.
2. The person sees educating social work students as both a professional and a meaningful activity.
3. The person is willing to invest time in development and implementation of the students learning plan, minimum one hour weekly supervisory sessions, mid semester and final evaluations including evaluations of the student, the Field Supervisor, and the Faculty Liaison. Participation in these conferences requires a high level of professional skill including the ability to give and receive feedback in a constructive manner.
4. The person agrees to orient the student to the agency and community of practitioners in the agency's referral network.
5. The person agrees to follow the problem-solving process as outlined in this manual.
6. The person attends the training sessions and meetings offered by the Social Work program.

Field Agencies That Do Not Employ a Social Worker

The BSW Program requires that the Field Supervisors will have the minimum of a Bachelors (BSW) degree or a Masters (MSW) degree from a CSWE-accredited Program. When an agency does not employ a BSW or MSW practitioner who can supervise the student, an on-site Task Instructor who does not hold a social work degree may supervise the student at the agency on a day-to-day basis. However, a BSW or MSW from another site must be assigned as the Field Supervisor of record and meet the same requirements as listed above. The Field Supervisor must provide a minimum of one-hour weekly field supervision for the student and be available to meet with the task instructor and faculty liaison as needed.

Field Supervisor Orientation and Training

Field Supervisor Orientation is designed to enhance the quality of student supervision as field supervisors identify with their roles as educators. New Field Supervisor Orientation is offered prior to the Fall semester. In the event that the Field Supervisor is unable to attend this

orientation, the Director of Field Education may schedule a makeup session. In addition, Field Supervisors are invited to attend several workshops throughout the year sponsored by the Social Work Department and the College of Nursing and Health Professions.

ROLES AND RESPONSIBILITIES IN THE FIELD PROGRAM

In order to achieve high quality in the field, it is imperative that all involved understand their roles and responsibilities.

The Director of Field Education

The Director of Field Education is administratively responsible for the oversight of the field practice and manages the field program. The Director of Field Education screens agency placements and Field Supervisors to ensure that they meet the program's standards, coordinates the placement process, and monitors the field program. The Director of Field Education is available throughout the semester to solve problems or address issues of concern to the Field Supervisors, Faculty Liaisons, and students. The Director of Field Education's responsibilities are to:

1. Identify, develop and maintain field placements.
2. Assign students to field placements.
3. Maintain efficient reporting systems and records of field practice activities.
4. Maintain, revise, or modify the field manual.
5. Provide the on-campus orientation of field students.
6. Initiate and respond to faculty, student, and agency suggestions for the continuous upgrading of the field practice curriculum.
7. Plan and implement training for Field Supervisors.
8. Provide consultation as needed to the faculty liaison and Field Supervisor in regard to the students' performance, instructional needs and grade assignment.
9. Conduct systematic evaluations of practice methodology and outcomes and initiate appropriate changes.
10. Assist the liaisons in the development and coordination of seminar content and in the implementation of liaison activities.

Faculty Liaison

The Faculty Liaison representing A-State is expected to do the following:

1. Assist the Field Supervisor and student in developing the Learning Agreement and signs off on it indicating that the agreement is acceptable.

2. Maintain close contact with the Field Supervisor and student to monitor progress. The Faculty Liaison is available for telephone or face to face consultation during the semester at the request of the Field Supervisor. The Faculty Liaison will schedule at least two site visits per semester to meet with the student and Field Supervisor. These visits are typically scheduled at midterm and at the end of the semester. Students keep the liaison abreast of ongoing progress through journals or process recordings, classroom seminars, and private conferences, as requested by the student or liaison.
3. Model professionalism especially with respect to genuineness, warmth and empathy, social work values and ethics, and feedback skills.
4. Identify areas that require additional faculty involvement to ensure that a social work focus and identification are sustained.
5. Team with the Field Supervisor and student in the learning experience.
6. Communicate suggestions from the field concerning ways of improving the field experience program to the Director of Field Education.
7. Report to the Director of Field Education each semester on the progress of the student in placement and any problems encountered.
8. Complete the end of year Faculty Liaison Evaluation of Field Supervisor/Agency.
9. To be available to the Field Supervisor and student for immediate consultation.

