JSU

JACKSONVILLE STATE UNIVERSITY

Bachelor of Social Work Program
Field Instruction Manual

Field Student Placement Manual

This manual provides information for students, faculty, and field placement sites and supervisors. Efforts are made to keep the manual up to date as policies and procedures change. In addition, a document of this size cannot include all the policies and information pertaining to students. More current or complete information may be obtained from your advisor, the BSW Manual, field education coordinators, or other appropriate individuals in the Social Work Program.

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PREFACE

This manual describes the goals, objectives and expected educational outcomes of Field Instruction within the Social Work Program. The student, Field Instructor and Coordinator of Social Work Field Education should refer to the manual for questions of clarity regarding roles of the Social Work Program participants and procedures for participation in the program.

The Jacksonville State University Social Work Program would appreciate any comments or suggestions from students and Field Instructors regarding the content of the manual or overall improvements in Field Instruction. Suggestions and comments may be directed to the Coordinator of Field Education or to the Social Work Program Directors.

The Social Work Program would like to thank the social service agencies and Field Instructors for sharing their excellent and numerous resources in providing learning experiences for students.

THE SOCIAL WORK PROFESSION

The profession of social work can be both exciting and challenging. This career allows practitioners to explore numerous ways of helping individuals live more satisfying and productive lives by addressing a myriad of potential barriers. Some of these potential barriers include, but are not limited to, poverty, child abuse/neglect, health issues, substance abuse, mental health issues, illiteracy, and social oppression such as racial or sexual discrimination.

Social workers must engage in multiple levels of practice to develop these skills necessary to successfully assist people live more productive and satisfying lives. These levels of practice include micro (individual and family), mezzo (groups), and micro (organization and community). Because social workers understand that these multiple levels influence the quality of life for individuals, skills must be acquired to interact successfully with local communities, federal, state, and local governments, and society as a whole.

To accomplish their purposes, social workers may be employed in a variety of organizational and program settings. Some potential employment settings include hospitals, mental health organizations, substance abuse treatment facilities, public welfare agencies, probation and detention facilities, schools, and facilities for the aging. Other employment sites that rely on the services of social workers might include VA centers, nursing homes, and specialty medical centers such as those treating HIV disease or kidney failure.

In order to develop the skills necessary to be successful practitioners, social workers must master a broad knowledge base of both social and behavioral sciences. They must, for example, be able to understand the stages of human growth and development and the expected behaviors that accompany each stage as well as the influence of interpersonal communication on family dynamics. They must have an extensive knowledge of unique cultural attributes and understand organizational interactions and how this structure influences individual behavioral choices and potential for change. They must become experienced in utilizing various strategies to effect individual change and utilize critical thinking to accomplish this. They must always be invested in the development of research-based interventions and practices, using the application of available knowledge bases to understand people and their issues.

Knowledge provides the foundation for the development of an extensive array of helping skills which social workers may rely on to help individuals, families, groups, organizations, communities, and society as a whole. These skills, based on acquired knowledge and inbuilt abilities, provide confidence for practitioners in their quest to serve clients competently and comprehensively.

Social workers have a well-established Code of Ethics, maintained by the National Association of Social Workers, that clearly states the professional values. This code is available online at www.socialworkers.org. It is critical for social workers to understand the values, ethics, and goals of the social work profession so they apply these principles in their daily practice. Social workers must especially embrace the belief in the inherent worth and dignity of all. Another paramount belief is that society is responsible for assuring all individuals access to opportunities that allow them to develop at their maximum capacity as humans. In summary, social work practice is an explicit process driven by skills and knowledge, and ultimately governed by professional values and ethics, contained in an established and accepted code.

JACKSONVILLE STATE UNIVERSITY SOCIAL WORK PROGRAM

Jacksonville State University Mission Statement

Jacksonville State University, as a learning-centered community, provides distinctive educational, cultural and social experiences to prepare students to be competent, ethical professionals and engaged, responsible, global citizens.

Mission Statement of the Social Work Program

The mission of the Bachelor of Social Work (BSW) degree program at Jacksonville State University is to prepare generalist practitioners with the knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, and service to advance individual and societal well-being. The BSW

program succeeds through partnerships of service and a central focus of being a regionally responsive, community-based, and practice-centered program.

The JSU BSW Program has five program goals that are derived from the programs mission. Below we identify the program goals and the relationship between the program mission and goals.

Social Work Program Goals

1. To educate social work students as competent generalist social work practitioners prepared for practice with diverse client systems, in diverse communities, and in organizations of various sizes and types.

2. To prepare students for generalist practice through an academic foundation grounded in the liberal arts and person-in-environment framework.

3. To prepare students to pursue social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty and inequality, and the enhancement of the quality of life for all.

4. To prepare students to apply scientific inquiry and critical analysis to evidence-based practice interventions and to evaluate their own practice outcomes.

5. To foster an environment for students to develop a professional identity that incorporates the values and ethics of the social work profession guided by the NASW Code of Ethics.

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BSW Program Educational Competencies

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning. The nine core competencies are listed below.

1. **Demonstrate Ethical and Professional Behavior**

   Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

2. **Engage Diversity and Difference in Practice**

   Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and

values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

3. **Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

4. **Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

5. **Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

6. **Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf

of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

7. **Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

JSU SOCIAL WORK FIELD PLACEMENT PROGRAM

Purpose of Field Instruction

Field Instruction provides the opportunity for students to learn experientially how social work services are rendered; it enables the student to integrate and refine by application the knowledge, values, skills and theories which are the substance of the curricula; and it permits the student to achieve skill mastery by practice in the performance of practice behaviors through educationally sequenced assignments.

