



TEXAS TECH UNIVERSITY

Department of Sociology,  
Anthropology & Social Work™

## **Bachelor of Arts in Social Work Field Instruction Manual**

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This handbook, as well as additional information about the social work program, can be found at:  
[www.depts.ttu.edu/socialwork/](http://www.depts.ttu.edu/socialwork/)

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## Field Education in Social Work: What's it all about?

Field education is the central pedagogy (learning method) in social work and the Council on Social Work Education (CSWE) mandates that every student earning an accredited bachelor's degree in social work complete a minimum of 400 clock hours in a supervised agency setting before graduation. The field placement exposes 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 via casework, group-work, or community organization. In this hands-on experience, the senior social work student should experience growth as a reflective, self-aware, and knowledgeable individual and social worker.

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.

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.

### Student Learning Experiences

The field placement 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.

During the field placement experience, the student should expect to experience many, if not all of the following professional development learning activities:

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

### The 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. 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.

### 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.

### Field Placements Outside of Lubbock

In some instances, a social work major may desire to complete the required 400-hour field placement in an agency outside of Lubbock. This circumstance necessitates out-of-the-ordinary burdens for the Director of Field Education and/or other faculty liaisons. Therefore, students should carefully consider the following requirements before making a request for such a placement.

- The TTU Social Work Program has final control over the field placement of all social work students, as well as approval of field sites.
- All placement sites, as well as field supervisors, must meet minimum requirements as stated in the Field Manual for the TTU Social Work Program.
- Requests for out-of-town placements are generally referred to the SCPR committee for review; the SCPR may request to meet in-person with the requesting student.
- The requesting student will be responsible for identifying possible agencies (and field supervisors) in the desired community.

- Only agencies within a 1-hour drive of the main university campus (or about 60 miles) will be considered.
- The requesting student will be required to attend co-requisites (such as SW 4340) or special events as scheduled during the semester of the field placement.
- **No later than** the end of the 3<sup>rd</sup> week of the semester **one year** before planned enrollment in SW 4611<sup>1</sup>, the requesting student must submit a letter to the Director of Field Education addressing the following points:
  - Why is the out-of-town placement being requested?
  - What is the student's plan for attendance in co-requisites or other required events during the semester?
  - Does the student have initial ideas about possible agencies?
  - A statement that the student has read and agrees to the stipulations for out-of-town placements as stated in (this) policy.
- Prior to the end of the semester during which the letter was submitted, the student will be notified if the request has been approved or denied.
- If approved (but not before), the requesting student may begin inquiries with agencies about their willingness to accept a social work field placement student for no less than 400 hours during the semester of desired placement.
- Contact information for two potential field supervisors, each with a different social service agency must be provided to the Director of Field Education **no later than** the end of the 3<sup>rd</sup> week of the **semester before** the planned placement<sup>2</sup>.

From that point, the requesting student should follow the general instructions provided to all social work majors for completing an Application for Field Placement and participating in timely, formal interviews with the Director of Field Education, as well as potential field supervisors. <sup>1</sup> If planning to complete a field placement in the fall semester of 2020, the student would submit the letter by the end of the third week of the fall 2019 semester.

<sup>1</sup> If planning to complete a field placement in the fall semester of 2020, the student would submit contact information of at least two possible agencies by the end of the third week of the spring 2020 semester.

### Field Placement Coursework

The Texas Tech University BA Social Work Program structures the field placement into one block (SW 4611) over a semester during which students work in the field about 32 hours per week, totaling 400 hours at the end. The 400 hours may not include time spent in orientation, per se, to the agency. Typically, each student is also enrolled in 6 hours of other social work courses including SW 4340 (required concurrent enrollment) and either SW 4311 or 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. All other coursework or employment responsibilities during that semester are

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<sup>1</sup> If planning to complete a field placement in the fall semester of 2020, the student would submit the letter by the end of the third week of the fall 2019 semester.

<sup>2</sup> If planning to complete a field placement in the fall semester of 2020, the student would submit contact information of at least two possible agencies by the end of the third week of the spring 2020 semester.

strongly discouraged and any student doing so must first receive permission from the BASW Program Director and the Director of Field Education in the semester previous.