Field Supervisors

Field Supervisors are expected to:

1. Provide the program with a current resume, complete the Field Supervisor Application and Field Agency Application form if one has not already been submitted.
2. Orient the student to the agency.
3. Assist the student in developing a learning agreement.
4. Meet at least one hour each week with the student to provide supervision.
5. Assess the student's progress on a regular basis and complete all evaluation instruments in a timely manner.
6. Monitor students record of field hours and attendance.
7. Participate in Field Supervisors Orientation and other opportunities for program-agency exchange.
8. Be available to meet with the student and Faculty Liaison for the midterm and final site visit.

9. Inform the Faculty Liaison of any problems or concerns promptly. (Examples include excessive absenteeism, illness, agency-related changes, tardiness, etc.)
10. Complete the Field Supervisor Evaluation of Field Program at the conclusion of the spring semester.

Task Instructor

The term “Task Instructor” is used to indicate an agency staff member who assumes certain responsibilities for the student’s field education as delegated and monitored by the field supervisor. The Task Instructor does not replace the field supervisor but does need to be well informed of the program’s educational objectives and understand their role in the student’s learning. Therefore, the field supervisor should be involved in mid-semester and final evaluations. The Field Supervisor and the Social Work program provides the Task Instructor with the necessary resources to accomplish the educational task including an invitation to attend the Field Supervisors Orientation. The Field Supervisor helps the student integrate the Task Instructor’s contribution into the overall educational experience.

Students

As part of a learning team, the student as an adult learner is expected to:

1. Take the initiative in examining the educational objectives and the learning assignments in the field practice.
2. Comply with the intern work schedule developed between the student and field supervisor.
3. Present professional behavior in all settings to include:
 - arriving and leaving according to schedule or notifying the field supervisor of unforeseen circumstances (studying for a test is not an unforeseen circumstance),
 - following agency policies and procedures,
 - completing required agency forms and assignments fully and on time,
 - dress in accordance with agency standards and professional attire.
4. Seek supervision as needed and demonstrate ability to implement supervision into practice.
5. Inform the field supervisor, faculty liaison, and Director of Field Education when matters that might jeopardize the learning experience are present.
6. Refrain from behavior that interferes with the learning and performance of other students and professionals and to behave in a manner consistent with the NASW Code of Ethics.

7. Engage actively in the evaluation process, seeking ongoing feedback from the field supervisor and participating in the formal evaluation.
8. Prepare for weekly conferences with the field supervisor and bring any problems or dissatisfaction with the field experience and engage constructively in finding solutions, if possible. If the problems cannot be resolved, the student should contact the field liaison.
10. Keep track of field hours and seek Field Supervisor's signature on the Student Time Record in Tevera.
11. Participate actively in all field seminars.
12. Complete the Student Evaluation of Field Supervisor and Agency

THE LEARNING AGREEMENT AND ASSESSMENT PROCESS

Student Learning Agreement

The student will develop the Learning Agreement in Tevera through consultation with their Field Supervisor within the first few weeks of the internship. The learning agreement provides a plan for internship activities that will support competency attainment set forth by the Council on Social Work Education and serves as a guide to assess the student's academic, and professional performance throughout the internship process. The Learning Agreement guides weekly supervision between the student and their field supervisor. This document is also reviewed at the virtual site visit between the field supervisor, faculty liaison and student. Tips in preparing the Learning Agreement include:

- Learning activities should be identified that will provide the opportunity for the student to demonstrate the CSWE competencies.
- Learning activities be individualized to meet the needs of the student.
- Learning activities should be specific, measurable, and relevant to the competencies.

Final Assessment of Student Performance

As described above, the learning agreement also serves as the assessment tool to measure the student's performance. The Faculty Liaison meets with the student and field supervisor at least two times a semester either at the agency or through a virtual platform such as Zoom. The first meeting occurs at midterm to review the student's progress in meeting the objectives outlined in the Learning Agreement. The student is encouraged to identify their personal strengths and weaknesses as they pertain to their field experience, and how the Field Supervisor and/or Faculty Liaison might provide additional support. Constructive feedback is provided to the student, and the team will develop a plan to achieve the remaining needs of the learning agreement. The Learning Agreement might be amended at this time to include additional objectives and/or tasks as identified as needed.

