



Angelo State University

College of Health and Human Services

Department of Psychology, Sociology, and Social Work

Social Work Program--Accredited

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Field Education Manual

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Overview of the Social Work Program

The Bachelor of Social Work (B.S.W.) Degree

The purpose of the social work profession. Per the Council on Social Work Education (CSWE, <http://www.cswe.org/CSWE/>; 2015), “The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons” (p. 1).

In Texas, social work practice is defined as “the application of social work theory, knowledge, methods, ethics, and the professional use of self to restore or enhance social, psychosocial, or biopsychosocial functioning of individuals, couples, families, groups, organizations, or communities” ([Texas Occupations Code, Chapter 505, 2017](#)).

The B.S.W. degree description. The B.S.W. degree curriculum at Angelo State University is designed to prepare generalist social work practitioners to work in a variety of areas including, but not limited to, child, adolescent, and family services; health/mental health; criminal justice/corrections; gerontology/aging; and in a variety of social service organizations in the community. An emphasis is placed on the ecological perspective, providing students with an understanding of the reciprocal relationship between the person and environment.

The nature of generalist social work practice. As stated above, the B.S.W. curriculum at Angelo State University prepares generalist social work practitioners and uses the ecological perspective as the theoretical foundation of generalist practice. Generalist social work practice includes the provision of social work services with individuals, couples, families, groups, organizations, and communities. Regardless of the area (e.g., child and family welfare, corrections, health/mental health, aging, etc. . . .) or level of practice (i.e., micro, mezzo, or macro), social workers seek to promote social and economic justice and to improve functioning of individuals, couples, families, groups, organizations, and communities. Social work practitioners support individual self-determination and respect the dignity and worth of all people regardless of their age, disability, color, race, ethnicity, family structure, gender, sexual orientation, culture, national origin, religious preference, socioeconomic status, etc. . . . Social work practitioners advocate for those who have experienced various social problems that cut across cultural groups such as poverty; crime and victimization; oppression; discrimination; mental illness; substance abuse; chronic physical illness; physical, emotional, or sexual abuse; and neglect. However, given the breadth of the social work profession, social work practitioners also work with those who may not have experienced such social problems. Regardless of population served, social workers recognize their legal and ethical responsibilities to clients and provide competent social work services. It is to this end that the B.S.W. program at Angelo State University strives to educate a future generation of social work practitioners.

The [Texas State Board of Social Worker Examiners](#) (2017) defines the practice of Baccalaureate Social Work (BSW) as the

- (a) Practice of Baccalaureate Social Work--Applying social work theory, knowledge, methods, ethics and the professional use of self to restore or enhance social, psychosocial, or bio-psychosocial functioning of individuals, couples, families, groups, organizations and communities. Baccalaureate Social Work is generalist practice and may include interviewing, assessment, planning, intervention, evaluation, case management, mediation, counseling, supportive counseling, direct practice, information and referral, problem solving, supervision, consultation, education, advocacy, community organization, and policy and program development, implementation, and administration.
- (b) Practice of Independent Non-Clinical Baccalaureate Social Work--An LBSW recognized for independent practice, known as LBSW-IPR, may provide any non-clinical baccalaureate social work services in either an employment or an independent practice setting. An LBSW-IPR may work under contract, bill directly for services, and bill third parties for reimbursements for services. An LBSW-IPR must restrict his or her independent practice to providing non-clinical social work services. (Social Work scope of practice, Section 781-202, para. 1-2).

https://www.dshs.state.tx.us/socialwork/sw_scope.shtm

The nature of social work education. Social work education is based in the liberal arts and consists of a structured and integrated curriculum and applied experiences that are designed to train practitioners to competently apply social work values, theories, and methods to the various social problems encountered by individuals, couples, families, groups, organizations, and communities. Indeed, social work education is academically and personally challenging, but rewarding. The Social Work Program at Angelo State University is designed to support the mission of Angelo State University, and reflect the mission and charter of the social work profession by conforming to the standards set forth by the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW).

The B.S.W. program mission statement ([EP 1.0](#), [EP B2.0](#)*). As a social work department located in West Central Texas, the mission of the social work Department at Angelo State University is to provide quality social work education, based on the knowledge, values, skills, Cognitive and affective processes of the social work profession; while preparing the students to work with diverse populations with an emphasis on the emerging Hispanic population, the military population, and older adults in both rural and urban settings characteristic of the region. The program will provide professional development opportunities for students who desire to promote the social, psychosocial, or biopsychosocial functioning and well-being of individuals, couples, families, groups, organizations, and communities via generalist social work practice.

The values of the B.S.W. program ([EP 1.0](#)). The Social Work Department at Angelo State University supports the core values of the social work profession, reflecting the six value elements of the [National Association of Social Workers' Code of Ethics](#) and two additional value elements from the CSWE that include: 1) service; 2) social justice; 3) the dignity and worth of the person; 4) the importance of human relationships; 5) integrity; 6) competence; 7) human rights; and 8) scientific inquiry. These values provide the foundation for the mission and goals of the Social Work Program and our social work curriculum (CSWE, 2015). Also, the social work program at Angelo State University supports the Texas State Board of Social Work Examiners (2011) Code of Conduct which states

(a) A social worker must observe and comply with the code of conduct and standards of practice set forth in this subchapter. Any violation of the code of conduct or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.

(1) A social worker shall not refuse to perform any act or service for which the person is licensed solely on the basis of a client's age, gender, race, color, religion, national origin, disability, sexual orientation, or political affiliation.

(2) A social worker shall truthfully report her or his services, professional credentials and qualifications to clients or potential clients. A social worker shall not advertise or claim a degree from a college or university which is not accredited by the Council on Higher Education Accreditation.

(3) A social worker shall only offer those services that are within his or her professional competency, and shall provide services within accepted professional standards of practice, appropriate to the client's needs.

(4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.

(5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.

(6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.

(7) A social worker shall safeguard the client's rights to confidentiality within the limits of the law.

(8) A social worker shall be responsible for setting and maintaining professional boundaries.

(9) A social worker shall not have sexual contact with a client or a person who has been a client.

(10) A social worker shall refrain from providing services while impaired by physical health, mental health, medical condition, or by medication, drugs or alcohol.

