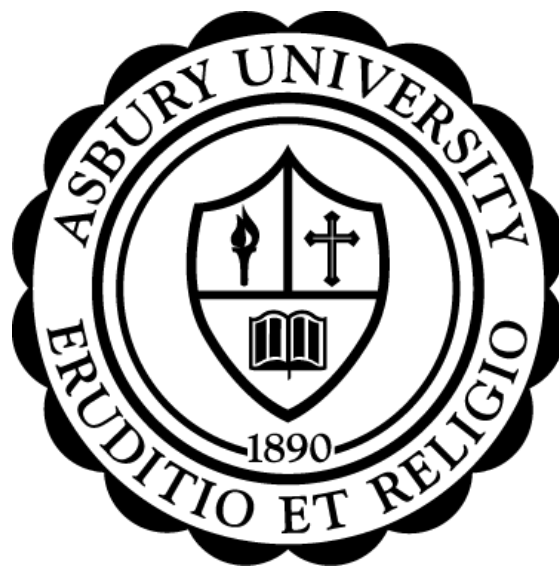




ASBURY UNIVERSITY
Academic Excellence & Spiritual Vitality

DEPARTMENT OF SOCIAL WORK

Bachelor of Social Work Program



Field Education Manual 2022 - 2023

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Asbury University Bachelor of Social Work Program Field Manual

INTRODUCTION

The purpose of this manual is to provide information that will aid in defining roles for the student, faculty, and those responsible for field supervision. This will include information on the university setting, the Social Work Program – its mission, goals, and educational philosophy- and the content, methods, and responsibilities of student field instruction within the Social Work Program at Asbury University.

Field Practicum I is a 5-credit course that includes 175 hours of agency field placement for the 14-week semester (typically 12.5 hours per week). Field Practicum II is an 8-credit course that includes 280 hours of agency field placement for the 14-week semester (typically 20 hours per week). The required agency practicum hours reflect 35 agency hours per academic credit hour.

ASBURY UNIVERSITY SETTING

Asbury University is incorporated as a non-profit educational institution by the Commonwealth of Kentucky. Currently, Asbury offers the following degrees: the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.). Within each bachelor's level program, students will complete a core curriculum of 48-57 semester hours in general study and the remaining hours in specialization studies for a combined total of 124 semester hours. One field of specialization is Social Work. In addition to the core curriculum requirements, those majoring in Social Work must complete an additional 54 hours of Social Work curriculum courses.

Asbury University is approved by the Kentucky Council on Postsecondary Education to offer Master's degrees. The State of Kentucky accredits the Asbury University Department of Education through the Education Professional Standards Board (EPSB). The programs in special education and instructional media to be offered in the graduate program have been approved by the EPSB. Asbury University is accredited by the Commission on Universities of the Southern Association of Universities and Schools (SACS).

At its February 2001 meeting, the Council on Social Work Education (CSWE) Commission on Accreditation (Commission) reviewed the application for candidacy status for the baccalaureate social work program at Asbury University. The review included an assessment of the evaluative criteria document, the commissioner's report, and the program's response. The Commission voted to grant the Asbury University Social Work Program candidacy status, effective February 2001. Candidacy is granted to programs that, in the judgment of the Commission, have the potential to be awarded full accreditation. Candidacy is granted for a maximum period of three years. The social work program received full accreditation as of the October 2004 meeting of the Council on Social Work Education (CSWE) Commission on Accreditation. In 2018 the Online Substantive Change Report was approved by CSWE for Asbury University to offer the social work major in an online delivery system. This delivery system for the major began in the Fall of 2018.

ASBURY UNIVERSITY MISSION STATEMENT

The mission of Asbury University, as a Christian Liberal Arts University in the Wesleyan-Holiness tradition, is to **equip men and women, through a commitment to academic excellence and spiritual**

vitality, for a lifetime of learning, leadership, and service to the professions, society, the family and the Church, thereby preparing them to engage their cultures and advance the cause of Christ around the world.

SOCIAL WORK PROGRAM MISSION STATEMENT

BSW Statement of Mission:

The Mission of the Asbury University BSW Program is to prepare social work graduates who are rooted in the liberal arts, the Christian and Wesleyan perspectives, and social work values and ethics, as preparation for generalist social work practice, and as change agents in a variety of diverse populations and settings.

The BSW Program supports the mission of Asbury University “**to equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership, and service to the professions, society, family, and the church.**” A commitment to serving others is vital in social work and continually serves as our ethos in our educational programs. Our courses are rooted in the liberal arts perspective that emphasizes the importance of education for the whole person—physical, spiritual, intellectual, and emotional. Our educational programs are founded on the belief that every person has the right to impartial love and assistance in enabling them to overcome personal and environmental obstacles that hinder them from being all that God would have them be.

The department’s social work program is designed to provide foundational courses that each major must take to establish their knowledge base and to offer electives in various courses that will challenge them to think critically about issues affecting diverse population groups. Special attention is given to studying population groups, including racial and ethnic minorities, those with disabilities, the elderly, children, and victims of oppression and injustice. The application of knowledge is a vital component. All social work students must take two practicums where they will be challenged to integrate classroom knowledge with practical experience.

GENERALIST SOCIAL WORK

Standards for social work programs are established by the Council on Social Work Education (CSWE) and the Commission on Accreditation (COA) in the 2015 Educational Policy and Accreditation Standards. Graduating students competent in generalist social work practice is essential to fulfilling the Social Work Program's mission. Generalist Social Work Practice applies knowledge, values, and skills within a problem-solving framework to diverse client systems of all sizes, i.e., working with individuals, families, groups, communities, and organizations. This is an important definition for Field Faculty and students to know as the Student Learning Contract is developed.

In addition, the Social Work Program endeavors to follow the requirements set forth by CSWE in the 2015 Education Policy and Accreditation Standards. Students are exposed to course content that includes ethical behavior, diversity, social justice, research, policy, human behavior & the social environment, and practice. All of this is built upon a core curriculum that comprises a liberal arts perspective.

The Asbury University Social Work Program seeks to educate students in competent social work skills. All social work majors are required to take three practice theory courses, either concurrently or prior to their field practicum experiences. The practice courses emphasize the generalist model, i.e., assessment

planning, intervention, and evaluation, explicitly focusing on micro, mezzo, and macro practice in courses. When students reach their field setting, they should have the knowledge and skills to implement the generalist model with individuals, groups, families, organizations, and communities.

Diversity is a major focus in the curriculum, relevant to the Diversity competency and the Justice competency. Students are introduced to diverse groups of people in the 100 and 200-level courses: SW/SWA 100 Introduction to Social Work, SW/SWA 211 Encountering Poverty, SW/SWA 251 and 252 HBSE I & II. At the 300 and 400 levels, the students become more aware of effectively working with client systems, using a culturally competent approach to social work practice.

Finally, social work values, listed in the NASW Code of Ethics (Appendix B), are first introduced in SW/A 100 and infused throughout the entire curriculum, in addition to a course-specific focus in SW/A 302: Social Work Ethics & Contemporary Practice. All social work students are expected to know and be able to integrate these values within their respective field settings. Particular emphasis is placed on remaining client-centered, directing and maximizing the client's right to self-determination and confidentiality.

All social work courses are sequenced to ensure coverage of the professional foundation needed. This foundation includes content on social work values and ethics, diversity, social and economic justice, populations at risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum. A course sequence sheet, which describes when courses are taken throughout the student's educational experience, is included in this handbook.

MISSION, GOALS, AND COMPETENCIES

BSW Statement of Mission:

The Mission of the Asbury University BSW Program is to prepare social work graduates who are rooted in the liberal arts, the Christian and Wesleyan perspectives, and social work values and ethics, as preparation for generalist social work practice, and as change agents in a variety of diverse populations and settings.

Program Goals:

To provide a quality, generalist social work education, the program's faculty has established the following goals for beginning generalist practitioners through the curriculum's knowledge, ethics, and practice with diverse populations. The six goals of the Asbury University Social Work program are:

1. Provide the knowledge, values, skills, and ethics to serve diverse client systems of all sizes and types, integrating knowledge about how individuals, families, groups, communities, and organizations grow and change, using a bio-psycho-social-spiritual perspective and how these systems function together within the global context of their environment.
2. Develop generalist social work practitioners who are both knowledgeable and understanding of diverse client systems including: persons of color and ethnicity, socioeconomic status, women, differently abled, LGBTQ+ populations, and other oppressed populations, whether individuals, families, groups, or communities.
3. Based on the historical context of social welfare rooted in the Judeo-Christian heritage, prepare graduates to work with clients by infusing throughout the curriculum social work values and ethics, as stated in the NASW Code of Ethics, for professional generalist practice.
4. Prepare graduates who think critically about social work knowledge, ethically integrate this knowledge and practice, effectively communicate with clients, colleagues, and supervisors using

oral and written skills; and value life-long learning of both personal and professional development throughout their careers.

5. Develop practitioners who will use their generalist knowledge and practice base to work as advocates and change agents within diverse communities and organizations.
6. Within a professional community of academic and professional excellence, prepare graduates for generalist social work practice through supportive and sustaining relationships with fellow students, faculty, and field instructors, which leads to the development of a professional identity.