In keeping with accreditation standards of the Council on Social Work Education (CSWE), the BSW program at Jacksonville State University does not grant academic credit for life experience or previous work experience, in whole or in part, in lieu of the field practicum or of courses in the professional foundation areas of the social work curriculum.

Field Admission Procedures

Prior to the semester of anticipated Field Placement, students must attend an informational meeting where they will receive an application for Field Instruction. The student will complete the application and return it to the Coordinator of Social Work Field Education. The application must be approved by the Admissions Committee before a student can participate in Field Instruction.

Students must meet individually with the Coordinator of Social Work Field Education to discuss various placement opportunities. After reviewing potential placements, students will be referred to agencies where they will be interviewed regarding the placement. Following the pre-placement interview with the agency, the student, Agency Field Instructor, and the Coordinator of Social Work Field Education will make a determination as to the appropriateness of the placement.

Eligibility Requirements for Field Instruction

Students applying for Field Instruction must meet the following criteria for admission to Field Instruction:

1. Student must have applied and been accepted to the BSW Program.

2. Student must have a GPA of 2.50 in social work and an overall GPA of 2.25.

3. Student must have successfully completed the volunteer placement during SW 330. Evidence that a successful volunteer placement has been completed must be provided for admission to Field Instruction.

4. Student must have completed all courses required for the BSW degree with the exception of Social Work Practice III (SW 448), which is taken concurrently with SW 449 and SW 450. Exceptions may be granted on a case-by-case basis due to extenuating circumstances.

5. Student must have applied and been accepted for field placement by the admissions committee.

6. Student must adhere to a value system congruent with the National Association of Social Worker's (NASW) Code of Ethics. This will be assessed through student interaction in social work classes, interviews with faculty, and the completion of a self-awareness values exercise.

7. Student must have membership in NASW and malpractice insurance. The Field Instruction Application Packets provided to students includes information on and applications for NASW and malpractice coverage.

Other Agency Requirements

While JSU does not require these, some agencies, particularly medical settings, require a current tuberculosis (TB) test, flu shot, COVID-19 vaccination, and/or medical doctor's statement that students are free from communicable diseases as well as specific immunizations. Some of these agencies provide a TB test free of charge, while others require the student to pay for the test. One resource for a cost-effective TB test and immunizations is the local Health Department and the JSU Student Health Clinic.

Many agencies working with children requires a Child Abuse Central Registry background check, while others may require a criminal background check. In addition, agencies may require a driving record check if you transport clients. Some agencies will require a drug screen. If you are assigned to an agency where one or more of these are requirements and you have concerns about the results of these reports, you are encouraged to discuss it with the Coordinator of Social Work Field Education in advance.

Students Convicted of a Misdemeanor or Felony - Drug Testing/Background Checks

Admitted students are required to immediately report all changes in their criminal record that occur while enrolled in the BSW program since any conviction or other adverse result may prevent placement in the field. Failure to report any change in status will result in referral to the BSW Program Coordinator and may result in a delay in the student's ability to complete the BSW program and to graduate as planned.

The JSU SW Program will not require background checks or drug screens. If an agency mandates that a student must submit to a background investigation or drug screen, the student may be required to pay for this service. It is important to provide honest information to the Coordinator of Field Education to ensure the best outcome for the student, the program, and the potential field agency.

Students who have been charged with or convicted of a felony or misdemeanor should be aware of the following:

1. A number of agencies/organizations that provide practicum or volunteer placements for social work students require a criminal background check prior to accepting students.

2. A number of agencies hiring social workers may also require criminal background checks prior to employment.

3. Some state licensure laws, including Alabama, for social workers inquire about whether the applicant has been charged with or convicted of a misdemeanor or felony.

4. A number of agencies require driving record checks, child abuse central registry checks and drug testing as terms of field placement and employment.

Field Placement Agency Assignment/Selection

Any agency that can provide students meaningful social work experiences can be considered as a placement agency. The placement experience must be compatible with classroom teaching and enable students the opportunity to integrate theory with practice. The agencies providing field instruction for students reflect the diversity of social welfare problems and the client populations served by social workers.

Attention is given to the following criteria when considering agencies as potential field placement settings:

1. The agency must be willing to designate a single, professionally trained qualified individual as the Field Instructor, who has sufficient professional practice experience, time, and interest in implementing a quality learning experience for the student. The field instructor should attend field instructor training/workshop or be willing to meet with the Coordinator of Social Work Field Education for individual training. Additionally, the field instructor will maintain communication with the Coordinator of Social Work Field Education regarding student progress. Typically, the Coordinator of Social Work Field Education will make two (2) in person visits to the agency during each placement. Preference is given to field

instructors with a degree in social work and two (2) years post social work degree experience. In situations where this is not available yet deemed a quality field experience, an individualized plan will be developed to assure students have social work specific instruction.

2.   The agency must be able to provide a wide variety of diverse practice behavior and learning experiences that are appropriate for social work students.

3.   The setting must function in a manner consistent with social work values and ethical principles and demonstrate a commitment to social work education.

4.   The physical resources necessary for a quality learning experience must be available.

5.   The agency's mission statement, goals and core competencies must be consistent with that of Jacksonville State University's BSW Program.