(11) A social worker shall not exploit his or her position of trust with a client or former client.

(12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.

(13) A social worker shall refer a client for those services that the social worker is unable to meet, and shall terminate services to a client when continuing to provide services is no longer in the client's best interest.

If you have a question about the professional performance of a social worker licensed by the Texas State Board of Social Worker Examiners call toll-free at 1-800-232-3162. In Austin, call (512) 719-3521 or write to:

Texas State Board of Social Worker Examiners
P.O. Box 149347, Mail Code 1982
Austin, Texas 78714-9347
<http://www.dshs.state.tx.us/socialwork>
1-800-942-5540 (Complaint Hotline)

http://www.dshs.state.tx.us/socialwork/sw_conduct.shtml

The B.S.W. program goals (EP 2.0, EP B2.0, M2.0). The Social Work Program provides a rigorous curriculum grounded in the liberal arts, using sound teaching practices, to promote: 1) the knowledge, values, and skills used in social work that can be applied across settings and diverse populations; 2) critical thinking skills; and 3) ethical and competent social work practice consistent with the mission and objectives of the social work profession. To this end, the goals of the Social Work Program include:

- to prepare entry-level, generalist social work practitioners to provide ethical and competent services utilizing the knowledge, values, and skills of the social work profession (EP 2.1.1 - EP 2.1.10d); (EPAS Competencies 1-9)
- to equip students to work with a diverse population of clients that are represented in West Central Texas (EP 2.1.4); (EP 3.0)
- to empower students with the necessary skills to work in the evolving environment in West Central Texas; including urban and rural settings (EP 2.1.9); and (EP 2.0)
- to advocate for social and economic justice for at risk populations in West Central Texas (EP 1.8). (EP 2.0)

The core competencies of the B.S.W. program. The core competencies (as taken directly from the Council on Social Work Education's 2015 [Educational Policy and](#)

[Accreditation Standards](#)) of the Social Work Program at Angelo State University, Department of Social Work include:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.

Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. use technology ethically and appropriately to facilitate practice outcomes; and
5. use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice

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

6. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
7. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
8. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human

rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
10. engage in practices that advance social, economic, and environmental justice.

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

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

11. use practice experience and theory to inform scientific inquiry and research;
12. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
13. use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

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

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and

constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

17. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
18. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

19. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
20. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
21. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
22. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

23. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
24. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
26. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
27. facilitate effective transitions and endings that advance mutually agreed-on goals.

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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

28. select and use appropriate methods for evaluation of outcomes;
29. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
30. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Overview of the B.S.W. curriculum. There are a total of 120 semester hours required for the B.S.W. degree. These hours are divided into groups that include: the academic major, other requirements, and advanced elective courses. Some courses are required to be advanced (3000 and 4000 level courses) while others can be from lower division selections (1000 and 2000 level courses). A minor in the B.S.W. program is not required.

While the B.S.W. degree program at Angelo State University focuses on generalist social work practice, with the careful selection of advanced elective courses through the academic advising process, and with the proper Field Education placement, students can effectively build skill sets in the following areas that reflect faculty expertise:

- children, adolescents, and families;
- criminal justice/corrections;
- gerontology/aging;
- health/mental health; and
- social/community development.

These skill sets increase student expertise in specific substantive areas of practice, may help them obtain employment in these areas of practice, and/or prepare them for more concentrated graduate study. It is recommended that students discuss such options with their assigned academic advisor. See page 301 of the [University Undergraduate Catalog](#) for the social work program curriculum.

Philosophy of the Field Education Program: Social Work's Signature Pedagogy

Signature pedagogy. According to the CSWE, field s, is the signature pedagogy of the social work profession. The CSWE EPAS states, "Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated

components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.” ([CSWE, 2008, p. 8](#)). CSWE 2015 p. 12

⁴ Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

Purpose of the Field Education program. The purpose of field education in social work education is to provide opportunities for students to *apply social work knowledge, skills, values, and cognitive and affective processes* learned in the classroom to real-life situations with clients “in the field”. Students are able to observe the benefits and challenges of working within various organizational settings with diverse client populations. Students are supervised by a professional social worker or related degreed individual in the field agency (the Field Instructor) and by field faculty (Field Education Liaison and Field Education Director) at the University. This dual perspective is intended to facilitate the *integration* of classroom learning with agency-based practice, and to provide support to field education students as they engage in this dynamic process. Additionally, field agencies often benefit from the presence of a social work field education student; however, the primary focus of the field education experience is on the learning process of the student.

Philosophy of the field education program. The Social Work Department at Angelo State University utilizes the ecological perspective as the theoretical foundation of generalist practice. Generalist social work practice includes the provision of social work services with individuals, couples, families, groups, organizations, and communities. This perspective is reinforced through the knowledge, skills, and values content taught in the social work courses. The Generalist Intervention Model (GIM)^{*}, which may be employed with all client systems (individuals, couples, families, groups, organizations, and communities) is defined below.

Kirst-Ashman and Hull (2012) define the GIM as “a practice model providing step-by-step direction concerning how to undertake the planned change process, which is generally directed at addressing problems” (p. 32).

The Generalist Intervention Model employs seven steps to be used in working with a client system:

1. Engagement
2. Assessment
3. Planning
4. Implementation
5. Evaluation

6. Termination

7. Follow-up

Field education students are encouraged to further develop their critical thinking skills which enable them to apply this model regardless of the setting or context of practice.

*Kirst-Ashman, K. K., & Hull, G. H. (2012). *Understanding generalist practice* (6th ed.). Belmont, CA: Brooks/Cole.

Goals of the Field Education Program

The primary goal of field education is to provide students with opportunities to apply generalist social work knowledge and develop skills which reflect the profession's values and ethics with clients at all levels (micro, mezzo, and macro). The following are the goals of the field education program:

1. to help students apply social work knowledge, skills, values, ethics to enhance the well-being of people through supervised generalist practice experiences;
2. to help students utilize social work knowledge, skills, values, and ethics in a supervised generalist practice experience in order to ameliorate the environmental conditions that negatively impact the client and the client's ecology;
3. to enable students to utilize appropriate research methodologies in order to evaluate the effectiveness of their own intervention, agency, and programs within ethical guidelines, and to use practice knowledge to inform research;
4. to enable students to work effectively with diverse client groups, especially populations vulnerable to discrimination and oppression;
5. to facilitate the professional socialization process by encouraging the demonstration of professional behavior and the application of social work values and ethics;
6. to help students assess their potential for graduate education in social work, and allied fields, and advanced social work practice through feedback from social work field instructors and faculty;
7. to help students develop self-awareness through the process of intervention at all levels (micro, mezzo, and macro) of practice;
8. to enable students to utilize professional oral and written communication skills appropriate to their field setting; and
9. to enable students to use professional supervision to enhance learning and practice skill.

