



TEXAS TECH UNIVERSITY

Social Work Program

Field Education Manual

Mission:

The Social Work Program at Texas Tech University prepares students to contribute to society through professional practice and civic participation. Students are to become critical thinkers, simultaneously becoming self-aware and sensitive to the plight of human kind. The program is designed to integrate a liberal arts foundation with the core principles, knowledge and skills of a generalist social work perspective.

2006

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Revised November, 2012

TABLE OF CONTENTS

Mission of Social Work Program	1
Table of Contents.....	2
Program Goals and Objectives	3
Field Practicum	
Purpose of Field Practice	4
Educational Outcomes.....	4
Field Education Evaluation Form	5
Field Instruction	
Scheduling of Field Placements	8
Student Placement Process	8
Structure of SW 4611.....	8
Integrative Seminar SW 4340	9
Role of Director of Field Education.....	9
Role of Field Liaison	10
Role of the Field Supervisor.....	10
General Policies	11
Suggested Learning Activities	13
The Evaluation Process.....	13
Social Work Student Assignments and Activities	14
Field Site Evaluated on Basis of Consistency with Program Objectives	14
Employment-related Placements	15
Continuing Education Credit toward Social Work Licensure Renewal	15
Additional Forms	
Application for SW 4611-Field Experience	16
Consent to Release Information.....	20
Official Agreement.....	21
Release and Hold Harmless Agreement	23
Weekly Report	26
Student's Self-Evaluation of Field Experience	27
Student's Critique of Agency as Placement.....	29
Criteria for the Selection of Field Placement Agencies	31
First Day Review – Cover letter	34
First Day Review	35



TEXAS TECH UNIVERSITY

Social Work Program

Goals and Behavioral Objectives:

1. Graduates will have a liberal arts foundation to support their generalist social work practice.
 - a. Graduates will comply with general education requirements for a Bachelor of Arts degree.
2. Graduates will be sensitive to the plight of humankind.
 - a. Students will identify various factors that impact quality of life of individuals, families, groups, communities, and populations.
 - b. Students will be aware of the diversity of life experiences.
3. Graduates will embrace the core ethical principles of social work.
 - a. Students will appropriately apply social work principles and ethical standards.
4. Graduates will possess the knowledge required of generalist social work practitioners.
 - a. Students will demonstrate knowledge of various social work roles.
 - b. Students will demonstrate knowledge of social work practice theory and methods related to systems of various sizes.
 - c. Students will demonstrate knowledge of diverse populations.
 - d. Students will demonstrate knowledge of human development and behavior.
 - e. Students will demonstrate knowledge of the history of social welfare and social work.
 - f. Students will demonstrate knowledge of the research process.
5. Graduates will have the skills necessary to be effective generalist social workers and civic participants.
 - a. Students will express awareness of how their values, beliefs, and life experiences may impact their social work practice.
 - b. Students will demonstrate competence in working with diverse groups.
 - c. Students will demonstrate use of critical thinking skills.
 - d. Students will demonstrate effective communication with all system levels.
 - e. Students will demonstrate application of social work roles in problem-solving techniques with all levels of systems.
 - f. Students will demonstrate the ability to analyze, develop, and influence policies.
 - g. Students will demonstrate ability to appropriately use and produce research knowledge.

Revised May 2006

II. Field Practicum

The field experience is vital to developing social workers who are dedicated to the profession and its values. In addition to supporting the knowledge, value and skill base for generalist social work practice, the field experience fosters self-evaluation and a commitment to life-long professional growth. This quality field experience is made possible by agencies and institutions that are committed to the ethical practice of social work values and services. Their investment of time and resources, and especially the dedication of the social work supervisors, are the keys to ensuring the professional education of our social work students. The provision by our social work community of a quality and effective field experience for our students has enabled our program to receive accreditation by the Council on Social Work education for many years.

Not only does the field experience serve to integrate classroom knowledge with practical experience, it also provides an opportunity for the student to assess his/her personal reaction to the actual work, and commitment to the profession. He/she is exposed to the hard facts regarding agency and service delivery limitations and has an opportunity to assess their problems and potentials, with encouragement to think of creative alternatives. The student, while considering his/her basic commitment to the profession, also has the opportunity to clarify his/her own professional direction, by dealing with different intervention modalities within the given delivery system of the placement.

PURPOSE OF THE FIELD PRACTICUM

The field practicum is expected to expose students to a structured and supervised direct practice experience, thereby providing a vehicle for: (1) application of theory, integration of knowledge, (2) use of skills which will equip them as beginning generalist social workers, (3) increased self-awareness, and (4) development of professional comportment. In this planned and educationally directed, coordinated, and monitored experience, social work students participate in actual service delivery to the client system by casework, group-work, or community organization. In this hands-on experience the senior social work student should be enabled to grow as a reflective, self-aware, knowledgeable individual and social worker.

EDUCATIONAL OUTCOMES: SOCIAL WORK FIELD EDUCATION PROGRAM

The overall aim of field instruction is to provide a structured opportunity for the student to integrate knowledge and practice skills. The vehicle for providing this opportunity is a planned and coordinated field placement based on specific goals and objectives for the senior social work major under qualified supervision in an agency setting. Research indicates that adult learners function best in an environment that provides individualized, supportive, structured supervision with timely evaluative feedback. Excessive anxiety and unclear performance expectations will inhibit students from effective learning. To help eliminate both of these blocks to learning, behavioral objectives have been established which are realistically obtainable for baccalaureate level students.

The student is expected to show significant progress on meeting the objectives by the mid-point of the semester, and to have effectively achieved these objectives by the end of the semester. The following form will be used for our mid-term and final evaluations of the students' performance in the field. Each indicator is derived from our Social Work Program Goals and Behavioral Objectives. These should be incorporated into any plans for the student's learning.



TEXAS TECH UNIVERSITY
Social Work Program

Field Education Evaluation

Evaluation for : _____ **Midterm or Final Eval?** _____
Field Agency: _____ **Type of Agency:** _____
Field Supervisor: _____ **License or credential** _____

Dear Supervisor:

Your engagement in the process of instructing new social workers is an invaluable service to the profession and to our program. Likewise, your evaluation of this student, at both midterm and at the end of their field experience will provide valuable feedback to the student and the program. Thank you so much!

First, please summarize the student's field experiences in your own words.

Instructions for the questionnaire:

Students should be compared with entry level BSW practitioners; that is, please consider their performance as if they were a new hire with a completed bachelor's degree in social work. Please use the rating scale below.

At midterm: In general, we would expect most students to rate a 1 or a 2. We would *not* expect very many to meet BSW entry-level skills (a rating of 3) at this point.

At final evaluation: We would expect most students to rate a 2 or 3. We would *not* expect very many students to exceed expectations (ratings of 4 or 5) at the end of the field placement.

However, when students with exceptional knowledge, understanding and/or skills come your way, please do not hesitate to acknowledge them in the applicable categories. It is hoped that NA and NO will rarely be needed.

- 1 = The student is below BSW entry-level skills and *is not* making the expected level of progress in this area of practice.
- 2 = The student has not yet achieved BSW entry-level skills, but *is* making the expected level of progress in this area of practice.
- 3 = The student meets BSW entry-level skills.
- 4 = The student exceeds BSW entry-level skills; the student is above average for a beginning level social worker.
- 5 = The student far exceeds BSW entry-level skills; the student is far above the average for a beginning level social work professional, working at a level usually seen in a social worker with 6 months of experience or more.
- NA = This objective is not applicable in this agency setting.
- NO = I am unable to assess this objective, because the student has had little or no opportunity to demonstrate this task or skill.

