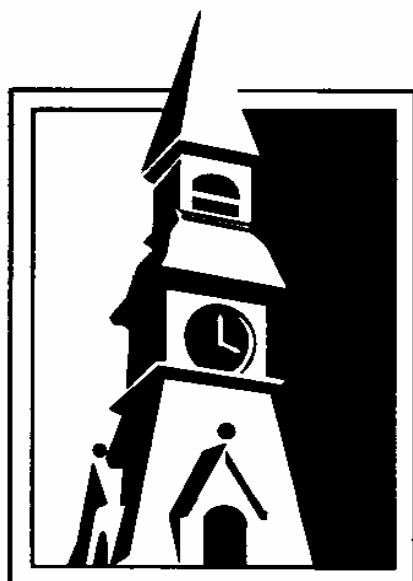


Department of Social Work



PARK
UNIVERSITY

BSW Field Manual

2009-2010

Table of Contents

Park University	
Mission Statement	4
Vision Statement	
Motto	
Core Values	
Definition of Liberal Learning	
Department of Social Work	
Mission Statement	5
Department Goals	
Department Objectives	6
Definition of Generalist Practice	7
Purpose of this Manual	
The Intent of Field Education	8
Individualized Student Learning Goal	9
Thoughts on Field Learning	10
Assignment to Field	11
Roles and Responsibilities	
Responsibilities of the Department of Social Work	12
Responsibilities of the Field Director	13
Responsibilities of the Field Instruction Agency	14
Responsibilities of the Field Instructor	15
Responsibilities of Students	16
Field Instruction Policies and Procedures	
Identification Tags	17
Time Requirements (field & seminar)	
Linking Classroom and Field Learning	
Student Workload in Field	18
Field Work Journal	
Course Assessment	
Absences and Tardiness.....	19
Travel and Transportation	
Block or Accelerated Summer Field Instruction	
Weekly Conference & Field Instruction Time Log	20
Conduct and Ethics	
Student Liability Protection	
Mandatory Reporting	
Confidentiality	21
Prohibited Placements	

Field Instruction and the Workplace	
Student Employment in Field Instruction Agencies	21
Supplemental Employment	22
Inappropriate or Unprofessional Conduct	
Safety Concerns & Violence in the Work Place	
Criminal Background Checks	23
TB Skin Tests: (PPD-S)	
Equal Opportunity Policy	24
Harassment-Free Institution Policy	
Disability Guidelines	
Conflicts during Field Instruction	
Problem Solving in Field Instruction	25
Changes/Interruptions in Field Instruction Site	
Changes by Agency Request	
Changes by Department Request	26
Changes by Student Request	27
No Fault Terminations	
Field Instruction	
Admission and Continuance in Field Instruction	28
The Placement Process.....	29
Criteria for Selecting Field Agencies	30
The Process of Field Instruction	31
Methods of Field Instruction	32
Field Instructor	
Information	33
Preceptors	34
Institutional Support	
Recognition of Field Instructors, Preceptors, and Agencies	35
Appendixes	
Preliminary survey (junior year)	A
Student Field Interest Profile	B
Emergency Contact Information	C
Field Agency Profile	C
Field Instructor Profile	D
Park University - Field Agency Agreement (template).....	E
Learning Contract Template	F
Time log	G
Weekly Supervision Form	H
Mid-Term Student Evaluation	I
Mid-Year Student Evaluation (fall).....	J
Final Student Evaluation (spring)	K
Student Evaluation of Field Instructor and Agency	L
Student review of Field Experience (at completion of field)	M
Field Instructor Review of Field Process	N
Change of Placement Request	O

MISSION STATEMENT

The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence, which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.

VISION STATEMENT

Park University will be a renowned international leader in providing innovative educational opportunities for learners within the global society.

MOTTO

Since its founding in 1875 the Park University motto has been
“Fides et Labor” Faith and Labor

CORE VALUES

- Commitment to commonalities and differences
- Commitment to community among all people of the world
- Commitment to service learning

As stated in past *Park University Undergraduate Catalog*, the University endeavors to educate students who will be characterized by:

"Literacy: Competence in communication skills and cognizance of history, science, values, and aesthetics within a global, technological society;

Open-mindedness: Ability to evaluate facts critically, recognize alternative views, make sound judgments based on a considered philosophy of life; willingness to innovate in the interest of personal development and contribute to society.

Professionalism: Preparation for or enhancement of a career, realistic acceptance of personal and social responsibility and education to a professional ethic."

Park University strives to imbue these values through attention to a model of “liberal learning” as described by the American Association of Colleges and Universities. (2009)

Liberal learning is an approach to college learning that empowers individuals and prepares them to deal with complexity, diversity and change. It emphasizes broad knowledge of the wider world (e.g. science, culture and society) as well as in-depth achievement in a specific field of interest. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real world settings.

DEPARTMENT OF SOCIAL WORK MISSION STATEMENT

The mission of the social work degree program at Park University is guided by the values of the social work profession. This includes a respect for the worth of the individual, an appreciation of human diversity, and the desire to contribute to the fullest development of the individual's potential, and to help alleviate aspects of social and economic injustice which are barriers that divide and threaten families, neighbors and communities around the world. The desire to facilitate development of human potential extends beyond students at Park University, to the clients and communities we serve, wherever we may venture.

Our intent is to prepare students with the foundation of knowledge, skills, values and ethics required for competent entry level generalist social work practice. Graduates of the social work degree program will contribute to the alleviation of human needs and enhancement of quality of life in the communities served by Park University.

DEPARTMENT OF SOCIAL WORK GOALS

The Department of Social Work educates students for entry level generalist practice in the profession. It also contributes to the liberal arts general education of university students who are not social work majors. Providing curricula and teaching practices that reflect the evolving knowledge base of the profession and the world, these goals flow from and reinforce our mission:

- 1. Students will know and demonstrate the six core values of the profession and the code of ethics as set forth by the National Association of Social Workers (NASW Delegate Assembly, 2008).**
- 2. Students will understand the ideological and political nature of social welfare policy formulation and be able to critically analyze policies and programs intended to enhance individual and community well-being.**
- 3. Students will know and demonstrate the ability to integrate a range of theories that serve to promote a fuller understanding of human behavior in the social environment.**
- 4. Students will be able to identify, define, and implement the core functions of strengths-based, generalist social work practice with individuals, groups, organizations and communities.**
- 5. Students will demonstrate knowledge of research design, data gathering, critical analysis, and implications for evidence-based social work practice.**
- 6. Students will develop a professional identity and demeanor and learn to work collaboratively within and across professions and disciplines.**

DEPARTMENT OF SOCIAL WORK OBJECTIVES

The department objectives are derived from program goals. Students who successfully complete the Park University social work degree program will be able to demonstrate the following:

1. Application of practice skills based upon the critical analysis of information relevant to the behavior and interaction of individuals in the social environment.
2. Engagement in ethical practice with a commitment to upholding the values of the social work profession.
3. A conscious awareness of the varied manifestations of discrimination tempered with respect, knowledge, and skills related to issues of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Skills necessary to recognize and strategically respond to varied forms and mechanisms of oppression and discrimination.
5. The application of strategies for advocacy and social change that advance social and economic justice.
6. Familiarity with the historical roots of social work and the relationship to current structures, issues, and evolving global influences.
7. The knowledge and skills of generalist social work practice applicable to systems of varied sizes and complexities.
8. Application of theoretical frameworks to understand individual development and behavior across the life span as well as the interaction among individuals and between individuals and families, groups, organizations, and communities.
9. Analysis, formulation, and influence of social policies upon client systems, workers, and agencies.
10. Evaluation and appropriate integration of research findings into practice, while appropriately evaluating their own practice interventions.
11. Demonstrate effective communication skills with a variety of diverse client populations, colleagues, and communities.
12. Use of supervision and consultation appropriate to generalist social work practice.
13. The knowledge necessary to function within the structure of organizations and service delivery systems, while seeking organizational change as necessary.
14. Demonstrate an attitude of responsibility for participating in and contributing to the social work profession through a commitment to life long learning.