The Field Education Organizational Structure

Structure and Design of Field Education

The field education component of Angelo State University's Social Work Department requires two semesters of Field Education (SWK 4371 Social Work Field Education I and SWK 4372 Social Work Field Education II), consisting of a total of 500 hours. Students must complete 250 hours during Field Education I and 250 hours during the Field Education II semester at the same agency, or at a different agency. The ability to allow students the freedom to choose a secondary placement is in place to expose the student to the breath of social work practice. Also, this flexibility is to allow the program to meet the needs of students and the community social and human service agencies that provide a field education opportunity for our students. Social Work Field Education I will require the student to acquire a minimum of 16 hours per week of field education experience over a period of 15 weeks; additionally, 15 hours of class instruction is counted towards their 250 total hours for Social Work Field Education I.

Social Work Field Education II will require the student to acquire approximately 16 hours per week of field education experience across 15 weeks; additionally, 15 hours of class instruction is counted towards their 250 total hours for Social Work Field Education II. The 15 hours of class instruction in Social Work Field Education I and Field Education II is designed to assist the student in transitioning into their field placement, integrating classroom learning with the practice setting, developing their learning contract, and providing an opportunity to process weekly field education experiences. Students will submit a weekly journal and/or process recording summarizing their field education experience from the prior week to share during the classroom time. This will allow students an opportunity to express any success and any difficulties they have experienced at their Field Education placement.

The two components of the field education experience consist of a total of 500 clock hours including: a) the field education at an assigned approved agency, studying and practicing under the supervision of a professional social worker (or, when necessity dictates, a related degreed professional) for a total of 470 clock hours; and b) 30 clock hours of class instruction to assist in professionally preparing the student for the field education experience integrating theoretical and conceptual information to the practice setting, and to facilitate the creation and development of the student's learning contract.

Administration of the Field Education Program

The Social Work Program Field Education Director has the overall responsibility for directing the Field Education Program. The Social Work Program Field Education Director is responsible for: the development, utilization, and evaluation of field placement agencies; screening and placement of potential field education students; development, implementation, and evaluation of field education policies, development of data bases and reporting systems; evaluation of the field education program activities; development and evaluation of field instructor training; monitoring students' progress in the field, and the coordination of faculty (Field Liaisons) which interface with various aspects of the field education program in

collaboration with the Social Work Program Director. The Field Education director will appoint Field Education Liaisons who will work directly with the students and the agency.

Specific responsibilities of Social Work Field Education Director. The Social Work Program Field Education Director functions as a link between the university, the student, and the field agency. The Field Education Director monitors and evaluates students' progress and performance in conjunction with the Field Liaisons. The specific responsibilities of the Social Work Field Education Director include (but not limited to):

1. providing support and training to Field Instructors/Task Supervisors and agencies in the effective use of supervision with field students, through a four hour annual orientation in August, plus two other 2 hour meetings one in January and the other in May;
2. participating in faculty meetings related to curriculum development; coordination, assessment, screening and review of field students; and other planning issues;
3. updating field education manuals, paperwork, evaluations, etc;
4. communicating with the social work faculty (Field Liaisons) on students' progress in their field agencies, including any problems, issues, or concerns which need to be addressed by the field program;
5. developing and securing a collaborative relationship with community agencies so that social work students have settings for the field education experience; and
6. Organizing a yearly field education fair where the field agencies and field education students can meet.

The specific duties of the Field Education Liaison. The Social Work Field Education Liaison will work directly with the Social Work Field Education Director to ensure a quality learning experience for the field education student. The Field Education Liaison monitors and evaluates students' progress and performance in the field and assumes primary responsibility for assigning students' grades for the semester in SWK 4371 Social Work Field Education I and SWK 4372 Field Education II. The specific duties of the Social Work Field Education Liaison include (but not limited to):

1. teaching and facilitating a three semester hour Social Work Field Education I class and a three semester hour Social Work Field Education II class which processes the students' experiences in the field, integrating theoretical and conceptual information with the practice setting fostering the implementation of evidence-informed practice;
2. monitoring and evaluating the students through weekly assessments of students' work in the field (reflected in journals or written summaries and time sheets); the appropriateness of the students' job descriptions and learning contracts; individual

visits at the agencies with the students and field instructors/task supervisors (at least twice per semester, and more if necessary); and overall review of the students' performance in the field as reflected in the verbal and written evaluation processes; communication with the Field Education Director of any issues related to students and the agency where he or she may be placed for field education is essential.

Social Work Community Advisory Committee

The Social Work Community Advisory Committee works in concert with the Social Work Program in evaluating the policies and procedures for the field education experience as well as the overall social work program. The committee also provides an additional link and a valuable resource between the Social Work Field Education Program and the community. Based on the members' expertise, it may also provide input into the development of new field education sites and the review of existing sites. The committee may also provide input on training needs or other appropriate issues related to field instruction.