Social Work Program Competencies at Asbury University:

Following the mission and goals of the Social Work program and consistent with the CSWE 2015 EPAS, the following are the program competencies for the BSW program at Asbury University and the criteria for final field evaluation (see the form at the end of this manual).

Asbury University BSW Graduates will:

- 1. Demonstrate Ethical and Professional Behavior**
- 2. Engage Diversity and Difference in Practice**
- 3. Advance Human Rights and Social, Economic, and Environmental Justice**
- 4. Engage in Practice-Informed Research and Research-Informed Practice**
- 5. Engage in Policy Practice**
- 6. Engage with Individuals, Families, Groups, Organizations, and Communities**
- 7. Assess Individuals, Families, Groups, Organizations, and Communities**
- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities**
- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

PHILOSOPHY OF FIELD INSTRUCTION

The Social Work Program views field instruction as a collaboration between program faculty and social work agencies, with the Field Director retaining the primary responsibility for directing the student's total educational program. The guidelines in this Field Manual are intended to be flexible to promote continued growth and development in Field Instruction without compromising the standards set forth by CSWE and Asbury University's Social Work Program.

Social work is understood as a method of helping people in the social context of their lives; it is recognized that knowledge, values, and skills can only be adequately learned as they are applied. Practice is a significant part of the learning experience. Therefore, the main objective of field placement is to provide a student with experience in practicing social work with clients and working with agency staff under professionally trained field instructors.

All social work majors are required to take three practice courses, either concurrently or prior to their field practicum experiences. The practice courses emphasize the generalist model, i.e., assessment planning, intervention, and evaluation. Each course overlaps, adding a different emphasis to multiple-size client systems (individuals/families; groups; communities/organizations). When students reach their Practicum II Field Setting, they will have the knowledge and skills to implement the generalist model with individuals, groups/families, organizations, and communities.

Social work values, listed in the NASW's Code of Ethics, are first introduced in the Introduction to Social Work course, SW/A 100, and interwoven throughout the curriculum. All social work students are expected to know and be able to integrate these values within their respective field settings. Particular emphasis is placed on remaining client-centered, directing and maximizing the client's right to self-determination and confidentiality. Additionally, students must take SW/A 302 – Social Work Ethics & Contemporary Practice, a course devoted to social work ethics and a review of the NASW Code of Ethics and its application.

All social work courses are sequenced to ensure coverage of the professional foundation outlined by CSWE. This foundation includes competencies and behaviors, as well as content on social work values and ethics, diversity, social and economic justice, social welfare policy & services, research, human behavior and the social environment, and social work practice.

Field Practice is the signature pedagogy of Asbury University's BSW Program. **Therefore, the main objective of field placement is to provide a student with experience in doing social work with clients and working with agency staff under professionally trained field instructors. Simply observing social work does not fulfill the field placement objective.** The scientific aspect of social work - knowledge and practice skills - is essential to the field experience. However, significant non-science components are more subjective and just as essential for the student to recognize and develop. Some people have a natural talent for working with others in a helping capacity. Some may characterize this natural ability as an "art."

Individuals possessing warmth, genuineness, dedication, and empathy can engage more effectively in the helping relationship. Individuals with these personality qualities and motivation (art) can capitalize on the formal educational process and benefit from professional knowledge (science). The overall field experience is designed in such a way as to provide students with opportunities to recognize and integrate their unique personality qualities and begin to apply knowledge and skills in a seamless "marriage" of science and art. The development of one's personal and professional identity serves the dual purpose of the social work profession - that of focusing on helping to improve individual competencies and societal supports within the client system(s). Focus on the interface between systems, with equal emphasis on the goals of social justice and improving the well-being of people, requires a multilevel problem-solving methodology and multiple theoretical orientations.

FIELD EDUCATION SETTING

The Social Work Program administers field education consistent with CSWE Educational Policy Standards. Therefore, the field setting provides the student with opportunities for:

1. Developing an awareness of self in the intervention process.
2. Supervised practice experience in applying knowledge, values, ethics, and practice skills to enhance the well-being of people and to work toward ameliorating environmental conditions that affect people adversely.
3. Use oral and written professional communications consistent with the language of the practicum setting and the profession.
4. Use of professional supervision to enhance learning.
5. Critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

The development of the field instruction process is viewed as a coordinated effort among the social work

program, agency, and student. A deep commitment of all three is required to prepare students for effective service to others through social work. The efforts and concerned involvement of all are needed and greatly appreciated.

ACQUISITION OF KNOWLEDGE BASE WHILE IN FIELD PRACTICUMS

Knowledge for social work practice is acquired through field instruction and classroom discussion combined with student research and study. To achieve the objectives of field instruction listed in the practicum course syllabus, students should acquire knowledge in the following areas of their field experience.

1. **Knowledge of Agency.** Students shall be supplied with knowledge of the agency's auspices, purposes, financing, organizational structure, function, policy, social work methods and techniques, services to clients, service roles of staff, general agency procedures, colleague relationships, and any team relationships within the social work discipline or with other disciplines.
2. **Knowledge of Community and Social Work Systems.** Students shall learn a) about major social problems which give rise to community institutions and services; b) information about such institutions and services in dealing with the social problems; c) which social agencies are structured to cope with the problems; d) how to initiate referrals to other agencies; and e) how to receive and process referrals from other agencies.
3. **Knowledge of Self.** Not only must students know the agency and the community, but they must also consider their own identity and operation as agents of change. Therefore, they must first know themselves and then see themselves as tools to serve clients. They must learn the disciplines associated with consciously using the self, i.e., identification with the self, the client, the agency, and the social work profession. Aware of their strengths and weaknesses, students must illustrate in beginning practice such things as confidence, comfort, and strength in their role as social workers. Students must also be aware of the personal feelings, prejudices, biases, and cultural values that affect their client relationships (i.e., fear, hostility, condescension, etc.)
4. **Knowledge of Client Relationships (Individual, Family, Group, Community).** The students should know and function according to social work values, such as the worth and dignity of the individual, confidentiality, self-determination of the client, and the client's capability for change and growth. The students should know and recognize the significant factors of the client's cultural background, social history and current situation, psychological problems, and particulars of immediate client needs. Students and field instructors will be focused on the interconnectedness of theory and practice.
 - Students should become aware of the processes in social work and consciously utilize the social work model for problem-solving with all client systems of every size.
 - Students should acquire and develop skills in observation, interviewing, data collection, organization of facts, and written and oral communication for 1) evaluation in supervision and other professional uses; and 2) establishing mutually beneficial relationships with personnel of the agency, other professionals, and people in the community.
 - Students should become familiar with and learn to cope with concepts in human behavior such as resistance, ambivalence, hostility, aggressiveness, passivity, projection, and such defenses as avoidance and denial.
 - Students should consciously begin to use such techniques as supportive help,

- confrontation, empathy, clarification, interpretation, and insight development.
- Students should begin to function consciously as enablers, advocates, brokers, and change agents.

METHODS OF ACQUIRING FIELD INSTRUCTION KNOWLEDGE

1. **Practicum Seminar Class (Synchronous Sessions are provided for online students):** The seminars provide an opportunity for learners to integrate knowledge related to a total delivery system; information from other students' various agency placements; utilizing knowledgeable persons as consultants; and group problem-solving and decision-making activities. The focus is on being self-directed learners and integrating theory and practice.
2. **Agency Assignments:** Specific learning experiences are provided via participation in agencies and organizations offering direct interaction with client populations and service delivery systems. A Field Instructor provides the student with learning assignments, supervision, and performance feedback within the agency.
3. **Use of Supervision:** Use of weekly supervision with the Field instructor is intended to enhance the student's ability to: understand linkages between knowledge of the agency, knowledge of self, knowledge of the social work system, and knowledge of client population; assimilate theory into practice; and evaluate self by processing feedback from agency personnel, peers, clients, etc.
4. **Related Learning Experiences:** Conferences, workshops, community meetings, observations, & special projects through the Practicum setting - all of which relate to growth in the social work profession and may count as related learning experiences. Students should consult the Field Professor regarding the appropriateness of the proposed activity as a related learning experience.

STUDENT CRITERIA FOR ENTERING THE FIELD

All the following criteria must be met for a student to be eligible to enter and continue in Field Practicum:

1. Apply and be Confirmed to the Social Work Major
2. Maintain good standing with Social Work Department & University (not on any probation)
3. Achieve and maintain a cumulative GPA of 2.50
4. Participate in Field Orientation Workshop or Field Practicum Preparation
5. Secure a Field Practicum Placement for approval by the Field Director by the established deadline

PRACTICUM PERSONNEL AND AGENCY SELECTION CRITERIA

1. **Criteria for Designation as Field Instructor**
 - a. The individual demonstrates professional competency with a Bachelor's degree in Social Work or a Master's degree in Social Work from a CSWE-accredited institution, with a minimum of two years of experience in the field after completing a social work degree.
 - b. The individual demonstrates a commitment to social work education and working with students to further their learning in preparation for the profession.
 - c. The individual has adequate time to devote to (1) ongoing supervision of the student; (2) weekly 1-hour supervision meeting with the student; (3) periodic conferences or email communication with the Field Professor; (4) joint conferences with the Field Professor and student. There will be a minimum of two joint conferences per semester.
 - d. The individual participates in training offered by Asbury University Social Work and individual meetings with the Field Professor in the agency setting.

e. The individual demonstrates values consistent with the NASW code of ethics.