In addition to the hours worked in the agency, the student is required to enroll in the integrative field placement seminar, SW 4340. **Enrollment and attendance is mandatory.** 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 during this capstone semester. These include: attending supervisory conferences with the agency Field Supervisor; promptly handing in completed written assignments and weekly logs; and assuming any cost of the placement experience, except in unusual cases where the agency can help with travel costs. Further, the student must exhibit motivation by 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.

#### Other Placement 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: Failure to follow the policies listed below may result in a student failing the field placement.

- a. Students must notify their supervisor directly, following agency protocol, whenever they will be absent due to illness or university holiday. For any absence of more than two days, the student should notify the DFE as soon as possible.
  - 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 and the DFE should be notified.
9. Problems and Changes in Field Placement:
- a. Should a problem arise in placement which may jeopardize the student's placement, the **supervisor** has a responsibility to follow the following procedure:
    - i. 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.
    - ii. 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).
  - b. Should a problem arise in the placement, the **student** has a responsibility to follow the following procedure:
    - i. 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.
    - ii. 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.
10. 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.

## Functions and Roles



### Director of Field Education (DFE)

The Director of Field Education is responsible for the identification, development, and selection of field placement sites. S/he offers direction and support in meeting the program's and the student's specific objectives. The DFE has final authority over the matching of students to social service agencies in the community for field education.

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 assures that student activities do not interfere with this primary goal.

If the responsibilities have been separated, the DFE is also responsible for coordinating with the Field Liaison(s).

### Field Liaison

At times, the duties of the Director of Field Education may be separated from that of the field liaison. Whether the director or another faculty member, the Field Liaison is tasked with monitoring the students in their field placements as well as the needs of the agencies in terms of student supports. The Field Liaison is typically listed as the instructor of record for SW 4611; the responsibilities include:

- Establish contact, either by phone, email 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, and 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.

### 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, principles 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.

Currently, a Texas licensed social worker may use field instruction toward credit for their continuing education requirements. These cannot exceed 20 credit hours per renewal period. Field instructors for the Texas Tech BASW Program can request a certificate from the Field Director at the end of the semester in which he/she participated.

## Field Placement Evaluation

### The Student

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. Mid-term and final evaluations of the students’ performance in the field are conducted (see Appendices). Each indicator on the evaluation is derived from our Social Work Program Goals and the CSWE nine competencies (see Appendices).

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 (Appendices) 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 (see Appendices) seeks to measure the degree to which competence in social work practice has been achieved. 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 graduate 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.

### The Agency

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 in several areas. These findings are reviewed by the Director of Field Education, who then compares these comments with previous student comments about this agency and shares any relevant concerns with the rest of the Social Work Program faculty. If possible, any 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.

## Appendices

Application for Field Experience (SW 4611)

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

**Part 1: Contact Information**

R#: \_\_\_\_\_

Student's Name (Last, First): \_\_\_\_\_

Local Mailing Address: \_\_\_\_\_

TTU E-Mail: \_\_\_\_\_ Phone: \_\_\_\_\_

Back-up Contact Name: \_\_\_\_\_

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

**Part II: Placement Readiness**

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

Intended Date of Graduation (Month, Year): \_\_\_\_\_

Current overall GPA \_\_\_\_\_ Current Major GPA \_\_\_\_\_ (SW courses only)

Attach a copy of the unofficial transcript to this application. 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.

During field placement, you must be enrolled in SW 4611 and SW 4340, totaling 9 credit hours. Typically, field students will also be enrolled in either SW 4311 or SW 3339, for a total of 12 credit hours. SW 4311 and SW 3339 are scheduled in such a way that students are away from their field sites as little as possible. Students are strongly discouraged from enrolling in additional credit hours or taking on employment responsibilities during this semester. If it is absolutely necessary, you must obtain approval from both the BASW Program Director and the Director of Field Education. What, if any, other courses do you plan to be enrolled in during the field semester?

