



# **Angelo State University**

*College of Health and Human Services*

Department of Social Work

Master of Social Work (MSW) Program

ASU Station #11043

San Angelo, Texas 76909-0709

(325) 942-2405

## **MSW Field Education Manual**

**Table of Contents**

I. Overview of the Social Work Department  
.....  
4

The Masters of Social Work (M.S.W.) Degree: Traditional and Advanced Tracks  
Philosophy of the Field Education Program: Social Work’s Signature Pedagogy  
Goals of the Field Education Program

II. The Field Education Organizational Structure  
.....  
11

Structure and Design of the Field Education Program  
Administration of the Field Education Program  
Social Work Field Education Advisory Committee

III. Agency-Based Field Education: Field Agencies and Field Education Instructors  
.....  
13

Selection of Participating Field Education Agencies  
Responsibilities of Field Education Agencies  
Selection of Field Education Instructors  
Responsibilities of Field Education Instructors  
Expectations for the Social Work Field Education Experience as a Learning Experience  
Teaching Methods Used in Social Work Field Education

IV. The Social Work Field Education: Integrating Theory with Practice  
.....  
19

Requirements for Student Admission to the Field Education  
Summary of Procedures for Monitoring and Placement of Student into a Field Setting  
Sequence of the Field Education Experience  
General Expectations, Responsibilities, and Requirements for Field Education  
Field Education Evaluation Process

V. General Field Education Policies  
.....  
22

Completion of Hours and Attendance at Field Agency  
Change of Field Education Placement  
Removal of Student from a Field Education Placement

Supervision of Field Education Student Activities and Work  
Safety Issues pertaining to Field Education Student  
Malpractice/Liability Insurance for Field Education Student  
The Provision of Credit for Life Experience, Work Experience, and Prior Field Education  
Field Education Placement at Place of Employment  
Night and Weekend Placements for Field Education Student  
Travel and Mileage Reimbursement for Field Education Student  
Holidays  
Sick Days  
Conflicts of Interest for Field Education Student, Field Instructors, and Faculty  
Request for Documentation  
Accommodation for Field Education Students with Disabilities  
Nondiscrimination Policy  
Grievance Procedures

VI. Forms

.....  
27

Field Education Agency Application  
Field Instructors Biographical Data Form  
Field Agency Interview Response Form  
Professional Development Plan (Learning Contract) for Field Education Student  
Field Education Student Application  
BSW Student Field Education Evaluation, Midterm and Final  
Field Education Student Interview Response Form  
Field Instructor's Evaluation and Input for Program  
Field Education Student Evaluation of Field Agency  
Field Education Student Time Sheet and Analysis  
Field Education Director Evaluation of Field Education Agency

## Overview of the Social Work Department

### The Masters of Social Work (M.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 M.S.W. degree description.** The master’s program in social work provides a rigorous curriculum and uses 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 master’s program in social work include the following:

1. To prepare generalist and specialized social work practitioners to behaviorally demonstrate the values of the social work profession through their practice, including service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, and scientific inquiry (EP 1.0; EP M2.1);
2. To further refine students’ essential critical thinking skills commensurate with advanced practitioners at the master’s level in the contemporary social service environment (EP M2.1);
3. To prepare master’s level practitioners in advanced practice in social work or related disciplines (EP M2.1);
4. To establish a foundation for continued graduate work at the doctoral level in social work or related disciplines (EP M2.1); and
5. To maintain a reciprocal relationship with social work practitioners, groups, and organizations in the community (EP 1.0).

The [Texas State Board of Social Worker Examiners](#) (2019) defines the practice of Masters Social Work (MSW) as the

(a) Practice of Master's Social Work--Applying social work theory, knowledge, methods and 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. An LMSW may practice clinical social work in an agency employment setting under clinical supervision, under a board-approved supervision plan, or under contract with an agency when under a board-approved clinical supervision plan. Master's Social Work practice may include applying specialized knowledge and advanced practice skills in assessment, treatment, planning, implementation and evaluation, case management, mediation, counseling, supportive counseling, direct practice, information and referral, supervision, consultation, education, research, advocacy, community organization and developing, implementing and administering policies, programs and activities. An LMSW may engage in Baccalaureate Social Work practice.

(b) Advanced Non-Clinical Practice of LMSWs--An LMSW recognized as an Advanced Practitioner (LMSW-AP) may provide any non-clinical social work services in either an employment or an independent practice setting. An LMSW-AP may work under contract, bill directly for services, and bill third parties for reimbursements for services. An LMSW-AP must restrict his or her practice to providing non-clinical social work services.

(c) Independent Practice for LMSWs--An LMSW recognized for independent practice may provide any non-clinical social work services in either an employment or an independent practice setting. This licensee is designated as LMSW-IPR. An LMSW-IPR may work under contract, bill directly for services, and bill third parties for reimbursements for services. An LMSW-IPR must restrict his or her independent practice to providing non-clinical social work services.

[https://www.dshs.state.tx.us/socialwork/sw\\_scope.shtm](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 Department 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 M.S.W. program mission statement ([EP 1.0.1, 1.0.2](#)).** The master's program in social work and its mission are consistent with the institutional mission through its grounding in the professional discipline of social work, its inclusion in the professionally-based Archer

College of Health and Human Services, its grounding in the liberal arts (an educational core requirement of the college), and its preparation of advanced generalist social work practitioners that are trained in the knowledge, values, and skills of the social work profession and equipped to work in a variety of practice situations. Such education and training prepare students to be responsible citizens and sets the foundation of a productive career in the social work profession.

The mission of the Master's Program in Social Work at Angelo State University is consistent with CSWE's Educational and Accreditation Standards (CSWE, 2015), and the overall purpose of the social work profession in that it employs social work knowledge, values, and skills; is grounded in the health sciences; is guided by the person-in-environment perspective; and promotes social, psychological, and biopsychosocial welfare of clients, including individuals, couples, families, organizations, and communities. The program's mission explicitly suggests training students in social work practice that spans levels (micro, mezzo, and macro), settings, and populations. Implicit in the mission statement, and indeed in every course, is the master's program's focus on the oppressed and high-risk populations; the pursuit of social justice; the elimination of poverty; the promotion of human rights; and the enhanced quality of life for all people.

**The values of the M.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 Department and our social work curriculum (CSWE, 2015). Also, the Social Work Department 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.shtm](http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm)

**The M.S.W. program goals (1.0.3, M2.0).** The master's program in social work provides a rigorous curriculum and uses 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 master's program in social work include the following:

1. To prepare generalist and specialized social work practitioners to behaviorally demonstrate the values of the social work profession through their practice, including service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, and scientific inquiry (EP 1.0; EP M2.1);
2. To further refine students' essential critical thinking skills commensurate with advanced practitioners at the master's level in the contemporary social service environment (EP M2.1);
3. To prepare master's level practitioners in advanced practice in social work or related disciplines (EP M2.1);
4. To establish a foundation for continued graduate work at the doctoral level in social work or related disciplines (EP M2.1); and
5. To maintain a reciprocal relationship with social work practitioners, groups, and organizations in the community (EP 1.0).

The above goals are derived from the mission statement of the master's program in social work, which suggests that Angelo State University seeks to provide "quality social work education, based on the knowledge, values, and skills of the social work profession." This portion of the mission statement is directly reflected in the first goal. Further, this goal is directly related to the practice behaviors found in the 2015 EPAS as each of these practice behaviors reflect social work knowledge, values, and/or skills.