Because social welfare agencies are constantly changing, the Coordinator of Social Work Field Education must assess the continuing adequacy of the field placement setting.

Criteria for Selection of Agency Field Instructors

The Social Work Program prefers Field Instructors for the BSW program that hold a baccalaureate or master's degree in social work from a CSWE-accredited program, have 2 years post-social work degree practice experience in social work and hold a valid social work license. However, students may be placed under the supervision of experienced practitioners with other related graduate degrees. In certain situations, a practicum may be approved in an agency, which can provide a valid learning experience where a professional other than a social worker as defined above provides agency instruction. In such circumstances, specific steps must be taken to ensure the student's experience has a social work emphasis.

The Agency Instructor will have valid educational credentials in a human service discipline, a minimum of two years of professional experience, and be licensed if appropriate. Also, Jacksonville State University's Social Work Program monitoring of the placement will be more direct including planning assignments, observation, providing feedback, and evaluation. The student will have regular contact with a qualified social work professional to discuss social work values, ethics, and knowledge and how these are incorporated into the practicum. The Coordinator of Social Work Field Education may schedule individual conferences with the agency instructor to discuss such issues as the NASW Code of Ethics, the systems approach to assessment and problem-solving and basic professional knowledge.
Additional requirements include:

1. A willingness to provide field instruction including orientation to the agency for the student that covers policies, procedures, safety issues, and clear expectations.

2. Participation in field instruction training offered through the Social Work Program.

3. Commitment to social work education and the teaching role required in field instruction as evidenced by a minimum of one-hour weekly field education supervision sessions with the student.

4. Physical presence of field instructor or designee at agency during hours of placement.

5. Regular review of the learning agreement and preparation of the mid-term and final evaluation.

Field Placement at Place of Employment

While it is discouraged, there are unique situations where students request to complete their field placement in the agency in which they are employed. The following is a summary of the process that is currently in place to determine if such a placement can meet the educational standards and specific needs of the student.

Students who want to complete the 450-hour field placement experience in the same agency in which they are employed must petition the Coordinator of Field Education for special permission. It is not automatically approved. The specific circumstances of the student and the characteristics of the agency, especially educational integrity, are considered when making a decision. Each request is evaluated on a case-by-case basis and the following criteria must be met:

- The place of employment must meet the criteria of an appropriate field placement site;

- The supervisor must meet the requirements of an approved field instructor and not be the student's supervisor as an employee;

- The agency must allow the student to complete all required coursework, attend activities even those outside the confines of the agency, and attend classes, just as all other field students;

- The activities and hours completed for field must be different than the responsibilities of employment. Documentation that supports this specification must be received and approved by the Coordinator of Field Education;

- The Coordinator of Field Education closely monitors the arrangement throughout the semester;

- The student must complete the employment-based field practicum request (see appendix in the Field Student Orientation Manual).

Evaluation of Student Performance during Field Placement

This ongoing learning process results from regularly scheduled supervisory conferences between the student and the Agency Field Instructor. The *Field Placement Student Behavioral Assessment* is a useful tool in delineating performance areas considered important in the training and educational supervision of students that are based on the 9 Core Competencies. The student learning plan is also part of the evaluation form and documents tasks and assignments to assist the student in mastering Practice Behaviors.

A formal, written evaluation of student progress and performance occurs two times during a semester, at mid-term and at the end of the semester. This evaluation form should be completed by the Agency Field Instructor at mid-term and at the end of the semester with the full involvement of the student. Once the mid-term form has been completed and discussed with the student, the Agency Field Instructor will indicate an overall rating with comments regarding the student's strengths and areas for improvement. On the final assessment form, the Agency Field instructor will provide final ratings, complete a narrative section and recommend a letter grade of "A", "B", "C", or "F". In order to successfully complete field, a student must receive a "C" or better in both field placement (SW449) and seminar (SW450).

If student issues are identified at any point in the semester, field instructors should address with the student and develop a remediation plan. Field instructors should contact the Coordinator of Social Work Field Education if additional consultation is needed.

Please note: The Coordinator of Social Work Field Education is ultimately responsible, according to the policy of Jacksonville State University, for assigning field placement grades.

Class Attendance

It is the policy of the Social Work Program (BSW and MSW) at Jacksonville State University that any student who fails to attend at least 80% of the scheduled in-person classes will not receive a passing grade for the course. If the course is an on-line course, students must have logged into their learning system at least once per week for 80% of the weeks.

Attendance is now required and submitted on-line; any unexcused absences are now reported directly to your advisor. Unexcused absences for student athletes and

students on scholarship or any type of financial assistance (including for veterans) are reported additionally to respective coaches and/or advisors.

There are no excused absences, but emergency situations may be appealed to the Dean of the School at the end of the semester. A faculty approved, school sanctioned professional event, may be counted as professional off-campus education and may be excluded from this attendance policy. Students should communicate with the class instructor.

Because tardiness is disruptive and disrespectful to a class meeting, three (3) tardies, as defined by the instructor, will equal one (1) absence. Likewise, leaving early is unacceptable and may result in an absence for the class. Students who leave the classroom and return beyond a scheduled break may be counted as tardy at the discretion of the instructor. In order to be counted as present, the student is responsible for signing the roll sheet.

Guidelines for Problem Resolution

Field education provides major opportunities for students to develop professional identities and apply classroom knowledge in practice areas. The majority of placements will go well and fully meet the expectations of the Coordinator of Field Education, student, and Field Instructor. Sometimes, however, problems can arise. Most of these can be easily worked out through open communication and proper supervision.