Please note: All statements in *italics* are pulled directly from the Program's Goals and Objectives. You are asked to measure only the numbered indicators which are followed by response blocks.

Student correctly identifies various societal factors that contribute to oppression. 2 a i

1. The student expresses their understanding of how culture and political, economic, and educational structures, impact client populations in ways that may be oppressive. Mid-term Final

Student recognizes incidence and indicators of oppressive social conditions. 2 a ii

2. The student articulates when an oppressive condition impacts their client systems. Mid-term Final

Student demonstrates an awareness of a range of life experiences. 2 b i

3. The student articulates respect and appreciation for the variety of life experiences each client system brings to the professional relationship. Mid-term Final

Student correctly identifies social work principles. 3 a i

4. The student is able to express how social work principles (based on values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence) are incorporated into their own social work practice. Mid-term Final

Student correctly applies social work ethical standards. 3 a ii

5. Student demonstrates use of critical thinking skills and a professional code of ethics to resolve ethical dilemmas in practice. Mid-term Final

Student identifies different aspects of human diversity. 4 c i

6. Student demonstrates an understanding of diversity among client systems. Mid-term Final

Student can articulate the interaction of social conditions and diversity. 4 c ii

7. Student articulates an understanding of how the impact of certain social conditions may be more severe as a result of factors such as ethnicity, age, citizenship status, and so forth. Mid-term Final

Student identifies their personal values, beliefs, and life experiences. 5 a i

8. Student verbalizes an understanding of their own values, beliefs, and life experiences. Mid-term Final

Student anticipates how personal values, beliefs, and life experiences may impact their functioning as a social worker. 5 a ii

9. Student verbalizes how his/her values, beliefs, and experiences may create bias, and uses critical thinking skills to help them avoid bias in interactions with client systems. Mid-term Final

Student appropriately applies knowledge of diverse groups to their social work practice. 5 b i

10. Student practices effectively with diverse groups. Mid-term Final

Student effectively communicates with others. 5 d i

- | | | |
|----------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 11. Student communicates effectively in writing: | | |
| a. Student meets agency standards for case recording, including use of proper forms, formats, and time frames. | Mid-term | Final |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Student writes clearly, concisely, and correctly. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Student communicates professionally through documents and electronically (e-mail, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | |
|-----------------------------------------------------------------------------|--------------------------|--------------------------|
| 12. Student communicates effectively verbally: | | |
| a. Student appropriately conducts client interviews and other interactions. | Mid-term | Final |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Student appropriately communicates with other professionals. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Student uses professional telephone skills. | <input type="checkbox"/> | <input type="checkbox"/> |

Student effectively interprets communication from others. 5 d ii

- | | | |
|-----------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 13. Student interprets and integrates both verbal and non-verbal communication from client systems. | Mid-term | Final |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Student understands stated expectations and instructions from supervisor. | <input type="checkbox"/> | <input type="checkbox"/> |

Student demonstrates appropriate utilization of the problem-solving process. 5 e i

- | | | |
|-----------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 15. Student demonstrates warmth, empathy, and genuineness with client systems. | Mid-term | Final |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Student evaluates the circumstances of the client system based on the presenting problem. | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Student identifies strengths and weaknesses of the client system. | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Student develops goals and objectives with client systems. | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Student conducts appropriate generalist interventions with client systems. | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Student identifies client support systems and works with them as indicated. | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Student terminates services in an effective and appropriate manner. | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Student articulates the impact of agency policy(ies) on client systems. | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Student advocates for client systems appropriately through agency channels. | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Student appropriately uses supervisory relationship. | <input type="checkbox"/> | <input type="checkbox"/> |

Field Supervisor's Signature

Date

Student's Signature

Date

Thanks again! The Faculty and Students of the TTU Social Work Program

III. FIELD INSTRUCTION

SCHEDULING OF FIELD PLACEMENTS

Applications for field placement will be accepted until October 1 in each fall semester and until March 1 in each spring semester. Late applications will be placed on a waiting list. To qualify for a field placement the student must comply with the following:

1. All practice classes must be successfully completed (C or better) prior to the student actually beginning his/her field placement.
2. The student must not currently be on probation within the social work program. Remedies to probation must be resolved prior to beginning the field placement.

If the number of field slots is limited in any given semester, the follow criteria will be used to prioritize students' enrollment in field.

Has the student accurately and faithfully executed the application process on time?

This will positively impact the decision.

Will the student otherwise be able to graduate at the end of the field semester?

This will positively impact the decision.

Does the student need to take courses in addition to: SW 3339 or SW 4311; SW 4340; and SW 4611 during the field semester?

This will negatively impact the decision.

If there is a Field Placement Waiting List from the previous semester these students will be given first preference for field placement slots. Students should keep the above policy in mind as they schedule the coursework required for the Bachelor of Arts in Social Work.

STUDENT PLACEMENT PROCESS

Eligible students apply for admission to the field placement (SW 4611) by means of a written application (see Appendix A). Students rank three broad areas of service delivery in which they are most interested. On the basis of this consideration, as well as information gleaned from discussions with the students, the Director of Field Education draws up a schedule of placement interviews.

Students interview with prospective placement agencies, preferably more than one. It is our belief that students benefit from being able to assess potential placements, and that they learn interviewing skills and gain self-confidence from the experience of being interviewed for their field placements. Additionally, the process allows the agency Field Supervisor to meet and talk with prospective practicum students. Following the interviews, the agency's Field Supervisor provides input to the Director of Field Education regarding his or her assessment of the individual students interviewed and their potential for successful work in that agency. In conference with the Director of Field Education, the students also provide input regarding their reactions to the agencies. Drawing on all this information, the Director of Field Education negotiates the final placement of students with agencies.

STRUCTURE OF SW 4611

The field placement is an educational experience which requires the student to work a minimum total of 400 clock hours (approximately 32 hours per week) in a supervised agency setting. Students register for SW 4611 and 4340 concurrently, either in the fall or spring semester. Together these courses total nine credit hours; therefore, it is strongly suggested that field

students sign up for no more than one additional course. Under normal circumstances, this will be either the Social Policy and Social Welfare Legislation course (SW 4311) or Social Work Research and Evaluation (SW 3339). Each of these courses is required for graduation and each will be scheduled so that there is minimal interference with the field placement or the integrative seminar. Students are advised against taking any other course work this semester since there may be a significant schedule conflict with the field placement.

INTEGRATIVE FIELD SEMINAR - SW 4340

In addition to the hours worked in the agency, the student is required to attend an integrative field placement seminar, SW 4340. **This is a mandatory seminar.** The seminar meetings are designed with input from the students, the agency Field Supervisors, and Director of Field Education, and are aimed at integrating classroom learning with actual work experiences. The seminar allows for feedback from the students, a process which is mutually edifying, and which helps the faculty members assess the progress of the students. In addition, the seminar provides the opportunity for mutual problem-solving, and it establishes a forum for presentation of material geared to enhance the placement experience. The seminar incorporates several written assignments, based on the field experience, as part of the course requirements.

In addition, the student is expected to meet other specified requirements, such as: attending supervisory conferences with the agency Field Supervisor; promptly handing in completed written assignments and weekly logs; and working at least the minimum number of hours required (400). The 400 hours may not include time spent in orientation, per se, to the agency. The student must assume the cost of the placement experience, except in unusual cases where the agency can help with travel costs. The student needs to exhibit motivation in taking advantage of extra learning activities: outside reading, professional seminars, and so on. Above all, the student has a responsibility to perform in accordance with agency policies and standards. Appropriate dress, punctuality in keeping appointments and meetings, and conscientious maintenance of records are expected. The student is also strongly encouraged to maintain open, honest lines of communication with the agency Field Supervisor and the Director of Field Education.