DEFINITION OF GENERALIST PRACTICE

The overall direction of our curriculum is to prepare students for generalist practice. We have chosen amongst many definitions to build our curriculum around the following definition of generalist practice crafted in 1990 by Grafton Hull Jr., a social work educator, author and consultant.

“The basic principle of generalist practice is that baccalaureate social workers are able to utilize the problem solving process to intervene with various size systems including individuals, families, groups, organizations, and communities. The generalist operates within a systems and person-in-the-environment framework (sometimes referred to as an ecological model). The generalist expects that many problems will require intervention with more than one system (e.g., individual work with [a] delinquent adolescent plus work with the family or school) and that single explanations of problems situations are frequently unhelpful. The generalist may play several roles simultaneously or sequentially depending upon the needs of the client (e.g.: facilitator, advocate, educator, broker, enabler, case manager, and/or mediator). They may serve as leaders/facilitators of task groups, socialization groups, information groups, and self-help groups. They are capable of conducting needs assessments and evaluating their own practice and the programs with which they are associated. They make referrals when client problems so dictate and know when to utilize supervision from more experienced staff. Generalists operate within the ethical guidelines prescribed by the NASW Code of Ethics and must be able to work with clients, co-workers, and colleagues from different ethnic, cultural, and professional orientations. The knowledge and skills of the generalist are transferable from one setting to another and from one problem to another.”

Hull, G.H. 1990. *Social Work Internship Manual*. Eau Claire: University of Wisconsin-Eau Claire, Department of Social Work, p. 7.

PURPOSE OF THE FIELD MANUAL

The purpose of this manual is to set forth the goals and expectations, the roles and responsibilities, and the policies and procedures that form the basis for the Field Education Curriculum in the Department of Social Work at Park University. It is intended to guide students, faculty, staff, and field instructors in clarifying, coordinating, and implementing the various aspects of the field instruction process.

This manual is a dynamic document that is subject to continuous review and revision to reflect changes in policies and procedures and ongoing advances in social work practice and education.

For the most up-to-date guidelines, students are strongly encouraged to refer to the current course syllabi for the Field Education Courses (SW420 & SW430) and the Field Education Seminars (SW421 & SW431.)

THE INTENT OF FIELD INSTRUCTION

1. Field Instruction is designed to provide students with supervised practice experience in the application of knowledge, values, ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that adversely affect people.
2. Field Instruction must provide social work students with opportunities for the development of an awareness of self in the process of intervention.
3. Field Instruction is designed to help social work students build bridges between academic and actual work situations. This segment of the curriculum is designed to facilitate the integration of classroom knowledge and theoretical discussions with the actual delivery of social work services. Field learning experiences are likely to be specific to the respective agency, but should also be generally applicable across the profession of social work.
4. Field Instruction will assist the social work student to gain an understanding of the agency's formal organizational structure, its functions, and its methods of operation. This includes the social problems treated, characteristics of clients served, source of the agency's funds, its relationship to other agencies in the community, and the community forces which affect the agency's organization and operation. If possible, it is desirable for students to observe and gain an understanding of some of the informal dynamics of the decision making processes at work. This might include salary negotiations, how to influence political decision-makers and the broader community and how agency's policies are changed to benefit clients (or staff).
5. Field Instruction intends to aid the student in gaining an initial understanding of the community and how it is affected by sociological, economic, and political variables. Students should gain a deeper understanding of the impact of social problems (e.g. delinquency, inadequate housing, family breakdown, and mental illness) upon individuals, families, and communities.
6. Field Instruction will expose the student to as great a diversity of clientele as possible. This means that the student should be provided the opportunity to work with clients and staff representing different cultural, ethnic, and racial groups. Additionally, to the extent possible, students should have the opportunity to work with a wide variety of oppressed groups, including those characterized by gender, sexual orientation, race, and ethnicity. (Such groups are populations-at-risk.)
7. Field Instruction is designed to develop the social work student's understanding of the role of a social worker in the social service agency, including the methods of change intervention used and the social worker's responsibilities and tasks.

8. Field Instruction enables the social work student to relate to both clients and agency staff in order to test and develop techniques and skills necessary for practice in the social welfare field. These include observing, assessing, interviewing, organizing, counseling, planning, reporting, and evaluating his/her impressions both in written and oral form. The student should also assess his/her own practice and employ this insight in demonstrating professional growth. The social work student should be given case responsibilities including the opportunity to develop in-depth working relationships with clients. This objective may be the most important; skills and techniques developed through forming professional relationships is a core of social work practice and are transferable to other areas of social work practice.
9. Field Instruction encourages the student to become aware of and analyze their own value orientation and feelings about clients and their problems.
10. During Field Instruction the student may/should engage in research in which they assess the effectiveness of their own interventions. Students should also have involvement in other research activities within the agency.
11. Field Instruction encourages the student to assess his or her own potential as a professional social worker. This includes insight into your own sense of satisfaction or discomfort as well as your professional ambitions and frustrations.
12. Field Instruction is a learning opportunity which promotes critical assessment, implementation, and evaluation of current and future policies.
12. Field Instruction provides the student with professional supervision (from the agency social worker and from our university Department of Social Work) to enhance learning.
13. Field Instruction provides an opportunity for the student to use and enhance their oral and written communication skills which are consistent with the profession.

INDIVIDUALIZED STUDENT LEARNING GOALS

In addition to the above stated objectives, it is very important that each student be aware of and able to verbalize individual goals for field learning which are pertinent to personal learning needs and the particular field agency. Each semester of Field Instruction, the student develops individual learning goals, objectives, activities/tasks, and evaluation measures that address areas of professional knowledge and skills in need of development. The Learning Contract, appendix G is to be completed and returned to the Department of Social Work no later than week three of the beginning of field internship. Agency field instructors and the Field Director are available to assist students with this process. Details of this process are described in the course syllabus for the two field instruction courses, SW420 and SW 430.

Students in field should produce three copies of their learning contract. Submit one to the agency's field instructor, one to the Field Director and one copy is to be retained by the student. These goals can be modified or others added at any time during the field instruction. Progress toward goals should be evaluated at regular intervals and may be documented on the Weekly Supervision Form, (Appendix H). The Weekly Supervision Form is to be signed and dated by the field instructor and the student, and maintained by the student for review by the field director.

By the end of the field instruction, students should be prepared to assume the responsibilities of a beginning level social work position. Prior to that time, whenever a limitation or obstacle to this goal is recognized, the student, along with the field instructor, perhaps in consultation with the Field Director, should seek to develop a plan to appropriately address the difficulty.

THOUGHTS ON FIELD LEARNING

Some of the most frequent suggestions made by field instructors is that students need to ask more questions, be more assertive, and take more initiative. When students do not understand why something was or was not done, or why something was done in a particular way, they should ask; when students want to take on more responsibility, they should ask; when students are unhappy or dissatisfied about something, they should first bring it to the attention of their field instructor. Open communication is necessary among students, field instructors, and the Field Director. As in life, it is reasonable to expect some frustrations and discomfort in the process of field work. The recognition and resolution of such feelings is frequently the basis for some of the greatest learning opportunities.