Prior to the conclusion of the semester, the Field Supervisor will complete the “Final Assessment of Student Competencies/Practice Behaviors” by assigning a ranking for each practice behavior. The Field Supervisor and Faculty Liaison then meets with the student to provide feedback to further the student’s skill development and celebrate the accomplishments the student has made throughout the semester. This final assessment is completed at both the fall and spring semester, with the expectation that the student will have the ability to demonstrate all of the practice behaviors at the conclusion of the spring semester.

FIELD PROGRAM ASSESSMENT

Assessment is a critical component of the overall field process at the program level. In order for the Field Department to best respond to student needs and strengthen program outcomes, the Department relies on feedback from the Field Supervisors, Faculty Liaisons and students through formal surveys that are described below.

Student Evaluation of Field Supervisor and Agency

Prior to the conclusion of the spring semester, the student completes the Student Evaluation of Field Supervisor and Agency through the field tracking software program, Tevera. Although the Field Supervisor will not have direct access to this evaluation, the student is encouraged to provide feedback of their experience to the field supervisor at the final evaluation. This information can be very helpful to the Field Supervisor in providing supervision to future students.

Field Supervisor Evaluation of Field Program

At the conclusion of the spring semester, the Field Supervisor is asked to complete the Field Supervisor Evaluation of Field Program through the field tracking software program, Tevera.

Faculty Liaison Evaluation of Field Supervisor and Agency

At the conclusion of the spring semester, the Faculty Liaison is asked to complete an Evaluation of the Field Supervisor and Agency through the field tracking software program, Tevera.

FIELD EXPERIENCE POLICIES AND PROCEDURES

Performance Review Process

The Social Work Department has established formal review procedures for identifying, evaluating, developing a corrective action plan, and suspending or dismissing a student who fails to meet the academic and professional performance standards of the Program. This policy is followed within the field program as a proactive approach to problem solving that can provide the student with a corrective action plan to complete their field experience successfully. There are three levels of performance.

Level I Performance Review - involves a faculty member and a student. When a faculty member has concerns about a student not meeting any of the professional or academic standards required of field experience, that faculty member will:

- Discuss the concerns directly with the student in zoom, phone and/or email and seek to work with the student to resolve the difficulties.
- Appraise the Field Director and/or BSW Program Director and possibly the advisor of the concerns in order to identify potential patterns and issues related in this student's behavior.
- Document dates, content, and outcome of meetings in the student file.

In many instances, this early meeting and/or conversation between faculty and students result in resolution of the concerns and do not necessarily lead to further reviews, pursuant to this section. However, if the concerns are not resolved in the opinion of either the student or faculty, the student must be informed of the right to request the participation of their advisor or another faculty member of their choosing in further levels of review.

Level II Performance Review is convened by the Director of Field Education or BSW Program Director, usually occurs when concerns regarding performance issues raised at Level I have not been resolved satisfactorily. However, some issues of concern can warrant the need for a level II without a level I. A level II involves the student, faculty liaison, Field Supervisor and Field Director. In this information gathering process, the Field Director will seek to determine the nature of the concern and gather sufficient information to develop a plan to address the concern or concerns, if one is needed. The Field Director will utilize conflict resolution and mediation skills where possible. No further action may be required, or the student may be asked in writing to modify his/her behavior and/or seek appropriate help. This process is designed to assist the student with identified concerns that negatively impact their performance. The Field Director will assess the concerns with appropriate faculty, consult with the Department Chair and/or BSW Director, and maintain documentation. The Level II Performance Review Committee may decide to:

1. Retain the student in the current internship and Social Work Program on probationary status.
2. Specify requirements and conditions for remaining in the internship and Social Work Program.
3. Suspend the student from the internship and Social Work Program (can reapply in one year).
4. Request a Level III review be convened by the Department Chair.

The Performance Review Committee will document the discussion and their decision and inform the student in writing. The student may appeal the decision to the Departmental Chair.