ROLE OF DIRECTOR OF FIELD EDUCATION (DFE)

The Director of Field Education, DFE, is responsible for the development of the field placement program. S/he offers direction and support in meeting the program's overall objectives and the student's specific objectives. The DFE is responsible for identifying and selecting potential agencies in which to place students. The DFE also approves the student's interview agencies and, with the input of agency supervisors and student, the DFE makes the final field assignments of students to the agency.

When feasible the DFE will conduct a joint meeting with agency Field Supervisors and representatives of the program's Community Advisory Committee to share ideas on effective use and training of students, to discuss problem areas, and to gain input for the social work program (recommended course content, curriculum needs, field coordination, etc.).

As a social worker, the Director of Field Education recognizes the cost to an agency in terms of agency resources including staff time and energy as well as space and materials. The DFE is also aware that the agency's primary goal is service to the client. Consequently, the DFE must assure that student activities do not interfere with this primary goal.

The DFE is also responsible for working closely with the Field Liaison(s).

ROLE OF THE FIELD LIAISON

The purpose of the Field Liaison is to help to ensure a credible field education experience for social work students as they complete the 400 hour Social Work: Field Education (SW 4611). He/she will be the instructor of record for this course. The responsibilities of the Field Liaison are to:

- Establish contact, either by phone or in person, with each Field Supervisor at the beginning of each semester.
- Work with the Field Supervisor and other relevant agency personnel to structure a meaningful social work field placement for each student.
- Review with each student any questions and problems surrounding any change from the initial field placement.
- Review weekly journals.
- Confer with each student regarding:
 - The general progress of the student
 - The performance of the student
 - Any problem areas identified
 - Progress towards the completion of the educational contract
 - Possible modification of the student's field activities
- Conduct three-way conferences involving the student and the Field Supervisor. In placements with which the program faculty is familiar, two of the conferences (midterm and final) should be sufficient. In new placements or in complicated situations, three or more of these conferences may be necessary during the semester.
- Remain available for unscheduled conferences on matters of concern to the student or to the Field Supervisor.
- Be responsible for obtaining evaluations from the Field Supervisor.
- Recommend to the Field Director if termination of the field experience seems necessary prior to the end of the semester.
- Recommend to the Field Director a reassignment of the student to an alternate agency in an unusual case where the originally assigned field agency becomes unable to meet the field practice agreement and the objectives of the educational contract.
- Provide consultation to the agency regarding educational concepts, professional issues, and field placement requirements and expectations.
- Address the problems that are related to the educational and professional progress of students.
- Participates in the resolution of conflicts between the Field Supervisor and the student.
- Participates in the Pre-Field Orientation for students.
- Keep track of each student's agency hours.
- Assign and post a grade of pass or fail to each student registered for the Social Work Field Experience course, SW 4611.

ROLE OF THE FIELD SUPERVISOR:

The University greatly values the contribution of our social work field agencies make toward successful placement experiences. To help insure such success, agencies which collaborate with the Social Work Program's process must be able to provide a high-quality learning experience for the student(s). The agency Field Supervisor must have an appropriate knowledge base and identification with professional social work to instill these in the student. Ideally, she or he possesses the M.S.W. degree from an accredited Graduate School of Social Work. If such a

Supervisor is unavailable, the faculty then negotiates for a B.S.W. from an accredited program (who may be supervised by an M.S.W.) In very rare cases, a supervisor from an allied discipline must supervise the student within the agency. In these rare cases, the Social Work Program assumes responsibility for reinforcing a social work perspective, and the Director of Field Education will meet routinely with this student to ensure this.

In order to effectively teach students, Field Supervisors must be physically present in the agency at approximately the same times as student(s) is (are) present. The Field Supervisor must commit time to meet with the student(s) at least once each week for regular supervisory visits. It is critically important that a student should have only one primary supervisor to whom s/he is responsible. It is assumed that the supervision process will be enhanced if the student is considered an active participant in the learning process, and that the supervisor's job is as much to present ideas as to monitor the ways in which the student relates to those ideas (Shulman, 1983).

Serving as a field supervisor is not an easy job or a commitment to take lightly. It requires unending patience, consistent guidance, considerable time and a dedication to the values, principals and standards of the social work profession. Field supervision is associated with positive professional and personal development. Urdang (1999) finds that "supervision of a social work intern is a key developmental experience" (p. 95) for the field supervisor. Participating as a supervisor to a field student serves as a catalyst for increased and deeper reflection and analysis on both a professional and personal basis. This study also shows that a positive relationship between the supervisor and student is associated with increased professional self-esteem. Some field instructors also report that their own clinical work is enhanced by increased self-reflection due to supervisory responsibilities

Ethical standard 5 of the National Association of Social Workers Code of Ethics describes social workers' obligations of maintaining and promoting the "integrity of the profession." Therefore, committing to supervise a social work student involves the maintenance and promotion of professional integrity. By serving as a field supervisor, a social worker is asked to "uphold and advance the values, ethics, knowledge, and mission of the profession." He or she contributes his/her expertise and time "to activities that promote respect for the value, integrity, and competence of the...profession." Further, as a field supervisor sharing their knowledge, he/she acts "to prevent the unauthorized and unqualified practice of social work." By contributing to the professional knowledge of future social workers, field agencies and supervisors are making a most important contribution to the profession and society.

GENERAL POLICIES

1. All field supervisors and students receive a copy of the Field Education Manual as a guide to the internship. It is expected that field supervisors and students will read through the manual and contact the DFE with any questions, comments or concerns as soon as possible.
2. Students must follow all agency policies and guidelines, including punctuality and appropriate professional dress.
3. All students have the right and responsibility to read their mid-term and final evaluations and make comments, if desired. Students have the right to a placement free from discrimination or harassment.
4. Students have the right to expect agency orientations that address safety issues for social workers.

5. Students with special needs must make these needs known to the DFE and to the agency prior to placement.
6. Supervisors should expect prompt response from the Director of Field Education to any questions or concerns.
7. Supervisors and agencies will be offered appropriate training, consultation and support upon request.
8. Absenteeism:
 - a. Students must notify their supervisor directly, following agency protocol, whenever they will be absent due to illness or university holiday.
 - b. Holidays/Vacation Students are permitted to take all legal holidays observed by the agency, and are allowed days off for University-scheduled breaks, such as spring break and holidays. However, these days off DO NOT count toward the required 400 hours of work.
 - c. Illness - If a student is ill for more than two days a physicians' excuse must be presented to the supervisor.

Failure to follow the above policies may result in a failing grade for the field placement.