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.

Expected hours of paid employment per week (not including field hours): \_\_\_\_\_

Employment schedule: \_\_\_\_\_

Do you have access to a vehicle to use during field placement?  yes  no

Are you available for field work during evenings or weekends?  yes  no

Languages other than English that you speak fluently (include ASL): \_\_\_\_\_

Describe any other concerns / limitations regarding field placement:

Legal History: Have you ever been convicted of a misdemeanor or felony? \_\_\_yes \_\_\_no

If yes, in which year? \_\_\_\_\_ If yes, what was the charge? \_\_\_\_\_

Some agencies require a background check for placement and may not accept students with a conviction history. If you have a conviction on your record, contact the Director of Field Education ASAP to schedule a meeting and bring this form with you.

### 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. The Director of Field Education makes the final determination on placements.

Please rank three (3) areas of practice in which you are most interested; your top preference should be labeled 1, the next as 2, your third choice as 3. number your preferences (1, 2, & 3). If there is a specific agency you would like considered in a particular area, list it in the blank.

- \_\_\_\_\_ Services to Families: \_\_\_\_\_
- \_\_\_\_\_ Mental Health Services: \_\_\_\_\_
- \_\_\_\_\_ Services to Elderly: \_\_\_\_\_
- \_\_\_\_\_ Medical Social Services: \_\_\_\_\_
- \_\_\_\_\_ Services to Children: \_\_\_\_\_
- \_\_\_\_\_ Substance Abuse Services: \_\_\_\_\_
- \_\_\_\_\_ Services to Individuals with Developmental Disability: \_\_\_\_\_
- \_\_\_\_\_ 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 you would prefer to RULE OUT as a possibility?

### Part IV: Who AM I Essay

On separate pages, please respond to the following questions about who you are and what your experiences have been. Use APA format. Make sure each page has a header with your name and the page number. Limit the total of your responses to 5 double-typed pages. 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?



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

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 BA in 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 anything 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.
- Other (*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, 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

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 _____
Saturday	Date _____	Hours _____	extra minutes _____
Sunday	Date _____	Hours _____	extra minutes _____

Weekly Total: Hours \_\_\_\_\_ Minutes: \_\_\_\_\_

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

\_\_\_\_\_  
 Signature of Field Supervisor

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 BASW Field Education ([cara.speer@ttu.edu](mailto:cara.speer@ttu.edu)) or the BA Social Work Program Director ([laura.lowe@ttu.edu](mailto:laura.lowe@ttu.edu)) immediately to review the situation. After consultation, the BA 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,

Cara Speer, MSSW, LCSW  
Director of BASW Field Education & Assistant Professor of Practice in Social Work  
[cara.speer@ttu.edu](mailto:cara.speer@ttu.edu)

First Day Review

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

	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**

	Supervisor	Student	Date
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.)	_____	_____	_____

Supervisor Student Date

Internal communication procedures	_____	_____	_____
Departmental/unity meeting schedules	_____	_____	_____
Agency procedure regarding:	Supervisor	Student	Date
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	_____	_____	_____
If 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 \_\_\_\_\_
- Sat/Sun \_\_\_\_\_



*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? \_\_\_\_\_

Please also review:

	Supervisor	Student	Date
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 .

### Student 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.

Your Name:

Name of Field Supervisor:

Placement Agency:

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, or procedures of the agency facilitate or hinder your work with clients? In retrospect, is there anything you or the agency could have done to improve 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?

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.

Criteria for the Selection of Field Placement Agencies

To: TTU Social Work Field Agencies  
From: Cara Speer, MSSW, LCSW, Director of Field Education  
Re: Social Work Field Placements

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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 [cara.speer@ttu.edu](mailto:cara.speer@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.

Cara Speer, LCSW  
Assistant Professor of Practice & Director of BASW Field Education  
Department of Sociology, Anthropology, and Social Work  
Texas Tech University, Box 41012, Lubbock, TX 79409  
O 806-834-0193, F 806-742-1088

Field Placement Site Information

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

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

Agency phone number: \_\_\_\_\_

Please provide a brief description of the agency's programs and services.