2. Criteria related to the Agency

- a. The agency/organization is in good standing with its state's regulations, licensure laws (if applicable), and NASW personnel policy standards.
- b. The agency's purpose/mission and services must be compatible with the purposes of social work - i.e., promoting, restoring, maintaining, or enhancing the well-being of individuals, families/groups within their community.
- c. The agency can accommodate the time necessary for the Field Instructor to provide adequate supervision.
- d. The agency is conducive to providing structured learning opportunities and the necessary resources (i.e., office space, phone access, etc.) for students to function professionally and in a way that can be an asset to the agency and its clientele.
- e. The agency indicates its willingness to accept Asbury University social work students into its agency for field placements by signing a Memorandum of Agreement between the agency and Asbury University.

FIELD INSTRUCTOR ORIENTATION REQUIREMENTS

1. Access and read a copy of the Asbury University Social Work Program *Field Education Manual*.
2. Meet with the Field Director or Professor before the semester to discuss areas of concern related to possible student and practicum settings. (See also Field Instructor Orientation Outline)
3. Participate in Field Instructor Training by attending a workshop or completing online training.

FIELD INSTRUCTION TEAM: STUDENT, AGENCY FIELD INSTRUCTOR, FIELD COURSE PROFESSOR

A team approach to teaching and learning is another objective of the Field Practicum experience. The players that make up this team include the Student, the Agency Field Instructor, and the Field Course Professor.

To streamline communication, evaluation, and subsequent form completion, the BSW Program at AU has implemented an online program (Intern Placement Tracking – IPT) to complete timesheets, learning contracts, and evaluation forms. Students, Field Instructors, and the Field Professor will be trained in the login, use, and completion of forms before and throughout the field practicum. IPT contains a database of local Lexington-area agencies providing a resource for students to search based on population groups, services provided, location, etc. Samples of forms used in IPT are provided at the end of this document.

1. Students

- a. Students must remain in good academic standing with the social work department and off any University academic probation to be enrolled in Field Practicum.
- b. Take responsibility for their learning by utilizing the faculty, agency personnel, and fellow students as their learning resources by participating fully in assigned activities, initiating opportunities in the agency setting, and promptly seeking answers to questions or concerns.
- c. Will complete an Application to the Field that includes identifying practicum placement preferences; obtain permission to contact an agency and potential Field Instructor; initiate an interview with an Agency Field Instructor; and enter into an agreement with the Field Director and Field Instructor about conditions of the placement.

- d. Will develop a written learning contract to be discussed and approved by both Field Instructor and the Field Professor during the initial conference. Final drafts should be ready for examination and signing during the initial conference at the field agency or through an online Zoom meeting. This will occur within the first two to five weeks of field placement.
- e. Will attend Practicum Seminar Classes and complete all assignments promptly.
- f. Will initiate weekly social work supervision meetings with the Agency Field Instructor and prepare in advance by identifying agenda items connected to practice experience and the learning contract for review each week.
- g. Will provide written documentation and reports required by the Field Professor and Field Instructor promptly and professionally.
- h. Will carry out assignments responsibly, recognizing that they represent the agency and Asbury University.
- i. Will participate with the Field Professor and the Field Instructor in ongoing evaluation and formal Midterm and Final evaluation of their experiences and performance within the Practicum. Evaluation forms will be completed by the Field Instructor and discussed during the Field Professor's agency conferences during the weeks of Midterms and Finals.
- j. Will complete 175 hours of field experience during Practicum I (SW/A 340) and 280 hours during Practicum II (SW/A 440). Driving time to and from the agency does not count toward hours completed. Credit is not available for life experience or previous work experience prior to Practicum. A maximum of 5% of practicum hours may be completed as independent work "off-site" if the Agency Field Instructor approves.
- k. Will professionally conduct themselves. Any breach of Social Work Values and Ethics outlined by the National Association of Social Work by a student during practicum will require an immediate interview with the faculty and may be grounds for dismissal.
- l. Will be present at the agency during all scheduled practicum hours and will comply with agency expectations professionally to request an excuse for illness or any change of hours. If a need arises for remote practice (i.e., agency policy, quarantine, isolation, illness), both the Agency Field Instructor and Field Seminar professor must approve the off-site practicum hours. Unapproved off-site hours will not be counted toward meeting the required practicum hours.

2. Field Instructors

- a. Will represent their agency as liaison with the Asbury University Social Work Program regarding administrative and educational matters through the Field Professor.
- b. Will become familiar with the philosophy of the Asbury University Social Work Program, its missions, goals, and curriculum by participating in Field Orientation, reviewing appropriate material related to Field Experience, and meeting individually with Field Professor for additional orientation or support.
- c. Will participate in helping define specific learning experiences necessary to achieve the goals outlined in the student's learning contract. This should occur within the first 2-5 weeks of the student's practicum experience.
- d. Will identify other personnel within the agency who can and will aid in the student's education.
- e. Will be responsible for providing the student with an orientation to the agency with clear expectations regarding work assignments, expected output, support services (office space, etc.), and feedback on performance.
- f. Will assist the student in a midterm evaluation, graded pass/fail, to identify how closely the goals are being met from the learning contract. Later, the supervisor will join the student and field

professor to evaluate the student's end-of-semester evaluation, which will be a full letter grade.

- g. Will be responsible for meeting one (1) hour weekly with the student for agency and educational supervision.
- h. Will participate in two or three joint conferences with the Field Professor and Student. For online students, these conferences will be via Zoom.

3. Field Course Professors

- a. Will be responsible for the educational direction of all students within the Practicum seminar class.
- b. Will be responsible for the educational design, planning, and coordination of learning for the Practicum seminar.
- c. Will learn functions and operations of agencies that make up student field placements and will act as the liaison to the agency Field Instructor.
- d. Will define the placement conditions jointly with the student and the Field Instructor by the formal learning contract signed by all three parties during the initial Course Professor agency conference.
- e. Will be responsible for evaluating students assigned to them and their formal course grade (Course Professor will seek assessment input from the Field Instructor).
- f. Will assist the BSW Field Director at semester's end to evaluate the effectiveness of field educational design and make modifications necessary to support maximum learning.

FIELD PRACTICUM PLANNING AND IMPLEMENTATION POLICIES

1. **Selection of Field Practicum Agencies and Field Instructor:** The BSW Field Director plans all specific field practicum arrangements in collaboration with the designated professor, field instructors, and other appropriate agency representatives. Students provide input regarding agency preferences based on their agency interviews. The final decision regarding the placement assignment rests with the BSW Field Director, in consultation with the BSW Program Director and other Program faculty as necessary.
2. **Matching Students to Agencies:** Securing the practicum placement is a highly student-driven process. Students are asked to provide the BSW Field Director with preference choices for their practice fields. Online students must identify potential social work field instructors in their own communities and closely follow the Field Practicum Preparation schedule in Discovery. Student preferences are considered with the student's learning needs assessed from interviews with students, faculty comments on class performance, evaluations from previous placements, and student self-reports. Using the information gathered, the Program faculty will determine the best placement for the learning needs of each student. Students must arrange and participate in an interview with the agency and field instructor before requesting field placement approval. In-seat students must seek approval from the Director of Field Education prior to contacting agencies. Students will communicate to the BSW Field Director the status of agency interviews, practicum offers, and final selection of desired practicum placement. Students must have the approval of the Director of Field Education before accepting a practicum placement. Students must secure placement with an agency the semester before beginning their placement.
3. **Background Check and Health Screening:** Many agencies require criminal background checks, child abuse registry clearance, and health screenings (including drug testing, a TB and Hepatitis-B test, etc.) before students are accepted in practicum placements. Declining an agency request for a criminal background check or health screening will likely limit practicum placement options.

Students are responsible for these costs if the agency does not cover them. Convictions of a crime may deem students ineligible for some agency placement. A history of criminal involvement will not necessarily preclude students from all field placements and disclosing any background to the Director of Field Education will aid in securing an appropriate field practicum placement. It is also important to check with your state social work licensing board regarding the implications for future employment and licensing.