9. Problems and Changes in Field Placement:
Should a problem arise in placement which may jeopardize the student's placement, the **supervisor** has a responsibility to follow the following procedure:
 - a. Meet with the student to discuss and attempt to resolve the problem. This meeting should be documented, with the concerns regarding the issue, the plan to alleviate the problem, and the time frame within which the goals should be accomplished included in the document. This document should be signed by the student and supervisor. The Director of Field Education should be notified.
 - b. If the problem is not resolved within the specified period, the student should be notified and a meeting scheduled. This meeting should be documented, including relevant information regarding the unresolved issue and concerns of the agency. This document should be signed by the student and supervisor. The Director of Field Education should be notified (or may be asked to attend this meeting at the request of the supervisor or student).
10. Should a problem arise in the placement, the **student** has a responsibility to follow the following procedure:
 - a. Meet with the supervisor and attempt to resolve the difficulty. Document the discussion, any concerns, means to alleviate the problem and time-frame within which the problem is expected to be resolved. Contact the Director of Field Education to notify them of the concern.
 - b. If the problem continues, the supervisor should be notified again, along with Director of Field Education. Documentation of the discussion, and concerns surrounding the unmet expectations should be completed.
11. Termination prior to the end of the semester: Termination of the field experience prior to the end of the semester may be initiated by the student, the agency, Social Work Program, College of Arts and Sciences, or the University. In such cases, written notification of the decision, including reasons for the termination, should be prepared so that copies go to the student, the agency Field Supervisor, and the Director of Field Education. The

DFE will schedule separate conferences with the student and the Field Supervisor to ascertain the validity of the termination request. A joint conference will then be held to discuss the merits of the request, and the final decision will be recorded in the student's record.

SUGGESTED LEARNING ACTIVITIES

The student should expect to experience many, if not most, of the following learning activities as part of his/her professional development:

1. Assigned readings or other materials to instruct the student in social policy, psychodynamics, and problems of client/client groups;
2. Reading old case records and social histories to provide a perspective of past policies and techniques;
3. Observation of agency staff members delivering services, with processing and discussion of these encounters;
4. Observation of the waiting room at different times of the day (or night) to observe attitudes and behaviors of staff and client/client groups;
5. Walking through neighborhoods served by the agency to observe environment;
6. Attending and participating in board meetings, committee meetings, etc.;
7. Attending professional meetings (NASW), educational conferences, seminars, etc., and presenting case studies as appropriate;
8. Delivering services to clients, sometimes in tandem with other staff and sometimes solo, sometimes in the office and sometimes during home visits;
9. Interacting with personnel in community referral system, and making referrals;
10. Attending court hearings, city council meetings, school board meetings, etc.;
11. Participating in fund raising, grant writing, budget preparation, or statistical reporting;
12. Writing process recordings, social histories or assessments, or case reports for staffing;
13. Keeping a journal of activities and emotional responses;
14. Where possible, taping and processing of client/client group contacts;
15. Participating in political activism, such as developing legislation or visiting lawmakers on behalf of service recipients;
16. Participating in planning workshops, in-service training, or orientation of new staff members;
17. Participating in quality control, auditing, or accreditation procedures;
18. Role playing with supervisor to develop skills;
19. Answering the phone and doing intakes to develop sensitivity and handle crisis situations;
20. Interviewing administrators and clients to assess quality and equity of service delivery;
21. Visiting referral agencies and reviewing their intake system and admission criteria
22. Identification and discussion of ethical dilemmas that may occur in the agency or practice setting.

THE EVALUATION PROCESS

Evaluation is an on-going process between the agency Field Supervisor, the field student and the Field Liaison. Evaluation extends over the entire field placement experience. It is a process of objectively appraising professional development. Evaluations should be viewed as a valuable and growth-producing component of social work education. It is important that in the beginning of the semester both the student and their supervisor review the evaluation form (illustrated earlier) with which the student's progress in field will be recorded. Formal, written evaluations of the field experience occur at the mid-point and at the end of the semester. The evaluation instrument seeks

to measure the degree to which Behavioral Objectives for the semester have been met. Students are evaluated both as a learner and a doer. Familiarity with this document will assist with the development of the student's learning contract. It may also serve as a guide to planning field activities during the semester, thus ensuring the successful completion of the field goals.

It is not uncommon for supervisors to be somewhat reluctant in indicating student's areas of weakness or inexperience, especially if they sense the student is contributing their best effort. Supervisors may be afraid of discouraging the student, or creating a conflictual situation. However, this is not in the student's best interest. Inflated scores do not provide the student with a realistic appraisal of areas in need of development. This may lead the student to believe that they can reduce their learning effort in the last half of the semester. It may also cause confusion if there is incongruity between classroom and field appraisal of effort. In general, the mid-term evaluation serves to indicate areas of strength and serves as a guide for what types of learning experiences should be emphasized for the last half of the semester, in order to achieve the learning goals.

In addition to providing important information to the student and field liaison, the field evaluation is frequently part of student's graduate school applications and enables some grad schools to assess for advanced placement. *Note:* Areas of persistent weakness in a student's field performance should be addressed as soon as possible with the student, not waiting until the mid-term or final evaluation.

SOCIAL WORK STUDENT ASSIGNMENTS AND ACTIVITIES

As in any social work setting, it is expected that some of the work will be blended with continued staff development and observation of the work of others; however, orientation, per se, to the agency cannot be counted toward the 400 hours of the field placement. The intern experience should give students increasing opportunities to apply beginning level practice skills.

Early in the placement, students need to begin having client contact either independently or in collaboration with an agency worker. For example, some student interns accompany a worker on a home visit then become involved in locating resources needed by the client or a student might begin participating in a group by assisting the staff member with role playing. By the fourth week, the student intern should have begun to build his or her own caseload which may mean having major responsibility for a family, group, or project (e.g. updating resource list for clients in rural communities) with staff back up or having specific assignments for carrying out part of a case plan or project.

Because students are expected to work with client systems ranging from individuals to groups and organizations or communities, they will need to participate in a broad range of agency activities. For example, a student may work with an individual and family but also participate in inter-agency team meetings or a staff committee on morale building and work with a support group for children who have lost a parent or sibling.

FIELD SITE EVALUATED ON BASIS OF CONSISTENCY WITH SOCIAL WORK PROGRAM OBJECTIVES

Students provide feedback at the end of their field placement to reflect on their experience. As part of this process, they are asked specifically to rate the consistency of their field site with each

of the Social Work Program objectives. These findings are reviewed by the Director of Field Education, who then compares these comments with previous student comments about this agency and who also shares any relevant concerns with the rest of the Social Work Program faculty. If possible, the issue is resolved by bringing the matter to the attention of the agency's field supervisor and is scheduled for any needed follow-up. If the problem cannot be resolved through these means, the placement may be deemed ineligible as a future placement.

EMPLOYMENT-RELATED PLACEMENTS

In certain cases, students may be allowed to complete their field education in the same agency in which they are presently employed. This is only allowed if it seems to be in the best interest of the student's education; that is, the student will continue to learn based on the stated goals and objectives of the Social Work Program. The agency is expected to meet all other requirements applicable to field sites. Also, any hours for which the student is paid through his/her regular employment will not be counted toward the student's field education. Assignments for the integrative seminar (SW 4340) and the field placement (SW 4611) are to be based on work done as a field student during field placement hours only. The Field Supervisor must not be the same person as the employment supervisor, as all conflict of interest must be avoided as the field experience is evaluated. This statement does not preclude the possibility of agencies providing a stipend for a field student, as long as the student is not regularly employed by the agency in another capacity. All otherwise acceptable hours spent in a field placement will be counted for field credit, even if the student is receiving a stipend for their field work.

CONTINUING EDUCATION CREDIT TOWARD SOCIAL WORK LICENSURE RENEWAL

As this manual goes to press, in Texas a licensed social worker may use field instruction toward credit for their continuing education requirements. Presently, a field instructor for a social work intern will be granted five credit hours for each college semester completed, not to exceed 20 credit hours per renewal period. Field instructors for the Texas Tech Social Work Program will receive a certificate at the end of each long semester in which he/she participated.