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

Since agency Field Supervisors assume the role of "educator" in dealing with students, they must have an appropriate knowledge base and identification with the profession of social work to help instill these in students. Therefore, if at all possible, the field supervisor should possess a degree in social work 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.

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

Name & Degree: \_\_\_\_\_ License # (if appropriate): \_\_\_\_\_

Name & Degree: \_\_\_\_\_ License # (if appropriate): \_\_\_\_\_

Name & Degree: \_\_\_\_\_ License # (if appropriate): \_\_\_\_\_

The University greatly values the contribution of our social work field agencies make toward successful placement experiences. To help ensure such success, agencies which serve as field education sites must be able to provide a high-quality learning experience for the student(s). In reference to the agency you represent, please chose a response to the following statements:

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. Yes No

Will the agency require a background check on students? 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 do so independently?

Agency availability for placement of students: 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,**

Cara Speer, LCSW  
 Assistant Professor of Practice & Director of BASW Field Education  
 Department of Sociology, Anthropology, and Social Work  
 Texas Tech University, Box 41012, Lubbock, TX 79409  
 O 806-834-0193, F 806-742-1088

Official Agreement Between Social Work Student and Social Work Program

I, \_\_\_\_\_, understand that participation in Field Education requires adherence to certain professional standards. Any violation of this contract could result in dismissal from the program. I understand that dismissal from an agency could result in my having to repeat the field placement or dismissal from the Social Work program, among other possible consequences. For each of the following statements, initial indicating that your understanding and agreement to comply with while participating in Field Education.

- \_\_\_\_\_ 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: [www.naswdc.org/pubs/code/](http://www.naswdc.org/pubs/code/) The TSBSWE code of Conduct may be found online: [www.dshs.state.tx.us/socialwork/sw\\_ethics.pdf](http://www.dshs.state.tx.us/socialwork/sw_ethics.pdf)
- \_\_\_\_\_ I will follow all laws of the State of Texas.
- \_\_\_\_\_ 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.
- \_\_\_\_\_ 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
- \_\_\_\_\_ I have read and will adhere to the Texas Tech University (TTU) Student Code of Conduct.
- \_\_\_\_\_ 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.
- \_\_\_\_\_ 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.
- \_\_\_\_\_ 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.
- \_\_\_\_\_ 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.
- \_\_\_\_\_ 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.
- \_\_\_\_\_ If required, I will negotiate a learning contract with my field Instructor and submit it in writing to the seminar instructor.
- \_\_\_\_\_ 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.

\_\_\_\_\_  
 Student

\_\_\_\_\_  
 Date

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

\_\_\_\_\_  
 Date



BASW Field Placement Evaluation

Student's Name:

Date of Evaluation:

Field Placement Agency:

Field Supervisor's name and credentials:

Please provide a brief description of the activities the students engaged in since the last evaluation period:

---

**Signatories**

\_\_\_\_\_ This evaluation is an accurate representation of my assessment of this student's performance on the listed indicators of social work skills.

\_\_\_\_\_  
Field Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_ This evaluation was shared with me and I had an opportunity to advocate for any changes I believed to be inaccurate.

\_\_\_\_\_  
Social Work Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_ This evaluation was reviewed in my presence and all parties had the opportunity to note discrepancies of opinion.

\_\_\_\_\_  
Faculty Liaison, TTU Social Work Program

\_\_\_\_\_  
Date



Please provide an assessment rating for each numbered performance indicator. Please remember that ratings of 'excels', should be limited to unusually advanced skill for an entry level social worker. These responses of 'excels', as well as 'unsatisfactory' or 'unable to rate' should be briefly explained in the box provided.