Students are advised not to become caught up in the internal politics of an agency. Students should avoid taking sides in disputes between agency staff, employees, and administration. Agency politics can be a complex and sensitive matter; student involvement only fuels the complexity. These are issues that may be appropriate to address in supervision or in the field seminar course.

Since some agencies do not operate on an 8-5 schedule, the hours students are expected to be at the agency may vary. This schedule must be worked out between the student and the field instructor. Students need to be at agencies when the optimal learning experiences are likely to occur. Because of this, evening or weekend hours may or may not be advisable at different agencies. The scheduling must cover 225 hours of field instruction per semester.

The field instructor is responsible for supervision of the students' day-to-day activities in the field. The field instructor will familiarize students with the agency and its procedures, direct them to necessary resources, and oversee all student work in the agency. Therefore, it is required that students first address any questions or concerns they may have to the field instructor. If students feel that concerns are not being heard, or if they desire a second opinion, it is appropriate to contact the Field Director. Since the Field Director cannot be abreast of day-to-day happenings within all agencies, students need to remember that it is most appropriate to deal

with concerns or problems within the agency first and only after refer the matter to the Field Director.

It should be noted that learning occurs best when it is an enjoyable experience. If students give field instruction their best effort, field instruction is much more likely to be enjoyable. The students who most succeed in field education are generally those who recognize that they can not know everything, but meet the expectations and exert a persistent effort to learn and grow.

ASSIGNMENT TO FIELD

Under no circumstances are students to initiate contact with potential field agencies or instructors without the prior notification and consent of the Field Director. The Field Director is responsible for securing and assigning students to agency placements. The Field Director is available throughout the school year to talk with students about questions and concerns related to field.

The formal process for being matched to an agency for field instruction begins in February prior to the senior year. Meetings are scheduled during the spring semester for the purpose of informing students about the upcoming field opportunities and answering questions. This meeting also serves as an opportunity for the collection of information from students that may facilitate the arrangement of a satisfactory field learning experience.

Field agency files are maintained in the Department of Social Work Office and students are encouraged to browse through them at any time. The files contain information about each field agency. Prospective field students also meet individually with the Field Director in the semester prior to entering field, to explore their particular interests and agency opportunities. Prior to the meeting, students must provide copies of both the Student Field Interest Profile (appendix B) the Preliminary field survey (appendix A) and a current resume. A copy of the Profile, and current resume will be provided by the Department of Social Work to each agency (usually two or three) the student will interview with for a possible field assignment. Students will be provided with contact information and are responsible for setting up interviews with potential field instructors after appropriate field sites have been identified. Under no circumstances are students to contact potential field agencies or instructors with out the prior notification and consent of the Field Director.

Following the interview, students are expected to provide written feedback to the Field Director regarding their preference of agencies. Field Instructors may present a written commentary, but a verbal communication is satisfactory. The Field Director assigns students to agencies based on this joint feedback. All students must complete any additional agency requirements prior to starting their field instruction. For example, a physical exam or TB screening is required by some agencies. A criminal background check may also be required by some agencies. It is presumed that any direct cost associated with screening / testing of student interns will be assumed by the agency.

ROLES AND RESPONSIBILITIES

RESPONSIBILITIES OF THE DEPARTMENT OF SOCIAL WORK

- Provide guidelines to students for preparing learning contracts, defining student educational objectives and field learning experiences and working cooperatively with the students and agencies in the development of these learning experiences.
- Apply, as effectively as possible, screening criteria to ensure students are adequately prepared and competent to enter field instruction.
- Provide an ongoing education for field students
- Monitor the student's work in order to assure that professional ethics, such as confidentiality practices are followed.
- Department of Social Work faculty will be available for consultation as needed.
- Provide the agency with a BSW Field Manual that relates the program's mission, goals, objectives, policies and expectations of the field education curriculum.
- Provide the agency with information regarding the student's educational interest, experience and background.
- Assist the agency in planning an educational program for the student.
- Will provide consultation, information, and training to field instructors and other appropriate staff of the agency regarding the development of the agency's field programs.
- Will involve the agency in decisions regarding student field assignments, and accepting the agency's judgment as to the final acceptance of individual students.
- Carries the final responsibility for the administration of the field education program, including decisions, which affect the progress of the student, such as grades, credits, and field hours in the agency.

RESPONSIBILITIES OF THE FIELD DIRECTOR

- Coordinate the field instructor/field agency selection process
- Develop new field agency sites
- Coordinate Field Instruction Seminars, orientations, trainings etc.
- Resolve problems effecting field learning
- Plan educational and appreciation events for field instructors
- Collaborate with agencies to initiate, develop and improve field education opportunities
- Develop long range planning for the field instruction sequence
- Set the standards for all aspects of field instruction sequence and evaluate those standards on a regular basis.
- Facilitate or delegate the leadership of the required weekly Field Instruction Seminar for students.
- Assist the student and field instructor in assessing the individual learning needs of the student so that learning experiences can be formulated in relation to these needs, the field program objectives, and the agency needs and goals.
- Provide the student with information regarding what they can expect and request from a field instruction site.
- Facilitate identification and application of social work concepts and practice issues for the variety of settings represented in the seminar class.
- Act as the immediate liaison between the student and the field instructor.
- Facilitate peer support, sharing, and analysis of field learning experiences.
- Communicate and consult with the Chair of the Department of Social Work any problems that may require which require intervention.
- Evaluate and grade the student through collaboration with the field instructor and the student.
- Provide resources to the student, field instructor, and site that will enhance the field instruction sequence. (If field instructors realize that a student needs special help or instruction in a particular area, they may call on the faculty liaison to provide this instruction.)

RESPONSIBILITIES OF THE FIELD INSTRUCTION AGENCY

Selection of field instructors whose qualifications are appropriate to the role and responsibilities of a field instructor as described in the Park University Department of Social Work BSW Field Manual.

- Provide students with opportunities to participate in the overall programming of the agency as appropriate to the educational level and practice competency of the student.
- Implement the objectives of the university's field education programs, which will provide opportunities to reinforce learning from all areas of the social work curriculum.
- Assure that each field instructor has adequate time within his/her work schedule to:
 - Meet the educational needs of the student, including: orientation to the agency and its services; inform each student about safety procedures applicable in the setting; development of learning opportunities which include depth and variety; and preparation for at least one hour weekly conferences with each student.
 - Meet with the faculty liaison at periodic intervals to discuss learning opportunities and student performance.
 - Attend appropriate school-sponsored meetings and seminars.
 - Prepare field evaluations as required by the Department of Social Work in a timely manner.
 - Provide a reasonable working space for the student.
 - Provide for travel or reimbursement of travel required of students on behalf of clients.

RESPONSIBILITIES OF THE FIELD INSTRUCTOR

Field instructors are primarily responsible for the process of educating students as generalist professional social workers. Their role as an instructor requires planning and creativity.

- Become familiar with the objectives and procedures of the field instruction program, the social work curriculum, and supervisory materials furnished by the program.
- Interview prospective students for field instruction (unless someone else in the site is delegated to do so) and provide feedback to the Field Director as to which student is acceptable.
- Prepare staff members in advance of the student's field instruction so they can understand and assist, as necessary, the student with his/her course of study.
- Provide appropriate workspace.
- Orient the student to the site.
- Involve the student as much as possible in the planning of learning experiences based on joint assessment of the student's learning needs.
- Schedule and hold regular one hour weekly conference sessions with the student. (The weekly conferences are required to ensure that focus can be given to student's skill development and learning as well as task completion.)
- Create an atmosphere in which the student is free to explore and learn.
- Facilitate integration of practice and theory by teaching content not yet known or not recalled by the student but which is required to perform a specific learning task. (Field instructors may assign readings, process recordings, or other learning assignments as needed.)
- Should be accessible to the student as a role model.
- Communicate as soon as possible any concerns regarding the student's performance to the student.
- Provide the student with ongoing evaluation of his/her practice.
- Complete written evaluations of the student as required by the university (mid-term and final).
- Complete written evaluations of the field program and the faculty liaison.