Level III Performance Review is convened and facilitated by the Department Chair and generally includes the student, BSW Program Director, student advisor, Field Director and field supervisor if indicated, and any other relevant members of the faculty. This level of review is indicated when problematic patterns are identified with students, particularly involving unprofessional, illegal, unethical or incompetent behaviors. A level III Review may

be initiated when lower review levels have not achieved satisfactory results, or when the student's behavior rises to such a level that withdrawal or dismissal is under consideration.

The Department Chair will meet with appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist) and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student. The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. The student may invite a faculty member of their choice or an advisor to participate in the proceedings.

After the review meeting has concluded, the Department Chair will consult with the BSW Director, Field Director, and Field Supervisor to reach a decision. The student will be informed in writing of the committee's decision within three working days. The student may be instructed to refrain from attending field or social work classes until notified of the decision. Options available to the committee include but are not limited to the following:

1. Continue the student in the program and/or internship with no conditions.
2. Establish formal conditions for the student to continue in the program and/or internship.
3. Consult with the University's Vice Chancellor for Student Affairs.
4. Counsel the student to change majors/degree programs.
5. Suspend the student with conditions for return.
6. Dismiss the student from the Social Work Program.

In any Level III Review, there must be clear, concise documentation of the problem areas as well as verification that these have been discussed with the student, that a corrective action plan has been developed with the student and that the student has been given the opportunity to complete the plan with the support of the Social Work Department, unless the precipitating behavior is of such a grievous nature that corrective action is not indicated. The student must be notified of the decision in writing within ten business days of the review meeting. It is the responsibility of the Department Chair to communicate the decision to the student. At this time, the student must be informed of their right to appeal under University policy.

Health and Safety of the Student

The physical safety of the student is a primary concern of the program. The Field Supervisor is expected to inform students about any risks to their health and safety associated with work at the agency, and to ensure that students receive appropriate training to minimize these risks. Students are advised to review the BSW Field Manual and the BSW Student Handbook. In the event that an incident of safety or a potential threat occurs, the student should advise their faculty liaison and complete an Incident Report in Tevera. Other additional resources that are provided to students include the following links:

Safety When Working with Clients

Link to NASW Social Work Safety Guide:

<https://www.socialworkers.org/linkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid=0>

Title IX: Sexual Harassment and Discrimination

Link to A-State Office of Title IX and Institutional Equity

<https://www.astate.edu/a/affirmative-action/title-ix/>

COVID-19 Resources, Updates and Reporting

Link to A-State Novel Coronavirus

<https://www.astate.edu/safety/novel-coronavirus/>

Incident Report

In the event that an incident occurs in the student's field placement, the student should complete the incident report form on Tevera and submit to their Faculty Liaison who will in turn advise the Director of Field Education of the situation. Examples of an incident include but are not limited to client striking the student worker, any hostile or threatening incidents experienced by intern, and unprofessional behavior on the part of the supervisor towards the student or clients. If the student is unsure about a particular event, the student needs to discuss the event with their Faculty Liaison

Use of Personal Automobiles by Students

Students are expected to arrange their own transportation to and from their field placement site. Agencies which expect students to use their personal automobiles for agency business should make this expectation clear to the student during the pre-placement interview. If students use their own automobiles for agency purposes, they should be reimbursed for mileage. Students who use their own automobiles to transport clients are liable in case of an accident. Students will sign the Statement of Understanding that is included with the Field Application. Please refer to your personal insurance policy for coverage information.

Placement in Employee Settings

The Director of Field Education may approve a student's request to complete their field placement at their place of employment if specific criteria are met. To maintain the integrity of the program, and to ensure that students receive a high-quality education, this request may be approved with the following guidelines:

- The agency and field supervisor at the place of employment must meet the same qualifications as other field supervisors and agencies where students are placed.
- The Field Supervisor for the educational experience must be someone other than the student's work supervisor or in the line of supervision for the student.