Competency: Demonstrate Ethical & Professional Behavior	Assessment of Performance	
1. Makes 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	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
2. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
3. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
4. Uses technology ethically and appropriately to facilitate practice outcomes	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
5. Uses supervision and consultation to guide professional judgment and behavior.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage Diversity and Difference in Practice	Assessment of Performance	
6. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
7. Presents self as learner and engages clients and constituencies as experts of their own experiences	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
8. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

**Please number and explain any response of 'unsatisfactory', 'excels' or 'unable to rate'.**

Competency: Advance Human Rights and Social, Economic, & Environmental Justice	Assessment of Performance	
9. Applies understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
10. Engages in practices that advance social, economic, and environmental justice	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage in Practice-informed Research and Research-informed Practice	Assessment of Performance	
11. Uses practice experience and theory to inform scientific inquiry and research	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
12. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
13. Uses and translates research evidence to inform and improve practice, policy, and service delivery.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage in Policy Practice	Assessment of Performance	
14. Identifies social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
15. Assesses how social welfare and economic policies impact the delivery of and access to social services	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
16. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

**Please number and explain any response of ‘unsatisfactory’, ‘excels’ or ‘unable to rate’.**

Competency: Engage with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
17. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
18. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Assess Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
19. Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
20. Applies 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;	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
21. Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
22. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

**Please number and explain any response of 'unsatisfactory', 'excels' or 'unable to rate'.**

Competency: Intervene with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
23. Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
24. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
25. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
26. Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
27. Facilitates effective transitions and endings that advance mutually agreed-on goals.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
28. Selects and uses appropriate methods for evaluation of outcomes	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
29. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
30. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
31. Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

**Please number and explain any response of 'unsatisfactory', 'excels' or 'unable to rate'.**

## Instructions for Field Evaluation Instrument

### Cover Page

The front page of the evaluation asks for the student's name, the date, the field supervisor's name, credentials and agency. Supervisors are also asked to provide a brief summary of the activities in which the student has engaged at your agency since the last evaluation period. The signatory section follows. This should be signed by the student, the field supervisor and the faculty liaison *after* the evaluation meeting.

### Student Evaluation on Competencies & Performance Indicators

The assessment of competencies and performance indicators then begins. The Council on Social Work Education has identified 9 Competencies that all accredited social work education programs' students are expected to master. Further, 31 performance indicators are associated with these competencies and can be used by programs to identify both student and program strengths and weaknesses.

These are connected to both the goals of the Social Work Program and its mission. For your information only, these are provided here:

*Mission Statement:* The BA in Social Work Program at Texas Tech University prepares graduates to contribute to society through civic participation and professional social work practice. As critical thinkers and self-directed learners, graduates are able to simultaneously use self-awareness and sensitivity to the plight of humankind to promote social justice within our interdependent global community. The program is designed to integrate these fundamentals with the core principles and methods of social work, recognizing the context and consequences of professional practice.

*Program Goals:* By graduation, students will be familiar with the program's goals and competencies they are expected to master. Specifically, our goals are that graduates will be able to DEMONSTRATE: 1. identification with the tenets of the profession; 2. sensitivity to the evolving context of practice; 3. ability to function effectively in a practice environment

For these assessment purposes, the TTU Social Work Program asks field supervisors to assess the field placement students' mastery of each competency of the 31 performance indicators. These are described in the following section; examples of how the indicators might be demonstrated in field placements are provided to help supervisors identify and assess performance in the required areas.

### Rating Scale Options

For each of the 31 performance indicators, please choose the most applicable assessment rating for the student. Note that the typical ratings include *unsatisfactory*, *improving*, or *competent*. Occasionally, a supervisor may indicate that a student really *excels* on a particular indicator or that the supervisor is *unable to rate* the student on an indicator.

On most indicators, students will be rated:

*Unsatisfactory:* Performance on this indicator is inadequate and no improvement has been noted. I would consider sanction or termination of an entry-level employee functioning on this level at my agency. [Elaboration required]

*Improving:* Performance on this indicator is less than adequate but student is working to improve. I would consider mentoring or plan of improvement for an entry-level employee functioning on this level at my agency.

*Competent:* Performance on this indicator is very good; I would be totally satisfied with an entry-level employee functioning on this level at my agency.

Occasionally, field supervisors may choose:

*Excels:* Performance on this indicator is unusually strong when compared to other entry-level employees at my agency. [Please elaborate in the space provided]

*Unable to rate* – my agency does not provide this service or student has not had the opportunity to practice this indicator. (Please elaborate in the space provided).