RESPONSIBILITIES OF THE STUDENT

- Prior to the beginning of the internship, each student will provide proof of “Student Mal-Practice Insurance” with a minimum of \$1,000,000 coverage. (Such insurance is available to student Members of the NASW at a significantly discounted rate. The combination of NASW membership of \$48. plus the \$23. for mal-practice insurance for NASW student members, beats the cheapest coverage available from any other source.
<https://www.socialworkers.org/nasw/join/default.asp>
<http://www.naswinsurance.org/pdf/SSL-1-StudentPLIApplication-07-18-07.pdf>
- Complete a minimum of 225 hours per semester in the assigned field agency. This averages out to 15 hours per week over the course of a 15 week semester. 450 hours are required over two semesters in order to complete the requirements for the BSW degree.
- Arrange and maintain a schedule for field instruction, maintaining a copy of the schedule for review with the field director..
- Keep a time sheet of field instruction hours, having it signed by the field instructor, and turn it in to the Department of Social Work week 8 and week 16 of field instruction (See Appendix G).
- Attend required weekly Field Instruction Seminar class. A pattern of missed classes could result in failing the course.

Completion of field logs and all other assignments by the designated date and time (Note the current course syllabi.).

- Assume responsibility for all assigned learning experiences.
- Plan, attend, and actively participate in weekly conference sessions.
- Communicate with the field instructor your learning needs and interests, conflicts regarding field instruction and struggles as they occur.
- Plan for, attend, and participate in mid-term and final conferences with the field instructor and Field Director.
- Attend and participate fully in activities planned for students, including seminars, workshops, and field trips.
- Participate in the evaluation of your performance.
- Complete evaluation forms on the field instruction site and the field instructor (appendix L) and Student Review of field (appendix M) at the end of the field internship.

- Demonstrate awareness that you, the student is a professional social worker and, as such, adheres to the profession's values and ethics in all aspects of the field instruction.
- Contact the field instructor, first, if problems arise that need clarification or resolution.
- Consult with the agency about safety and liability issues.
- Students transporting agency clients, in agency vehicles must check agency policies pertaining to the extent of automobile liability insurance required. Park University provides no liability in such instances. The student is not expected, required, or permitted to transport agency clients in his/her own vehicle.

FIELD INSTRUCTION POLICIES AND PROCEDURES

IDENTIFICATION TAGS: Most agencies will have established policies regarding the use of identification or name tags. Students are expected to follow the agency policy. In circumstances where there is no agency policy, and unless otherwise prohibited by policy or guidance to the contrary from their field instructor, all students are encouraged to wear an appropriate identification tag while at their field agency. The ID tag will include the students' full name, and the title of "Social Work Student."

TIME REQUIREMENTS (FIELD & SEMINAR) Students are required to complete a minimum of 225 clock hours of field work each semester of field instruction. This amounts to 15 hours a week over a 15 week semester. The completion of 450 clock hours in the field setting is required for graduation. Time spent driving to and from the field agency at the beginning and end of the day does not count towards the required 450 hours.

Students are encouraged to attend special events such as workshops and seminars related to their field instruction. In order to attend such events, students must obtain consent from the field instructor. The Field Director is also to be informed. Students are required to document the event in their Field Work Journal. In the event that all of these standards are met, those hours may apply towards the required total.

All students are required to attend the weekly SW 421 & SW 431 Field Seminar course that run concurrently with the Field Instruction courses. Each student's attendance is vital for the individual, as well as for the group. The seminar course is of utmost importance for professional growth and development. Repeated absences may result in a student's removal from field.

LINKING CLASSROOM AND FIELD LEARNING: The field instruction is enhanced by the degree to which field and classroom learning is linked. To enhance this opportunity, it is the student's obligation to provide the field instructor with a current copy of the course syllabus and any course assignments in the Field Instruction course

(SW420 or SW430) and the Field Seminar course (SW421 or SW431) in which they are enrolled. Students are further advised to provide and discuss with their field instructors the course syllabi and assignments within the social work curriculum.

COURSE ASSESSMENT: In the first two weeks of the semester, the student will complete a learning contract as described in the Field Handbook. A template for the contract is available on the course e-Companion web site. Assessment by the Field Instructor will be an ongoing process through out the semester. Assessment will reflect the students' acquisition of objectives identified in the learning contract as well as the instructors assessment of the students overall performance. The Department of Social Work Field Director will visit the agency at least twice during the semester to meet jointly with the field instructor and student. A formal evaluation will be completed at mid-term and at the end of the semester. At the final site visit from the Field Director, the student will have completed and turn in a portfolio self-reflection paper. Details on this assignment are contained in the Field Handbook. The Field Director will assign the final grade for the course based upon a joint meeting with the student and the field instructor. Student performance in both Field seminar and Field practicum will be assessed during the mid point of the semester. Student will be informed at this time if performance is meeting the standards of "passing" or if there is evidence that student's performance to this time is considered "not passing". The learning contract will be revised to include specific goals that must be achieved prior to the end of the semester evaluation to achieve a "passing" grade.

Students are expected to submit a weekly journal note regarding the field experience through the e-Companion site. Students are also expected to keep written track of the hours spent in their field agency assignments as well as a log of issues addressed in weekly supervision

At the end of the semester, each student is also required to submit a written assessment of the field agency and instructor as well as of the field director's role relative to the field experience. Information submitted in this assessment by the student will be used for ongoing program evaluation and development only and will not be considered in the determination of the assigned grade.

Grading: This course is offered in a pass / fail format. The grade of "pass" will only be assigned upon the final recommendation of the field instructor, field director, and satisfactory completion of all necessary documentation including:

- learning contract,
- process recording, (scored in seminar)
- weekly journal notes (scored in seminar)
- time sheets
- mid-semester & end of semester evaluations

STUDENT WORKLOAD IN FIELD

Social work students are placed at an agency to learn. They are not “extra help,” and they are not to be used in that capacity. Depending on the type of agency, students should never have more than five on-going cases at any given time. For example, if the student is assigned specific cases to work on, they should only be assigned five cases. As they terminate one case, another can be added to keep the caseload at the allotted number of five. If a student is in a setting where they do crisis intervention calls, etc, the number five may be a moot point because of the nature of the position. Responsibilities should be assigned in accord with the Learning Contract and the student’s needs, not solely in accord with agency needs.

FIELD WORK JOURNAL

Students are required to maintain a daily journal that documents activities and charts professional development. These entries need to include a brief summary of activities, accomplishments, and difficulties as well as successes encountered in the field placement. Students are also encouraged to record thoughts or feelings that arise as a result of experiences and assignments in field. Do not include the name of any client in this journal. These journals are to be treated as confidential documents and may be collected and read by the Field Director at anytime through the semester. The journals allow the ongoing processing of thoughts and experiences and should be thought of as a tool to enhance the development of self awareness, reflection, professional attitudes, and expertise. All students are required to maintain their journals on a weekly basis; failure to do so may result in a failing grade.

GRADING

Students must be assured that the foundation of a grade is based on their performance. The evaluation system is intended to offer the student an in-depth assessment of his/her performance. The field instructor is expected to complete, and share with the student, in a timely manner the appropriate Evaluation of Student Form, both at the mid term and end of the semester. (See Appendixes I, J, and k) It will be necessary for the field instructor to give verbal feedback on a much more regular basis. Students must know where they stand prior to a written evaluation. Specifically, the NASW Code of Ethics states: "The social worker who has the responsibility for evaluating the performance of employees, instructors, or students should share evaluations with them." Methods for dealing with student’s evaluations are discussed during orientation sessions held for field instructors early in the fall and spring of each academic year.