Below are some simple rules to follow to avoid serious problems in the placement experience:

1. Expectations for learning, behavior, and placement assignments should be clearly spelled out. The student learning contracts and Field Manual provide structure for learning expectations.

2. Students should take initiative for learning and articulating needs to the Agency Field Instructor and/or Coordinator of Field Education.

3. Problems should be discussed between student and Agency Field Instructor and should be attended to as they arise.

4. Written notes should detail the problem and steps to resolve the issue.

In situations where problems continue, the following steps should be taken:

1. Student and Agency Field Instructor meet to discuss the problem and plan a resolution (if problem not resolved, proceed to the next step).

2. A meeting is held between the Coordinator of Field Education, Agency

Field Instructor and the student. A contract between these parties may be helpful in resolving problems. (If problem not resolved proceed.)

3.   The Coordinator of Field Education notifies the Social Work Program Director to discuss problems.

4.   A meeting is held between the Program Director, Coordinator of Field Education, and student.

Addressing Problems in the Program

Students are advised to deal with concerns and problems before they become critical. When a student has a concern, the student is advised to follow these steps when the concern is relevant to:

Classroom Instruction

The student should first talk with the course instructor and attempt to resolve the issue. If a satisfactory resolution is not reached, an appointment should be made to meet with the BSW Program Coordinator. This meeting should be scheduled within ten (10) days of the issue. If a satisfactory resolution is not reached, an appointment should be made to meet with the Department Head Social Work. This meeting should be scheduled within ten (10) days of the decision made by the BSW Program Coordinator. If a satisfactory resolution is not reached, students have a right to appeal any academic decision to the Dean of the College of Social and Behavioral Sciences or the Associate Vice-Provost for Academic Affairs.

Any other issues should be discussed with the student's advisor or BSW Program Coordinator. If there is no satisfactory resolution the student should arrange to meet with the Department Head of Social Work.

Academic Criteria for Termination or Non-Continuation in the Social Work Field Placement Program

Students may be terminated from the BSW Program for academic reasons. The following are examples of important academic issues of which students should be aware of:

1.   Academic probation or suspension may lead to termination from the BSW Program.

2.   Students are not admitted to the program without completing the following:

- A "C" or better in SW 330 (Intro to Social Work)
- Passage of at least 60 semester hours
- A minimum overall GPA of 2.25
- Passage of MS 110 or higher and MS 204
- Successful completion of SW 390

3. Students are not allowed to remain enrolled at JSU if they are placed on academic probation from failing 60 percent of course work, and they are suspended when failing 60 percent of their course work the semester following their placement on academic probation.

4. Students are not allowed to enroll in SW 391 (Social Work Practice II) until they have been admitted to the BSW Program.

5. Students are not allowed to enroll in Field Instruction (SW 449), Field Instruction Seminar (SW 450), and Social Work Practice III (SW 448) until they have completed all other courses required for the BSW degree with a minimum overall GPA of 2.25 and a 2.5 GPA in Social Work.

6. Students who earn a grade of "D" or below in a required social work course are eligible to repeat the course. A single course may not be repeated more than twice. A student cannot enroll in the same course in three consecutive semesters. Field Instruction, (SW 449 and SW 450), is an exception to this rule. Students receiving a grade of "F" in SW 449 and SW 450 (Field Placement and Field Seminar) may not repeat them. Students receiving below a "C" in SW 449/450 may be encouraged to change to a more appropriate major.

7. Not receiving at least a "C" in required social work courses after all attempts will result in dismissal from the BSW Program.

8. A maximum of four social work courses can be repeated. Achieving a "D" or below in more than three social work courses will result in dismissal from the BSW Program.

9. Students are not awarded the BSW degree until they receive a grade of "C" or better in SW 448, SW 449, SW 450 and have maintained a GPA of 2.25 overall and 2.50 in the major. This requires a satisfactory performance evaluation by the Field Instructor of the student on the Final Evaluation for Field Instruction. Field Instructors are advised to notify the University Coordinator of Field Education of student deficiencies as soon as they are detected in the Field Instruction experience. The University Coordinator of Field Education determines the final grade for Field Instruction Placement (SW 449) and the Field Instruction Seminar (SW 450). Students receiving below a "C" in Field

Instruction may be encouraged to change to a more appropriate major. Should the student desire to remain in the BSW Program, the application process to Field Instruction will resume with the Admissions Committee making the decision as to re-admission to Field Instruction.

Non-Academic Criteria for Termination or Non-Continuation in the Social Work Field Placement Program

Students may be terminated from the program for non-academic reasons any time after admission. Non-academic reasons for termination may generally be categorized as personal or professional. The termination process may be immediate, if the violation is of a serious nature or the student may be given a temporary probationary period.

In unusual cases, a field agency may terminate the student from a field placement setting. In such cases, the Coordinator of Field Education, the student's academic advisor, and members of the Admissions Committee along with the student will meet in an attempt to address the violation or condition. At that time, the student may be assigned another field placement setting or may be dismissed from the program. This decision depends on the seriousness of the nature/reasons for the dismissal.

If the student is given a second opportunity, a contract or agreement for change may be developed with the student and monitored by the Coordinator of Field Education. Students complying with and completing such contracts may remain in the program. Students not complying with field/program contracts may be terminated from the program.