Agency-Based Field Education: Field Agencies and Field Education Instructors

Field Education agencies provide students the opportunity apply classroom knowledge to real problems of client systems of all sizes. Students, in turn, provide agencies the opportunity to bring new ideas and challenges to service delivery. To become affiliated with the Angelo State University Social Work Program, agencies must meet the following criteria:

1. the agency's philosophy of service should be compatible with the philosophy, values, and ethics of the social work profession; the primary purpose of the organization (or program) must be to address human needs;
2. services provided by the agency must be appropriate for undergraduate, generalist social work practice and there must be a sufficient caseload of clients (and work) for students to gain "hands on" experience;
3. supervision--there must be availability of appropriate supervision, namely at least one staff member who is licensed for social work practice in Texas and/or, has a BSW or MSW, to serve as the Field Instructor for the student. A staff member with a related degree or related role can serve as the Field Instructor with the Social Work Field Education Director or other Angelo State University social work faculty member providing supervision when necessity dictates;
4. agencies must support the field education process by providing release time for Field Instructors to carry out field instruction responsibilities and to attend field-related meetings;
5. agencies must provide students with adequate work space, office supplies, access to a telephone, transportation or travel reimbursement for travel required by the agency and information regarding transportation policies and liabilities, and access to client and agency records appropriate for the learning experience;

6. agencies should not engage in discriminatory practices in the hiring of personnel, the acceptance of students, or the provision of services to clientele regardless of race, color, national origin, gender, disability, age religion, or sexual orientation; and
7. agencies must agree to participate in various processes of the field program, including field orientation, periodic field agency updates, interviews with prospective field students, and communication with the field faculty.

Contact regarding a student field education student may be initiated by the university or the agency. The affiliation process begins with a telephone conversation between the agency and the Social Work Field Education Director to determine that the agency meets the above stated criteria. If the agency is appropriate as a field education site, an agency application form, a biographical data form for the field instructor(s), and a contract setting forth the agreement with the university are sent to the agency. The Social Work Field Education Director reviews the completed forms and upon approval of the agency as a field placement site, and Affiliation Agreement is signed by authorized representatives of both the agency and the university.

Because Angelo State University field education students come from such a widespread geographic base, the university is working to have contracts with a large number of field agencies in order to best meet the needs of the social work field education students. Depending upon the number of students in field education and their geographic preferences, some agencies may not have students placed with them every semester. However, all active field agencies will receive an Agency Profile Form to be updated every two years in order to provide the Social Work Field Education Director with current information.

Responsibilities of Field Agencies

As an approved field agency, affiliates are committed to the educational process of the social work students. Through agency experiences and supervision, students have the opportunity to learn and become socialized into the profession. Agencies are expected to provide designated field instructors and other resources stated in the criteria for agency selection. Field agencies are asked to work cooperatively with the Social Work Program (and the Social Work Field Education Director and Liaisons) in creative problem-solving and efforts to enhance the learning experience for field students. As an approved affiliate with the ASU Social Work Program, agencies agree to:

1. Participate in the pre-placement process, which includes participating in the yearly field education fair, completing an interview with the prospective field student and providing an assessment of the appropriateness of a respective student for that agency;
2. provide opportunities for students to participate in agency programs and activities which will enhance the students' learning experience;
3. appoint appropriate personnel to serve as field instructors and provide the necessary agency support for field instructors to provide necessary supervision and attend field

orientation and training provided by the University as well as participate in all other field-related functions (supervision, evaluation, conferences, etc.);

4. provide students the use of facilities necessary to successfully complete required field assignments, including office space, office supplies, access to a telephone, and access to client and agency records appropriate to the learning experience;
5. inform the Field Director and/or Liaisons as soon as possible regarding staff or organizational changes which affect the field placement; and
6. work in partnership with the Field Faculty (Field Education Director and Liaisons) to maximize the field education of social work students.

Selection of Field Education Instructors

The Field instructor plays one of the most critical roles in the educational process of the field practicum. In order to be approved by the University as a Field Instructor, an agency employee should meet the criteria listed below. Exceptions to any of the following criteria must be granted by the Social Work Field Education Director.

1. BSW or MSW degree from an accredited social work program;
2. current social work license from the state of Texas (LBSW or LMSW);
3. at least **two year's** post BSW or post MSW work experience in a social service agency, including at least **six months** of employment at the field agency;
4. ability to supervise and instruct undergraduate social work students;
5. acceptance of the generalist social work model and the educational philosophy of ASU's Social Work Program;
6. commitment to work cooperatively with Field Education Director, Field Liaisons, and the field education program; and
7. demonstrates professional social work values, knowledge, skills, and behaviors in relation to clients, agency co-workers, and with social work field education students.

There may be unique situations when agencies do not have a B.S.W. or M.S.W. available to directly provide field supervision, but they do have qualified professionals with the interest, expertise, and ability to provide supervision of social work tasks. Such individuals will be identified as "**Task Supervisors**," and will be eligible to provide direct oversight of the daily educational activities of the field student. Task Supervisors must be approved by the program's Social Work Field Education Director based upon their educational background, values and ethics compatible with the social work profession, supervisory ability, and understanding of social work education and practice principles, and work experience. Students working under a

Task Supervisor will be provided with social work supervision through an assigned B.S.W. Field Instructor from another program within the assigned agency, another agency, or from the ASU Social Work Faculty. Assigned University Field Instructors to Task Supervisors will meet at least once a month with each Task Supervisor; and document this with a progress note in the student's Field Education file. The Task Supervisor and assigned Field Education Instructor will work collaboratively in designing student assignments, guiding student activities, and evaluating student performance.

Responsibilities of Field Education Instructors

Field Instructors engage in the dual role of agency practitioner and social work educator. Since the primary goal of field instruction is social work education rather than agency service, the teaching role of the Field Instructor is critical. Conversely, the primary task of the field student is that of learning rather than serving.

The specific responsibilities and duties of the Field Instructor include:

1. **Pre-placement interviews and assessment of prospective students.** Field Instructors are asked to meet with a prospective student to discuss what a field placement at their agency would entail and to assess the student's appropriateness for that setting. Field Instructors are expected to complete a post-interview evaluation form, which provides feedback for placement decisions.
2. **Orientation of field education students.** Field Instructors are responsible for orienting the assigned field student to their agency. For example, students need to learn about the agency's mission, policies and procedures, expectations regarding work rules, dress codes, and supervision. The most effective form of orientation is participatory; therefore, rather than relying on manuals to orient the student, Field Instructors are encouraged to discuss relevant policies and allow the student to observe first-hand the way in which business is conducted by the agency.
3. **Establishing a learning contract and job description.** Field Instructors are expected to work with the assigned field student in the development of a learning contract and job description for their field education placement. Input from the Field Instructor is critical to the identification of realistic and appropriate expectations for the placement. Ongoing communication with the student about roles, responsibilities, duties, and accountability during the field placement can be facilitated by these instruments.
4. **Supervision of field education student.** Field Instructors shall provide at least one hour per week of direct supervision. While most field instructors spend much more time than this each week working directly with students, there is a need for a designated time strictly set-aside for discussing and processing the student's learning needs, identifying strengths and areas for work, updating learning goals, and giving feedback on the student's performance.