The Student Evaluation Forms (Appendixes I, J & K) are the basis on which the grade for field work is determined, and the Field Director is prohibited from giving a passing grade without having a completed evaluation. If the required form is not returned to the Field Director in a timely manner, the student will not be permitted to graduate. Students are responsible for informing field instructors as to due dates set for these evaluations. Although a final letter grade is recommended by the field instructor, the final grade is

assigned by the Field Director. It should be understood that the five credit hour SW420 & 430 “field instruction” courses are graded as pass or fail. The grade of “A” is given for pass and a grade of “F” is given for fail. Any questions regarding the process of evaluation and grading may be directed to the Field Director.

The one hour Field Seminar course is graded on the standard 4 point scale.

ABSENCES AND TARDINESS

Field instruction comes with similar responsibilities to a professionally employed position. Absences and tardiness in the field may have consequences for the agency, the field instructor and clients. Every effort must be made to be present during all scheduled hours. The field instructor and the Field Director must be informed immediately of all absences, preferably in advance. Students must inquire of their field instructor expectations and agency policy regarding the best procedure to relay such information. Time missed must be made up to meet the requirements of the field setting and the Social Work Program. Excessive absences or tardiness may be a cause for dismissal from field. **Chronic tardiness, absences, behavior in contrast to the NASW Code of Ethics, or violation of agency protocol may be expected to result in termination of the field experience and failure of this five hour course.**

TRAVEL AND TRANSPORTATION

Students must provide their own transportation to and from the field agency. Any travel reimbursement is to be arranged between the student and the agency. Travel time to and from the agency at the beginning and end of the day may not be included in the count of hours toward field instruction.

Agencies can not require students to transport clients in the student's personal vehicles. Students who agree to use their own cars for business purposes at the agency must provide the agency with proof of appropriate insurance coverage. Students are not expected, required or permitted to transport agency clients.

BLOCK OR ACCELERATED SUMMER FIELD INSTRUCTION

Field instruction opportunities in which students complete all or a portion of their required 450 hours of field instruction may be offered at the discretion of the Department of Social Work. It should not be expected that approved summer field opportunities will exist. Approval of a summer field experience must be requested no later than October 1st and will be largely dependent upon the following:

- Availability of the Field Director through the summer
- Qualified field instructors willing to accept student learners

- The committed interest of a sufficient number of students to establish a field seminar (SW421 & SW431) course for the summer semester.

WEEKLY CONFERENCE & FIELD INSTRUCTION TIME LOG

Students are requested to complete a weekly supervision form (Appendix H) during the regularly scheduled weekly supervisory conference. The log provides written documentation of the content of each session. The field instruction time log (Appendix N) is used to track the student's clock hours served during field placement. This form is submitted twice: prior or at the mid term evaluation, week 8 of the semester and prior to or at the final evaluation, no later than week 16 of the semester. Some agencies will have their own methods of tracking student time. With the consent of the FI, agency forms may replace the programs "time log." A minimum total time completed per semester is 225 hours.

CONDUCT AND ETHICS

STUDENT LIABILITY PROTECTION

Field Education is an essential part of the students' professional preparation. In a litigious society, such involvement may also place them in situations in which they become vulnerable to civil litigation. Students must obtain professional liability coverage for duties performed as part of their social work field education. Documentation of coverage must be submitted to the Department of Social Work prior to the beginning of field instruction. Student liability protection is available through several sources. Discounted coverage is available through the "National Professional Agency" to student members of National Association of Social Work. Applications for NASW membership and this student liability insurance are available in the Department of Social Work Office as well as online. Issues related to professional liability and insurance are addressed in the course, SW 330 Social Work Policy & Programs.

MANDATED REPORTING

Park University has chosen to affiliate with field agencies in both Kansas and Missouri. Both states have established similar laws regarding the mandated reporting of suspected child abuse and neglect as well as of elder or adult abuse. In both states, social workers and social work students involved in field education are classified as mandated reporters. Students should become familiar with the law in the state in which they are assigned. Students, who suspect abuse or neglect, should immediately report the suspicious activity to the field instructor. With the field instructor's guidance a determination must be made regarding the reporting of the activity to the appropriate investigative or law enforcement agency. Questions on this matter arising in the process of field education should be directed to the field instructor.

CONFIDENTIALITY

Students are to comply with all agency and legal policies and procedures regarding confidentiality. Students must adhere to the letter and spirit of the [NASW Code of Ethics](#), as well as the laws of the state in which they are performing their field instruction. Educational exercises and assignments must be completed in a manner that ensures client confidentiality. Students are encouraged to specifically inquire of their field instructors, the agencies policies and accountability under the federal HIPAA regulations.

PROHIBITED PLACEMENTS

Students may not accept a field assignment in any agency in which there exists a prior or current client relationship related to mental health or addictions. Students are ethically obligated to inform the Field Director of any such relationships if so assigned.

Students must not enter a field assignment in any agency in which there is cause to believe that they may reasonably be expected to behave in a manner contrary to the standards established in the NASW Code of Ethics. Students are ethically obligated to inform the Field Director of any such circumstances if so assigned.

FIELD INSTRUCTION AND THE WORKPLACE

STUDENT EMPLOYMENT IN FIELD INSTRUCTION AGENCIES

On occasion, students entering the senior field sequence may be a current, recent or past employee of a particular field agency. In such situations students may wish to use their place of employment as a field instruction site. Such a request will be evaluated on its own merit on a case-by-case basis. In order to assure that clear educational objectives and outcomes are met, all such requests must be discussed and approved in advance by the Field Director. In all cases the following criteria shall be met:

1. The field instructor must be a BSW or MSW (with a minimum of two years experience) and cannot have any authority over the student's employment status.
2. A written proposal clarifying that field instruction tasks and assignments must be substantially different from the employment tasks.
3. It is the student's responsibility to provide evidence that confusion between the student role and the employee role will not occur.
4. Written agency approval describing the delineation of work and educational tasks, and noting by signature, concurrence between both the employee's supervisor and the field instructor.

In other circumstances, field agencies may offer to employ or otherwise reimburse students for their time spent in the field. Such financial arrangements are entirely between the student and the agency. However, in such circumstances the Field Director

must be informed and a written agreement must be established between the field instructor (or appropriate agency representative), the student, and the Field Director, assuring that such employment must not conflict with or otherwise compromise the established learning goals and objectives for field instruction. Failure to comply with these guidelines may result in a student's dismissal from the field instruction course.

SUPPLEMENTAL EMPLOYMENT

Enrollment in the field education sequence, along with the associated senior level courses typically would be considered a full-time commitment. The Department of Social Work recognizes that for personal financial purposes, some students may wish to maintain additional employment. Full time employment beyond thirty-two hours a week will generally be considered incompatible with enrollment in the senior field instruction sequence. Any questions about this policy must be addressed to the Field Director before enrollment in the field courses or if such change is sought by a student currently in the field course at the earliest possible occasion.

INAPPROPRIATE OR UNPROFESSIONAL CONDUCT

Students in the field setting are expected at all times to behave in an appropriate and professional manner. While the "NASW Code of Ethics" establishes a base line for behavior, students are also expected to abide by the field agency's personnel policies and guidelines. Be aware that guidelines such as dress codes may vary from agency to agency. It is the student's obligation to know and abide by agency's policies and standards. Students failing to meet such standards may be dismissed from the agency to resolve the discrepancy. Such dismissals may amount to an hour or a day, and in some cases may be cause for removal from the field instruction course. Any time lost in such circumstances must be made up by the student. Examples of such infractions may include such matters as inappropriate attire, inappropriate use of agency resources including telephones and computers, or the presence in the agency of unauthorized personal guests, visitors, or family members including children.