4. **Duplication in Use of Field Instructors and Field Instruction Agencies:** On-Campus students are limited to using any field instructor or field practicum site once during their field experience. In other words, a student may not conduct Practicum I and Practicum II under the supervision of the same field instructor. On-Campus students under conditions of extreme hardship may request exemptions from this policy. Requests for exemption will be reviewed by the BSW Field Director before the practicum course onset, who will decide upon such requests in consultation with the Program Director and others as appropriate. Due to the limitations of approving field instructors at distant locations, online students are exempt from this requirement and can complete Practicum I and II at the same agency.
5. **Use of Employer as a Practicum Site:** Students requesting an employment-based field placement must submit a petition requesting this consideration. The petition includes extensive information about learning experiences different from current job responsibilities and approval of the practicum supervisor and potential field instructor. A planning meeting, including the student, the potential field instructor, the work supervisor, BSW Field Director, and other related parties, is held before approval of the petition to determine an appropriate set of learning experiences and learning conditions requisite for an employment-based field practicum. Approval of the employment-based field practicum rests with the BSW Field Director.
6. **Use of External-to-the-Agency Field Instructor:** In cases where no qualified social work field instructor is available within the practicum agency, a social worker mutually agreed upon by the Director of Field Education and the agency may be used. This works best when the external field instructor has a close connection to the agency, such as being a board member or community partner. Students may not provide compensation to an external-to-the-agency field instructor. Such arrangements are often made to develop services to underserved populations or where a social-work degreed supervisor is unavailable on-site.
7. **Out-of-State or Country Placements:** Opportunities are sometimes available for on-campus students to leave the state of Kentucky or the United States for practicum placement. Asbury University has affiliations for social work placements in other countries for students who are personally and professionally prepared to undertake such placements. Agency and instructor qualifications are equivalent to the Kentucky placement. Such placements are made on a petition basis to the BSW Field Director in consultation with the student's advisor and the BSW Program Director. Students interested in such placements should make their interests known at least six months in advance to allow the time necessary for the petition and placement process. Students must be ready to assume all out-of-state or country placement costs.
8. **Chain of Addressing problems at the Practicum Site:** If a student has a problem at the practicum site, the student should follow this procedure in addressing any issue.
 - 1) The student should seek to address the issue directly with their Field Instructor first unless the student feels uncomfortable utilizing this method.
 - 2) The Course Professor will then be consulted on the problem if method 1 does not address the issue.
 - 3) If problems persist, the Field Director will be consulted.

- 4) Lastly, the BSW Program Director will be consulted if problems persist.

FIELD PRACTICUM TERMINATION AND REASSIGNMENT POLICIES

Assignment to a field placement is a careful and deliberate process. Students typically remain in the same placement for the entire semester. Any unnecessary reassignments of field placements are highly discouraged.

After the interview process and agreement that the student will complete their field placement at a specific site, s/he must follow through with that assigned field site. If the student decides, before going to the first day of field practicum, that s/he does not want to do their practicum hours at this site, the Director of Field Education will automatically terminate the field placement for that specific semester. Another field placement will not be assigned until the student meets with the Director of Field Education, presents the rationale for not accepting the field placement, and indicates that s/he understands the field placement policy and procedures in this Manual.

After starting the field placement, a student may request a change of field placement in writing only when unusual circumstances arise that make the continuation in the agency inappropriate. The following procedures must be followed when a change in field placement is requested. The Director of Field Education, the Course Professor, the Field Instructor, or the student may initiate a request for the change. However, it should be noted that if the student desires an end to placement, s/he should continue to participate in field duties until the process for change is acted upon. Students are not to arbitrarily leave their field placement, as this could result in a failing grade for the course. It is the responsibility of the Director of Field Education to make a final determination where:

- a. Student's academic or nonacademic performance at the agency is in question, including violation of the code of ethics and emotional stability; and
- b. The need for a change is agency related, and the student is doing acceptable work.

The following process has been established if a student or agency requests a change in field placement.

1. The situation or concern should first be discussed between the student and their agency Field Instructor, and a thorough attempt at reconciliation should be made.
2. If the problems are not resolved, and there remains a sense that termination of the field experience may be necessary, a written request to the Course Professor should be made by the person requesting the termination or reassignment outlining the problems.
3. The Course Professor will consult all parties to clarify the issues and explore alternative solutions.
4. If, after this joint conference, an agreeable solution is not reached, the Course Professor will make a recommendation (in writing) to the Director of Field Education, who will make the final decision about the termination or reassignment request.
5. If a practicum is involuntarily terminated, the agency Field Instructor is requested to state in writing the reasons for the termination after the joint conference. The agency's decision to terminate a student is final. When the Director of Field Education determines that the termination is related to the student's unsatisfactory academic, ethical, or professional behavior, the student will not be permitted to be reassigned to another agency, resulting in a failing course grade.
6. If the Director of Field Education approves the termination of the placement, the Field Instructor and the Student should complete the field evaluation, following the normal evaluation process that includes a three-way meeting with the Course Professor. The Course Professor will assign a

grade for that portion of the practicum semester.

7. Students may request a practicum reassignment in writing within five days of the termination notification from the Director of Field Education. When a practicum placement is disrupted by an agency's inability to continue offering educational opportunities and the student is doing acceptable work, the Course Professor and Director of Field Education will work toward an agency reassignment as quickly as possible. When the Director has approved a termination request and a request for reassignment, the student may seek an agency reassignment. Any reassignment is contingent on the availability of an approved agency placement and the determination of a compelling reason for the change by the Director of Field Education. The student should understand that alternative placement options might be limited for immediate reassignment and that an inability to complete the required hours and successfully address all competency areas will result in a failing practicum course grade. The Director of Field Education will determine the number of hours that will count from the original practicum placement based on the amount of experience gained. The Director of Field Education will determine if the grade for the semester is based on the evaluation of one placement or the combined field experience evaluations.
8. Students may follow the appeals procedure found in Appendix A if they have a concern related to field education, including the termination and reassignment process.

If the field placement was terminated due to student-related academic and/or nonacademic reasons or due to the agency's formal or informal evaluation of the student's unsatisfactory performance, the matter would be referred to the Program Director for consideration. Should the Program Director decide that continuing the program is merited, the student will meet with the Director of Field Education to select a new field agency for the following semester.

Any student terminated from the BSW program or on departmental probation will not be permitted to be in field practicum or apply for a practicum placement.

APPENDIX A -
GUIDELINES FOR TERMINATION FOR ACADEMIC OR PROFESSIONAL REASONS

The Council on Social Work Education accrediting standards require that social work programs have policies and practices for “terminating a student’s enrollment ... for reasons of academic and professional performance.” (CSWE, 2015 EPAS 3.1.8) The Annual Survey Glossary (CSWE, 2022-23) refers to professional or “nonacademic factors” as a “range of personal, social, and environmental circumstances that can affect a student’s academic performance or success.”

In addition to the above standards, Asbury University Social Work Department expects that students will comply with standards for university community life as identified in the Asbury University *Catalog* and *Handbook for Community Life*. The Asbury University *Catalog*’s “Academic Integrity” section delineates academic guidelines for the student. The Asbury University Social Work Department has guidelines for admissions and academic standards found in this student handbook and the field manual.

Termination from the social work program will happen when it is determined by the department chairperson and faculty that the inadequacies in the student’s ability to demonstrate professional conduct and relationship skills and behavior consistent with the values and ethics of the profession.

TERMINATION PROCESS

The department chairperson will be notified when any student is believed to have violated one or more academic or professional standards. Termination status will be determined between the department chair and appropriate faculty members following consideration of the violation. The student will be notified of termination from the program in a verbal meeting and written notification.

APPEALS PROCEDURE

Academic Appeals:

Any social work student who has a concern about matters related to an academic issue (class assignments, materials procedures, field practicum, or grades) should meet first with the faculty member involved and then, if no resolution is achieved, with the BSW Program Director and then the Department Chairperson. If the problem is not resolved satisfactorily, the student will follow the remaining criteria in the current Asbury University *Catalog* under Academic Appeals Procedures.

Guidelines for Academic Appeals from the University Catalog:

1. The contact procedure for appeals should begin with the faculty or office where the issue originated. Use the following contact procedure for specific issues.
 - **Suspension (Academic or Chapel)** A student who is placed on Academic or Chapel Suspension may appeal in writing to the Vice Provost to be permitted to continue enrollment for the next semester. To make appeal continue with Step 2 below. If permission to enroll is granted, the student’s status will become “academic probation” and/or “chapel probation”.
 - **Academic Course** (academic integrity, class assignments, grades, materials, or procedures) First contact the faculty member instructing the class and then, if no resolution is achieved, contact the chair of the department within which the faculty member teaches. If still unresolved, refer the issue to the Dean of the College where the department is housed. If still unresolved, refer the issue by written appeal to the Vice Provost. Continue with Step 2 below.

- **Foundations Undergraduate Requirements** First contact the Registrar. The Registrar may review the matter with the department chair supervising courses in that area, or the Liberal Arts Council. If still unresolved, refer the issue by written appeal to the Vice Provost. Continue with Step 2 below.
 - **Major or Minor Undergraduate Requirements** First meet with the academic advisor or with the department chair who supervises that major or minor. If still unresolved, refer the issue to the dean of the college or school where the department is housed. If still unresolved, refer the issue by written appeal to the Vice Provost. Continue with Step 2 below.
 - **Transfer and Other Credit Sources (including AP, IB, AICE, CLEP)** - First contact the Registrar. If not resolved refer the issue by written appeal to the Vice Provost. Continue with Step 2 below.
 - **Cross-Cultural Engagement (CCE)** First submit a CCE Appeal Form to the Cross-Cultural Engagement Director to be reviewed by the CCE Committee. If still unresolved, refer the issue by written appeal to the Vice Provost. Continue with Step 2 below.
 - **Chapel Record** First appeal to the Chapel Attendance Office and then, if no resolution is achieved, contact the Campus Chaplain. If still unresolved refer the issue by written appeal to the Vice Provost. Continue with Step 2 below.
 - **Other** academic policies, procedures and requirements not listed above - First contact the Registrar. If not resolved refer the issue by written appeal to the Vice Provost. Continue with Step 2 below.
2. Letters of appeal should be addressed to appeal@asbury.edu . Clearly state issue of concern and desired change or outcome.
 3. Letters of appeal for Suspensions, academic or chapel, should be filed within 10 calendar days of notification of suspension.
 4. Letters for all other non-suspension appeals should be filed within thirty calendar days of the conference with the faculty member or office where the issue originated.
 5. The Vice Provost will review the written appeal and if unable to resolve the matter, will refer the matter to members of the Academic Policies & Curriculum Committee. The student will receive a decision in writing. The decision of the Academic Policies & Curriculum Committee will be considered final.