Goal number two suggests that a purpose of the master's program is to build upon existing critical thinking skills obtained through their bachelor's education and further develop such skills to a level appropriate for advanced practice and graduate-level work. Part of the program's mission states, "to provide quality social work education, based on the knowledge, values, and skills of the social work profession." The aim of equipping students with critical thinking skills is implied in the mission of the program in that critical thinking is a core skill that social workers should possess and employ in practice. By doing so, students will be prepared to provide a diversity of client services through the synthesis and implementation of a wide variety of interdisciplinary knowledge and skills grounded in scientific inquiry, best practices, and social work values (EP M2.0; EP M2.1).

Goal number three addresses the professional development necessary to ongoing social work practice in generalist and specialized circumstances. Master's level practitioners are tasked to engage with, assess, intervene on, and provide services to clients from the micro through the macro levels of constituencies. Additionally, graduate-level practitioners are called upon to understand and engage in research that will benefit the profession by informing and improving practice, policy, and service delivery. Further, such practitioners should be familiar with a more sophisticated array of knowledge values and skills that broaden the nine competencies of social work (EP M2.0; EP M2.1).

Goal number four expands upon the professional development established in the preceding goal by encompassing educational advancement of doctoral studies in social work or a related area of study. Explicit in the 2015 EPAS is the adaptation and extension of social work competencies; the augmentation and expansion of existing knowledge, values, and skills; and the synthesis and implementation of knowledge; and the engagement with and performance of research to improve the professional knowledge base. The Angelo State University Department of Social Work's master's degree program seeks to establish a solid foundation of knowledge and experience that prepares students not only for direct practice experience, but also continuing education for those seeking the doctoral degree (EP M2.0; EP M2.1).

Finally, goal number five unites the program's mission statement, the university's mission statement, and the program's goals. A university is and should be responsible for stewardship of and contributions to its local community. Such involvement includes its delivery of a quality education, dissemination of scholarly activity, service to the local population and environment, and production of responsible students who in turn become valuable contributors to the local community and greater society. Our program incorporates this into its mission statement by seeking to provide the community (both locally and more broadly defined) with competent, talented master's level social workers, which are in high demand locally and nationwide. The master's program offers bachelor's level social workers from the local community and throughout the world an opportunity to enhance their education and their experience by offering instruction through its brick-and-mortar classrooms and its Internet-based virtual classrooms. Finally, the master's program in social work's faculty and students give back to the community through professional consultation, field placement, knowledge dissemination, service projects, and other "town-and-gown" opportunities (EP M2.0; EP M2.1). One of the core principles of social work is social and economic justice. There are many at-risk populations located in West Central Texas that require the knowledge, values, and skills that social workers possess to help improve their personal life circumstances and conditions.

**The core competencies of the M.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 Department 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 M.S.W. curriculum.** There are a total of 63 semester hours required for the Traditional Track M.S.W. degree and 33 semester hours for the Advanced track M.S.W. degree. All the courses are advanced level courses (6000 level courses).

The master's program in social work at Angelo State University dedicates itself to the provision of a solid foundation of advanced social work knowledge and experience to students in preparation for their master's level licensure and professional social work practice. In doing so, the formal curriculum of the program has been designed to build upon the existing strengths and experiences of those who have previously earned a bachelor's degree in social work while fortifying such knowledge and experience for those who may not have previous social work

education. This ensures all students in the master's program possess the core knowledge, values, and skills both unique and integral to the social work profession.

Particularly, the program will feature a traditional track and an advanced track for incoming students. Students who do not possess a bachelor's degree in social work from a CSWE-accredited institution or have a GPA lower than a 3.0 for their final 60 hours of bachelor's degree coursework will be assigned to the traditional track, which will include foundational coursework in which those students may have needed a stronger emphasis or may not have received at all during their bachelor's level studies. Students who have obtained a bachelor's degree in social work from a CSWE-accredited institution and who possess a 3.0 or higher GPA for their final 60 hours of bachelor's degree coursework will be eligible for the advanced track, which will allow them to forego the foundational social work curriculum courses of the first two semesters.

The sequence of courses in the master's program focuses on building and intensifying graduate-level understanding of the knowledge, values, and skills necessary for advanced practice in the field.

### **Philosophy of the Field Education Program: Social Work's Signature Pedagogy (2.2)**

**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, 2015, p. 12](#)).

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

**Purpose of the Field Education program.** As the signature pedagogy of the social work profession as defined by CSWE (2015), the field education program applies the theoretical and conceptual foundations identified, defined, and discussed in the classroom through student immersion in a real-world workplace environment. This exposure affords students consistent with clients, field instructors, and professional practitioners in the field. Field instructors emphasize practical and conceptual knowledge by monitoring and mentoring students during individualized student interactions working with clients as well as during weekly, hour-long supervision sessions. Ongoing student interaction within the work environment allows for repetitive exercise over the course of a two-semester agency placement in the field, allowing students to utilize classroom knowledge in actual client interface and providing the opportunity

to practice and hone their personal social work skills. Supervision sessions between students and field instructors use a standardized format that focuses on theoretical, ethical, and skill-based experiences the student encounters throughout the week while performing their placement responsibilities. The Field education experiences immerses the student into an environment that fosters professional socialization, helping them to internalize professional norms and practices of the social work profession. Such socialization allows for the integration and emphasis of conceptual classroom material. Traditional master's program students are required to complete a minimum of 900 hours at their field placement. Advanced standing master's program students are required to complete a minimum of 500 hours at their field placement.

Experiences working with clients and field instructors are discussed and reinforced in weekly seminars during which students address specific field encounters within theoretical and conceptual discussions and assignments. These seminars explore a variety of social work professional concepts, emphasizing the connection of classroom curriculum to specific placement experiences. Students complete written assignments that combine their knowledge and assessment of field placement responsibilities, including summaries of the experiences encountered throughout the week; process recordings of particular client interactions; and an overview of the placement location, including client population(s) served, services provided, and placement-specific characteristics. Criteria for these assignments contain required inclusion of peer-reviewed literature, selection and use of particular theories, and application of ethical concepts from the NASW Code of Ethics as well as the classroom curriculum. Students are required to complete 15 hours each semester in seminar with peer field placement students and their faculty liaison.

Material from theoretical and practice-based courses as well as field placement experience is synthesized through the assignment of an integrative paper. Combining work and curriculum from field experience, the field placement seminar (SWK 4372), and the final practice course (SWK 4373), this paper focuses on: 1) description of the field education agency and population served; 2) discuss a specific case that the student was involved with during their field education experience; 3) personal reflection on their field education experience, classroom experience, and the integration of components of the social work program. Complementing this practical facet, the student also applies the theoretical concepts, such as the application of human behavior in the social environment concepts and themes, general intervention model (7 steps), evidence-based practice, policy issues, diversity issues, ethical issues, social and economic justice issues, and an analysis of organizational, community, or other constraints to the case or client.

**Philosophy of the field education program.** The Social Work Program at Angelo State University utilizes the ecological perspective as the theoretical foundation of Advanced generalist practice, which 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.

One of the fundamental components to the master's program's theoretical foundation is the use of the Generalist Intervention Model (GIM) (Kirst-Ashman & Hull, Jr., 2018), a step-based generalist practice system that is designed to accommodate an eclectic knowledge base

while maintaining utility with a diverse range of target system sizes. Thus, the GIM may be employed with all client system sizes (individuals, couples, families, groups, organizations, or communities). The steps of the GIM include the following: 1) engagement; 2) assessment; 3) planning; 4) implementation; 5) evaluation; 6) termination; and 7) follow-up. Students are encouraged to build upon the critical thinking skills gained during their undergraduate education and professional experience to apply this model regardless of the setting or context of practice. 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).