SAFETY CONCERNS & VIOLENCE IN THE WORK PLACE

Students need to be aware that practice in a public setting involves an element of personal risk. When students are concerned for their safety or the safety of others, they must address this concern with their field instructor to determine the best course of action. Student safety needs are of top priority. Students are advised to address matters of concern with the field instructor regardless of whether it relates to clients, co-workers, the physical environment or even weather. This discussion also must be shared with the Field Director.

The textbook for both Field Seminar courses (SW421 and SW431), is *The Social Work Practicum*. This text includes a chapter and work sheet on personal safety issues in field work settings. Students are required to read this chapter. Seminar class time will also be devoted to this issue. Field instructors are encouraged to discuss policy and safety

matters specific to the field agency with field students. If a student is threatened or injured while in the field, or is involved in an incident when her or his safety could have been compromised, the student must report the event immediately to the following people: field instructor and Field Director. At a minimum, someone from the agency and someone from the Department of Social Work must be informed of the event.

In assessing the risk of potential violence, it is crucial that students attend to their internal responses. Students need to recognize such initial or emerging feelings to trigger an assessment of the risk of potential violence. It should, however, be noted that intuitive feelings can be erroneously affected by personal biases, cultural biases, and by misinformation. For example, facial gestures, body language, and non-verbal expressions may communicate different meanings across cultures. In general, however, gut feelings are an important source of information for assessing the risks of violence, and students in field need to access and attend to them.

The best predictor of violence is a history of violence. Individuals with a history of violence have a greater chance of further violence. Students are expected to review the client histories with the field instructor prior to meeting with clients.

CRIMINAL BACKGROUND CHECKS

Some agencies may require students to undergo a criminal background check which may include fingerprinting as well as other additional requirements. Agencies providing direct services to children routinely conduct background checks through state child welfare agencies. Students desiring to complete field instruction in these agencies must comply with these requirements. Most agencies cover all or at least some portion of the costs. Students are expected to undergo all required screenings at their own expense if they are not covered by the agency.

TB SKIN TEST (PPD-S)

Students anticipating field instruction in a setting serving client populations with a higher than average risk for TB may be required to be tested prior to starting their field instruction. Such placements would include hospitals, home health, public health, and criminal justice settings. Some agencies may provide this testing at no cost to the student.

EQUAL OPPORTUNITY POLICY

Park University believes in fostering diversity in all personnel matters. It is Park University's intent and desire in both academic and nonacademic areas to promote diversity by including minority groups characterized by race, religion, color, national origin, age, sexual orientation, gender or disability. The Department of Social Work

applies this policy in the selection and affiliation with community based field instruction sites. Questions on this matter arising in the process of field education should be directed to the field instructor or Field Director.

HARASSMENT-FREE INSTITUTION POLICY

Park University is committed to providing all members of the Park University community, including faculty, students and staff, with a safe and productive environment. Accordingly, Park University prohibits all forms of harassment. Sexual harassment and harassment that is based on an individual's race, color, religion, national origin, age, disability, gender (even if not sexual in nature), sexual orientation or preference and veteran's status are prohibited. All members of the faculty, including field instructors, and administration have the duty to ensure that students and staff are not subjected to harassment and to ensure that members of Park University community do not engage in harassment or retaliation. The Department of Social Work applies this policy in the selection and affiliation with community based field instruction sites. Questions on this matter arising in the process of field instruction need to be directed to the field instructor or Field Director.

DISABILITY GUIDELINES

Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law. The Department of Social Work applies this policy in the selection and affiliation with community based field education sites. Students who may have special needs will have the opportunity to complete their field instruction at an agency where the special needs of the student will be met. Questions on this matter arising in the process of field education should be directed to the field instructor or Field Director.

CONFLICT RESOLUTION RELATED FIELD INSTRUCTION

The Field Education experience is expected to be a professional learning experience. Students are expected to behave in a professional manner. Students experiencing difficulties during the field experience are advised to use the following problem solving procedures:

1. Seek resolution: Address questions or concerns directly in an issue-oriented manner with the field instructor.
2. Most questions and concerns can be addressed and resolved through direct dialog at the agency level. It is the student's responsibility to seek resolution with the field instructor and appropriate agency resources.

3. The Field Director is available as a consultant and advisor to both the student and field instructor. The Field Director will only become directly involved in the matter after a reasonable attempt has been made to otherwise resolve the issue by the student and the field instructor.

CHANGES/INTERRUPTIONS IN FIELD INSTRUCTION SITE

A change in field instruction site typically will not be permitted after the student has begun the field instruction. The presence of gross misconduct as noted below or a non-resolvable issue would be the only exceptions to this policy. The Field Director makes the final decision regarding a change of field instruction site. In all cases, transfer of a student from one agency to another during the course of a semester (regardless of circumstances) is dependent on the availability of an appropriate alternate site and cannot be guaranteed. A change of placement request (appendix O) must be completed and returned to the Department of Social Work immediately. All requests must be signed and dated by the student, field instructor and field agency director. Procedures to be followed in initiating and evaluating requests for change of field instruction sites are as follows:

CHANGES BY AGENCY REQUEST

A student who is asked to leave a site may be subject to a grade of “F” and forfeiture of all completed hours. Such determination is made at the discretion of the field instructor in consultation with the Field Director and the Chair of the Department of Social Work and must include documentation of one or more of the following:

1. Failure of the student to abide by the NASW Codes of Ethics.
2. Failure of the student to abide by agency and/or accrediting body policies, procedures, rules, or regulations.
3. Lack of satisfactory progress toward completion of the educational objectives of the learning contract.
4. Repeated, unexcused tardiness and/or absence of the student.
5. Lack of student’s progress in correction of identified deficiencies.
6. Reporting to the field site under the influence of drugs or alcohol.
7. Evidence of a significant and persistent emotional or behavioral difficulty that is incompatible with direct and professional social work practice.
8. Maintaining, after it has been addressed, a hostile, negative attitude manifested in behavior towards the client, instructor, peers, agency staff, and/or university staff.
9. Failure to maintain appropriate professional boundaries and behaviors in respect to agency clients and staff.
10. Failure to disclose critical background information in the application for field.
11. Failure to meet academic and behavioral standards specified in the university catalog and student handbook.

CHANGES BY DEPARTMENT REQUEST

In addition to the above noted circumstances, a student may also be removed from a field instruction agency under any of the following circumstances.

1. Failure of the student to abide by Department of Social Work field policies and procedures. In such circumstances the student is subject to a failing grade and forfeiture of all completed hours depending on the circumstances and at the discretion of the Field Director in consultation with the Chair of the Department of Social Work.
2. Evidence that the field site is not providing an adequate learning experience and/or adequate supervision for the student.
3. Agency closure, agency restructuring that does not support field instruction requirements, and/or resignation or termination of the Field Instructor. (Departure of a field instructor will result in removal of a student only if satisfactory alternative arrangements for qualified supervision cannot be made.)

In the latter two instances the student, the field instructor, and the Field Director will consider the needs of clients as transition plans are made. The student may be given credit for some or all completed hours at the discretion of the Field Director in consultation with the field instructor. Credit will be granted, however, only if it is determined that the quality and integrity of the learning experience at the new site will not be compromised.