Non-Academic Appeals:

Non-academic reasons for terminating a student's enrollment in the social work program are the performance or behaviors of students that provide relevant information regarding their likely performance as social work practitioners. There may be compliance problems with Asbury community standards or issues related to the NASW Code of Ethics, the standard for professional social work. In this instance, the campus Dean or the Social Work Department Chairperson may be the first to address the student about the problem depending on circumstances. Since termination from the program, whether for academic or non-academic reasons, has primarily academic repercussions, the appeals process will ordinarily follow the guidelines for appeal in the most recent Asbury University *Catalog*.

It is understood that termination from the social work program does **not** mean the student is dismissed from enrollment at Asbury University. That is a separate issue and would be handled by appropriate administrators.

APPENDIX B – CSWE EPAS



2015 Educational Policy and Accreditation Standards for Baccalaureate and Master’s Social Work Programs
Commission on Accreditation
Commission on Educational Policy

CSWE’s Commission on Accreditation (COA) and Commission on Educational Policy (COEP) are responsible for developing the 2015 Educational Policy and Accreditation Standards (EPAS). The educational policy was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by COA on June 11, 2015.

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<https://www.cswe.org/accreditation/standards/2015-epas/>

APPENDIX C - NASW CODE OF ETHICS



Approved by the 1996 NASW Delegate Assembly and revised by the 2021 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers

and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

Furthermore, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own

personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision. The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and

educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards. A complete copy of the Social Work Code of Ethics is available from the BSW Program Director or online at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

FIELD PRACTICUM FORMS



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ASBURY UNIVERSITY

Academic Excellence & Spiritual Vitality

Department of Social Work FIELD PLACEMENT APPLICATION

Students have input into the choice of their field practicum site, but the Field Director makes the final placement approval.

BSW Practicum I BSW Practicum II

Name: _____ Date: _____

Current Mailing Address: _____

Primary Phone: _____

Present Employment: _____

Employment History: _____

Volunteer History: _____

What special skills/resources do you have that would be an asset in your work with agency/clients (i.e. languages spoken other than English)?

Please list any accommodations regarding accessibility needs:

Do you have a driver's license? _____ Do you have access to an automobile? _____

Do you have automobile insurance? _____

(YOU ARE RESPONSIBLE FOR YOUR OWN TRANSPORTATION TO YOUR FIELD SITE.)

Areas of Interest (mark all that apply)

POPULATION:

- Adolescents Adults Children Corrections/Justice/Courts
 Diverse or Multicultural Groups (including refugee population) Elderly Families
 People living in Poverty Persons with Cognitive Impairment Persons with Mental Illness
 Persons with Physical Disabilities Chronic health conditions/ Terminally Ill Women

TYPE OF SERVICE:

- Administration Child Welfare Community Development/ Organizing Health
 Education Information and Referral Mental Health Policy
 Public Assistance Research Other

Agency Placement Interests:

List your first three choices of a specific agency (or field) of interest:

What skills and/or experiences do you want to acquire from your field placement?

List any agency or service that would not be a good match for you:

Background Information:

Have you ever been convicted of a crime other than a minor traffic violation, including misdemeanor or felony related to alcohol/drugs (PI, DUI), threats/assaults/restraining orders, destruction of property/theft (including shoplifting or bad checks), been involved in domestic violence or child abuse/neglect or any other violations?

NO YES If YES, a detailed explanation is required and must be attached.

Background Check and Health Screening Statement: I am aware that many agencies require criminal background checks, child abuse registry clearance and health screenings (including drug testing, a TB and Hepatitis-B test, etc.) prior to students being accepted in placements. Declining an agency request for a criminal background check or health screening is likely to limit my placement options or lead to my not being placed. I recognize I am responsible for the costs of these if it is not covered by the agency. I understand that any conviction of sexual offenses against children will deem me ineligible for continuation in or completion of the field program.

Release of Information Statement: I do hereby authorize Asbury University Social Work Field Placement Office to furnish any and all potential Field Placement Agency with any pertinent student record or information, including my criminal history and any character reference from the Social Work Department, to the extent that any such information has a bearing on my ability to perform the responsibilities and expectations of the functions of my position as an intern in that agency. I understand that by entering my name below I am "electronically signing" this document in lieu of a handwritten signature.

Signature

Date

Asbury University
Bachelor of Social Work Program
Release of Information Form

I, _____, give the social work faculty and/or BSW Field Director at Asbury University permission to mutually exchange information with my Field Instructor or other designated field practicum personnel. Information to be released includes information contained in field practicum application, year in school, courses completed, academic strengths or limitations, and problems and resolutions that may arise in the field practicum experience. Permission will expire after the final grade for the last field practicum course has been turned into the Registrar's office by the social work faculty.

Student's Signature _____ Date _____

Witness _____ Date _____



ASBURY UNIVERSITY
Academic Excellence & Spiritual Vitality
DEPARTMENT OF SOCIAL WORK
AGENCY FIELD INSTRUCTOR APPLICATION
(Complete and Submit Only Once)

You are requested to complete the following profile to represent your professional credentials. This will assist the Department of Social Work in verifying your qualifications for field instruction. Thank you very much for your willingness to help educate future social workers.

NAME: EMAIL:

AGENCY:

ADDRESS:

PRIMARY PHONE: ALTERNATE PHONE:

SOCIAL WORK EDUCATION: DSW LCSW CSW MSW BSW

University/Degree: <input type="text"/>	Graduation Date: <input type="text"/>
University/Degree: <input type="text"/>	Graduation Date: <input type="text"/>
University/Degree: <input type="text"/>	Graduation Date: <input type="text"/>

ARE YOU LICENSED? Yes No (If so,) State/License Number _____

Is your agency exempt from licensure? Yes No

Years of Experience Post-BSW: Years of Experience Post-MSW:

Your signature below affirms your intention to provide direct supervision for the social work students, and to fulfill the following:

- Participate in orientation and free CEU education offered by the faculty and online.
- Provide students with an orientation to your agency and its policies and procedures.
- Partner with student to develop a Learning Plan which reflects the learning opportunities and expectations of your agency/practice.
- Provide a minimum of **one hour per week of formal supervision** in order to provide the student with feedback and to act as a role model to help the student better understand the role of the professional social worker.
- Participate with the student and the field coordinator in evaluation of the student's performance in the practicum.
- Submit materials upon request: learning contract, field logs, evaluations, etc.
- Notify the field liaison of any questions or potential problems as they become evident.

Signature: _____ **Date:** _____

Please send this form and a copy of your resume and transcript/or license to:

Asbury University
 sarah.bellew@asbury.edu Department of Social Work
 1 Macklem Dr.
 Wilmore, KY 40390



**Social Work Field Education Practicum
Student and Agency Information and Placement Confirmation Form**

To be filled out by the student:

Student Name _____ Date _____
Student email _____ Phone _____

BSW Practicum I (175 hours) OR BSW Practicum II (280 hours)

Beginning Date of Field Practice: _____

Termination Date of Field Practice: _____

Available days and times: _____

Below to be completed by Social Work Field Instructor (student supervisor)

You are requested to complete the following to assist the Field Director in coordinating student experience.

Social Work Field Instructor Name _____
Field Instructor Credentials (BSW, MSW, LCSW) _____ Job title _____
Field Instructor Email _____ Phone _____
Agency of Student Placement _____
Agency Address _____
Agency Phone _____ Agency Email _____
Agency Website _____

Primary Contact Person at the Agency (if different from Field

Instructor) Name _____ **Job title** _____
Primary Contact Phone _____ **Email** _____

Agency Task Supervisor (if different from Field Instructor)

Name _____
Email _____ Phone _____

Type of Services Provided by the Agency:

Population Agency Serves:

Descriptions of Experience Agency Can Provide (i.e.: individuals, groups, community, presentations, assessments, interventions, research, etc.):

Social Work Roles (check all that apply):

- | | | | | |
|-----------------------------------|--------------------------------------|---------------------------------------|---|------------------------------------|
| <input type="checkbox"/> Advocate | <input type="checkbox"/> Broker | <input type="checkbox"/> Case Manager | <input type="checkbox"/> Community Change Agent | <input type="checkbox"/> Counselor |
| <input type="checkbox"/> Educator | <input type="checkbox"/> Facilitator | <input type="checkbox"/> Mediator | <input type="checkbox"/> Researcher | |

This document confirms an agreement between the student, social work field instructor and Asbury University Director of Field Education to fulfill roles as described in the current Asbury University Field Education Manual.