### Competencies & Performance Indicators

#### Competency 1–Demonstrate Ethical and Professional Behavior

Description: 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 interprofessional 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.

#### Indicators

1. **Makes 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;**
  - Example 1: A field supervisor rates a student *improving* who has some difficulty recognizing appropriate boundaries with her teen clients; she sometimes treats them as friends, sharing personal information such as what she did on the weekend or relationship issues. After it is pointed out, the student is more restrained with occasional lapses.
  - Example 2: A field supervisor rates a student *competent* because she notices how careful the student is with information about the client; she speaks with clients quietly in her office so that other people don’t overhear and never talks about sensitive information in the main office.

2. **Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;**
  - Example 1: A field supervisor rates a student *unsatisfactory* who repeatedly tells clients that he will pray for them or asks them if it would be ok if he did so. When pointed out, the student agrees to stop but suggests that he could pray for them without mentioning anything about it.
  - Example 2: A field supervisor rates a student *competent* who shares that he struggled personally when he learned a client planned to return to live with a violent partner, but refrained from suggesting to the client that it was a poor decision.
3. **Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;**
  - Example 1: A field supervisor rates a student *improving* who always looks professional and engages well with clients, but who has difficulty distinguishing between opinion and fact and when it is appropriate to share opinions. While they are working together on the problem, the supervisor still needs to regularly review the student's case notes.
  - Example 2: A field supervisor rates a student *competent* who she notices adjusts her clothing to fit different occasions; she wears jeans and a blouse when making home visits and slacks and a blazer when attending court.
4. **Uses technology ethically and appropriately to facilitate practice outcomes; and**
  - Example 1: A field supervisor rates a student *unsatisfactory* who posts a picture on Facebook of an agency barbecue in which faces of clients could be recognized.
  - Example 2: A field supervisor rates a student *excels* who independently compiles agency data into spreadsheet software so that she can create pie graphs and proportion tables for use in a grant application being composed at the agency.
5. **Uses supervision and consultation to guide professional judgment and behavior.**
  - Example 1: A field supervisor rates a student *improving* who brings issues and problems to scheduled meetings but that should have been dealt with when they occurred.
  - Example 2: A field supervisor rates a student *competent* who asks a coworker what he should do when a client is denied Medicaid but needs medical care.

## Competency 2: Engage Diversity and Difference in Practice

Description: 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.

Indicators:

6. **Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;**
  - Example 1: A field supervisor rates a student *unsatisfactory* who pushes a depressed, gay teen to participate in extra-curricular activities at school without stopping to consider that he may experience rejection or aggression from same-aged peers of dominant status.
  - Example 2: A field supervisor rates a student *competent* who articulates how a poor neighborhood with few businesses and no professional offices offers few job opportunities or places to receive services for the clients who reside there.
7. **Presents self as learner and engages clients and constituencies as experts of their own experiences**
  - Example 1: A field supervisor rates a student *unsatisfactory* who tends to assume that he knows how minor clients are experiencing grief and loss of a parent because he lost a parent at a young age.
  - Example 2: A field supervisor rates a student *competent* who presents to clients as interested in their lives and asks relevant, probing questions.
8. **Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies**
  - Example 1: A field supervisor rates a student *unsatisfactory* who doesn't appear to recognize the significance of the fact that he repeatedly assesses the use of alcohol by a person of low income to be excessive, while often describing similar behavior in people of middle or upper income groups to be moderate or recreational drinking.
  - Example 2: A field supervisor rates a student *competent* who shares in a supervision meeting that he feels uncomfortable meeting with Black males and believes that he unconsciously associates them with a personal experience of sexual assault.

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

Description: 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.

Indicators:

9. **Applies his or her understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;**
  - Example 1: A field supervisor rates a student *improving* who searches for new resources in the community that might be helpful to clients.
  - Example 2: A field supervisor rates a student *competent* who follows up on a service denied to a client to find out what is needed to qualify and helps the client to gather the information and reapply.