CHANGES BY STUDENT REQUEST

A student who wishes to withdraw from field after the start of the semester must first consult with the field instructor. Once it has been determined that withdrawal is appropriate, the Park University procedures regarding dropping courses must be followed (refer to the current Park University Undergraduate Catalog and/or the current Registrar's Bulletin for specific procedures and grading policies).

A student may have legitimate extenuating, personal circumstances (as determined by the field instructor and Field Director) that preclude completion of the field instruction in the semester for which the student is registered in the course. If this occurs after the prescribed Park University deadline for withdrawal, the student may, at the discretion of the field instructor and the Field Director in collaboration with the Chair of the Department of Social Work, be given credit for some or all completed hours. In such an instance, procedure with regard to grading will be determined on a case-by-case basis. In all such instances the integrity of the field instruction must be a primary consideration.

NO FAULT TERMINATION

There may be situations when a field instruction must be terminated due to circumstances beyond the student or agency's control. Such situations may include illness or a field instructor's departure from the agency and lack of other qualified personnel to take on field instruction responsibilities. The agency is expected to notify the Field Director as early as possible when a field instruction agency may be terminated. The field instructor is encouraged to explore all options that might allow the student to remain in the field instruction agency under different supervision or in another program.

If no options exist, the Field Director will work with the student to locate another field instruction site. The hours accumulated by the student in the first field instruction site may be credited toward the number of hours required to complete the field instruction when a new site has been established. It is possible that additional hours may be required in order to ensure that the objectives for field instruction are met.

ADMISSION AND CONTINUANCE TO FIELD INSTRUCTION

Admission of the social work major to field instruction is by consent of the field director and is a multifaceted process of assessment and clarification. The director takes the following into account for each student:

1. The student has a grade point average of 2.5 or higher.
2. The student has reached senior standing, completing 88 or greater credit hours.
3. The student has completed all social work courses satisfactorily (with a grade of C or better).
4. The student has completed prerequisite courses in introduction to social work, policy and programs, research, and practice I.
5. The student has been fully admitted to the BSW Program prior to admission to field instruction.
6. The student has completed the field instruction checklist items, to include the proof of liability insurance, current resume with cover letter no later than 30 days before entering field instruction.
7. The student has completed and returned the Student Instruction Interest Profile one semester prior to entering field instruction (Appendix B).
8. The student must schedule an interview with a social work faculty advisor concerning the student's readiness for field instruction. This interview must occur before the student is enrolled in field instruction. The student's academic performance will be considered with special emphasis on such considerations as dependability and maturity.
9. It should be noted that completion of Field Instruction I (SW420) does not guarantee the student will be accepted into Field Instruction II (SW430).

After the above process a student may be permitted to enroll in field instruction. Students need to make an appointment with the Field Director for an interview. Following this, students will be referred by the Field Director to a selected community service agency for a pre-placement interview.

While the Park University BSW Program will extend every effort to offer a student a field placement during the semester they desire, no student can be guaranteed a placement for a given semester or at a given agency. In the event that more students apply for field instruction than can be reasonably accommodated, students will be prioritized according to the following:

1. First priority will be given to students who need only Field Instruction II to complete requirements for the degree, and will be graduating at the end of the field instruction semester.
2. Second will be students who need only Field Instruction II and one other course to complete requirements for the degree, and will be graduating at the end of the field instruction semester.
3. Only students who submit their applications before the deadline will be considered. Students who submit their applications after the deadline may be considered on a space available basis only. Late applications may not be processed at all, as determined by the Field Director.

The process for the second field instruction course is generally the same as the process outlined above. The student will meet with the Field Director or faculty member designated by the Field Director while in Field Instruction I to discuss the second field placement. The faculty member and student will together: 1) review approved placement agencies; 2) consider student interests and professional development needs and finally; 3) review the requirements and expectations of the prospective agency.

THE PLACEMENT PROCESS

It should be understood that Field Instructors and cooperating Field Agencies have volunteered to commit resources in the form of time, space and material, to the education of social work students. Agency policies, priorities, funding, and personnel are also subject to change. The Department of Social Work can not guarantee that a particular agency, practice environment, or field instructor will be available for internships beyond the current or upcoming year.

The assignment of a student to a particular field agency will be based on the student's area of interest, prior professional experience, professional development and career goals in combination with the requirements or preferences of the agencies, and guidance of the Field Director. The department seeks to maintain a collaborative relationship with a variety of community based agencies and programs that may offer students the opportunity to practice in a generalist social work environment.

When a preliminary match has been made between a student and an agency for field instruction, a student is notified with instructions as to how to proceed. The agency field instructor or representative is also notified. Students are to contact the agency field instructor or representative in a timely manner to set up an appointment for an interview. The student is to bring a copy of their resume to the interview. In the interview, the appropriateness of the match is mutually explored by the student and the agency representative. If both parties agree, the placement is confirmed. If one party does not consent, at the discretion of the field instructor, other options may be explored.

Students will remain in the agency for two consecutive semesters. Requests to change the field assignment must be made in writing and in a timely manner. It should be understood that the commitment upon entering a field internship is expected to carry through the entire school year. Such requests will be handled on a case by case basis.

Criteria have been established as a guide in selecting field agencies for placement of field instruction students. These guidelines help to secure conditions which permit student learning and achievement of objectives set forth by the Department of Social Work. Although students can suggest agencies, the Field Director has the final approval of an appropriate placement of students within the agencies.

If a student wishes to pursue a field placement not already approved by the Department of Social Work, he/she may discuss the possibility with the Field Director. Any agency the student request be considered must meet the criteria for approved field agencies as listed in the field manual. If in the judgment of the Field Director the agency may offer a viable field placement option, the agency will be evaluated and work will be done to facilitate the application to become a field placement agency. When all parties (agency, student and Field Director) have agreed on the field site, the student must meet the criteria for admission and continuance in field instruction. Failure to complete the required steps may result in a student not being placed in the agency.

A student may be denied placement in field for failure to comply with the procedures outlined in the field manual or by the Field Director during the placement process. Students are subject to any and all policies outlined in the Field Manual and the BSW Student Handbook.

CRITERIA FOR SELECTING FIELD AGENCIES

The identification of and affiliation with appropriate and effective field settings is an ongoing process. Community agencies are identified through established relationships, solicitation from the school, recommendations from students, and self referral from agencies.

The selection criteria for field agencies are as follows:

1. The agency / field instructor agree to provide an educational experience within the context of the Generalist Model of social work practice.
2. The agency / field instructor agree to be willing and able to provide appropriate instruction and professional supervision.*
3. The agency / field instructor agree to demonstrate a commitment to the educational process through participation in initial orientation meetings and the ongoing symposium.
4. The agency agrees to provide appropriate facilities and resources necessary to assure an experience consistent with generalist practice within the scope of the agency's mission.
5. The agency / field instructor agree to complete evaluation forms and other documents in a timely manner.
6. The agency / field instructor agree to be available and participate in two scheduled visits by the Field Director per semester and to consult with the Field Director as necessary.
7. The agency agrees to provide the designated field instructor or preceptor with sufficient release time to provide necessary supervision and instruction.

* Preference will be given to field instruction in agencies whose supervisory staff are graduates of a CSWE accredited program and licensed at the BSW or MSW level with a minimum of two years practice experience. Placements may be considered in circumstances where supervisory staff have acquired state licensure through “grandfathering” and have a well established foundation in the provision of services to underrepresented or vulnerable populations. All field instruction sites are established at the discretion of the Field Director.