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

### **Goals of the Field Education Program (2.2.2)**

The primary goal of field education is to provide students with opportunities to apply Advanced generalist social work knowledge and develop advanced 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 M.S.W. 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, utilize, and employ their potential for advanced social work practice through encouragement and 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 skills.

## **The Field Education Organizational Structure**

### **Structure and Design of Field Education**

The field education component of Angelo State University's Social Work Department's Masters program requires two semesters of Field Education for the Advanced track program: *SWK 6373* – Social Work Advanced Field Seminar and Practicum I (250 hours) and *SWK 6374* – Social Work Advanced Field Seminar and Practicum II (250 hours), consisting of a total of 500 hours; and required four semesters of Field Education for the Tradition Track program: *SWK 6337* – Social Work Foundation Field Seminar and Practicum I (200 hours), *SWK 6339* – Social Work Foundation Field Seminar and Practicum II (200 hours), *SWK 6373* – Social Work Advanced Field Seminar and Practicum I (250 hours), and *SWK 6374* – Social Work Advanced Field Seminar and Practicum II (250 hours), consisting of a total of 900 hours. 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 settings. 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. All the Social Work Field Seminar courses will either meet face to face or through collaborate on Blackboard; additionally, 15 hours of class instruction is counted towards their total field hours.

The 15 hours of class instruction in Social Work Field Seminar and Practicum 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 bi-weekly journal and/or process recording summarizing their field education experience from the prior week to share during the classroom time, time sheet, and supervision logs. This will allow students an opportunity to express any success and any difficulties they have experienced at their Field Education placement.

The field education experience consist of a total of 500 clock hours for the Advanced track program and 900 clock hours for the Traditional track which includes: a) student placement at a field education agency, studying and practicing under the supervision of a professional Masters level social worker from an accredited college for a total of 470 clock hours for the Advanced track and 840 clock hours for the Traditional track; and b) 15 clock hours per semester of seminar/collaborate instruction to assist in professionally preparing the student for integrating theoretical and conceptual information to the field practice setting, and to facilitate the creation and development of the student's learning contract.

Similar to the generalist practice opportunities afforded during field placement, faculty and field instructors utilize the GIM and person-in-environment approach as theoretical grounding for specialized practice opportunities during field education. Once during each academic year, the master's program holds a field education fair to which all field placement locations are invited and encouraged to attend, agencies outside of San Angelo are invited but are

not required to attend. All outside agencies will have their own requirements for how they will interview students. These events provide the opportunity for students to learn more about and interview with service providers catering to their specialized interests (e.g., hospital social work, gerontology settings, or substance abuse rehabilitation). Likewise, field instructors have the opportunity to interview prospective students to determine which would best fit within their agency setting and service milieu. Thus, students are provided an active role in the determination of their placement based to a large degree on the unique and specialized opportunities that field locations offer. Students in the Advanced track are required to select at least three field locations at which they are interested in being placed for two semesters and students in the Traditional track are required to select at least five field locations at which they are interested in being placed for four semesters. The field placement Director determines the final assignment of students to field placements and locations based on the feedback of students and field instructors as well as knowledge of students' program goals and the abilities of field locations to meet students' particular educational needs and goals.

All of the field placement locations utilized by the master's program in social work at Angelo State University offer a thorough range of advanced practice opportunities for each student. Such opportunities include (but are not limited to) working one-on-one with clients to assess needs and determine appropriate resources to meet such needs; working with clients at the individual, family, group, and organizational levels; documenting in a professionally and agency-appropriate manner all client interactions through case notes and client records; and researching, assessing, and intervening within the agency setting. Students are expected to be provided as much direct responsibility and individually-directed duties of which they are capable to address in a professional and competent manner.

All of these responsibilities are carried out within a unique environment and/or service setting that exposes students to a variety of specialized practice characteristics (Micro to Macro settings), such as the type of service (e.g., mental health counseling or case management), the type of client population (e.g., adolescents with substance use disorders, school children with autism, or elderly homeless individuals), the type of service setting (e.g., hospital, residential treatment setting, or outpatient clinic), and/or the type of service location (e.g., urban, suburban, or rural). Thus, students experience a variety of treatment modalities and professional responsibilities while working within specialized practice situations that address specific client populations and particular client needs.

### **Administration of the Field Education Program**

The Social Work Department M.S.W. Field Education Director has the overall responsibility for directing the M.S.W. Field Education Program. The M.S.W. 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 and other (Field Liaisons) which interface with various aspects of the field education program in collaboration with the Social Work Department 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 Department 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 two annual field instructor orientations in the fall for the Advanced track and one in the spring for the Traditional track, one orientation will be recorded and saved on the social work website for use by all field instructors.
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 and other distance personnel contracted by ASU (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 distance field placements will also be invited to the field fair but will not be required to attend so the M.S.W. director will have to organize and coordinate these placements in a more delicate manner.

**The specific duties of the Field Education Liaison.** The Social Work Field Education Liaison (ASU faculty and distance contracted personnel) will work directly with the Social Work Field Education M.S.W. 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 all Field Seminar courses. The specific duties of the Social Work Field Education Liaison include (but are not limited to):

1. teaching and facilitating the Field Seminar and Practicum courses (ASU faculty) 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' field agency descriptions and learning contracts; participating in face to face, collaborate, and/or telephone visits with agency field instructors and the students (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 (midterm and final evaluation) processes; communication with the Field Education M.S.W. 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 M.S.W. Social Work program in evaluating the policies and procedures for the field education experience as well as the overall Social Work Department. The committee also provides an additional link and a valuable resource between the Social Work Field Education M.S.W. 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 to apply classroom knowledge to the 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 M.S.W. 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 M.S.W. 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 M.S.W. 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 M.S.W. 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 M.S.W. 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 M.S.W. Program and Social Work Department (M.S.W. Director and Field Liaisons) in creative problem-solving and in efforts to enhance the learning experience for field students. As an approved affiliate with the ASU M.S.W. Program and Social Work Department, agencies (in San Angelo and outside of San Angelo) agree to:

1. Participate in the pre-placement process, which includes participating in the yearly field education fair (not a requirement for agencies outside of San Angelo), 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 M.S.W. 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 M.S.W. Director and Field Liaisons (ASU faculty and contracted personnel) to maximize the field education of the M.S.W. 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. MSW degree from an accredited Social Work Program;
2. current social work license from the state of Texas (LMSW or LCSW);
3. at least **two year's** 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 graduate social work students;
5. acceptance of the generalist social work model and the educational philosophy of ASU's M.S.W. Program;

6. commitment to work cooperatively with M.S.W. Field Education Director, Field Liaisons and other contracted Personnel, and the field education program constituents; and
7. demonstrate professional social work values, knowledge, skills, and behaviors in relation to clients, agency co-workers, and with social work field education students.

## **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 a 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, supervision, etc. 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. 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. One of the main reasons for this is to ensure that at the beginning of the placement experience, students learn how to become self-sufficient and demonstrate personal initiative within the field placement location. Thus, students are able to focus on the interaction with and provision of services to the client population which the field education placement location serves. This portion of the field education experience typically lasts one to two weeks.
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 M.S.W. 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 participate (at ASU or through collaborate) in field education orientations provided during the Fall (Advanced Track) and Spring (Traditional Track). 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 M.S.W. Program.
9. **Communication with social work field education director:** Field Instructors should contact the M.S.W. field education director as soon as possible should problems arise in the field setting. In addition, field instructors are asked to communicate with the M.S.W.

Field Education Director regarding any agency changes, which may impact the student's placement.