**The Social Work Program
Texas Tech University
Application for SW 4611 - Field Experience**

Part 1: Contact Information R _____

Student's Full Name: _____
Last Name First Name

Local Mailing Address: _____

Permanent Mailing Address (if different from above): _____

TTU E-Mail: _____

Phone: _____ Cell Phone: _____

Back-up Contact (parents, in-laws, other,)

Name: _____ Phone: _____

Address: _____

Please note: Failure to completely and truthfully complete this application may jeopardize your ability to be placed in a field practicum site.

Requested Field Practicum Date: _____ (Fall or Spring/Year)

Part II Placement Readiness

A. Intended Date of Graduation: _____

B. SW4611 + SW4340 = 9 credit hours
Most field students will take the either the policy class, SW 4311, or the research class, SW 3339, during their field placement. If you do so, you will be enrolled in 12 hours. It is not recommended that you take additional courses during this semester. However, if you plan to take an additional course, please list it here.

Additional course number and name

When you know the planned schedule for the above course, please contact the Director of Field Education with this information, as this may impact the selection of your field placement.

Students must successfully complete the social work practice courses prior to beginning a field placement. Student's grade point average, social work grade point average, and status of good standing or probation in the program will also be considered.

Part II continued Placement Readiness Name: _____

- C. Expected hours of employment per week (not including field hrs): _____
Employment schedule: _____
- D. Can you provide your own transportation to an agency? _____
- E. Can you use your automobile during your placement (not to transport clients)? _____
- F. Are you available for field work during evenings or weekends: _____
- G. Languages other than English that you speak fluently (include ASL): _____
- H. Describe any concerns / limitations regarding field placement:

- I. Describe any preferences: _____
- J. **Legal History:** *some agencies are unable to employ persons with a negative legal history. Many agencies require a background check of delinquency and/or criminal record of volunteers and applicants.*
Have you ever been convicted of a misdemeanor or felony? _____
If so, in which year? _____ Please contact the Director of Field Education within ONE week to schedule a meeting. Bring this form with you to the scheduled meeting.

Part III. Placement Preference

Placement in the Field Experience is made on the basis of (1) availability of approved agency placements, (2) your special interest areas, (3) any special learning needs that have been noted by the faculty, and (4) the pre-placement interview .

Please indicate on the following list of social services the three (3) areas in which you are most interested. Please number your preferences (1, 2, & 3). If there are specific agencies that you would like considered for your field placement, please list them under your first three preferences.

- | | |
|-----------------------------------------------|------------------------------------|
| _____ Services to Families | _____ Mental Health Services |
| _____ Services to Elderly | _____ Medical Social Services |
| _____ Services to Children | _____ Substance Abuse Services |
| _____ Services to Mentally Challenged Persons | _____ School Social Work |
| _____ Services in Criminal Justice | _____ HIV/AIDS Services |
| _____ Services to Veterans & Their Families | _____ Services to Homeless Persons |
| _____ Other? _____ | |

Is there any agency or area of practice where you have **no desire** to be placed?

Part IV: Who AM I Essay

Your Name:

On separate pages, please respond to the following questions about who you are and what your experiences have been. Use APA format. Limit the total of your responses to 5 double-typed pages. This form will be sent to you as a word document. Please insert your answers electronically following each question. Then print the entire essay as part of your application.

1. Professional Readiness: Thoroughly discuss the development of your interest in social work and your readiness to enter the profession. Please note: Do not divulge information that might be considered a breach of confidentiality. It is okay to state that “A relative has a serious substance abuse problem;” it is not okay to state “Aunt Marge is an abusive drunk.” The extent to which you give details about your own problems is up to you, but keep in mind that all of the social work faculty will have access to this document. Include each of the following components:
 - A. Describe your family constellation and history (including any social cultural/racial/ethnic, geographic/community data that would be helpful to another person in understanding background).
 - B. What were the life experiences which influenced your decision to become a social worker?
 - C. How would you define social work and the goals of social work activity and what do you believe is the role of an entry level (BSW) professional social worker?
 - D. Assess your fit with the basic values of the social work profession.
 - E. Personal values that may conflict with social work values and how you will address this conflict.
 - F. How do you think social work values and ethics will influence your behavior in the field practicum and future social work settings?
 - G. What do you anticipate you will be doing two years from now? What about five years from now?

2. Volunteer and Work Experiences
 - A. Describe your experience in any type of service organization and/or work experiences and what you learned.
 - B. Describe how much structure/supervision you need to work effectively - a great deal, some, very little?
 - C. Describe your preferred learning style (doing, thinking, reading, listening, observing)

3. What do you bring to the field practicum? Briefly respond to the following:
 - A. Do you have any other college degrees?
If so, what are they and what was your major?

- B. What are your special interests, talents and abilities? Include your personal strengths or qualities that may contribute to your professional work and any weaknesses that may detract from it.
- C. Describe any personal attitudes or feelings you would like to strengthen or change.
- D. Describe your organization / time management abilities.
- E. Considering your value system and comfort zone, what situations or types of clients might create a value conflict or discomfort for you? Why?
- F. How do you typically respond to stress, and what helps you cope in stressful situations?
- G. How do you respond to others who are experiencing stress?
- H. Pretend that you are going to the pre-placement interview. Why should an Agency / Field Instructor want you to come to their agency?

Revised January, 2012

**The Social Work Program
Texas Tech University
Department of Sociology, Anthropology & social Work**

Consent to Release Information

Student name (please print)

I authorize Texas Tech University (TTU) and the TTU Social Work Program (including the Director, the Director of Field Education, the Field Liaison(s) and the Instructor of the Field Placement Integrative Seminar) to consult with field agencies in the development of my field instruction placement.

I release from any liability any and all individuals and organizations who provide information in good faith and without malice concerning my professional competence, values, legal history, oral and written communication skills, ethics, character, student records and other related information in the development of a field instruction assignment placement, and I hereby consent to the release of such information.

This consent is in effect for the duration of my admission to the program, unless revoked by me in writing and submitted in person to the Director of Field Education. I hereby hold harmless all social work faculty, the TTU Social Work Program and Texas Tech University from and against any and all claims resulting from the release of any information requested about me during or after the completion of my academic program.

(Please review this consent again and indicate your agreement below).

Student Signature

Date

Witness

Date

Revised September, 2012

**THE SOCIAL WORK PROGRAM
TEXAS TECH UNIVERSITY**

Student Field Participation Agreement

OFFICIAL AGREEMENT

I, _____, UNDERSTAND THAT PARTICIPATION IN Field Education requires adherence to certain professional standards. I agree that while participating in Field Education:

1. I have read the Codes of Ethics of the National Association of Social (NASW) workers and the Texas State Board of Social Work Examiners (TSBSWE) and I agree to adhere to both Codes of Ethics.
NASW code of Ethics may be found online at: <http://www.naswdc.org/pubs/code/>
TSBSWE code of Conduct may be found online at: www.dshs.state.tx.us/socialwork/sw_ethics.pdf
2. I will follow all laws of the State of Texas.
3. I will comply with all agency policies and procedures. I agree to review all agency policies and procedures within two weeks of beginning the practicum.
4. I will perform only duties and tasks that I have been authorized and appropriately trained to do so by appropriate authorities. I will not perform any duties or tasks that I feel are unsafe, inappropriate, unethical or illegal. If I feel uncomfortable in a situation I will consult with my supervisor and/or the TTU Field Coordinator or other appropriate social work faculty before going
5. I have read and will adhere to the Texas Tech University (TTU) Student Code of Conduct.
6. I will come fully prepared and participate actively in all scheduled meetings with my assigned Field Supervisor.

I agree to meet at least weekly with the Field Supervisor for supervision and notify the Field Supervisor in advance if I have to miss any supervision sessions.