THE PROCESS OF FIELD INSTRUCTION

Students come to Park University from a variety of backgrounds, experiences and interests. This uniqueness is more evident in field work than at any other time during the student's academic career. It is expected that our students will be sincere, motivated, tolerant, empathetic and discreet. The field instructors can also expect that the senior student will work efficiently, show flexibility and a readiness to perform the necessary tasks related to the learning experiences. It is important to recognize that the social work curriculum is preparing students for generalist social work practice at the entry level. It is extremely important that social work students learn and understand agency policy prior to becoming deeply involved in direct service. This is stressed for two obvious reasons:

1. In order for students to make a contribution to the agency, they must grasp the basic philosophy of the agency as well as the procedural requirements. Students are capable of making significant contributions if they are informed of agency policies and procedures.
2. Having practical experience in understanding and analyzing agency policy is considered a part of the student's learning experience.

It is essential that the roles of the field instructor and other agency staff with whom they may work, as well as that of the student are clearly defined. This is essential if the transition from student to social work professional is to be efficiently accomplished. Students typically show signs of ambivalence throughout this transition. There is a desire for independence; however, there is also considerable opportunity for the emergence of some anxiety. Underlying this anxiety is, most frequently, a sense of insecurity and lack of confidence. In order to advance self confidence and competence, the instructor needs to offer considerable support as well as encouragement to the student. As a result, weekly planned supervisory meetings between student and field instructor are required. Such conferences are required by the Social Work Program and the Council on Social Work Education.

The field instructor should prepare for such meetings with the student, clarifying at the beginning the responsibilities he/she will have in the field setting. One of the functions of these meetings is to provide an on-going assessment of the student's performance. The student should be given an opportunity to be informed of the instructor's impressions. Ongoing constructive feedback contributes to a quality learning experience for the student, provides an opportunity for stimulation, and enables both the instructor and the student to develop a productive professional relationship. In summary, there should be ongoing communication of the strengths and needs of the student and, these needs should be addressed. One way of assessing the quality of feedback is the student's reaction. Thus, if a student is surprised by the written evaluation, the quality of the on-going oral feedback must be questioned. However if the student demonstrates understanding for the comments on the written evaluation; the quality of the ongoing oral feedback has been open, clear, obvious, and unmistakable.

As noted before, students come from a wide range of social and cultural backgrounds. Most students will possess some manner of biases and prejudice based upon their own life experiences. The Social Work Faculty feels it is important for field instructors to be alert to these factors and to assist students in developing increased self awareness so that the student is conscious of his/her behavior and learns to make positive use of self in the helping relationship. If field instructors detect emotional problems with students, the Field Director must be contacted. The Field Director may determine to offer or require students in such circumstances, to seek referral to a community resource through the Park University Counseling Center.

METHODS OF FIELD INSTRUCTION

Through Field Instruction, students begin to integrate their personal with professional skills, values, and knowledge. Following are some techniques that can be used to enhance the student's acquisition and effective application of such resources.

1. Weekly supervisory conferences of at least one hour are required.
2. Create a supportive learning environment for each student.

3. Provide each student with an orientation period which provides structure and learning about the agency, its purpose, goals and the social work roles.
4. Encourage continued professional growth through client contact, group work, community involvement, participation in the agency's organizational environment, evaluation of service delivery systems, social welfare policy implementation, professional documentation, social history writing, grant writing, workshop attendance, research and professional reading.
5. Encourage continued self awareness and personal growth through the understanding of personal values verses professional values, ethics and human diversity.
6. Encourage students to integrate social work and liberal arts skills, values, knowledge, ethics, and self awareness which will eventually translate to more effective social work practice skills.
7. Set aside time for weekly supervisory conferences and use that time to obtain feedback regarding the student's feelings and learning style. Give support, praise, suggestions, and encouragement as deemed appropriate.
8. Use the Field Director as a resource and maintain ongoing contact with this individual.
9. Be willing to share your practice, wisdom, and serve as a mentor to your student; but recognize that you can also learn from your student.

The process of field instruction relies on an ongoing process of evaluation and feedback.. This may be performed formally and informally at multiple times through each semester and should be thought of as a dynamic ongoing process. The more formal process occurs at the scheduled points noted below.

1. Oral evaluation with Field Director during site visits.
2. Written "Evaluation of Student in Field" at midterm.
3. Written "Evaluation of Student in Field" at the end of the semester.

INFORMATION FOR FIELD INSTRUCTORS

In accordance with standards established by the Council on Social Work Education regarding field education, it is mandatory that all new field instructors and preceptors from field agencies attend instructor orientation and training sessions provided by the Department of Social Work Faculty at Park University.

Every effort will be made to accommodate the needs and schedules of the voluntary field instructors. Orientation sessions will be scheduled at the beginning of each semester. If it is not possible for the designated field instructor to attend a scheduled group orientation, the agency may propose appropriate alternate representatives to attend in their place or an individual orientation for the field instructor may be arranged. Such variances in the orientation process must be coordinated with the Field Director.

In addition, the Department of Social Work will intermittently offer to field instructors the opportunity to participate in additional professional continuing education courses through the university. All orientation and continuing education sessions will be provided in a manner that meets state professional licensing requirements.

PRECEPTORS

On rare occasions there may be a need to use a preceptor. In some agency settings, students may have direct daily supervision and guidance from designated preceptors. Preceptors are prior-identified employees of field agencies who have neither the BSW nor MSW degree, but who are highly experienced and qualified in the field tasks to which students are assigned. Preceptors work in collaboration with qualified field instructors to provide students with optimal learning opportunities in the agency. Preceptors are expected to participate in the same program orientation sessions as field instructors. Preceptors are selected based on the following criteria:

1. Possession of a bachelors or masters degree in a human services field, such as psychology, sociology, or counseling from an accredited college or university.
2. A minimum of two years of professional or supervisory experience in the field.
3. Written approval by the appropriate agency supervisor or administrator.
4. Interest and demonstrated skill in supervision and social work field education.
5. Knowledge and understanding of the field agency.
6. Willingness and availability to participate in Park University activities such as orientation, training sessions, committees, or meetings with faculty members.
7. Commitment of availability for the duration of field instruction period.
8. Willingness to be available to the student during the hours of field instruction.
9. Their recognition of and commitment to abiding to the NASW Code of Ethics.

INSTITUTIONAL SUPPORT FOR FIELD INSTRUCTORS

The field instructor is an integral part of the social work education and provides a valuable service to the community, the university and the profession. Field instructors are encouraged to become familiar with classroom content and other learning experiences to which the student is exposed. The Field Director and students are responsible for making available to field instructors, materials that may be useful to them in linking the class room and field experience. These materials may include but are not limited to:

1. Access to Park University campus, the library and other campus resources
2. The Park University Undergraduate Catalog
3. The BSW Field Manual
4. The BSW Student Handbook
5. Syllabi from required courses to earn the social work degree
6. Review of student assignments and papers.
7. Access via the internet:
 - Downloadable copies of all evaluation and feedback forms.
 - Hyper-links to the syllabi for all courses required for the completion of the BSW degree at Park University ,
 - Hyper-links to web based resources for field instructors.
 - Hyperlink to e-mail addresses of Park University - Department of Social Work Faculty

RECOGNITION OF FIELD INSTRUCTORS, PRECEPTORS, AND AGENCIES

The Department of Social Work continually seeks to build and maintain mutually supportive working relationships with field agencies, field instructors and preceptors. Listed below are examples of the ideas we are developing and hopefully planning to implement in order to foster these relationships.

1. Field instructors are recognized with a Certificate of Appreciation.
2. Field instructors are recognized with a “Letter of Commendation” forwarded to their agency supervisor or human resources department.
3. Field Agencies are recognized with a formal Certificate of Affiliation.
4. Field instructors are encouraged to pursue adjunct faculty teaching opportunities that may arise through the Department of Social Work at Park University.