Field Instructors receive 0.5 Continuing Education Units (CEUs) for social work licensing requirements for each semester they supervise a field student, 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 signature pedagogy of the M.S.W. student's social work education as stated 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 M.S.W. student learns by doing, not from being told how to do something. By working under the supervision and instruction of a competent professional M.S.W., students can initially observe the Advanced skills and processes and then begin to demonstrate their own ability to provide Advanced 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 advanced generalist practice implemented in specific settings (Micro, Mezzo, and Macro). Therefore, M.S.W. 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 and settings. 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**

Field Instructors are required to have an M.S.W. degree from an accredited university and are expected to have a general knowledge of the Social Work knowledge, values, and skills, but

will have very individual specializations due to their background and experiences. 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/summaries.
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 assessments, and discuss such interactions.
5. Videotape client interactions (individual, couple, family, group, and so forth) with client permission.
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 M.S.W. Social Work Program and have completed all social work courses with a grade of "B" or higher in all Master's program coursework. Students must have completed the application process for the M.S.W. field education program. Students must also have reliable means of transportation to and from their field placement. Malpractice insurance is required of all students prior to the initiation of field placement and proof of such insurance must be provided to the master's program field director. Students are encouraged to become members of the National Association of Social Workers (NASW) to obtain affordable malpractice insurance, but may obtain malpractice insurance however they choose to do so. Students are informed that failure to obtain and maintain malpractice insurance during field placement will prevent them from having client

interaction and thus will preclude them from completing the field education portion of the master's program.

Students who have successfully completed their prerequisite coursework must attend a field education orientation during the semester preceding their intended initiation of field education and once again at the beginning of the semester that field education is scheduled. For traditional track students (face to face and online), this means that the students will attend one field education orientation during the first year in the Spring semester and another at the beginning of their second year in the Fall semester of the master's program. For advanced track (face to face and online) students, they will attend one field education orientation during the Fall semester of their first year of the master's program. Finally, all students must submit a Field Education application to the M.S.W. Field director 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 (Advanced and Traditional Track) face to face Students:

1. Eligible students attend an orientation and Field fair for field education;
2. Students complete and submit a field education application by the specified deadline; which will include a ranking of desired placement opportunities, with requests for specific agencies;
3. The Field Education Director reviews the applications for eligibility and completeness;
4. The Field Education Director determines tentative field education experience assignments for all students who are approved for placement and notifies students and agencies in writing;
5. Students schedule and complete interviews with assigned agencies;
6. Students and Field Instructors submit interview evaluations to the Field Education Director;
7. The Field Education Director confirms and finalizes assigned placements and notifies students and field education agencies;
8. Alternative placements are made at the request of students or Field Instructors following the initial interview if necessary; and
9. An orientation prior to the beginning of field education experience is provided to all Field Instructors, Field Liaisons, and students.

The following steps describe the sequence of events for placement in field education (Advanced and Traditional Track) online Students:

- 1) Eligible students attend a field education orientation, all students are encouraged but not required to attend the field education fair;
- 2) Students schedule and complete interviews with assigned agencies;

- 3) Students complete and submit a field education application by the specified deadline; which will include a ranking of desired placement opportunities, with requests for specific agencies, along with their interview evaluation of the placement;
- 4) The Field Education Director reviews the applications for eligibility and completeness;
- 5) The Field Education Director determines tentative field education experience assignments for all students who are approved for placement and notifies students and agencies in writing;
- 6) Field Instructors submit interview evaluations to the Field Education Director;
- 7) The Field Education Director confirms and finalizes assigned placements and notifies students and field education agencies;
- 8) Alternative placements are made at the request of students and/or Field Instructors following the initial interview if necessary; and
- 9) A Field instructor and Liaison orientation will be required prior to the beginning of the field education experience.

Monitoring of students during the field education experience will be conducted by the Field Education Liaison (ASU faculty and/or contracted personnel). The Field Education Liaison will observe and monitor the students during the scheduled time for the Advanced Field Seminar and Practicum course. .

### **Sequence of the Field Education Experience**

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

#### **Orientation to and Observation of Client Services**

By the third week of field, students should begin involvement in opportunities with client systems. This may include observing the intake process, conducting intakes with clients, observing agency staff as they conduct social assessments or social histories, observing group sessions, attending staffing and/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. The length of this portion of the field education experience varies by agency location, client service demand, and the personal abilities of each student. Regardless of the amount of time, students are beginning their interactions with clients and becoming exposed to the ways in which clients are served by their particular placement location or agency from initial client engagement to client service(s) termination.

#### **Provision of Services to Clients**

Because master's level students are being prepared for advanced generalist practice with general and/or specialized populations, field education placement locations provide opportunities for extensive client systems contact, a range of client situations, varied practice approaches, and diverse agency activities/assignments. Placement locations are selected on the basis of their

inclusion of providing the following: enabling students to work one-on-one with clients and/or client systems to assess their needs and determine resources to meet these needs; working with multiple levels of treatment modality (i.e., individuals, families, and groups); participating in a variety of staff and administrative interactions and meetings (e.g., treatment team meetings, shift-change staff meetings, group and individual supervision meetings; and community or committee meetings); witnessing or personally completing documentation in case or client records; performing interventions with clients and client populations; and exposing students to research, assessment, or program/practice evaluation within an agency setting (when possible). Because field education is the signature pedagogy of social work for any student, the master's program of social work at Angelo State University strives to provide students with field education placements that allow for as much direct responsibility and client interaction as they are capable to professionally manage.

### **Conclusion of Placement**

Because termination of services is an important (and often meaningful) step for both practitioners and their clients, field education students address the conclusion of their placement with clients as well as the staff, co-workers, and the Field Instructor as a part of the field education experience. The termination process includes the evaluation of clients' progress and accomplishments; the provision of referral, follow-up, and/or aftercare; a summary and evaluation of their history of client interaction and performance with their Field Instructor; and the opportunity to discuss and process their feelings regarding termination with their Field Instructor. For many reasons, students, faculty, and agency staff often feel that the end of the semester typically arrives "too quickly" and the termination phases for both student-client interaction and student field education placement are often overlooked as a part of the field education process. The master's program emphasizes that attention to this time should be given by the field education student and the Field Instructor within the agency setting and also by the student and the Field Liaison within the classroom seminar setting.

### **General Expectations, Responsibilities, and Requirements for the Field Education**

M.S.W. 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 placement 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 MSW Field Education Roles and Responsibilities; the ASU MSW Field Education Manual/Handbook; the Texas State Board of Social Worker Examiners (TSBSWE) Code of Conduct; the TSBSWE

MSW 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 and Supervision for M.S.W. Program.** Traditional track students in the master's program in social work receive four semesters of field education seminars and placement experience. During the third and fourth semesters, traditional track students enroll in Social Work Foundation Field Seminar and Practicum I (SWK 6337) and Social Work Foundation Field Seminar and Practicum II (SWK 6339), respectively. Each of these courses includes a weekly seminar and 200 hours of field education practice experience. Students are required to complete their 200 hours each of these first two semesters at the same agency, or at a different agency when necessary. Additionally, students attend a weekly 1-hour seminar (face to face or online) during which topics related to advanced practice will be discussed and students will have the opportunity to share and process their previous week's experiences with faculty and peers. During these seminars, students integrate classroom learning within the practice setting, develop their learning contract, and provide an opportunity to process weekly situations and circumstances. Students share written assignments, such as weekly journals and process recordings, to express the successes and challenges they experience.