I understand that it is my responsibility to arrange supervision meetings.
7. I will submit all field integrative seminar assignments to the Instructor no later than the due date and time. Late papers will be penalized based on the class policy.

8. I will comply with the TTU policy for using my vehicle for transporting clients. I understand that I cannot transport agency clients in my vehicle at any time.
9. I will conduct myself in a professional manner at all times. This includes being punctual, reliable, and responsible in all field education assignments, as well as interacting in a professional manner with all clients and co-workers.
10. I will set a schedule of my hours at the agency and adhere to the schedule. I will submit the schedule to my seminar instructor by the second meeting.
11. If required, I will negotiate a learning contract with my field Instructor and submit it in writing to the seminar instructor.
12. I will comply with all policies, procedures, expectations, and consequences set forth in the TTU Social Work Student Handbook, the TTU Social Work Field Manual and any provided by the TTU Social Work Director of Field Education.

I understand that failure to comply with this agreement could negatively affect my standing in Field Education and in the Social Work Program. Any violation of this contract could result in dismissal from the program. I understand that dismissal from an agency for poor performance or inappropriate behavior could result in my having to repeat Field Education, withdraw from the Social Work program or other consequences. Refusal to sign this agreement will preclude participation in Field Education.

Student

Date

Director of Field Education

Date

Revised August, 2011

**TEXAS TECH UNIVERSITY
INFORMED CONSENT AND ASSUMPTION OF RISK INDEMNITY,
RELEASE AND HOLD HARMLESS AGREEMENT**

Texas Tech University is a non-profit educational institution. References to Texas Tech University ("TTU") include "TTU" the Texas Tech University System, Texas Tech University and the, its trustees, officers, officials, employees, volunteers, students, agents, and assigns of each.

I (print your name) _____ understand I am have chosen to participate in the Social Work Field Education Program (henceforth referred to as the Program).

I fully understand and appreciate the dangers, hazards and risks inherent in participating in the Program, in the transportation to and from the Program, and in any independent research or activities I undertake as an adjunct to the Program.

I agree that participating in any activity is an acceptance of risk of injury, including death, and/or loss of or damage to my personal property. I agree that my safety is primarily dependent upon my taking proper care of myself. I understand that is my responsibility to know what I will need for the Program and to provide what I will need. I agree to make sure that I know how to safely participate in any activities, and I agree to observe any rules and practices, which may be employed to minimize the risk of injury. I agree to stop and seek assistance if I do not believe I can safely continue any activity. I will not wear or use or do any thing that would pose a hazard to myself or others, including using or ingesting any substance which could pose a hazard to myself or others. I agree that if I do not act in accordance with this agreement, I may not be permitted to continue to participate in the Program.

In consideration of my participation in this Program, I agree as follows:

SPECIFIC HAZARDS OF TRAVEL OR PROGRAM: Despite precautions, accidents and injuries can occur. I understand that traveling, doing fieldwork or being in a large city may be potentially dangerous, and that I may be injured, killed and/or suffer loss of or damage to my personal property as a result of participation in the Program. Therefore, **I ASSUME ALL RISKS RELATED TO THE ACTIVITIES** including, but not limited to:

Death, injury or illness from accidents of any nature whatsoever, including, but not limited to, bodily injury of any nature, whether severe or not, which may occur as a result of participating in an activity or contact with physical surroundings or other persons; arising from travel by car, bus or any other means; death injury or illness including food poisoning arising from the provision of food or beverage by restaurants or other service providers.

Theft, loss or damage of my personal property while in transit or participating in the Program.

Natural disaster or other disturbances, and alteration or cancellation of the Program due to such causes.

(Specific dangers endemic in this Program's area of travel or endemic to the Program.)

In consideration of the benefits I will receive through my participation in the Program, I hereby expressly and knowingly RELEASE TTU, ITS OFFICERS, AGENTS, VOLUNTEERS, AND EMPLOYEES FROM ANY AND ALL CLAIMS AND CAUSES OF ACTION I MAY HAVE FOR PROPERTY DAMAGE, PERSONAL INJURY OR DEATH SUSTAINED BY ME ARISING OUT OF ANY WAY CONNECTED WITH MY PARTICIPATION IN THE PROGRAM, WHETHER CAUSED BY MY OWN NEGLIGENCE, THE NEGLIGENCE OF TTU, ITS OFFICERS, AGENTS, VOLUNTEERS, OR EMPLOYEES, OR ANY OTHER PERSON.

I hereby give my consent for any medical treatment that may be required during my participation with the understanding that the cost of any such treatment will be my responsibility.

Further, I voluntarily and knowingly agree to HOLD HARMLESS, PROTECT, AND INDEMNIFY TTU, its officers, agents, volunteers, and employees, against and from any and all claims, demands, or causes of action for property damage, personal injury or death, including defense costs and attorney's fees, arising out of my participation in the Program, REGARDLESS OF WHETHER SUCH DAMAGES, INJURY, OR DEATH ARE CAUSED BY MY OWN NEGLIGENCE, BY THE NEGLIGENCE OF TTU, ITS OFFICERS, AGENTS, VOLUNTEERS, OR EMPLOYEES, OR ANY OTHER PERSON.

TTU shall notify me promptly in writing of any claim or action brought against it in connection with my participation in these activities. Upon such notification, I or my representative shall promptly take over and defend any such claim or action.

INSTITUTIONAL ARRANGEMENTS: I understand that TTU is not an agent of, and has no responsibility for, any third party which may provide any services including food, lodging, travel, or other goods or services associated with the Program. I understand that TTU may provide these services only as a convenience to participants and that accordingly, TTU accepts no responsibility, in whole or in part, for delays, loss, damage or injury to persons or property whatsoever, caused to me or others prior to departure, while traveling or while staying in designated lodging. I further understand that TTU is not responsible for matters that are beyond its control. I acknowledge that TTU reserves the right to cancel the trip without penalty or to make any modifications to the itinerary and/or academic program as deemed necessary by TTU.

INDEPENDENT ACTIVITY: I understand that TTU is not responsible for any loss or damage I may suffer when I am traveling independently or I am otherwise separated or absent from any TTU activity. In addition, I understand that any travel that I do independently on my own before or after the TTU sponsored Program is entirely at my own expense and risk.

HEALTH AND SAFETY: I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this Program. I have obtained the required immunizations, if any. I recognize that TTU is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility. I agree to pay all expenses relating thereto.

TTU RULES, REGULATIONS AND POLICIES: I agree to obey and comply at all times with all of the rules, regulations, codes and policies of TTU while participating in the Program. I agree to notify my professor immediately of any injury or loss.

TRAVEL CHANGES: If I become separated from the Program group, fail to meet a departure airplane, bus, or train, or become sick or injured, I will, to a reasonable extent, and at my own expense seek out, contact, and reach the Program group at its next available destination.

SIGNATURE: I indicate that by my signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Informed Consent and Assumption of Risk Form and acknowledge that I understand it. My signature below indicates that I have read and freely signed this agreement, which take effect as a sealed instrument.

IMPORTANT – READ ENTIRE AGREEMENT BEFORE SIGNING.

I HAVE READ AND UNDERSTOOD THIS DOCUMENT, AND MY SIGNATURE EVIDENCES MY INTENT TO BE BOUND BY ITS TERMS.

Signature of Program Participant

Date

Signature of Parent or Legal Guardian
(If student is a minor)

Date

WEEKLY REPORT OF HOURS
FIELD EXPERIENCE
SOCIAL WORK 4611

Name _____ Agency _____

Week of _____ to _____

(If it isn't legible, it doesn't count.)