The final decision regarding removal from the Social Work Program will be made by the Coordinator of Field Education in collaboration with the Department Head of the Social Work Department. If it is determined that the actions or behavior of the student requires termination from the program, the student will be provided written notice of that decision.

Students may be denied admission to or terminated from the BSW Program for, but not necessarily limited to any of the following non-academic reasons which are personal or professional:

1. Conduct that is not congruent with the values and ethics of the social work profession including the NASW Code of Ethics, CSWE EPAS or applicable to Jacksonville State University's rules and regulations. This includes behavior in the student's classroom and fieldwork.

2. Behavioral, personality, emotional, attitudinal, or personal issues or difficulties that interferes with the student's functioning and/or jeopardizes the welfare of those with whom the student interacts; student

peers, faculty, staff, and clients and/or coworkers in field agency settings.

3. Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit appropriate professional interaction with other people.

4. Failure to adhere to service learning/practicum agency policies and professional standards.

5. Failure to use sound judgment both in work with clients and in regard to oneself such as not seeking professional help for physical or emotional problems that interfere with functioning of the program.

6. Dishonesty and/or academic dishonesty, including lying, cheating, or plagiarizing in course work and/or Field Placement.

7. Repeated, unexcused tardiness and/or absences that negatively impact the learning process of the student and their peers.

8. Failure to abide by BSW Program policies and procedures

9. Participation in class or practicum activities while under the influence of drugs or alcohol or other evidence of active chemical, alcohol, drug abuse, or addiction.

10. Hostile, negative behavior directed toward clients, instructors, peers, agency, staff and/or university staff.

11. Failure to disclose critical background information in applying for the program or field that bears on one's competence or performance

12. Evidence of certain criminal or unlawful activity.

Grievance Procedures

A student may appeal denial or termination from the program with a written statement to the BSW Program Coordinator within 14 days of the letter of notification from the BSW Program Admissions Committee. The statement must specify reasons for disagreement with the committee's decision and rationale for considering a different decision. The committee will convene within 14 days of receipt of statement to review the appeal. The student initiating the appeal may be invited to address the committee. The committee will render, in writing, a follow-up decision or continuation of the original decision. If the student believes the committee's appeal decision was made in error, a written statement of appeal may be submitted to the Department Head of the Social Work Department.

All information regarding policies and procedures related to terminating students from the BSW program for academic and/or professional performance is available in the BSW Program Handbook.

JSU SOCIAL WORK FIELD PLACEMENT PROGRAM POLICIES

Jacksonville State University's Policy on Non-Discrimination

Jacksonville State University has filed with the Federal Government an Assurance of Compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964 and the Regulation issued thereunder, to the end that no person in the United States shall, on the ground of age, religion, race, color, sex, disability, veteran's status, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity sponsored by this institution. Under this Assurance, this institution is committed not to discriminate against any person on the ground of age, religion, race, color, sex, disability, veteran's status, or national origin in its admission policies and practices or any other policies and practices of the institution relating to the treatment of students and other individuals, including the provision of services, financial aid, and other benefits, and including the use of any building, structure, room, space, material, equipment, facility, or other property. Any person who believes himself/herself, or any specific class of individuals, to be subjected to discrimination prohibited by Title VI or the Act and Regulation issued thereunder may, by himself/herself or a representative, file a written complaint with the United States Commissioner of Education or with this institution, or both.

BSW Program Policy on Non-Discrimination

The Social Work Program is committed to a policy of nondiscrimination in all aspects of its program activities. The program respects and values diversity and does not discriminate on any basis including the following: race, color, gender, age, creed or religion, ethnicity or sexual orientation.

Title IX and Clery Policy

Sexual, gender, or any other type of harassment is not tolerated at JSU. JSU complies with federal law to provide appropriate and timely assistance to any student who has experienced or is experiencing any type of discriminatory or sexually harassing actions by any other student, faculty or staff, or any other persons on campus for any reason (such as various typical providers of services to the university that are not housed on campus or employed by JSU). This policy is detailed at the following website: http://www.jsu.edu/studentaffairs/title-ix/index.html, also found on the JSU

Home Page, bottom right corner, labeled Title IX & Clery.

In addition to this extensive policy outlining responses to any type of student harassment and/or discriminatory or hostile act, various sites on campus are designated "Safe Zones" where students may speak with faculty and/or staff regarding questions about or reporting an actual hostile act. These sites are indicated by a round green sticker labeled *Safe Zone* + located on office walls, doors, windows, or bulletin boards.

Section 504/Americans with Disabilities Act (ADA)

Jacksonville State University has filed with the Federal government an Assurance of compliance with Section 504 of the Rehabilitation Act of 1973 as amended. The university does not discriminate on the basis of disability, and no qualified disabled person shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity.

Inquiries concerning the application of Section 504, the ADA, and the implementing regulations may be referred to the Section 504 and ADA coordinator in the Office of Diversity and Inclusion (256) 782-8565.

Students needing reasonable accommodations should contact Disability Support Services at (256) 782-8380. Disability Resources can be found at http://www.js.edu/studentsuccess/disabilities/index.html.

All requests for accommodations in field placements should be sent from DSS to the Coordinator of Field Education.

Military-Connected Student Statement

The Office of Veteran Services serves all active duty, guard, reserve, veteran, and dependent students at JSU. If you have any questions about Veteran Services please contact (256) 782-8838, veterans@jsu.edu, or at the physical location in the basement of Daugette Hall. If you are a student currently serving in the military (Active Duty, Guard, or Reserves) with the potential of being called to military service or training during the course of the semester, you are encouraged to contact your course instructor no later than the first week of class to discuss the class attendance policy. The instructor may make accommodations for this absence or suggest that you take the course at another time.