**10. Engages in practices that advance social, economic, and environmental justice.**

- Example 1: A field supervisor rates a student *competent* who writes a factual brief about mental health needs in the local community when requested to do so.
- Example 2: A field supervisor rates a student *excels* who, with permission, attends a city council meeting and provides well-articulated and accurate testimony about the needs of their service population in the local community.

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

Description: 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 into effective practice.

Indicators

**11. Uses practice experience and theory to inform scientific inquiry and research**

- Example 1: A field supervisor rates a student *competent* who notices that several clients have been diagnosed with High Blood Pressure and asks if he can review files to find the rate of this condition among agency clients.
- Example 2: A field supervisor rates as a student as *excels* who hears multiple complaints from residents and their families about the food in a long term care facility and designs and administers a survey about the food to all residents and the families, analyzes the results of the survey, and presents to the administrator.

**12. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings**

- Example 1: A field supervisor rates a student *competent* when the low response rate from a client satisfaction survey is being discussed and the student suggests that clients did not respond because the survey was sent by email and most of the clients of the agency don't have access to internet.
- Example 2: A field supervisor rates a student *excels* who independently compiles agency data into spreadsheet software so that she can create pie graphs and proportion tables for use in a grant application being composed at the agency.

**13. Uses and translates research evidence to inform and improve practice, policy, and service delivery.**

- Example 1: A field supervisor rates a student as *unsatisfactory* when student fails to read material assigned by the field supervisor to improve student's interviewing techniques with children.
- Example 2: A field supervisor rates a student *competent* who finds research articles on adjusting the environment to prevent stress and agitation in people with dementia to share with the caregiver support group.

Competency 5: Engage in Policy Practice

Description: 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

Indicators

**14. Identifies social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services;**

- Example 1: A field supervisor in a nursing home rates a student *unsatisfactory* who does not demonstrate an understanding of the primary differences between Medicare and Medicaid.
- Example 2: A field supervisor rates a student *competent* who shares with a client that the Affordable Care Act prevents insurance companies from denying her child coverage based on a pre-existing condition.

**15. Assesses how social welfare and economic policies impact the delivery of and access to social services;**

- Example 1: A field supervisor rates a student *improving* who asks questions of coworkers about the impact of policy changes on service users.
- Example 2: A field supervisor rates a student *competent* who uses the agency database to examine the impact of reductions in state funding on number of clients served in a year.

**16. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.**

- Example 1: A field supervisor rates a student *competent* who discusses clearly what policy changes would benefit service users at the agency.
- Example 2: A field supervisor rates a student *excels* who writes a brief on how a new state policy on term limits for services will likely impact the agency's clients, the agency and the community to share with coworkers in a staff meeting.

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

Description: 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.

Indicators:

**17. Uses knowledge of multidisciplinary theoretical frameworks to engage with clients and constituencies**

- Example 1: A field supervisor rates a student *unsatisfactory* when she encourages a large Hispanic Catholic family living in poverty to consider birth control or abortion to prevent more children from being born without first inquiring about the family's beliefs and values regarding birth control.
- Example 2: A field supervisor rates a student *competent* because he inquires with service users of an agency primarily servicing new Latino immigrants whether they would prefer interviews to take place in Spanish or English.

**18. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies**

- Example 1: A field supervisor rates a student *improving* who is so nervous during interviews that functioning is impaired, rushing through interchanges or requiring assistance to elicit needed information from the client.
- Example 2: A field supervisor rates a student *competent* who uses active listening skills effectively and does not rush or get stumped during client interviews.

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

Description: 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.

Indicators

**19. Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies**

- Example 1: A field supervisor rates a student as *improving* who can conduct an intake interview, obtain most of the information needed for an initial assessment, but needs some direction in appropriately organizing and reporting the information in the agency format.
- Example 2: A field supervisor rates a student *competent* who interviews the grandmother who often provides care to a minor client to include in a psychosocial history.

**20. Applies 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**

- Example 1: A field supervisor rates a student *improving* who can use the strengths perspective to identify some strengths of a client and his environment when prompted by the supervisor.