The student will

- follow agency requirements for practicum students and take responsibility for their own learning and professional development
- arrive as scheduled on time, unless there is illness or an emergency at which time the student will inform both the agency instructor and the course instructor
- engage in opportunities to practice social work skills and utilize supervision
- contact course instructor with any concerns

The social work field instructor (supervisor) will

- provide an hour of supervision meeting each week
- assign learning opportunities
- complete midterm and final evaluation forms and sign monthly time logs
- assure that student has an agency task supervisor available during all practicum hours
- contact course instructor with any concerns

For electronic submission, typed name is equivalent to a signature, indicating you have read and agree to the document.

Student Signature Date

Social Work Field Instructor (supervisor) Signature Date

Director of Field Education Signature Date

For SW Field Education Office Use Only
IPT Entry Date & Confirmation Emails Sent: _____

Revised 08-2022

**ASBURY UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FIELD INSTRUCTORS ORIENTATION OUTLINE**

Date of Orientation: _____ Field Agency: _____

Field Supervisor Printed Name: _____

- _____ Has the prospective field supervisor received a copy of the BSW Field Manual within a reasonable time before the beginning of the student's first semester?
- _____ Has the prospective field supervisor had an initial interview with the prospective student? If yes, what concerns or questions are there regarding the student?
- _____ Has the prospective field supervisor been oriented to the mission and goals of the BSW Program, and the program objectives for field education?

Expectations of the Agency and Field Supervisor.

- _____ Review information in BSW Field Manual relevant to empowering the Field Supervisor to be more supportive of the student in regards to learning.
- _____ Review syllabi and learning contract for field education students to enable an understanding of student outcomes and their relation to CSWE standards.
- _____ Discuss and emphasize the importance of scheduled supervision times between the Field Supervisor and the BSW student.
- _____ Discuss the expectations of the student as listed in the Field Manual.
- _____ Discuss the expectations of the Faculty Liaison as listed in the Field Manual.

Field Supervisor Signature: _____

Director of Field Education: _____
Sarah Bellew, MSW

*Signatures indicate that Orientation has been completed, and the form is documented in the agency file in the Filed Education Office.

**Asbury University Bachelor of Social Work
Student Placement Agreement**

By signing this agreement, the student agrees to the following:

Student Personal Safety

Students must recognize that the social work context has increasing potential for risk to personal safety. When in the field, the student should be alert to environmental factors relative to personal safety.

1. Students are expected to conform to the standards established by the field work agency regarding personal safety.
2. Students are expected to use discernment regarding personal safety, particularly when making visits in the community and in the homes of clients.
3. Students are to leave an itinerary with an immediate supervisor with destinations and time of return, whenever working outside of agency offices.
4. The University assumes no liability for the personal safety of students in the context of all educational activities on or off campus.
5. Under no circumstances should students use a personal vehicle to transport agency clients or staff unless insurance coverage for such use is provided by the agency. **Students are responsible to verify that the agency coverage include their personal vehicle.** The University cannot reimburse students for any damage or loss they may experience. Students should receive mileage reimbursement from/for agency travel that is in keeping with agency policy.

Confidentiality Statement

I, _____, a student in the Bachelor of Social Work Program understand that the nature of field work, whether observation or practicum placement, is confidential. I, therefore, agree to the following:

1. I will never reveal the identity of clients or any identifying information about clients.
2. I will never take client files outside of the agency/organization setting.
3. I will only read client files given access to me by my Field Instructor.
4. I will notify the Field Instructor of any previous relationship with a client, such as a friend, relative, or fellow Asbury student. I will never read such files.
5. I will keep all client information confidential during and after the field placement and during and after my Bachelor of Social Work experience.

Further, I understand that a breach in confidentiality may constitute grounds for immediate termination from field placement, for denial of admission to the Bachelor of Social Work Program or Field Placement, and for disciplinary action in the Bachelor of Social Work Program.

A Social Work faculty member has explained the concept of confidentiality to me, and I have had an opportunity to ask questions about confidentiality.

NASW Code of Ethics

As a student of the Bachelor of Social Work Program at Asbury University, I understand that the primary responsibility of all social workers is to practice ethically, and to accept the NASW Code of Ethics as the criteria for ethical practice. I understand that it is the responsibility of all social workers to assure that this professional code of ethics is maintained and incorporated into their professional practice with colleagues, clients, and other individuals who could be affected by the social worker's professional judgment.

I have read and understand the aforementioned statements and agree to abide by them.

Name (printed) _____

Signature _____ Date _____

BSW Field Director _____ Date _____

Asbury University Bachelor of Social Work Program

Time Report for Students

Name		Weeks							Previous Total Hours					
Week	Dates	Sun	Mon	Tues	Weds	Thurs	Fri	Sat	Total this week	Total Hours to Date	Target Hours:	Supervision Date & Time	Field Instructor Initials	Student Initials
									<i>Auto calculate</i>	<i>Auto calculate</i>				
									<i>Auto calculate</i>	<i>Auto calculate</i>				
									<i>Auto calculate</i>	<i>Auto calculate</i>				
									<i>Auto calculate</i>	<i>Auto calculate</i>				

Student Signature & Date _____ Supervisor Signature & Date _____ Field Professor Signature & Date _____

Practicum I must total 175 hours by end of semester evaluation (12.5 hrs. per week for 14 weeks)
Practicum II must total 280 hours by end of semester evaluation (20 hrs. per week for 14 weeks)

ASBURY UNIVERSITY BSW PROGRAM
LEARNING CONTRACT PLAN AND FIELD EVALUATION FORM
BASED ON 2015 CSWE EPAS

Student

Agency

Faculty Field Professor

Agency Social Work Field Instructor

Agency Task Supervisor (if different than social worker)

Field Experience Beginning Date _____ **Ending Date** _____

Instructions for Learning Contract Plan:

1. The Learning Contract Plan is to be completed by the student and the agency field instructor in **a process that emphasizes the student's responsibility for his/her own learning and professional development and the agency field instructor's role as educator.**
2. The student, with the assistance of the agency field instructor, will identify tasks in the competency areas that can be done in the field setting to demonstrate each practice behavior. Tasks can be selected from the options on the chart with a checkmark or designed specifically for the field setting and written on the chart. (Practice behaviors will be assessed for the final evaluation based on task performance and therefore need to be connected to a task activity.)
3. Student will fill in their weekly schedule for being at the agency.
4. The Learning Contract Plan must be signed by the student and agency field instructor in IPT (www.runipt.com) by the end of the third week of the semester.

At the beginning of the semester, the students will review the competencies and behaviors in the field seminar classes. As the agency supervisor, you can expect the student to have a good understanding of these competencies and behaviors and you will contribute your expertise to the evaluation process by knowing your agency and actively engaging your student in the evaluation process. The faculty liaison will be available to assist you in the process.

Instructions for Final Evaluation:

1. During the semester, the student and the agency field instructor should discuss the student's progress on the field learning tasks during weekly supervision meetings.
2. Supervisors and students must meet to discuss and complete the practicum evaluation **prior** to the final faculty site conference.
3. During the final conference, the field evaluation form will be reviewed. All behaviors must be evaluated. This evaluation will be the basis for determining 50% of the grade for Field Practicum.
4. The evaluation form will be signed online at www.runIPT.com by all parties (student, agency field instructor, field professor/liaison) following this meeting.

Your careful attention to the completion of this evaluation form and your feedback on our student's progress in Field Education are greatly appreciated!

MAJOR RESPONSIBILITIES/ASSIGNMENTS FOR THE STUDENT (List Top 5)

- 1.
- 2.
- 3.

4.

5.

Weekly Schedule for Agency Hours

Any changes to this schedule must be approved in advance with the Agency Field Instructor.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Hours at Agency (Ex. 9am-12pm)							
Total Hours (Ex. 3 hours)							

Rating System for Evaluation of Behaviors

Scale	Description
5/A	Excellent: Consistently meets expectation for competency and demonstrates mastery in practice behavior.
4/B	Good: Frequently meets expectation for competency and demonstrates some mastery in practice behavior. A small amount of minor improvement or development is possible.
3/C	Adequate: Usually able to meet expectation for competency and demonstrates acceptable ability in practice behaviors. A significant amount of further improvement and development is noted.
2/D	Marginal: Sometimes meets expectation for competency with limited ability to perform the practice behavior. Low level of competence.
1/F	Poor: No evidence of meeting competency and no ability to perform the practice behavior. Very low level of competence.
N/A	Only to be used at Midterm for behaviors that have not been addressed yet

The standard for this rating scale is that of a **new beginner level generalist social worker**. The evaluation process should reflect an ever-increasing ability to do self-directed practice, and students should be able to assume greater autonomy and a more challenging caseload, with clinical supervision, as the semester progresses. We hope to see growth from midterm to final evaluation. A rating of N/A may be used for behaviors that have not been addressed by midterm. Every behavior must be evaluated by the final evaluation.