COVD-19 Vaccine Statement

While JSU encourages students to get vaccinated, under Alabama law vaccination is not mandatory and JSU students are not required to show proof of vaccination to attend classes or take part in other activities at JSU.

However, several agencies that provide clinical, fieldwork, or practicum experiences ("off-site experiences") for JSU students are requiring the COVID-19 vaccine. Thus, if you wish to participate in off-site experiences where vaccination is required, you will have to comply with these third party (not JSU) requirements. For those students that choose not to be vaccinated, JSU will make every effort to work to accommodate your needs and, if possible, reassign you to another off-site experience where vaccination is not required. Please keep in mind that reassignment at this time may be difficult or impossible given the size of the program and/or the accreditation standards programs need to follow. An inability to participate in an off-site experience because of vaccination requirements may delay your completion of degree requirements.

If you are currently enrolled in a program that requires vaccination and you are unwilling to comply with that requirement, please contact your program coordinator immediately to determine if reassignment is possible.

Field Instruction Hours

All students will complete a minimum of 450 practicum hours per placement. The practicum is designed for students to complete an average of 32 hours of field education each week (not counting the seminar). Agency instructors should set up a practicum schedule with their students in advance. Students should then follow this schedule unless changes are made by the field instructor. A copy of a student's practicum schedule is due the first week of the semester.

Sometimes agencies have learning opportunities after normal agency hours and sometimes even on weekends. Students may have an opportunity to attend night groups, for instance. However, there are no field placements that can accommodate students exclusively at night and/or on weekends.

No student can graduate without completing the required 450 hours. If a student gets behind in their hours due to, for instance, prolonged illness, finals week can be used to meet the hour requirement. If an agency is closed for a holiday, the student may take this day off, but will have to make up the hours.

On occasion, it may be necessary to modify the traditional field placement schedule. The field instructor with input from the student will determine on a case by case basis when it is possible for a student to extend the placement.

Field Practicum Absence and Tardiness Policy

The student and field instructor will arrange the expected number of hours per week the student will be in placement. The placement schedule should be made prior to starting the placement. If it is necessary for a student to be absent, the student has the responsibility of notifying the agency Field Instructor as early as possible of the absence.

Students are expected to take normal agency holidays; however, the total number of hours in placement must still reach the number of required hours for field. Students are encouraged to "bank" extra hours to make up for necessary absences.

If the student is repeatedly absent from the placement, the agency Field Instructor should notify the University Coordinator of Field Education.

Students are expected to honor time commitments in the agency. If there is an emergency that prevents arriving at the agency on time, the student should notify the agency Field Instructor as to when he/she will arrive. Continued tardiness after warning is cause for removal from placement.

Safety and Risk

Students will receive safety and risk information in the orientation to field seminar. Additionally, safety will be addressed regularly or needed in the seminar and agency visits.

Field instructor workshops will address safety of field students.

If at any time a student witnesses an emergency situation at the agency where he/she is placed, the student should immediately contact the Field Instructor so that proper help can be rendered. It is not the student's responsibility to handle a situation for which he/she is not trained.

The field placement agency provides safety information specific to its agency during placement orientation; however, provided below are some general safety rules that can significantly reduce the risk of being a victim of crime.

In Automobiles:

- Plan the safest route going to the placement agency or in making visits.
- Check to make sure cell phone is charged and working properly.
- Be familiar with the neighborhood. Notice the people and activities on the route you take. Identify shops that are open, street lighting, and populated public areas.
- Before entering the car, check back seats to make certain no one is

hiding. Make sure the interior car light is operable and that the car doors are locked at all times.

- Keep purse and packages out of view (use glove compartment, trunk, or hide under the seat).
- Keep car in good running condition. Make sure you have plenty of gas. In the event of car trouble, raise the hood and return to car and lock doors. If someone offers help, ask them to contact the police.
- If you suspect you are being followed, blow car horn intermittently, put on emergency lights and drive to the nearest police, fire, or gas station and call police.
- Park in well lighted areas.

Walking:

- Plan and use the safest route to your destination. On sidewalks use the part farthest from shrubs, doorways, and alleys.
- Walk with a companion whenever possible.
- Wear clothing that allows freedom of movement and comfortable shoes (avoid wearing high heels.) If you must carry a purse, hold it close to your body or under a coat. Don't let it hang loosely on your shoulder. Carry wallets in an inside coat or front trouser pocket.
- Don't wear expensive jewelry or carry a lot of money.
- Have a car key in hand when approaching your car. Carry key between your fingers as this will make you appear more confident and secure.

- Communicate that you are a calm, confident person. Stand tall with your head erect and walk purposefully.
- Don't get distracted. Know who is ahead, beside, and behind you.

In Elevators:

- Stay at front of elevator near the side control panel. Become familiar with emergency buttons.
- If there is someone suspicious on the elevator get off. If attacked on the elevator, hit alarm button and as many floor buttons as possible.

If Approached or Threatened:

- Be aware of your personal "space." Rapist often "test" potential victims by judging how they react--passively or assertively when space is invaded.
- Avoid conversations with strangers. If you feel you have to answer, do so firmly and simply.
- Avoid being maneuvered into alleyways, doorways, and/or cars. Keep moving towards your destination and don't get involved in what is being said. If attacked, don't resist if person is armed or after your valuables. If

resistance is an option, yell loudly and forcefully.