5. **Serve as a professional role model.** Field Instructors should reflect and model professional social work values, skills, and behavior. Students are keenly aware of how their field instructor interacts with clients, co-workers, and other community contacts. Field Instructors should be open to discussing questions the students may have regarding different communication styles and contexts, agency politics, and balancing “real life” dynamics compared to text-book ideals.
6. **Provide appropriate learning experiences:** Field Instructors should structure the students’ learning experience in such a way that students are exposed to a wide range and variety of opportunities, including but not limited to direct client contact, agency staffing and staff meetings, board meetings, community meetings, and court hearings. Students should be increasingly challenged in their role and involvement as the semester progresses, beginning with observational roles and working towards direct responsibility for specific experiences intake, intervention, and group facilitation. In addition, the Field Instructor is responsible for coordinating the student’s involvement with other agency staff that function in various roles.
7. **Evaluation of the student:** Field Instructors should provide the students with ongoing feedback regarding his or her work and progress. The evaluation process includes completion of the evaluation form at mid-semester and the end of the semester. The Field Instructor is responsible for completing the form and discussing it with the student in conjunction with the Social Work Field Education Director’s field visits during the semester. The field instructor may elect to have the student complete a self-evaluation as well in order to compare perceptions. Regardless of the format chosen, the Field Instructor should regard the evaluation as an integral part of the field instruction process and critical component to the student’s learning experience.
8. **Participation in the field education experience:** Field instructors are expected to attend field education orientations provided at the beginning of each semester. In addition, input and participation from field instructors is appreciated in order to continue to upgrade and enhance the field education experience, the curriculum and the entire social work program.
9. **Communication with social work field education director:** Field Instructors should contact the social work field education director as soon as possible should problems arise in the field setting. In addition, field instructors are asked to communicate with the Social Work Field Education Director regarding any agency changes which may impact the placement.

While there is no monetary compensation for serving as a Field Instructor for the university, Field Instructors do receive 0.5 Continuing Education Units (CEUs) for social work licensing requirements for each semester they supervise an intern, with a maximum of 1.0 CEUs per calendar year for field supervision

Expectations for the Social Work Field Education as a Learning Experience

The field education experience is the highlight of the student's social work education, and is considered the "signature pedagogy" in social work education by the CSWE ([CSWE, 2015](#)). The university is dependent upon community agencies to carry out this component of the learning process. Because social work is a practice-based profession, the student learns by doing, not from being told how to do it. By working under the supervision and instruction of a competent professional social worker (or other qualified professional), students can initially observe the skills and processes and then begin to demonstrate their own ability to provide social work services.

The field education experience will provide opportunities for students to integrate classroom learning and skill development through closely supervised social work practice in a variety of situations. Rather than teaching a specialized approach to working with a given population, emphasis should be on generalist practice implemented in a specific setting. Therefore, students are able to translate the knowledge and abilities gained in one agency to any other setting.

Field education will allow the student to engage in both short-term and long-term client contact, a range of client situations, varied practice approaches, and diverse agency activities. While there are many societal changes that are influencing the service delivery system (such as managed care systems, increased specialization, professional liability, accreditation standards, etc.), the field education experience continues to offer a somewhat insulated experience where the emphasis and priority should be on maximizing the student's learning opportunities. Field Instructors need to become increasingly creative and flexible in structuring the placement for their assigned student in order to ensure the student is able to receive the fullest range of experiences – perhaps even allowing the student to become involved with other agencies or programs in order to fulfill this need.

As stated previously, the field education is a mechanism for students to become socialized to the profession. Field education students can indeed be a wonderful resource to community agencies and bring a wealth of energy, enthusiasm, and commitment with them to the field education experience. However, the primary focus should always be on the field education student's learning.

Teaching Methods Used in the Social Work Field Education

Since Field Instructors are typically agency practitioners, each may have an approach to field instruction based on their individual educational background and experience. Field Instructors should be sensitive to the diversity of learning styles and characteristics of field students and should utilize the most appropriate approach for the particular student. The following methods are listed as suggested tools for field instructors to utilize to meet the educational needs of their field students.

1. Assign, evaluate, and discuss process recordings.
2. Review and discuss case documentation.
3. Allow field education student to observe the field instructor's client interaction and discuss such interactions.

4. Directly observe the field education students' client interactions and discuss such interactions.
5. Videotape client interactions (individual, couple, family, group, and so forth).
6. Conduct role plays with the field education student.
7. Allow the field education student to observe and participate in agency staff meetings.
8. Ask the field education student to visit other agencies to gather information.
9. Arrange for the field education student to participate in various staff roles (receptionist, intake worker, therapist, direct-care staff, administration, etc.).
10. Assign films, readings, and/or other assignments and discuss their relevance with the field education student.
11. Allow field education students to participate in the orientation/training process normally provided to full-time staff.
12. Research and help with writing grants for the agency.
13. Research current policies related to the agency and its services and have the field student engage in policy advocacy.
14. Have students prepare educational presentations about the agency or social justice issues related to clientele of the agency.

The above are just a few suggested teaching methods. Field Instructors should feel free to utilize other approaches, which are effective for them.

The Social Work Field Education: Integrating Theory with Practice

Requirements for Student Admission to the Field Education

Students entering the field education program must be fully admitted to the social work program and have completed all prerequisites with a grade of "C" or higher in all social work classes and pre-major classes. They must have a GPA of 2.5 in the major and a 2.0 overall, and must have completed the application process for the field education experience. Field Education students are encouraged to become members of NASW to obtain affordable malpractice insurance (1m/3m policy coverage) and have reliable transportation. All social work field education students must purchase their own malpractice insurance and provide evidence of such to the social work field education director prior to beginning their field education experience. The Field Education student understands that if they do not purchase malpractice insurance they will not be allowed to meet with any clients or complete their field education.

Students who have successfully completed their university required core education requirements and prerequisite social work courses must attend a field education orientation during the Spring semester and then again in the beginning of the Fall semester, and submit an application for field education by the designated deadline.