- The student's activities in the agency must provide new learning, and not merely a continuation of their current work tasks.
- The learning agreement for the student must list how the field activities will support program's competencies and specific practice behaviors.
- The A-STATE field faculty liaison will monitor student learning and adherence to these criteria.
- Any paid or stipend internship must meet all of the above criteria.

Access and Accommodations

Students who require adjustments or accommodations in the field due to a disability must first register with A-STATE Access and Accommodation Services at 972-3964. The Access and Accommodation Office will notify each instructor, including the Director of Field Education, of the student's specific needs. More information can be found on their website:

<https://www.astate.edu/a/disability/>

Professional Conduct

Students must conduct themselves in a professional and ethical manner toward clients, fellow students, agency staff and the faculty. As membership in a profession implies an encompassing set of values, professional conduct is expected at all times on-campus and off-campus. The program subscribes to the NASW Code of Ethics which is discussed through the curriculum. Any act which would constitute unethical practice, violation of the law, whether on-campus or off-campus, is grounds for disciplinary action and may include dismissal from the field.

Students are expected to follow the reasonable instructions of the field supervisor. A student may refuse to follow an instruction if they feel it involves activities that are illegal or run counter to the NASW Code of Ethics. When refusing a request, the student should explain their reasons if at all possible. The student should then immediately report the incident to the Faculty Liaison.

In the event that the student violates the NASW Code of Ethics in the placement, the field supervisor will make a report to the faculty liaison and the Field Director will be informed. A performance review will be scheduled with the appropriate level dependent upon the alleged incident.

Problem-Resolution Process

Problems associated with social work students placed in agency settings may occur, and are usually satisfactorily resolved by the student and Field Supervisor. Common problems have included student reliability and performance, student feeling that they are not getting sufficient learning assignments at the agency, or that the Field Supervisor is not accessible for regular supervision. The Faculty Liaison is available to assist in finding solutions to problems that cannot be handled by the Field Supervisor and student. This is a normal course of events and usually results in an acceptable solution that enables the student to remain in the placement. If a

problem cannot be resolved by this group, then the Director of Field Education may be called for help. Some problems if not resolved may present a threat of internship disruption and therefore the Performance Review Process will be followed in hopes to find the best resolution for student success. The Performance Review Process is outlined in this manual and the BSW Student Handbook.

Transferring a Student to a New Agency or Field Supervisor

Students are expected to complete their fall and spring internship at the same agency to allow the student to achieve competency attainment. However, there are occasionally reasons that a transfer to a new agency or Field Supervisor is necessary. A request for a student transfer may originate from the student, the Field supervisor, or the Faculty Liaison for the following reasons:

- a. A student may request a transfer to another Field supervisor or agency if either fails to meet the terms set forth in the Learning Agreement, this manual or the Affiliate Agreement. If a within-agency transfer is feasible, the student can continue without interruption. A between-agency transfer may necessitate the student's investment of additional hours for the student to complete the course performance requirements. The Director of Field Education handles all transfers.
- b. The Field supervisor may request a student's within-agency transfer if the supervisor is no longer willing or able to meet the expectations of the position, or if he or she feels the match with a particular student is no longer productive. If the transfer is agreeable to the student and a suitable substitute can be found within the agency, the move can be made. If no suitable substitute is available within the agency, then a between-agency transfer will have to be made in the current semester provided a suitable site is available. The student may be required to spend additional hours in the new placement to complete course requirements.
- c. The Faculty Liaison may initiate a transfer of a student if they conclude that a Field supervisor or agency is not fulfilling the expectations set forth in this manual. In this case, reasonable efforts will be made to locate a suitable alternative with as little disruption to the student as possible. However, additional hours of agency work may be required as noted above.

Termination Policy and Procedure

Students are rarely terminated from an internship; however, it does occur. The following procedure addresses termination of a student initiated by his or her field placement agency or by a faculty member in the Social Work Program. The Performance Review Process will be activated by the Field Director in attempts to promote the best outcome for student success.

Termination Initiated by an Agency

After problem-solving efforts have been exhausted or the agency staff believes the behavior of a student presents a risk to the safety or well-being of the agency's clients or staff, the agency may terminate a student from the placement. The agency will be requested to provide a written explanation for the termination and if at all possible, notify the program prior to the termination.