- If attacked, contact the police soon after. Try to provide detailed identifying information regarding the attacker.
- Seek support from others as being a victim of crime is very traumatic.

Reporting:

- All acts of violence or threats of violence against persons or property should be reported to your supervisor immediately. Even if no actual violence occurs, this history will be important for other workers and possibly the law enforcement.
- Any physical injury or threat of physical injury to any person should be reported as soon as possible to your supervisor and, if warranted, to appropriate law enforcement authorities.

Emergency

If at any time a student witnesses an emergency situation at the agency where he/she is placed, the student should immediately contact the Field Instructor so that proper help can be rendered. It is not the student's responsibility to handle a situation for which he/she is not trained.

Attendance at Professional Meetings

Attendance at professional meetings, such as local National Association of Social Workers' meetings, workshops or other professional conferences, are to be planned in a professionally responsible manner with appropriate agency personnel and are not considered absences but as an important part of the practicum experience. Such activities will normally be considered a part of one's professional learning experiences in the social work practicum. Permission from the Field Instructor and Coordinator of Social Work Field Education is required.

Inclement Weather

While the university makes decisions about the cancellation of classes on campus, such decisions do not impact the business operations of a student's field placement. It is the responsibility of the individual student to monitor weather conditions and to determine whether he or she is able to travel safely to the field placement location or leave the placement site early to return home safely. Students should take necessary precautions to ensure their own personal safety whether the placement site is local or in another geographic location. In any event, all field hours missed due to inclement weather must be made up before the end of the semester. If a student has a concern about completing field hours due to inclement weather, he or she should

contact the field office.

Transportation and Automobile Liability Insurance

Students are responsible for providing their own transportation to and from the practicum setting. To accomplish the assigned task, most agencies require the student to have access to a reliable private automobile used for agency business. It is the student's responsibility to clarify reimbursement procedures for mileage expenses with the field instructor. If the student is required to drive as part of the practicum, a valid driver's license and automobile liability insurance are required. The student assumes responsibility.

Professional Liability Insurance

Most agencies do not carry liability insurance to cover students. While it is unlikely the student would be involved in a legal dispute, insurance coverage is important. Each student will be required to be insured from the beginning date of the practicum through the last day. Each student will be responsible for securing liability coverage and paying the required premium. These rates are lower than any other method of obtaining coverage. The student must be a member of NASW to obtain related insurance.

Travel

The University does not reimburse students for travel. If extensive travel is required of students by the placement agency, the agency should provide reimbursement.

Counting Travel Hours for Field

Students cannot count travel time from home to agency or from agency to home as field education hours. Students can count travel time that the agency requires (e.g., traveling to and from the agency to complete home visits or attend meetings). Counting travel hours inappropriately is considered academic misconduct.

On-Call Hours for Field Placement

Some agencies will require students to rotate being on-call, you can only count the hours that you are actively working with the client. In addition, you must be supervised while you are on-call.

Academic Credit for Life Experiences

No academic credit will be given for life experiences or previous work experiences.

Field Practicum with Stipends

Most of the organizations that provide student field placements do not have funds to compensate students for the work that they contribute to the agency as a part of their field experience. Agencies contribute enormously to the student's education by providing free access to learning experiences and supervision. Although students pay for their field courses in tuition, field fee, and liability insurance, none of these funds are given to the field agency. Given the cost of education, the University is supportive of efforts by agencies to provide student stipends. Agencies that provide stipends are sometimes able to do so because they have written student stipends into grant proposals. Students are advised that stipend-funded placements are very rare and are generally very competitive.

Eligible students will apply for internships with stipends and will be notified if approved. Stipend checks are generally written toward the end of the semester of placement.

Student Evaluation of Field Placement Experience

At the end of the semester, each student in Field Placement is asked to evaluate the practicum setting in which they are placed. These practicum setting evaluations are designed to encourage students to reflect upon what they have learned and to provide the faculty with feedback of student perceptions of their practicum placement experience.

Developing and Maintaining Field Placement Settings

Developing and maintaining practicum settings is viewed as a collaborative process between the JSU Social Work Program and local community social service agencies. This collaborative process is ongoing and entails responsibilities for the social work program, the student and the agency. While each partner has specific responsibilities in the educational process, the overall guiding principle for developing and maintaining settings is the interest in and willingness of the agency to provide high quality learning experiences for social work students.

An attempt is made to maintain a diversity of settings with respect to types of clients served, problems addressed, and intervention approaches utilized. The following criteria for practicum settings, criteria for selection of practicum instructors and faculty

liaison responsibilities are viewed as necessary ingredients for sound learning experiences.