Competency 1: Demonstrate Ethical & Professional Behavior		Midterm	Final
Behaviors (Nos. 1-4)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
<p>#1 - Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context at the micro, mezzo and/or macro levels.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review NASW <i>Code of Ethics</i> & discuss relevant to field setting <input type="checkbox"/> Discuss application of <i>Code of Ethics</i> values and principles that guide practice with client situations <input type="checkbox"/> Learn and apply ethical decision-making models relevant to field setting <input type="checkbox"/> Identify and discuss ethical dilemmas in working with clients <input type="checkbox"/> Interview three agency staff members about most common ethical dilemmas encountered in field setting <input type="checkbox"/> Use journaling to reflect on personal reactions, ability to self-regulate, and identify challenges in maintaining professional behavior <input type="checkbox"/> Identify gaps in knowledge and skills and initiate efforts to enhance learning and practice opportunities 		
<p>#2 – Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, recognizing how their personal experiences and affective reactions influence their professional judgment & behavior.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review written guidelines (specific to the field setting) which are relevant to professional roles, professional demeanor, and boundaries <input type="checkbox"/> Monitor appropriate behavior, appearance & communication in the agency setting <input type="checkbox"/> Develop agenda for weekly session with supervisor including a summary of activities, updates on client progress, reflections, questions, and plans for continued learning opportunities <input type="checkbox"/> Maintain a daily journal of practice activities and observations <input type="checkbox"/> Use supervision to seek guidance in professional practice and request feedback on areas for professional growth <input type="checkbox"/> Participate in two professional development events or trainings and discuss application in the field setting 		
<p>#3 - Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<p>Additional Field Learning Tasks specific to this field setting: (list below)</p>		
<p>#4 – Use supervision and consultation to guide professional judgment and behavior.</p>			

Competency 2: Engage Diversity and Difference in Practice	Midterm	Final
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Behaviors (Nos. 5-8)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#5 – Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and/or macro levels.	<ul style="list-style-type: none"> ___ Discuss experiences in working with clients from diverse backgrounds ___ Learn from diverse clients and constituencies by developing collaborative relationships and working with individuals from different backgrounds or identities ___ Research how a specific diverse group can be oppressed or marginalized in society (select group based on field setting) ___ Identify personal biases and experiences and how they impact practice with clients in field setting 		
#6 – Present themselves as learners and engage clients and constituencies as experts of their own experiences.			
#7 – Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients, constituencies & vulnerable populations.	<ul style="list-style-type: none"> ___ Use journaling to identify cultural diversity and/or justice issues, relevant to field setting ___ Use NASW <i>Cultural Competence Standards</i> to conduct a cultural competence assessment of the agency and provide a report to Field Instructor 		
#8 - 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.	Additional Field Learning Tasks specific to this field setting: (list below)		

Competency 3: Advance Human Rights & Social, Economic, and Environmental Justice		Midterm	Final
Behaviors (Nos. 9-11)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#9 - Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels and/or engage in practices that advance social, economic, & environmental justice.	<ul style="list-style-type: none"> ___ Discuss or participate in efforts by the agency to advocate for human rights at the individual, system, and global levels ___ Identify local client advocacy groups and share information with Field Instructor ___ Identify advocacy methods and engage in at least two relevant actions that can be made on behalf of current client issues ___ Examine client accessibility to agency services (or other current social, economic, or environmental justice issues related to the agency) and make suggestions for changes ___ Identify and discuss the agency's strategies to eliminate oppressive structural barriers to human rights 		
#10 - 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.	Additional Field Learning Tasks specific to this field setting: (list below)		
#11 - Understands 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.			

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice		Midterm	Final
Behaviors (Nos. 12-13)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#12 - Use practice experience and theory to inform scientific inquiry and research & use and translates research evidence to inform and improve practice, policy, and service delivery.	<ul style="list-style-type: none"> ___ Demonstrate an understanding of how the agency evaluates practice and programs ___ Discuss, observe, and/or participate in program evaluation or outcome studies processes (i.e. need assessment, program monitoring, grant process) by reviewing instruments and data collection methods ___ Develop and implement a survey related to services of the agency ___ Use literature to identify evidence-based practices for intervention with population(s) served by the agency ___ Identify 3 scholarly articles regarding the target population or problems facing this population; discuss research methods and findings ___ Articulate the differences between quantitative and qualitative research and discuss agency's qualitative or quantitative research methods related to best practices 		
#13 - Apply critical thinking to engage in & understand analysis of quantitative and qualitative research methods and research findings & their respective roles in advancing a science of social work & in evaluating their practice.	Additional Field Learning Tasks specific to this field setting: (list below)		

Competency 5: Engage in Policy Practice	Midterm	Final
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Behaviors (Nos. 14-17)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#14 - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="checkbox"/> Discuss agency policy history and current structures and procedures as relevant to specific case situations <input type="checkbox"/> Identify and discuss major laws (local/state/federal policies) relevant to client population in agency <input type="checkbox"/> Conduct a formal policy analysis of a policy related to field setting		
#15 – Assess how social welfare and economic policies impact the delivery of and access to social services.	<input type="checkbox"/> In supervision, critically assess policies related to agency services <input type="checkbox"/> Identify some aspect of current policy or procedure that is not working to support positive client outcomes and propose at least 2 action steps for change <input type="checkbox"/> Attend a policy-related or advocacy event (i.e.: Lobby Day or rallies)		
#16 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Additional Field Learning Tasks specific to this field setting: (list below)		
#17 - 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.			

Competency 6: Engage with Individuals, Families, Groups, Organizations, & Communities		Midterm	Final
Behaviors (Nos. 18-19)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#18 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/> Demonstrate an understanding of best practices for engaging the population served in the field setting <input type="checkbox"/> Discuss or write an assessment - Case Study <input type="checkbox"/> Write a macro (community or organization) assessment – Case Study <input type="checkbox"/> Discuss and/or write a section on client’s strengths (part of an assessment process in the agency) <input type="checkbox"/> Write goals and/or objectives for working with a client, based on an assessment (Case Study)		
#19 - Use empathy, reflection, and interpersonal skills to effectively and appropriately engage diverse clients and constituencies.	<input type="checkbox"/> Discuss the process for engaging clients in the services provided by the field setting <input type="checkbox"/> Develop and/or implement a plan for beginning work with a client system (micro, mezzo, and/or macro) <input type="checkbox"/> Discuss progress in developing empathy and other interpersonal skills		
	Additional Field Learning Tasks specific to this field setting: (list below)		

Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities		Midterm	Final
Behaviors (Nos. 20-23)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#20 - Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/> Complete client system assessment (individual, family, group, and/or community) <input type="checkbox"/> Conduct intake assessments using the person-in-environment and strengths perspective. Discuss concepts as they apply to the client in supervision. <input type="checkbox"/> Discuss and/or write a section on client’s strengths (part of an assessment process in the agency)		
#21 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<input type="checkbox"/> Discuss or write an assessment - Case Study <input type="checkbox"/> Write a macro (community or organization) assessment – Case Study <input type="checkbox"/> Analyze and discuss cases based on one or more model for generalist practice (i.e.: developmental theories, systems theory, strengths-based practice)		
#22 – Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/> Write goals and/or objectives for working with a client, based on an assessment (Case Study) <input type="checkbox"/> Complete agency-specific paperwork related to case documentation including service or treatment plan.		
	Additional Field Learning Tasks specific to this field setting: (list below)		

#23 – Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			
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Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities		Midterm	Final
Behaviors (Nos. 24-27)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#24 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<input type="checkbox"/> Analyze and discuss cases and intervention strategies used in the field setting based on one or more models for generalist practice (developmental theories, systems theory, strengths-based practice model) <input type="checkbox"/> Discuss, observe, and/or provide relevant intervention services for one or more clients (individual, group, family and/or crisis intervention) in the field setting <input type="checkbox"/> Perform case management activities for clients		
#25 - Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="checkbox"/> Bring questions to weekly sessions with supervisor related to interventions <input type="checkbox"/> Discuss and/or make referrals of services for clients in field setting		
#26 - Negotiate, mediate, and advocate with and on behalf of diverse clients, constituencies, and vulnerable populations.	<input type="checkbox"/> Discuss, observe, and/or provide negotiation, mediation and/or advocacy services for clients in a field setting		
#27 - Facilitate effective transitions and endings that advance mutually agreed-on goals.	<input type="checkbox"/> Observe and/or conduct a transitional and/or ending with a client system field setting Additional Field Learning Tasks specific to this field setting: (list below)		

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities		Midterm	Final
Behaviors (Nos. 28-30)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#28 - Select, analyze, monitor, evaluate and uses appropriate methods for evaluation of program processes & outcomes.	<input type="checkbox"/> Discuss, develop, and/or implement process to track client’s progress in attaining goals <input type="checkbox"/> Identify needs or goals that have been met and ongoing service needs.		
#29 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	<input type="checkbox"/> Conduct case presentation for field instructor and seminar class <input type="checkbox"/> Solicit feedback from field instructor and colleagues/classmates regarding effectiveness of treatment plan and interventions based on theoretical framework(s) <input type="checkbox"/> Participate in community service provider coalition meetings and articulate an understanding of how the local service community responds to needs for services		
#30 - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and/or macro levels.	<input type="checkbox"/> Complete agency-specific paperwork related to practice outcomes <input type="checkbox"/> Discuss, observe, and/or provide an evaluative and/or final session for a client Additional Field Learning Tasks specific to this field setting: (list below)		

Approval of Field Learning Contract Plan:

Understanding that this field placement is part of the requirements for the Bachelor of Social Work degree and is considered to be an integral part of the equipping of social work practice, the student agrees to attend seminar class meetings and perform above tasks in a professional manner, and the agency field instructor agrees to hold weekly supervision conferences and give guidance to the student’s field experience.