- Example 2: A field supervisor rates a student *competent* who accurately applies knowledge of child development to the psychosocial assessment to the family of a young child.

**21. Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies**

- Example 1: A field supervisor rates a student as *unsatisfactory* who consistently attempts to write service plans without consulting the client for input.
- Example 2: A field supervisor rates a student *competent* who identifies appropriate goals and objectives with a new client.

**22. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies**

- Example 1: A field supervisor rates a student *unsatisfactory* when the student makes a request for the hospice chaplain to visit a client’s family who is atheist without getting permission from the family first.
- Example 2: A field supervisor rates a student *competent* who suggests using a reward chart to increase several desired behaviors in a developmentally disabled individual.

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

Description: 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 inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, and inter-organizational collaboration.

Indicators

**23. Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies**

- Example 1: A field supervisor rates a student as *unsatisfactory* who fails to suggest visits from the hospice chaplain to a client who expresses deep guilt over past “sinful” behaviors and is failing to come to an acceptance of the terminal diagnosis.
- Example 2: A field supervisor rates a student *competent* who researches options for effective treatment of generalized anxiety, presents them to the client, and then helps the client weigh the advantages and disadvantages of each in order to make an informed decision about which approach to use.

**24. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies**

- Example 1: A field supervisor rates a student *unsatisfactory* who recommends an intervention of positive reinforcement to decrease incidents of incontinence for elderly patients in a nursing home.

- Example 2: A field supervisor rates a student *excels* who identifies a need for, plans, and initiates a support group for teens who have a parent away on military service.
- 25. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes**
  - Example 1: A field supervisor rates a student *competent* who attends a staffing each week for the service users to which she is assigned.
  - Example 2: A field supervisor in a hospital setting rates a student *excels* who is able to arrange a group meeting between the brain surgeon, the thoracic surgeon, the cancer specialist, nursing staff, and the spouse of a person who has recently been hospitalized with a new diagnosis of stage 4 cancer.
- 26. Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies**
  - Example 1: A field supervisor rates a student *competent* who works closely with CPS staff to arrange a safe alternate residential placement for a youth adjudicated delinquent for touching a neighbor child inappropriately.
- 27. Facilitates effective transitions and endings that advance mutually agreed-on goals.**
  - Example 1: A field supervisor rates a student *unsatisfactory* who offhandedly informs clients that this will be their last meeting together.
  - Example 2: A field supervisor rates a student *competent* who plans with clients for ending their relationship and the client's continuing care.

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

Description: 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.

Indicators:

- 28. Selects and uses appropriate methods for evaluation of outcomes**
  - Example 1: A field supervisor rates a student as *improving* who collaborates with supervisor to develop a task-achievement scale for evaluating client's progress on the service plan.
  - Example 2: A field supervisor rates a student *competent* who administers a 10 item knowledge quiz before and after a 2-hour presentation at a community center.
- 29. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes**
  - Example 1: A field supervisor rates a student as *unsatisfactory* who does not use psycho-social development knowledge when evaluating a child's progress on movement toward goals and is unrealistic in the expectations of the child's ability to progress.
  - Example 2: A field supervisor rates a student *competent* who, with permission, inquires with family as well as the minor-aged client about satisfaction with their work together on anger management and impulse control.

**30. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes**

- Example 1: A field supervisor rates a student as *unsatisfactory* when student does not analyze why the support group he's running at the school for teen students who are parents has no one in attendance.
- Example 2: A field supervisor rates a student *competent* who considers whether the magnitude of score improvement among clients attending a support group warrants continued use of the intervention.

**31. Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels**

- Example 1: A field supervisor rates a student as *unsatisfactory* when the student has no suggestions for changes in operation when the results from a survey show that many clients are not keeping appointments because they have no available childcare.
- Example 2: A field supervisor rates a student *competent* who summarizes feedback from clients completing an exit survey and based on the comments, recommends changes to the arrangement of furniture in the entry area to facilitate positive interaction among clients as they wait for appointments.