During the fifth and sixth semesters, traditional track students enroll in Social Work Advanced Field Seminar and Practicum I (SWK 6373) and Social Work Advanced Field Seminar and Practicum II (SWK 6374), respectively. At this point in the field education sequence, students select a secondary placement which allows them the ability to experience another facet of generalist practice (for example, a new client population and/or a new level of practice). Students are required to complete 250 hours each of these semesters each of these semesters. Again, students maintain their field education placement at the same agency for both semesters unless extenuating circumstances occur. Like Foundation Field Seminar and Practicum I and II, Social Work Advanced Seminar and Practicum I & II also include the weekly 1-hour seminar featuring the same components of student-led discussion and written assignments.

Allowing the traditional track students the opportunity to change their placements between fourth and fifth semesters affords them exposure to a range of social work practice they might not otherwise be able to experience. This flexibility also allows the program to meet the needs of the students and the community social and human services agencies that provide a field education opportunity for our master's students.

These two components of the field experience for traditional track students of the master's program consist of 900 clock hours including: a) the field education experience at an assigned and approved agency, studying and practicing under the supervision of a master's level social worker for a total of 840 clock hours; and b) 60 clock hours of field seminar 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. This averages out to 16 hours per week during

the long semesters (Fall and Spring) and approximately 22 hours during the Summer semester. The student's placement 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 at the field agency, with the approval of the field instructor. Students should work during regular agency office hours when their field instructors and/or other staff is available. The field education student should generally work during the same schedule and/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. **Supervision:** Students should obtain one hour of supervision per week, which should be reflected in your weekly time sheets and supervision log. If the student does not obtain supervision for any given week then the hours for that week do not count towards their total hours. Students need to speak to their field instructors and explain that if the field instructor will be out of the office on vacation/sick/family leave then a replacement supervisor must be left in charge of the student to conduct supervision, attend to field tasks and questions, and to sign required documents.

### **Advanced Track Students**

Because the advanced track students have already completed 400 hours of field education (having obtained a BSW degree from a CSWE-accredited institution) during their undergraduate studies, they are required to complete 500 additional hours to complete the master's program. Advanced track students in the master's program at Angelo State University will be enrolled in Social Work Advanced Field Seminar and Practicum I (SWK 6373) and Social Work Advanced Field Seminar and Practicum II (SWK 6374) during their second (spring semester) and third (summer session) semesters (face to face or online).

Like the traditional track students enrolled in these two courses, the advanced track students are also required to complete 250 hours each of these semesters. Students maintain their field education placement at the same agency for both semesters unless extenuating circumstances occur. In addition to the time spent at field placement locations, advanced track students are also required to participate in the weekly 1-hour seminar featuring the same components of student-led discussion and written assignments.

The two components of the field experience for advanced track students of the master's program consist of 500 clock hours including: a) the field education experience at an assigned and approved agency, studying and practicing under the supervision of a master's level social worker for a total of 470 clock hours; and b) 30 clock hours of field seminar 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. This averages out to 16 hours per week during the long semesters (Fall and Spring) and approximately 22 hours during the Summer semester. The

Student's 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 and/or task supervisor; 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. **Supervision:** Students should obtain one hour of supervision per week, which should be reflected in your weekly time sheets and supervision log. If the student does not obtain supervision for any given week then the hours for that week do not count towards their total hours. Students need to speak to their field instructors and explain that if the field instructor will be out of the office on vacation/sick/family leave then a replacement supervisor must be left in charge of the student to conduct supervision, attend to field tasks and questions, and to sign required documents.

**Learning contract and job description.** All field education students are expected to develop a learning contract at the beginning of each semester that they are enrolled in a field seminar course and hand in a copy of the agency social workers 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 M.S.W. Director.

**Weekly summaries/journals.** Students are expected to maintain documentation regarding their weekly field experiences. The student is responsible for completing a written description and assessment of their work at the agency bi-weekly which will be turned into the seminar Field Education Liaison, the format will be given to the student by the Field liaison during field seminar.

### **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 midterm and final evaluations 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 M.S.W. program, Social Work Department, 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 9 core competencies and 31 practice behaviors.

The Social Work Field Education Liaisons will physically visit, use collaborate through blackboard, and/or do a phone conference for 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, Spring, and Summer 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 (2.2.7)**

#### **Completion of Hours and Attendance**

MSW Field Education students Traditional track students are expected to complete a total of 900 hours to satisfy the requirements for both the foundation and advanced year. MSW Field Education Advanced track students are required to complete 500 hours to satisfy the

requirements for the advanced year. 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 since it is the policy of ASU for all students to begin field when the course officially starts during the semester. 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.

M.S.W. 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 Liaison, Field Instructor, and M.S.W. Field Education Director.

If the M.S.W. 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 Liaison and M.S.W. 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 M.S.W. Social Work Field Education Director. If a student is not satisfied with the action taken by the M.S.W. Social Work Field Education Director, the student may appeal the decision to the Social Work Department Chair.

### **Change of Field Education Placement**

The M.S.W. 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 M.S.W. Field Education Director may be called to a meeting with all the necessary parties. Most 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 M.S.W. Social Work Field Education Director. If circumstances necessitate a change in placement, the M.S.W. 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 M.S.W. Field Education Director. For the Advanced Track M.S.W. students (face to face and online) it is recommended that they continue with one placement. For the Traditional Track

M.S.W. Students it is encouraged that they switch to a new field setting for their second year of field.

### **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. If a student is removed there is no guarantee that another placement will be provided for the student.

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 Department Chair.

### **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. Although M.S.W. Field Education students have more advanced skills they 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 and/or other staff.

### **Monitoring of Students in Field Education Placement**

Monitoring of students during the field program will be conducted by the faculty Field Liaison and on-site Field Instructor. Field Liaisons make observations and monitor the students during the one hour a week class time scheduled for Social Work Foundation Field Seminar and Practicum I and II (SWK 6337 and SWK 6339) and Social Work Advanced Field Seminar and Practicum I and II (SWK 6373 and SWK 6374). During the weekly one-hour seminar, the Field Liaison reinforces social work knowledge, values/ethics, and skills that are being learned and emphasized by the Field Instructor. Students' performance is also being monitored through the weekly class discussions and written assignments. All Field Instructors are informed through the orientation process about the ability to contact faculty Field Liaisons and the Field Director at any time throughout the semester should emergent and/or unique situations arise. Field Liaisons contact Field Instructors by phone, collaborate on blackboard, or in-person at least three times during the semester: once at the beginning of the semester to discuss any logistical or important matters about the upcoming semester; once at the midterm period of the semester to discuss the student's midterm evaluation; and once at the end of the semester to discuss the student's final evaluation and any concluding semester issues.

### **Supporting Student Safety/Emergencies/Sentinel Events**

The orientation sessions held at the beginning of each new field education period (immediately prior to Social Work Foundation Field Seminar and Practicum I and Social Work Advanced Field Seminar and Practicum I) are an opportunity to discuss the importance of student safety at any field placement location. Students and Field Instructors are notified to contact Field Liaisons and/or the Field Director in specific situations where safety is expected to be, known to be, or experienced as an unsafe situation (e.g., an unexpected violent client outburst or sexual harassment by an agency employee). Students and Field Directors are also notified to review agency-specific or location-specific rules and policies regarding safety in the workplace and safety issues related to job-performance. In selecting field education program settings, the Department of Social Work at Angelo State University seeks to place students in environments that will maximize the ability of students to learn and grow their knowledge, skills, and talents while being exposed to a minimal (if any) risk to student safety.

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. In any cases of an emergent nature, students will contact 911, the Field Liaison, Field Director, and/or the Field Instructor immediately. Depending on the nature of the situation it may have to be documented in the students file.

### **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. If the student does not provide this information the student will not be allowed to commence with accruing their field education hours.