Learning Contract Signatures: (due at the beginning of the semester by date listed in the course syllabus)

Student’s Signature

Agency Field Instructor’s Signature

Approved by Faculty Field Professor: _____

Revised Schedule for Agency Hours at Midterm (if necessary)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Hours at Agency (Ex. 9am-12pm)							
Total Hours (Ex. 3 hours)							

Midterm Signatures: (due at the end of Week 8, date listed in course syllabus)

Field Instructor: _____

Student: _____

Faculty Field Professor: _____

End of Semester Summary: (to be completed by field instructor)

1. What strengths have you observed in the student?

2. What areas do you identify for personal and professional growth in the student?

Total Hours completed in the field experience: _____

Recommended grade for student _____ (A, A-, B+, B, B-, C+, C, C-, D, F)

Agency Field Instructor's Signature:

_____ **Date** _____

Student's Signature:

_____ **Date** _____

Field Professor's Signature:

_____ **Date** _____

How effective was the experience in supporting the achievement of the objectives listed below?

1 = poor, 2 = fair, 3 = average, 4 = good, 5 = superior, NA = not applicable

1. To experience the professional use of self in a practice setting.

1 2 3 4 5 NA

2. To understand how professional and ethical standards are applied in the field.

1 2 3 4 5 NA

3. To continue to enhance the student's appreciation and sensitivity to diversity.

1 2 3 4 5 NA

4. To broaden each student's understanding of issues related to social and economic justice.

1 2 3 4 5 NA

5. To introduce the student to various populations at risk.

1 2 3 4 5 NA

6. To connect theories of human development with the practice setting.

1 2 3 4 5 NA

7. To gain an understanding of agency policy and services.

1 2 3 4 5 NA

8. To increase in the effective use of practice skills.

1 2 3 4 5 NA

9. To ascertain the role research/evaluation has played within the agency & with the population group served.

1 2 3 4 5 NA

10. To identify key factors of effective supervision.

1 2 3 4 5 NA

Memorandum of Agreement Between
AGENCY
and
Asbury University
For the Training of Social Work Students
Established on DATE

Agency:		Asbury University
Address:		One Macklem Dr. Wilmore, KY 40390
Phone:		(859) 858-3511

AGENCY ("Agency") in recognition of a commitment to participate collaboratively with Asbury University ("University"), in the education of professional social workers through implementation of the Field Instruction Program, agrees as follows:

THE FIELD INSTRUCTION AGENCY agrees to fulfill the following general responsibilities:

- 1.1 Provide field work placements for students from the Asbury University. The number of students shall be mutually agreed upon and shall be dependent upon the needs of the Asbury University and the ability of the Agency to provide a meaningful educational experience consistent with the course objectives for the practicum;
- 1.2 Complete a written educational assessment of each student and provide assignments consistent with the assessment and the course objectives;
- 1.3 Provide qualified field instructors, mutually agreed upon by the Agency and the University, who have the time, interest, and professional competence to assume the educational role.
- 1.4 Orient the students to policies, forms, schedules, safety procedures and risk management aspects of the organization;
- 1.5 Provide weekly educational supervision of at least one hour's duration for each student with regard to the assigned learning experiences. Educational supervision will be conducted by a staff member mutually agreed upon by the Agency and the University;
- 1.6 Maintain complete records and reports on each student's performance and provide an evaluation to the University on forms or in the format provided by the University;
- 1.7 Comply with all principles of confidentiality and privacy regarding students;
- 1.8 Contact the faculty field liaison in the event problems arise in a student's performance or significant events occur within the Agency which have an impact on the completion of the learning plan the student's safety or wellbeing;
- 1.9 Follow the procedures outlined in the University's relevant field manual for the termination of a field placement;

- 1.10 Make time available for the agency instructor to attend University orientations and meetings in conjunction with the placement;
- 1.11 Insure that students placed in the Agency have adequate physical facilities (desk, chair, telephone and private interviewing space) and clerical services for Agency recordings and reports to the University;
- 1.13 Maintain ultimate responsibility for client services and compliance requirements with regards to all applicable rules, regulations and laws.
- 1.14 Maintain procedures to provide an appropriate and safe environment for the student to conduct duties related to his or her learning contract.

THE UNIVERSITY agrees to fulfill the following general responsibilities:

- 2.1 Disseminate course objectives, evaluation forms and other materials relevant to the practicum experience to both participating students and Agency personnel involved in field instruction; materials shall include relevant field manual(s) and Council on Social Work Curriculum Policy Statement;
- 2.2 Assign students who have met the criteria for placement and provide information regarding students in accordance with the Family Educational Rights and Privacy Act;
- 2.3 Assign a faculty field liaison who will make a minimum of one planned contact during the semester.
- 2.4 Provide orientation meetings to review curriculum and practicum expectations for both students and field instructors and provide training opportunities for field instructors;
- 2.5 Instruct its students to:
 - 2.5-1 follow the administrative policies, standards and practices of the Agency in fulfilling the field practicum course objectives;
 - 2.5-2 conform to the standards and practices established by the University for the practicum course including adherence to the Code of Ethics of the National Association of Social Workers and the standards outlined in the University Handbook for Community Life;
 - 2.5-3 respect the confidential nature of Agency files and client's information;
 - 2.5-4 assume an active role in the learning process including preparation for and openness to supervision conferences with the field instructor and/or faculty field liaison;
 - 2.5-5 be present at the Agency according to the University requirements and the timetable set up with the field instructor at the beginning of the semester. Students must notify the field instructor when they will be late or absent from the Agency and must formulate a plan to make up the time lost;

- 2.5-6 demonstrate a readiness to learn and become involved in all appropriate aspects of the field experience. This includes, but is not limited to, participation in continual self-evaluation by defining and sharing specific strengths and learning needs with the course related instructors including development of the learning plan, mid-semester report and final evaluation; and
- 2.5-7 complete all records in keeping with Agency and field instructor expectations;

MUTUAL OBLIGATIONS the parties shall:

- 3.1 Agree to maintain good communication between institutions as described in the Field Education Manual;
- 3.2 Discuss matters of mutual concern including the quality of programs and the development of educational programs;
- 3.3 Confer on plans, problems and changes related to the educational experiences and;
- 3.4 Promptly notify the other of any claim made by or expected from a claimant against a party to this Agreement as described in the Field Education Manual.

GENERAL PROVISIONS

- 4.1 Authority. This Agreement shall be governed by and construed according to the laws of the Commonwealth of Kentucky.
- 4.2 Amendments. This Agreement may be amended only in writing signed by the parties hereto.
- 4.3 Copies. Each party shall retain a signed copy of this agreement.
- 4.4 Benefit. This agreement is intended only for the benefit of the Agency and the University and it should not be interpreted as being made for the benefit of any third party.
- 4.5 Term. This Agreement shall continue in effect until terminated by either party upon **30** days written notice to the other. Any student in placement with the Agency at the time of termination shall be permitted to complete the practicum with the Agency under the terms of this agreement unless that student's placement is terminated in accordance with the provisions in the relevant field manual.
- 4.6 Malpractice Insurance. Asbury University provides insurance coverage for liability and malpractice for all social work students in field placement.
- 4.7 In the event a dispute shall arise between the University and the Agency under this Contract, the parties agree to participate in at least six hours of mediation in accordance with the mediation procedures of the Department of Alternative Dispute Resolution (“ADR Services”) under the Administrative Office of the Courts (“AOC”) for the Commonwealth of Kentucky. The parties agree to share equally in the costs of said mediation, which costs will not include costs incurred by a party for representation by counsel at the mediation.

Signatures

Signature _____ Date _____
Agency Representative

Signature _____ Date _____
Dr. Sherry Powers, Provost

Signature _____ Date _____
Sarah Bellew, MSW, Dir. of Field Education

Signature _____ Date _____
Bonnie Descoteaux, MSW, Ed.D., Social Work Dept. Chair

Asbury University
Student Attendance Official Class Excuse Policy

Below are the steps a student needs to follow to request an official excuse from the Registrar's Office for medical reasons such as surgery, hospitalizations, physician excuses, sickness, etc. :

1. Fill out the Excused Absence Request Form found on our website (<https://www.asbury.edu/about/offices/student-services/registrar/absence-excuse/>).
2. **It is helpful to provide as much information on the request form to determine if an official excuse can be approved. It is important to receive both documents (doctor's note and excuse form) at the same time and ASAP.**
3. Make sure the **doctor's note** covers the dates requested on the excuse form.
4. Send both documents to registrar@asbury.edu asap.
5. **If approved**, the excuse goes to the student and their instructors.
6. **A student may request an excused absence within 3 weeks of the absence and prior to the last class. After the 3 weeks, it will be left to the discretion of the instructor.**