Summary of Procedures for Student Placement into a Field Education Placement

The following steps describe the sequence of events for placement in field education:

1. eligible students attend an orientation for field education;

2. prospective field students attend a field mixer with current field students to allow an opportunity to receive feedback from students currently placed in various field education settings;
3. students complete and submit (through email and a hard copy) a field education application, Parts A and B, by the specified deadline; which will include a ranking of desired placement opportunities, with requests for specific agencies;
4. students will attend a field education fair, where they will meet the field instructors;
5. social work field education director reviews the applications for eligibility and completeness;
6. the social work field education director determines tentative field placements for all students who are approved for placement and notifies students and agencies in writing;
7. students schedule and complete interviews with assigned agencies;
8. students and field instructors submit interview evaluations to the social work field education director;
9. the social work field education director confirms and finalizes assigned placements and notifies students and field education agencies;
10. alternative placements are made at the request of students or field instructors following the initial interview if necessary; and
11. prior to the beginning of field education, an orientation is provided to all field instructors, then two subsequent meetings are held for the field instructors during the Spring semester.

Monitoring of students during the field education experience will be conducted by the Field Education Liaison. The Field Education Liaison will observe and monitor the students during the one hour a week seminar time scheduled for Field Education I and Field Education II. This also allows for the Field Education Liaison to reinforce the social work values and ethics, when there is not a social worker (BSW, MSW, LBSW, LMSW and/or LCSW) employed at an agency.

Sequence of the Field Education Experience

The following describes a general overview of experiences, which are appropriate for most field education students:

Orientation of agency. As specified under responsibilities of the Field Agency and Field Instructor, students should receive adequate orientation to the agency and its services. This phase should include tours of the facility, introductions to staff, overview of the agency (particularly for large agencies with multiple programs), overview of the relevant agency procedures and services to clients, and specific expectations of the agency (such as parking, dress code, work schedules, etc.). This information is best transmitted in a personal or interactional process rather than simply reading agency policy and procedure manuals.

Orientation/Observation of client services. By the third week of field, students should be involved in opportunities with client systems. This may include sitting in on intakes, conduct intakes directly, observe agency staff as they conduct social assessments or social histories, observing group sessions, sitting in on staffing or treatment team meetings, etc. As the student

completes the orientation phase, they should have developed a good understanding of the agency's procedures for working with clients, documentation, and the organizational structure.

Provision of services to clients. Because undergraduate students are being prepared for generalist practice, there should be opportunities for extensive client systems contact, a range of client situations, varied practice approaches, and diverse agency activities/assignments. It is expected that the placement should include the following: working one-on-one with clients and/or client systems to assess their needs and determine resources to meet these needs; working with people in families and groups; participation in staffing; documentation or a case records; research, assessment, or intervention within an agency setting and community or committee work. Field Education students should be given as much direct responsibility as they are capable of and comfortable with.

Conclusion of placement. Field Education students should address the conclusion of their placement with clients, staff, co-workers, and the field instructor. The termination process should include evaluation of clients' progress and accomplishments, providing for follow-up or aftercare, summarizing and evaluating their own learning and performance, and addressing feelings regarding termination. Because the end of the semester typically comes "so quickly," this phase is often overlooked as a part of the field education process. Attention to this time should be given by both the field education student and the field instructor.

General Expectations, Responsibilities, and Requirements for the Field Education

Field Education students are expected to assume responsibility for their own learning, for self-evaluation, communication with co-workers and supervisors, providing critical feedback regarding the field placement, completing the required hours, adhering to their job description, and fulfilling their learning contract. Part of the learning experience which takes place during field education is experiencing the frustration which may occur when working in an organization structure, working with different personalities, or working under a supervisor (the Field Instructor) who may not be what the student thinks he or she should be; therefore, students are expected to demonstrate maturity and utilize good communication and problem-solving skills when encountering challenges in the placement. *The most difficult situations do not usually involve clients; they involve agency staff.* Consequently, learning to effectively operate within an agency is an important part of the field education experience.

Field Education students are expected to abide by the *NASW Code of Ethics*; ASU BSW Field Education Roles and Responsibilities; the ASU BSW Field Education Manual/Handbook; the Texas State Board of Social Worker Examiners (TSBSWE) Code of Conduct; the TSBSWE Scope of Practice; required reporting for abuse, neglect, or exploitation for children, the elderly, and persons with disabilities; appropriate duty to protect practices; all federal, state, and local policies governing privacy and confidentiality, especially the Health Insurance Portability and Accountability Act (HIPAA); and all other applicable federal, state, and local policies pertaining to social work and their particular agency.

Hours. Social Work Field Education I consists of 250 hours. This averages out to 16 hours per week. Social Work Field Education II consists of 250 hours, which averages out to 16

hours per week. Both placements may or may not be completed at the same agency. Field Education students are required to record completed hours on official time sheets, which must be validated with the original signature of the field instructor each week. Field Education students can work out a schedule of days and times they will be in field at the agency, with the approval of the field instructor. However, students are not to work less than four-hour segments and should work during regular agency office hours when their field instructors or other staff is available. The field education student should generally work during the same schedule or shift as the field instructor; therefore, if a Field Instructor typically works weekdays, 8:00 am to 5:00 pm, then the field education student should not regularly work evenings or weekends if there are no alternative social workers on duty during these times.

Field Education students should not complete their field education hours any earlier than one week prior to the end of the semester. If a student does complete their hours one week before the end of the semester, he or she is expected to continue to attend required minimum hours at the agency for the allotted time period.

Learning contract and job description. All field education students are expected to develop learning contracts and job descriptions as a part of their Field Education. This assignment is to be done by the field education student with input from the field instructor. The learning contract should reflect mutually-agreed upon learning goals for the semester. The job description should realistically reflect the duties and responsibilities of the field education student at the agency. Both of these documents will be utilized as a part of the evaluation process with the Social Work Field Education Liaisons and Director.

Weekly summaries or journals. Students are expected to maintain documentation regarding their weekly field experiences. Regardless of the format, the student is responsible for completing a written description and assessment of their work at the agency every week which will be handed and graded by the Field Education Liaison.