### **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 and/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 MSW Field Education Director during the application process. Experience has shown that when a student is completing their field education placement at their employment site, the educational focus is severely limited. Any exceptions to the policy must be approved by the Social Work MSW Field Education Director in consultation with 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 MSW Director, Field Liaison, and Field Instructor.

### **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. All students should remember that their liability insurance covers them not clients. Students are not to give clients rides in personal vehicles. 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 and/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 MSW Field Education Liaisons and/or MSW Field 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 MSW Director any potential conflicts of interest. Field Education students shall not be placed at agencies where family members and/or friends are employed or serve on the board of directors without the approval of the Social Work M.S.W. 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

Department 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 to known to the university or its faculty.

### **Nondiscrimination Policy**

The Social Work Department 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, and/or disability.

### **Grievance Procedures**

The Social Work Department's M.S.W. *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 Department's *Student Handbook*.

## **Forms**

**AGENCY APPLICATION FOR  
ANGELO STATE UNIVERSITY  
INTERNSHIP PLACEMENT SITE**



**Angelo State University**

**I. Agency Information**

Name of Organization: _____		
Main Office Address: _____		
Street Address: _____		
_____	_____	_____
City	State	Zip Code
Main Phone #: _____		
Agency Contact for Social Work Department: _____		

**II. Agency Description**

Please provide a brief (1 paragraph) description of your agency's program(s) and services, including the target population served.

Please list and describe specific programs and sites below:

<b>Program Name:</b> _____
Address: _____
Designated Field Instructor: _____ Degree/ License: _____
E-mail address: _____ Phone: _____
Brief description of program: _____
_____

Please list any additional programs on this page. If there is only one program in which students may be placed, then please skip this section and go to page 3.

**Program Name:** \_\_\_\_\_

Address: \_\_\_\_\_

Designated Field Instructor: \_\_\_\_\_ Degree/ License: \_\_\_\_\_

E-mail address: \_\_\_\_\_ Phone: \_\_\_\_\_

Brief description of program: \_\_\_\_\_

\_\_\_\_\_

**Program Name:** \_\_\_\_\_

Address: \_\_\_\_\_

Designated Field Instructor: \_\_\_\_\_ Degree/ License: \_\_\_\_\_

E-mail address: \_\_\_\_\_ Phone: \_\_\_\_\_

Brief description of program: \_\_\_\_\_

\_\_\_\_\_

**Program Name:** \_\_\_\_\_

Address: \_\_\_\_\_

Designated Field Instructor: \_\_\_\_\_ Degree/ License: \_\_\_\_\_

E-mail address: \_\_\_\_\_ Phone: \_\_\_\_\_

Brief description of program: \_\_\_\_\_

\_\_\_\_\_

**III. Placement Activities:**

Please check any of the following activities which are available for the field education student in your agency:

Activities	SWK Field Education I	SWK Field Education II
1.) Intakes		
2.) Individual client work		
3.) Group work		
4.) Family work		
5.) Community meeting or activities		
6.) Staff development or training		
7.) Other kinds of activities (specify)		

**Field Education I: The student will acquire a total of 250 hours (15 classroom and 235 Field Education); supervisors are required to have at least a BSW or related degree.**

**Field Education II: The student will acquire a total of 250 hours (15 classroom and 235 Field Education); supervisors are required to have at least a BSW or related degree.**

**IV. Please elaborate on the specific learning opportunities a student might be expected to encounter:** \_\_\_\_\_

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**V. Agency Requirements**

A. How many students can your agency effectively supervise?

# \_\_\_\_\_

B. Are there travel requirements? \_\_\_\_\_ Yes \_\_\_\_\_ No

Will your agency reimburse the student for mileage? \_\_\_\_\_ Yes \_\_\_\_\_ No

C. Can you accommodate students with special needs (physical handicaps or limitations):

**VI. Other Agency Information:**

A. Please describe any agency limitations that a student should be aware of (staff turnover, limited space, etc.): \_\_\_\_\_

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B. Describe the key features of your agency which would facilitate a successful placement (extended hours, student offices, etc.): \_\_\_\_\_

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C. Does your agency offer a stipend as a part of the placement? Please describe the amount and the requirements: \_\_\_\_\_

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D. Other helpful information: \_\_\_\_\_

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\_\_\_\_\_  
Signed

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



Department of Social Work  
Angelo State University

**MSW FIELD EDUCATION  
FIELD INSTRUCTOR/AGENCY INTERVIEW RESPONSE FORM**

Student Name \_\_\_\_\_ Date of Interview \_\_\_\_\_

Agency \_\_\_\_\_ Field Instructor Name: \_\_\_\_\_

Please rate your impressions on the following areas with 1 being low and 5 being high:

1. Your overall impression of the student \_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Your assessment of the student's "fit" with your agency \_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What strengths and skills would you identify the student has for this placement?

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

4. What challenges would this student face in a placement at your agency?

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

5. Other comments:

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

\_\_\_\_\_  
Field Instructor Signature

\_\_\_\_\_  
Date



**Angelo State University  
Department of Social Work  
Social Work Program  
Student MSW Field Education Application  
Form A**

Submit one (1) hard copy and one emailed copy of Form A and B Field Education Application to the Social Work Field Education Director by the Monday after the Field Education Fair. A copy of Form A will be forwarded to your assigned Field Instructor.  
*(Please **Type** All Responses on this Form)*

Date of Application: \_\_\_\_\_

Semester and Year of Field Education Placement: \_\_\_\_\_

**I. PERSONAL INFORMATION:**

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

Address: \_\_\_\_\_

Home/Cell Phone: \_\_\_\_\_

Angelo Email: \_\_\_\_\_

DOB: \_\_\_\_\_

Will you have transportation during Field Education? \_\_\_\_\_

\_\_\_\_\_

Do you speak a foreign language (specify)?

\_\_\_\_\_

Current Employer: \_\_\_\_\_ Hours/Week: \_\_\_\_\_

Will you work during field education: \_\_\_\_\_ Hours/Week: \_\_\_\_\_

**Emergency Contact:**

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Relationship: \_\_\_\_\_

Strengths/Qualifications for Field Education:

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

Weaknesses/Learning needs for Field Education: \_\_\_\_\_

\_\_\_\_\_

**II. VOLUNTEER AND WORK EXPERIENCE (Attach Resume):**

Briefly list any volunteer experiences, including name of social service organization, dates of involvement, and types of responsibilities you were involved with:

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

**III. POTENTIAL FIELD EDUCATION INTEREST:**

Many students have a particular population or setting in which they are interested in gaining experience. Please number your top five areas of interest. Your top area of interest will be #1, your second will be #2, and so forth:

_____ Aged/Elderly (CPS/CAC)	_____ Alcohol/Substance Abuse	_____ Child Welfare
_____ Criminal Justice	_____ Family Services	
_____ Adolescents	_____ Medical/Health	_____ Hospice
_____ Mental Health	_____ Rehabilitation	_____ Women's Services
_____ Homelessness	_____ Community Dev/planning	_____ Other (specify): _____

In what area of social work would you like to practice upon graduation? \_\_\_\_\_

**Geographic Preferences for Field Education Placement:**

\_\_\_\_\_ San Angelo, Texas

\_\_\_\_\_ Other (specify): \_\_\_\_\_

Special Conditions - Please provide any additional information that would be helpful in making your field education placement assignment (i.e., employment during semester, travel, financial limitations, etc.):

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FEEL FREE TO LIST BELOW ANY AGENCIES IN WHICH YOU HAVE AN INTEREST OR WOULD LIKE TO DISCUSS:
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**IV. LIFE ISSUES, PERSONAL, AND PROFESSIONAL DEVELOPMENT:**

Please answer the following questions openly and honestly. Your responses will be helpful to the social work faculty in assessing your appropriateness for admittance to the Field Education experience, making decisions regarding recommended field education settings, and for discussing your strengths and weaknesses as a future social worker.

a. Have you ever been party to a civil lawsuit? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please explain & elaborate

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b. Have you ever been arrested or convicted of a misdemeanor or felony? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please explain & elaborate

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Student Signature and Date

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Field Education Director Signature and Date



**Angelo State University  
Department of Social Work  
Field Education Application  
Form B**

**Name:** \_\_\_\_\_

**CID:** \_\_\_\_\_

**Please address each of the following questions:**

1. How would you describe your physical health status? (Please include any physical limitations/challenges you may have which might affect your placement in certain Field Education settings.)