Monday Date _____ Hours _____ extra minutes _____

Tuesday Date _____ Hours _____ extra minutes _____

Wednesday Date _____ Hours _____ extra minutes _____

Thursday Date _____ Hours _____ extra minutes _____

Friday Date _____ Hours _____ extra minutes _____

If applicable:

Saturday Date _____ Hours _____ extra minutes _____

Or Sunday Date _____ Hours _____ extra minutes _____

Weekly Total of Hours and Minutes written in Hours _____ (left over minutes _____)

Signature of Student

Signature of Field Supervisor

STUDENT'S SELF-EVALUATION OF FIELD PLACEMENT EXPERIENCE

You will complete the Final Self-evaluation and give it to the Director of Field Education. This assignment is designed to help you reflect on the field experience and how you used this opportunity for development of yourself as a professional social worker. To encourage candor and assessment of self in relation to the internship experience, the Self-evaluation will be confidential (this means it will not be shared with your field supervisor), and will remain in your student folder in the files of the Social Work Division. The assignment will not be graded on what you say, but on the thoughtfulness and insight of the responses.

You are to respond to the following questions:

Name:

Placement Agency:

Name of Field Supervisor:

1. Of the experiences you participated in at the agency, which were most helpful in reaching your learning objectives? Explain in what way they facilitated that learning process.
2. How did your supervisor help you in meeting your objectives? What did he or she do (or not do) that limited your development as a social worker? What could he or she have done differently to have helped you more?
3. In what ways did you make constructive use of your supervisor in your growth? Looking back, how could you have made better use of supervision. What factor(s) might have inhibited you from more fully using supervision?
4. How would you describe your working relationships with other agency personnel? What, if anything, could have made them better?
5. In what way(s) did your understanding of the functions, purposes, policies, and procedures of the agency facilitate or hinder your work with clients? In retrospect, is there anything you or the agency could have done to improved the situation for you?
6. What factors were operating that either facilitated or impeded your following through with agency assignments, meeting time schedules, obtaining resources for clients, etc? What could improvements would you recommend?
7. What did you notice in terms of your comfort level in developing relationships with clients? How did your degree of comfort change over time throughout the semester? What would you say accounted for the degree of comfort or discomfort you experienced?
8. Which types of clients or problems did you find particularly difficult to deal with? What did you do about the difficulty or discomfort you experienced? What did you learn about yourself in relation particular types of clients or problems?

9. How much initiative were you able to use during the practicum in relation to working with clients, learning about community resources, and obtaining information to help you understand a client situation or problem? How did your use of initiative change over time? What factors encouraged or limited your taking initiative?
10. What did you learn during field placement about the personal assets and liabilities that you bring to the profession? What do you do particularly well, and what do you need to improve on in working with people?

**Texas Tech University
Student's Critique of Agency as Placement**

Name of Agency _____ **Semester/Year** _____

Name of Supervisor _____

Please reflect on the following as thoroughly as possible. The information may be used to better understand the strengths and development needs of agencies and supervisors for Field use in future semesters. It will also assist the Social Work Program in determining how well this placement helps students meet the Goals and Objectives of the Program.

Overall Strengths of Agency as a Field Site:

Overall Weaknesses of Agency as a Field Site:

Helpfulness of Supervision provided by field supervisor (Strengths):

Helpfulness of Supervision provided by field supervisor (weaknesses):

Fairness of Evaluation:

Goodness of fit between you and the Agency (please describe attributes that made compatibility positive or negative):

Suggestions for improvement regarding agency experiences that may enhance learning:

In what way did this placement help you accomplish the objectives of the Social Work Program at Texas Tech?

Anything else that you would like to comment on:

Overall, was this a positive or negative experience? Please explain.

TEXAS TECH UNIVERSITY
SOCIOLOGY, ANTHROPOLOGY & SOCIAL WORK
THE SOCIAL WORK PROGRAM

Criteria for the Selection of Field Placement Agencies

To: TTU Social Work Field Agencies
From: Helen Morrow, PhD, LCSW, Director of Field Education
Re: Social Work Field Placements

As one of the valued social service agencies in Lubbock, we would like you to consider partnering with the TTU Social Work Program to provide field practice experience for our senior level students this coming semester.

As a student works with an agency's programs, clients, and problems, the field placement can be the most significant learning experience a student will have. Your dedication to the education of our social work students is invaluable to our program, the Lubbock community, and the social work profession.

As you know, there are several minimal requirements an organization must meet for eligibility to serve as a field practicum agency. Please review and update these requirements on the accompanying pages.

If you have any questions or wish to discuss any of the requirements you may contact me at helen.morrow@ttu.edu.

Your timely response to the attached list of criteria will be very helpful. Thank you for your time and interest in our program and our students.

Address: Helen Morrow, PhD, LCSW
The Social Work Program - SASW
Texas Tech University
P.O. Box 41012
Lubbock, TX 79409-1012

Fax: 742-1088

Criteria for Selection of Field Placement Agencies for the TTU Social Work Program

Agency Name: _____

The University greatly values the contribution of our social work field agencies make toward successful placement experiences. To help ensure such success, agencies which collaborate with the Social Work Program's field education process must be able to provide a high-quality learning experience for the student(s).

Since the agency Field Supervisor assumes the role of "educator" in dealing with students, he/she must have an appropriate knowledge base and identification with professional social work to instill these in the student. Therefore, if at all possible, the field supervisor should possess a social work degree, either an MSW or a BSW degree from an accredited social work program. If the field supervisor is in a position of entitled social worker, it is expected that he/she will maintain social work licensure according to state law.

In reference to your agency, please respond to the following statements:

- Yes ___ No ___ The agency performs functions within the scope of what is generally recognized as social work.
- Yes ___ No ___ If social work is not the principle function of the agency, social work is identified as a major professional service offered by the agency, and social work practitioners are accepted by the agency as professional staff.
- Yes ___ No ___ The agency enjoys a community reputation for providing high-quality service to its clientele.
- Yes ___ No ___ The agency demonstrates a commitment to diversity, social and economic justice, and to services on behalf of populations at risk.
- Yes ___ No ___ The agency has formal safety policies and procedures.
- Yes ___ No ___ The agency is willing to accept student(s) without regard to race, religion, sex, age, or disability, with the exact number of students being negotiated between agency and university on a semester basis;
- Yes ___ No ___ The agency is willing to allow students to actively participate in the overall agency program and activities, as appropriate to educational needs and practice competencies of the student;
- Yes ___ No ___ The agency is willing to provide access to agency case records which are pertinent to student activities and learning needs;
- Yes ___ No ___ The agency is willing to provide support services and appropriate facilities for student use, including an adequate and regular place from which the student can operate, clerical services, necessary supplies and equipment, access to telephone, and (if possible) reimbursement for travel expense incurred during the course of assigned duties;

- Yes ___ No ___ The agency is willing to designate an agency Field Supervisor (preferably someone with prior experience in supervision) whose schedule will allow for adequate orientation, development of student learning opportunities of appropriate depth and variety, scheduling of regular and frequent conferences with students, attending Field Supervisors' meetings sponsored by the university, meeting regularly with the Field Coordinator, and preparing student evaluations.

Agency name:

Agency address:

Phone number: _____ Extension: _____

Provide a brief description of your programs and services.

Provide a description of the kinds of learning experiences you will provide a student.

Does the agency require a background check on the student? Yes _____ No _____

If so, please briefly describe how the background check is handled by your agency. In other words, does your office of Human Resources initiate it and arrange for payment, or does the student have to initiate it and pay for it independently?