Field Education Evaluation Process

By Field Education Student. The field education student is expected to assume responsibility for evaluation as a part of his or her professional development and growth. The three tools, which are utilized to guide the student in developing evaluation skills, include: the learning contract, the performance evaluation of the student, and the evaluation of the field agency. The learning contract allows the student to establish measurable goals and use this format to facilitate supervisory conferences and self-evaluation. The student completes a self-evaluation by completing the same mid-term and final evaluation form as the Field Instructor. This is not a process, which is “done to” the student, but is done with the student. The student should critically assess his or her performance and discuss self-perceptions along with those expressed by the Field Instructor. The field education student is also asked to complete an evaluation of the Field Agency and Instructor at the end of the semester. This provides feed back to the Social Work Program and the Field Agency regarding the field site and allows the student to have input into improving the quality of future placements at this agency.

By Field Instructor. Field Instructors are encouraged to regard the evaluation forms and process as a tool for supervision as well as a measurement of progress. The Field Instructor and student should complete the field evaluation form at mid-semester and at the end of the semester. Many Field Instructors find it helpful to complete the evaluation with the student or by asking the student to rate themselves and compare it with the Field Instructor's rating. Attention should also be given to evaluating how well the field education student has performed according to his or her job description and the learning contract. The evaluation form consists of measurements that address the CSWE's 10 core competencies and 41 practice behaviors.

The Social Work Field Education Liaisons will visit each student at his or her agency at least twice during the semester, usually at the mid-term and final evaluation. This will provide an opportunity for the Field Education Liaison to meet with the Field Instructor and student, to address particular concerns, problems, and issues which need to be addressed.

Field Instructors are asked to use the evaluation form to rate students on their performance as objectively as possible. Often, field instructors who have a good relationship with the student are reluctant to give critical feedback or to give anything but the highest of ratings. However, it is essential that even students who perform exceptionally well in the field are challenged to grow in new areas. Field Instructors are also asked to provide a recommended grade at the end of the semester. While the recommended grade may affect the grade assigned by the Social Work Field Education Liaison, other factors such as participation and performance in field seminar are also taken into consideration before the final grade is determined.

By the Social Work Field Education Liaison. The social work field education liaison is continually assessing and evaluating students based on information from the students' written summaries and/or process recordings, assignments, participation in field seminar, and feedback from field instructors. The social work field education liaison is responsible for determining the final grade for the Fall and Spring semester's based on performance both in the field and in the classroom. However, the assigned grade is not as significant as the learning and growth, which takes place for the student during the field education.

General Field Education Policies

Completion of Hours and Attendance

Field Education students are expected to complete a total of 500 hours to satisfy the requirements for both Social Work Field Education I and II. This is about 16 hours per week on average during both field placements. Specific work schedules are to be worked out between the field education student and the Field Instructor. If the agency requires training or in-service hours, up to 20 hours may be counted towards the field education hours. If training occurs before the semester begins, permission from the Social Work Field Education Director should be granted in advance. Travel time to and from the field agency may not be counted towards the students' field hours, but travel which is incurred during the placement is appropriate to be included such as home visits, travel to other offices of agencies, and so forth.

Field Education students are responsible for accurately documenting their hours, with signed verification on a time sheet from their Field Instructor. Field Education students are expected to demonstrate professional work habits, such as being punctual and regular in work attendance. In the event that a field education student must be late or absent from their regularly scheduled field hours, he or she should call their Field Instructor. Excessive tardiness or absences are considered a serious problem and may necessitate a conference with the Social Work Field Education Liaisons, Field Instructor, and Field Education Director.

If field education students must miss their regular field placements hours, they may schedule make-up time with the approval of their Field Instructor. If a student gets seriously behind on their hours due to circumstances beyond their control (illness, personal emergency, death in the family, etc.), they should discuss this with the Social Work Field Education Liaisons and Director in order to develop an outcome that is in the best interest of the agency, university, and student. Field Education students may not, typically, receive an incomplete for a field education course. If the required hours or assignments are not completed by the end of the semester, students will receive an “F” and be expected to repeat the field education experience (usually at another agency). Exceptions to this policy are made for only the most extenuating circumstances and must be approved by the Social Work Field Education Director. If a student is not satisfied with the action taken by the Social Work Field Education Director, the student may appeal the decision to the Social Work Program Director.

Change of Field Education Placement

The Social Work Field Education Liaisons and Director should be contacted if problems arise in the placement. Most concerns can be resolved through a conference with the Social Work Field Education Liaisons, student and Field Instructor. If the problem is not resolved then the Field Education Director may be called to a meeting with all the necessary parties. Changes in the field placement are only made when agency changes dictate the termination of the placement (programs closing, field instructors leaving the agency, etc.) or when problems between the student and the placement are determined to be irreconcilable by the Social Work Field Education Director. If circumstances necessitate a change in placement, the Social Work Field Education Director should be contacted as soon as possible to make alternative arrangements for the field education student’s placement. Hours may be transferred for the initial placement to the new placement, with the approval of the Social Work Field Education Director.

Removal of Field Education Student from a Field Education Placement

A field education student may be removed from the field education agency at any time by request from the Field Instructor and/or agency for unprofessional conduct or for significant lack of progress in achieving field learning objectives. If a student’s performance is deemed unsatisfactory, the Field Instructor should contact the Social Work Field Education Liaisons immediately. This contact is needed in order that a conference can be arranged between the student, the Social Work Field Education Liaison, and Field Instructor. The Social Work Field Education Director will be called in when all parties feel that the relationship may not be remedied.

The Field Education Liaisons and Director also may remove a field education student from the field for unprofessional conduct or lack of progress or participation. The grounds for removal for of a student from field may include, but are not limited to failure to abide by: the *NASW Code of Ethics*; ASU BSW Field Education Roles and Responsibilities; the ASU BSW Field Education Manual/Handbook; the Texas State Board of Social Worker Examiners (TSBSWE) Code of Conduct; the TSBSWE Scope of Practice; required reporting for abuse, neglect, or exploitation for children, the elderly, and persons with disabilities; appropriate duty to protect practices; all federal, state, and local policies governing privacy and confidentiality, especially the Health Insurance Portability and Accountability Act (HIPAA); and all other applicable federal, state, and local policies pertaining to social work and their particular agency.