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a. Have you ever received counseling, therapy or treatment related to an emotional or mental health issue or problem? \_\_\_\_ Yes \_\_\_\_ No

If yes, please explain and elaborate.

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b. Do you currently have any emotional, mental, or behavioral issues for which you have not sought treatment? \_\_\_\_ Yes \_\_\_\_ No

If yes, please explain and elaborate.

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2. How would you describe your childhood and family of origin? What influence has this had on you today?

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3. What significant life events have you experienced and how have they affected you?

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4. How would you describe your current life situation (such as family, friends, or other relevant social systems)?

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5. What causes you stress, how do you respond when stressed and what coping mechanisms do you use?

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6. Describe what skills you would like to further develop in your Field Education experience, what your expectations are, and what most concerns you about this Field Education experience:

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7. Describe how you would manage an ethical dilemma involving your personal values and the social work professional values:

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**FIELD EDUCATION REQUIREMENTS AND STUDENT COMMITMENT:**

Please initial each statement indicating you meet the stated requirements:

- \_\_\_\_ 1. I verify that all information contained in this application is true and accurate; and that I have fully disclosed relevant information.
- \_\_\_\_ 2. I understand that my application will be reviewed and discussed by the ASU social work faculty to determine my readiness for the Field Education experience.
- \_\_\_\_ 3. I understand that Part A of my application will be released to potential assigned field instructors and I give my consent to release all information contained herein.
- \_\_\_\_ 4. I agree to comply with all the requirements of the field education, prior to and during the actual placement, as stipulated in the Field Education Manual.
- \_\_\_\_ 5. I have read the NASW Social Work Code of Ethics, the Texas State Board of Social Worker Examiners' Code of Conduct and Standards of Practice, and agree to abide by these documents at all times.
- \_\_\_\_ 6. I understand that although I have filled out a field education application, interviewed at a field education agency, and passed all my social work courses this does not guarantee that I will be able to be placed at a field agency and/or be able to complete my field education experience.

I understand that violation of any of the above stated requirements will result in my disapproval, suspension, or removal from Field Education.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Social Work Field Education Director Signature

\_\_\_\_\_  
Date



Department of Social Work  
Angelo State University

**MASTER OF SOCIAL WORK PROGRAM  
MSW Field Education Student Evaluation**

Student \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor \_\_\_\_\_ Title \_\_\_\_\_

Agency \_\_\_\_\_

It is important that the student be given the opportunity to evaluate their Field Education placement. This evaluation is useful to assist the student, the Field Instructor, and the Social Work Field Education Director in both understanding and improving the learning experience.

Each item should be evaluated according to the following key. Circle your choice:

- 1 = Never
- 2 = Seldom
- 3 = Sometimes
- 4 = Usually
- 5 = Always
- X = Not Applicable

**Agency/Organization:**

1. There is clarity about programs and methodology used in the agency.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

2. The administrator and staff respect professional education, thus accept objectives and education focus of the field education program.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

3. Basic progress is maintained without reliance on students.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

4. Volume and flow of progress offer students a wide range of learning opportunities consistent with the field education objectives.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

5. For the most part, supports are available such as: suitable desk space, telephone, dictating facilities, supplies, interviewing facilities, clerical service, and transportation costs incurred in provision of services.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

**Field Instructor:**

1. Practice is clearly guided by social work values.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

2. Allows student to develop in his or her own way.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

3. Helps students to identify strengths and weaknesses.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

4. Sees field practicum instruction primarily as an educational experience.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

5. Develops appropriate learning experiences geared to the student's individual needs.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

6. Uses resources outside the agency to familiarize the student with the social welfare system.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

7. Is an effective teacher.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

8. Defines clearly his/her role and expectations of the student.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

9. Is readily accessible and available.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_





**ANGELO STATE UNIVERSITY  
Field Education Time Sheet & Analysis**

Week of \_\_\_\_\_ to \_\_\_\_\_

Department of Social Work

Specify the Number of Hours in Each Category = Total Hours

Date	Time	Lunch	Time Out	Total: Day	Orientation or Staff Development	Work with Client Systems	Supervision	Other
Total Hours for this Week								
Previous Hours								
Total Cumulative Hours								

Round all times to the **nearest .25 hour** (i.e., 15 min. = .25; 30 min. = .50; 45 min. = .75)

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor Signature

\_\_\_\_\_  
Date

**\*\*\*Only Field Instructor may sign this form unless Field Instructor is not available, i.e. vacation, conference, etc or other extenuating circumstances\*\*\***

**Activity Description for Each Category:**

**ORIENTATION/STAFF DEVELOPMENT:**

- Professional Reading
- Observing Other Staff
- Attending Meetings

**SUPERVISION:**

- Time spent directly in supervisory meetings with Field Instructor

**WORK WITH CLIENT SYSTEMS:** - Case Recording – Contacts with Other Agencies

- Client Intakes/Interviews - Community Work – Couple/Family Sessions
- Community Meetings – Group Sessions- Telephone Info & Referral

**OTHER:**

- Case Recording
- Travel Time
- Writing Reports



**Angelo State University  
Department of Social Work**

**ANGELO STATE UNIVERSITY  
Field Instructors Biographical Data Form**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**EDUCATIONAL BACKGROUND**

College Attended: \_\_\_\_\_

Degree Received: \_\_\_\_\_

Major: \_\_\_\_\_ Year Graduated: \_\_\_\_\_

College Attended: \_\_\_\_\_

Degree Received: \_\_\_\_\_

Major: \_\_\_\_\_ Year Graduated: \_\_\_\_\_

**EMPLOYMENT BACKGROUND**

**Please list employment history in social work, beginning with most recent:**

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

Dates of Employment: \_\_\_\_\_ to \_\_\_\_\_

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

Position: \_\_\_\_\_

Dates of Employment: \_\_\_\_\_

to \_\_\_\_\_

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

Position: \_\_\_\_\_

Dates of Employment: \_\_\_\_\_

to \_\_\_\_\_

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

Position: \_\_\_\_\_

Dates of Employment: \_\_\_\_\_

to \_\_\_\_\_

**PROFESSIONAL LICENSE AND MEMBERSHIPS**

**Please indicate your professional license & number and other professional credentials:**

\_\_\_\_\_ LBSW: # \_\_\_\_\_

\_\_\_\_\_ LCSW: # \_\_\_\_\_

\_\_\_\_\_ LMSW: # \_\_\_\_\_

\_\_\_\_\_ AP Specialty

\_\_\_\_\_ Member of NASW

\_\_\_\_\_ IPR Specialty

**Please describe your qualifications and commitment to providing social work education, supervision, including what support will be provided by the agency:**

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

**I verify that the stated information is accurate and complete.**

\_\_\_\_\_  
Field Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Education Director

\_\_\_\_\_  
Date approved



**Department of Social Work  
Angelo State University**

**Master of Social Work  
Field Instructor's Evaluation and Input**

This evaluation is to be completed by the Field Instructor and submitted to the Field Education Director at the end of the semester. This evaluation will also be shared with the assigned Program Director and Faculty.