Name of **designated field supervisor(s)** and credentials:

Name:

Degree: _____ University: _____ Date:

Name:

Degree: _____ University: _____ Date:

Available for placement:

Spring Semester _____ Fall Semester _____

Any special criteria to be considered in selecting a student for placement:

Thank you again for your time and support of the TTU Social Work Program.

Helen Morrow, PhD, LCSW
 Director of Field Education
 TTU - Social Work Program

FIRST DAY REVIEW – COVER LETTER

Texas Tech University
College of Arts and Sciences
Department of Sociology, Anthropology, and Social Work

Dear Field Supervisor:

Thank you for agreeing to serve as a field supervisor for the Texas Tech University Social Work Program for the current semester. Your dedication to professional training is an invaluable service to our students and to social work in general.

Please help our student become oriented to your agency and its procedures by discussing with the student the items listed on the program's First Day Review form. Students are expected to return the original document to the Director of Field Education.

We recognize that students cannot be insulated from all risks in providing services to people, institutions and communities in crisis. Students frequently lack the experience and skills that help seasoned practitioners assess risk and take appropriate precautions. Therefore we ask that all field agencies provide an additional orientation concerning safety, high-risk situations and violence issues that may be relevant for your agency's setting. A Safety Review Documentation form is being provided to aid in this safety orientation. It is our hope that the student will be given the opportunity to discuss these issues in depth with the supervisor. Again, the original form should be returned to the Director of Field Education by the student.

If an incident occurs during the field placement in which a student is personally threatened or hurt, the student, the field supervisor, the agency contact person, or the agency director should contact the TTU Director of Field Education (helen.morrow@ttu.edu) or the Social Work Program Director (laura.lowe@ttu.edu) immediately to review the situation. After consultation, the Social Work Program will work with the agency to identify what actions the agency and/or the school should take to insure the student's physical and emotional well-being. The Director of Field Education is responsible for documenting the incident and the steps taken to address the situation. A copy of this report will be forwarded to both the Social Work Program Director and to the agency.

The student is receiving an extra copy of the Field Education Manual to bring to you. If you have any questions or concerns about the above requests or about the procedures outlined in the manual, please feel free to contact me. Normally the best way to reach me is through e-mail.

Thank you for your willingness to guide our student through this field placement.

Sincerely,

Helen Morrow, PhD, LCSW
Associate Professor and Director of Field Education
helen.morrow@ttu.edu

THE SOCIAL WORK PROGRAM
TEXAS TECH UNIVERSITY
FIELD PLACEMENT

FIRST DAY REVIEW

Please print:

Field Student: _____ **Semester:** _____

Agency Name: _____

Supervisor: _____

The following items need to be discussed with the student as part of their introduction to the field agency. The field student and the field supervisor are asked to initial and date each topic once the student expresses an understanding of the information and/or the issue. The agency may keep a copy of the form for its records. The student should return the original to the Director of Field Education at TTU by the requested date.

AGENCY OVERVIEW

	Initials of:		
	Supervisor	Student	Date
Agency vision, mission, purpose	_____	_____	_____
Introductions to colleagues, staff, administration	_____	_____	_____
Organizational structure	_____	_____	_____
Role of agency in relation to the community	_____	_____	_____
Resources relevant to the agency	_____	_____	_____
Other relevant issues related to understanding the agency	_____	_____	_____

AGENCY POLICY AND PROCEDURES

Office procedures for clocking in/out	_____	_____	_____
Procedures about office supplies and their location	_____	_____	_____
Designated work space for the student	_____	_____	_____
Storage of personal belongings	_____	_____	_____
Handling of client records	_____	_____	_____
Use of phone, fax, computer, cell phone, personal calls	_____	_____	_____
Holidays for both agency and TTU	_____	_____	_____
Parking, use of own vehicle, mileage reimbursement	_____	_____	_____

(Students may not transport clients.)

AGENCY POLICY AND PROCEDURES continued

	Initials of:		
	Supervisor	Student	Date
Internal communication procedures	_____	_____	_____
Departmental/unity meeting schedules	_____	_____	_____
Agency procedure regarding:			
Harassment	_____	_____	_____
Discrimination	_____	_____	_____
OSHA	_____	_____	_____
Americans with Disabilities Act	_____	_____	_____
Confidentiality policy and procedures	_____	_____	_____
HIPAA	_____	_____	_____
Release of information for clients	_____	_____	_____
Client eligibility policy and procedures	_____	_____	_____
Intake/admissions	_____	_____	_____
Forms for documentation	_____	_____	_____
Fees, financial issues that may be relevant to client	_____	_____	_____
Work place safety	_____	_____	_____
Reporting of child or elder abuse	_____	_____	_____
Providing information, resources and referrals	_____	_____	_____
Dress code	_____	_____	_____

It is necessary that clients be informed of the field placement student's status as a student. Please discuss how this will be handled at your agency.

FIELD INSTRUCTOR/STUDENT RESPONSIBILITIES

What will be the student's normal weekly schedule at the agency? (hours by day of the week)

- Monday _____
- Tuesday _____
- Wednesday _____
- Thursday _____
- Friday _____
- Saturday _____
- Sunday _____

Other than the designated supervisor (please be as specific as possible):

... to whom may the student go with questions or concerns when the supervisor is temporarily unavailable? _____

... to whom may the student turn for instruction/supervision? _____

... who may delegate tasks to the student? _____

FIELD INSTRUCTOR/STUDENT RESPONSIBILITIES continued

Initials of:
Supervisor Student Date

Please also review:

Acceptable tasks during "free time," such as reading agency manuals, reviewing client charts, working on class assignments, etc.

Breaks and lunch times and locations

TTU Field Evaluation form (see Field Education Manual)

Issues of diversity that may impact the student, the supervisor or the clients.

Documentation of student's time/hours

Opportunities to make up hours

Time for weekly supervision consultation

Expectations re: calling in when ill or late

Please be sure that the supervisor has the current contact information for the student and that the student has the correct contact information for the supervisor.

Thank you both for taking the time to review all of the above. We hope this will help to initiate a good working relationship between the student and the agency staff.

THE SOCIAL WORK PROGRAM
TEXAS TECH UNIVERSITY
FIELD PLACEMENT

SAFETY REVIEW DOCUMENTATION

Please print:

Field Student: _____ **Semester:** _____

Agency Name: _____

Supervisor: _____

For the safety of our students, clients, field supervisors and field agencies, it is important that agency safety issues and procedures be addressed with the student within the first week of their placement. The student and his/her supervisor are asked to initial each of the following topics after the student has been made aware of each one. The student should return the original form to the Director of Field Education by the date requested.

	Initials of:		
	Supervisor	Student	Date
Use of safety devices (alarms, buzzers, codes for emergency staff, etc.)	_____	_____	_____
Emergency contact personnel and numbers	_____	_____	_____
Arrangement of office space	_____	_____	_____
Location of emergency supplies	_____	_____	_____
Use of the office after work hours or after dark	_____	_____	_____
Students may not transport clients	_____	_____	_____
Home visits	_____	_____	_____
Dressing for safety	_____	_____	_____
Parking for safety	_____	_____	_____
Neighborhood safety	_____	_____	_____
Client de-escalation	_____	_____	_____
Contacting clients with a history of violent behavior	_____	_____	_____
Safety Procedures for Client Visits (attached)	_____	_____	_____
Universal precautions (Precautions for bio-hazards)	_____	_____	_____

Thank you for completing this process.