Other reasons why a field education student may be removed from their field placement include but are not limited to: attempts to harm oneself or someone else; repeated tardiness or absences at the agency; repeated changes in scheduled field hours without approval; and/or other behavior that is incompatible with accepted professional conduct. The final decision to remove a student from their field placement will be made, after consultation with the social work faculty, by the Social Work Field Education Director, with required documentation from the Field Instructor or agency, and may be based on objective and/or subjective professional judgment. If the student is not satisfied with the decision of the Social Work Field Education Director, the student may appeal the decision to the Social Work Program Director.

Supervision of Field Education Student Activities and Work

Field Education students shall not be left alone in the agency without professional staff supervision. Leaving students alone or in charge is not an appropriate situation for students. Field Education students, no matter how competent or skilled do not yet have the required credentials for assuming staff responsibilities. It is also inappropriate for students to make home visits alone without their supervisor or other staff.

Safety Issues/Emergencies/Sentinel Events

Field Education agencies, instructors, and students should be aware of safety issues related to the activities of the field education student. Students should not be expected to engage in any activity where there are safety concerns. Field Education students should be thoroughly oriented to the agency's policies and procedures to ensure their health and safety during their field education experience. If in the case there is a sentinel event, emergency, etc the field education student will contact the Field Education Liaisons and/or Field Director and the Field Instructor immediately.

Malpractice/Liability Insurance

Field Education students have to obtain coverage for malpractice liability insurance purchased through an independent company, such as NASW Assurance company or other such company. The field education student must provide proof to the Field Education Director of

such malpractice insurance, at the 1 million/3 million level, coverage prior to beginning their field education experience.

The Provision of Credit for Life Experience, Work Experience, and Prior Field Education

Field Education students will not be given any academic credit, including credit towards the field education experience, for prior work or life experience, as stipulated by the CSWE.

Field Education at Place of Employment

As a general rule, field education students shall not be placed in agencies where they are currently employed. It is the student's responsibility to disclose such information to the Social Work Field Education Director during the application process. Experience has shown that when a student is doing an field education and employed at the same agency, the educational focus is severely limited. Any exceptions to the policy must be approved by the Social Work Field Education Director in consultation with the program faculty. The stated criteria which must be met for an exception to be granted is as follows: a) student must have a different supervisor for field education than employment supervisor; (b) student must engage in field education hours at different times and/or days than employment hours; and (c) student must be assigned to a different department for field education placement than employment.

Night and Weekend Placements

Most traditional social service agencies do not have qualified supervisory staff available during non-traditional hours. While the social work faculty is sensitive to students' scheduling needs, students should be aware that no evening or weekend hours will be approved that compromise the programs' educational objectives or the quality of the student's field education experience. If an agency provides adequate and appropriate supervision during non-traditional hours, a student may schedule up to eight hours with approval from the social work field education Liaisons and/or Director.

Travel and Mileage Reimbursement

It is the Field Education student's responsibility to secure reliable transportation to and from the field education. It is also their responsibility to provide their own automobile liability insurance coverage for agency-related travel. Reimbursement for agency-related expenses, such as travel compensation should be the responsibility of the agency and should be congruent with the agency reimbursement policies and rates for regular staff. The agency policies and procedures for the travel compensation should be discussed with field education students as a part of their orientation. It is the responsibility of the field instructor and agency to verify that the student's vehicle insurance coverage is adequate for the job required before allowing the student to engage in agency activities involving transportation.

Holidays

Field Education students are entitled to observe holidays as designated by the university and their field education agency. However, if a field education student's regularly scheduled hours occur on a holiday, they are still responsible for completing those hours on another day. Field Education students should communicate the university's holiday schedule to their field instructor and make plans accordingly.

Sick Days

If a Field Education student is unable to attend field education due to personal illness or the illness of a dependent family member, they should contact their field instructor and assume responsibility for rescheduling any appointments or work requirements. The field education student shall make up any missed hours at a time agreed upon by the field student and field instructor. If the field education student's absences exceed 24 hours or three full field days, the student should notify the Social Work Field Education Liaisons and/or Director and propose a plan to remediate the time missed.

Conflicts of Interest

Field Education students, Field Instructors, Field agencies, and Social Work Faculty should all be aware of potential conflicts of interests. Field Education students and Field Instructors, particularly, should make known to the Social Work Field Education Liaisons and/or Director any potential conflicts of interest. Field Education students shall not be placed at agencies where relatives or family members are employed or serve on the board of directors without the approval of the Social Work Field Education Director.

Requests for Documentation

The social work Field Education Director and/or field agencies may request that field students applying for field education placements or participating in the field education experience provide documentation regarding their physical health, mental health, drug use, alcohol use, and/or provide information for a criminal background check. Such information may be requested if required by the agency or when it is deemed necessary to ensure the wellbeing of the social work student and/or clients in the field. Decisions related to the information obtained will be made on an individual basis.

Accommodation for Field Education Students with Disabilities

Angelo State University is committed to the principle that no qualified person shall, on the basis of disability, be excluded from the participation in or be denied the benefits of the services, programs, or activities of the university, as required by the *Americans with Disability Act of 1990*. However, Angelo State University does not waive the published degree requirements for students. To the extent practical, the faculty and administration will make reasonable accommodations to assist qualified individuals with disabilities meet their degree requirements, consistent with the applicable provisions of Texas statutes. The social work program will work with students and other support services to enable a student to work towards a successful field education experience. It is recognized that students may choose not to disclose a

disability. In such cases, the student shall not receive special accommodation in class or for field work if the disability is known to the university or its faculty.

Nondiscrimination Policy

The social work program at Angelo State University is committed to a policy of nondiscrimination. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by Angelo State University, on any basis prohibited by applicable law, including, but not limited to, race, color, national origin, religion, sex, or disability.

Grievance Procedures

The Social Work Program's *Student Handbook* details students' rights and explains complaint and grievance procedures. Social work students have the right to appeal course grades and adverse decisions relating to the Social Work Field Education Program according to the appeal process outlined in the Social Work Program's *Student Handbook*.

<https://www.angelo.edu/content/files/19940-social-work-student-handbook1132014pdf>