Placement Agency \_\_\_\_\_ Semester/Year \_\_\_\_\_

Field Instructor \_\_\_\_\_ Position \_\_\_\_\_

Field Education Student \_\_\_\_\_ (Circle: Field Education I or II)

This instrument will be used to provide feedback to faculty and the Social Work Program to improve our field program. Please use the following scale to evaluate the field education experience.

1 = Unsatisfactory or Poor    2 = Fair    3 = Good    4 = Excellent    N/A = Not Applicable

**Feedback on role of Social Work Field Education Director and/or Liaison:**

1. Adequate contact with agency and Field Instructor was provided: \_\_\_\_\_
2. How many visits did the Field Education Liaison make to your agency during the semester:  
(indicate actual number) \_\_\_\_\_
3. Clarifies the Department's expectations regarding placement objectives and appropriate field experiences. \_\_\_\_\_
4. Demonstrates sufficient familiarity with agency policies and procedures to provide support to student throughout placement. \_\_\_\_\_
5. Facilitates the evaluation process of the student with input from the field instructor. \_\_\_\_\_
6. Provides constructive feedback and resource suggestions to enhance field education experience for student. \_\_\_\_\_
7. Assists in problem resolution or provides input to improve placement experience. \_\_\_\_\_

- 8. Maintains a focus on the educational objectives of field education. \_\_\_\_\_
- 9. Demonstrates openness to discussing concerns or issues. \_\_\_\_\_
- 10. Treats Field Instructor in a collegial manner. \_\_\_\_\_
- 11. Demonstrates professional standards of social work practice. \_\_\_\_\_

**Feedback on the Social Work Program’s support of Field Instructor and student:**

- 1. Student has an adequate foundation of social work knowledge, values, and skills through the educational curriculum. \_\_\_\_\_
- 2. Student’s assignments in concurrent classes seem relevant to placement experience. \_\_\_\_\_
- 3. The Social Work Program responds to any issues or concerns voiced by the Field Education agency. \_\_\_\_\_
- 4. The Social Work Program provides adequate opportunities for orientation and training to assist field instructor. \_\_\_\_\_
- 5. The Social Work Program provides adequate information regarding the program’s educational mission, goals, and expectations. \_\_\_\_\_
- 6. The Social Work Program provides sufficient and relevant information in the Field Education Handbook. \_\_\_\_\_
- 7. The Social Work Program demonstrates an effort to be responsive to the practice community and changes in the service delivery system. \_\_\_\_\_

**Comments or Suggestions:**

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\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



**Angelo State University  
Department of Social Work**

Master of Social Work Program  
Field Education Student Evaluation

Student \_\_\_\_\_ Semester \_\_\_\_\_

Agency \_\_\_\_\_

Field Instructor \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Midterm Evaluation or \_\_\_\_\_ Final Evaluation (Select One)

This form is designed for the assessment of the student's performances in Field Education and readiness for entry level generalist social work practice. The uniqueness of the field instruction setting, client population, and student are considered in reviewing ratings for reporting student progress.



**Department of Social Work  
Angelo State University**

**Master of Social Work Program  
PROFESSIONAL DEVELOPMENT PLAN  
(Learning Contract)**

Attach your Job Description for Placement. Utilize your Job Description to assist you in developing activities to meet your learning objectives. Be as specific as possible.

**LEARNING COMPETENCIES**

As an undergraduate generalist social work student, your learning goals should reflect efforts to demonstrate skills in all areas of competencies as stated by the Counsel on Social Work Education (CSWE) and the Social Work Program at Angelo State University. These learning goals will become the basis for evaluating your accomplishments and performance during your Field Education.



Angelo State University  
Department of Social Work

**STUDENT INTERVIEW RESPONSE FORM**

Student Name: \_\_\_\_\_ Date of Interview: \_\_\_\_\_

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

Field Instructor/Contact: \_\_\_\_\_

Please rate your impressions on the following areas with 1 being low and 5 being high:

1. Your impression of the agency and services:                    \_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Your impressions of the field instructor:                    \_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5

3. Your feelings about doing your field placement at this agency:   \_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5

**(NOTE: If 1 OR 2, PLEASE SEE THE FIELD COORDINATOR AS SOON AS POSSIBLE)**

What services and activities would you be involved with?

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

What skills and strengths could you utilize (or build)?

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What challenges would you face in a placement at this agency?

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Other comments:

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\_\_\_\_\_  
Social Work Field Education Director Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date



**Department of Social Work  
Angelo State University**

**Master of Social Work Program  
Field Education Director  
Evaluation of Placement Agency**

This evaluation is to be completed by the Social Work Field Education Director, discussed with the Field Instructor and submitted for the files of the Field Education Office.

Field Education Director: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

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

Field Instructor: \_\_\_\_\_

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

Type of Placement: Field Education I: \_\_\_\_\_ Field Education II: \_\_\_\_\_

Please use the following scale to evaluate the quality of field teaching, supervision, and learning opportunities available through this placement:

1 = Unsatisfactory or Poor      2 = Fair      3 = Good      4 = Excellent

**Field Agency:**

1. Student opportunities to gain practice experience with:

- a. individuals \_\_\_\_\_
- b. families \_\_\_\_\_
- c. groups \_\_\_\_\_
- d. organizational functions \_\_\_\_\_
- e. community activities \_\_\_\_\_

2. Administrative/agency support for practicum:
  - a. Staff time for supervision \_\_\_\_\_
  - b. Space for student \_\_\_\_\_
  - c. Desk for student \_\_\_\_\_
  - d. Phone for student \_\_\_\_\_
  - e. Reimbursement for agency related travel \_\_\_\_\_
3. Agency's services and programs compatible with social work's Code of Ethics. \_\_\_\_\_
4. Agency's commitment to professional standards of service. \_\_\_\_\_
5. Stability and consistency of agency professional staff. \_\_\_\_\_
6. Student opportunities to gain practice experience with diverse populations (race, age, ethnicity, social/economic, disability, etc.). \_\_\_\_\_
7. Student opportunities and support for completion of required class assignments as they relate to the internship. \_\_\_\_\_

**Field Instructor:**

1. Plans in advance for student's placement at the agency (letting agency staff know of placement, preparing for student's orientation, etc.). \_\_\_\_\_
2. Provides orientation to the student:
  - a. Overview of agency structure and policies \_\_\_\_\_
  - b. Explaining agency procedures \_\_\_\_\_
  - c. Explaining agency forms and expectations for record-keeping \_\_\_\_\_
  - d. Availability to student to answer questions \_\_\_\_\_
3. Provides opportunities for student to directly observe provision of client services. \_\_\_\_\_
4. Provides opportunities for student to directly provide client services within first 2-4 weeks. \_\_\_\_\_
5. Provides opportunities for student to complete appropriate agency paperwork. \_\_\_\_\_
6. Provides direct feedback to student regarding performance in provision of client services and completion of paperwork. \_\_\_\_\_
7. Schedules and conducts **weekly supervisory conferences** to discuss student's learning, progress towards goals, issues and questions. \_\_\_\_\_
8. Encourages student's development of knowledge-based practice. \_\_\_\_\_

9. Demonstrates enthusiasm and commitment to teaching. \_\_\_\_\_

10. Creativity and flexibility in working with student. \_\_\_\_\_

11. Demonstrates adherence to professional standards of social work practice. \_\_\_\_\_

12. Availability for communication and appointments with field faculty. \_\_\_\_\_

Comments:

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\_\_\_\_\_  
Social Work Field Education Director

\_\_\_\_\_  
Date