It is then the responsibility of the Director of Field Education to prepare a report assessing the behavior of the student in the particular agency setting. Where indicated, the report should include a statement of standards of conduct which have been violated, and describe a course of action which the student must take in order to be reassigned to another agency. Based on the results of the performance review process, the Director of Field Education in consultation with the BSW Program Director may pursue one of the following options:

- a. The student may be reassigned in the current semester, if time permits for the student to complete the course requirements and if the circumstances surrounding the termination are such that the student may be placed in another setting without jeopardizing the safety and well-being of clients and staff.
- b. If time does not permit for the student to complete the course requirements in a new agency, and the student does not present a threat to staff or clients of other agencies, and if no remedial action is required or the remedial action taken by the student has produced acceptable behavior, then the student may be permitted to enroll in the field course in the next semester in which that course is offered. In this case, the student could be given an incomplete "I" grade for the course with a documented date in which the requirements must be completed. It is important to note that any incomplete that does not meet the requirements of the date specified on the incomplete form will convert to an "F" at the time grades are due. The maximum time frame that can be granted an incomplete is one calendar year. If the student is re-assigned, the Director of Field Education may credit all or a portion of the student's hours in placement to a second placement depending on the circumstances surrounding the termination and the length of time that has elapsed between termination and re-assignment.
- c. If the student's actions are such that the safety and well-being of other agency staff or clients might be reasonably expected to be in jeopardy, if corrective action required of the student is not pursued, or if the corrective action taken does not produce acceptable behavior, the student may not be reassigned. In this instance, the student would be given a grade of "F" for the course and would not be permitted to re-enroll. The student would then be removed from the Bachelor of Social Work Program.

Termination Initiated by the Social Work Program

If after a student has entered Field, and the Social Work faculty have a valid basis to believe a student's conduct has the potential to cause harm to clients, the program, or agency workers, the Director of Field Education may immediately remove that student from the internship. In such cases, a Level III Performance Review will be scheduled with the possible outcomes: (1) dismissal from the program with an explanation of the offense and how the behavior fails to meet reasonable standards of conduct; (2) offer a reasonable opportunity to modify the behavior which would involve a corrective action to promote personal growth and support compliance to professional standards of conduct and the NASW code of ethics; (3) or if the offense is deemed to be beyond correction, the student may be terminated from the BSW Program.

If a student is dismissed from an agency due to behavior which may include but not limited to insubordination, incompetence, attendance, failure to adhere to the NASW Code of Ethics, or inappropriate professional conduct, the Director of Field Education may opt for a plan of

corrective action. In some situations, the option of a corrective action, a plan will be developed. Upon completion of corrective action, a student may be placed in another agency setting. If the second agency dismisses the student from Field due to the student's behavior, the student will be considered to have failed Field and a failing grade will be given. Along with being dismissed from Field, the student will be dismissed from the BSW Program.

If the student fails to follow through with corrective action or corrective action is not successful, the student may be dismissed from the BSW Program. A time framework is generally allocated for which all corrective action and problem resolution must occur.

Grade and Grade Appeal

A grade of "C" or better is required to successfully pass field. A field grade below a "C" results in suspension from the program. In the event that a grade below a "C" is received, the student may reapply to the Field Program if they are still in good standing with the BSW Program and complete any required corrective actions that have been specified for the student. Please refer to the BSW Handbook for details regarding program suspensions and/or program dismissals.

A student who wishes to appeal his or her grade must follow the Student Grievance Procedure outlined in the A-STATE Student Handbook. If the student seeks a grade appeal, the Admissions Committee will hear the student's case and reach a decision. If the committee moves for readmission, a corrective plan of action will be established. Each situation is examined on the relevant facts and circumstances. Only one grade appeal is allowed for the total Field experience.

Agency Specific Policy, Standards, and Accreditation

Students are expected to familiarize themselves with agency specific standards which include but are not limited to JCOHA, HIPAA, and FERPA. Some agencies may require students to be certified in CPR, provide proof of vaccinations, submit to drug screens, complete criminal and/or child welfare background checks.