Responsibility of Field Placement Agency

It is the responsibility of the Field Placement Agency to:

1.   Assist in the student learning process in accord with the mission of the University and the Social Work Program;

2.   Provide students with an orientation of the agency which should include agency office procedures and regulations, goals, and services;

3.   Provide a designated person (Field Instructor) for instruction and supervision of field placement students;

4.   Share case records, agency reports, and other materials related to agency operation with field placement students; giving students the opportunity to observe and the participation in service delivery;

5.   Terminate any student if his/her continued placement is not in the best interest of the agency, client systems, or the student;

6.   Permit the Field Instructor to attend social work seminar(s) and meetings(s) sponsored by the Social Work Program.

Responsibility of Agency Field Instructors

1.   Interview the student to determine appropriateness of the placement;

2.   Discuss expectations, times at which the student must be in practicum, and responsibilities/expectations, in order to assess the feasibility of the placement;

3.   Assist in the student learning process in accord with the mission of Jacksonville State University and the Social Work Program by providing face to face supervision a minimum of one (1) hour per week;

4.   Introduce and orient the student to the agency's policies, organizational structure, programs, and function;

5.   Teach students the agency's role in the community and the working relationships with other agencies including referral procedures;

6.   Familiarize the student with available community resources by the

placement agency and assist students in identifying gaps in services;

7.   Share case records, agency reports and other materials related to agency operation with field placement students;

8.   Familiarize the student with the agency's policies and procedures regarding case management, record keeping, intake, and termination;

9.   Assign workloads and supervise the completion of client-related tasks and responsibilities that are in keeping with the student's readiness to complete those tasks adequately via a minimum of one-hour face to face supervision weekly;

10.   Allow the student to accompany the supervisor and/or agency social workers on home visits, office interviews, meetings, conferences, etc., where the student has the opportunity to identify with the supervisor as a professional practitioner.

11.   Assist students in developing and refining practice skills in regard to data collection, organization and evaluation of data;

12.   Terminate any student if his/her continued placement is not in the best interest of agency, client system or the student;

13.   Attend social work seminar(s) and related conferences sponsored by the Social Work Program;

14.   Submit periodic performance evaluations of the student to JSU Coordinator of Social Work Field Education on specified dates;

15.   Reinforce social work ethics and values through field experiences; and

16.   Increase student awareness of and sensitivity to the problems of racism, sexism, and ageism in the context of agency, as well as society.

17.   Complete a Mid-Term Grade and a Final Grade recommending the student's overall performance to be signed off on by the Field Instructor, the student, and the Coordinator of Social Work Field Education;

18.   Complete a series of MSW Practicum Evaluation Forms which ask for an evaluation of the practicum at the end of the semester;

19.   Communicate regularly via telephone and e-mail with the Coordinator of Social Work Field Education and allow for the Coordinator of Social Work Field Education to conduct two visits to the placement agency during the semester.

Agency Field Instructor Training

Field Instructor Training is held in the fall semester each year. Additional updates will be provided at the annual Social Work Conference in the spring semester. One-on-one conversations/updates can take place as requested or needed. This could happen in person, via Skype, email, or telephone call.

Responsibility of the Coordinator of Social Work Field Education

1. Orient and introduce the student to the nature and purpose of the field experience;

2. Assume overall responsibility for consultation with the agency in terms of objectives, content, and methodology;

3. Advise and assist students in achieving course objectives;

4. Monitor field placement activities to assure that such activities enrich the social work curriculum;

5. Consult with the Field Instructor regularly regarding the student's learning or functioning;

6. Evaluate the content of the student's written assignments and facilitate integration of classroom and practice learning;

7. Utilize performance evaluations submitted by the agency field instructor for purposes of consultation and as a part of the final grading of the student;

8. Recommend the suspension or removal of a student from the course whenever indicated due to grossly inappropriate performance; and

9. Evaluate student's overall performance in integrating classroom knowledge to field setting.

10. Recruitment and ongoing assessment of social service agencies as field instruction sites.

11. Provide training for potential and established field instructors.

Responsibility of the JSU BSW Program

     1.   Develop the curriculum program and policy guidelines;

     2.   Prepare students academically for entry-level social work practice in agency activities;

     3.   Provide a University Coordinator to assist students in relating field agency experiences to social work content, while serving as a resource person to Field Instructors in conferences, seminars, etc.;

     4.   Provide a field instruction seminar where students share information from placements with each other.

Responsibility of the Student

     1.   Demonstrate professional social work skills in providing services to and on behalf of clients;

     2.   Adhere to agency work hours, policies and procedures;

     3.   Display professional conduct consistent with the National Association of Social Workers' Code of Ethics;

     4.   Demonstrate an ability to effectively work with and relate to peers, agency staff members, client systems, and the Field Instructor;

     5.   Relate and utilize knowledge acquired in the classroom for professional practice in the agency;

     6.   Prepare for and utilize any available opportunities for learning afforded him/her in the agency;

     7.   Demonstrate consistency and promptness in submitting all work assignments to the Field Instructor;

     8.   Provide information from the agency in the form of case reports, social histories, etc., for sharing knowledge in the classroom (field seminar) with permission from Field Instructor;

     9.   Adhere to all Social Work Program policies and procedures;

     10.   Complete the learning agreement and the required 450 hours of field placement.

Educational Learning Agreement

The Educational Learning Agreement is a working document used by the intern in consultation with the field instructor and forms the framework for the performance evaluation. After review, this plan is signed by the student intern, Field Instructor, and Coordinator of Field Education. Additionally, this plan is the midterm and final evaluation. Students should begin completing their learning agreement after learning some of the agency's expectations, consulting with their field supervisors, and thinking about the goals and objectives they have for their field experience.

The frame of the Educational Learning Agreement includes the CSWE Core Competencies and corresponding practice behaviors. Students are to complete the identified specific tasks which support the development and enhancement of practice behaviors and personalize the document to their specific experience/setting.

Think of the Educational Learning Agreement as a "working document". It is subject to change as the student, field instructor, and/or Coordinator of Field Education identifies new learning opportunities. Any addendums or deletions to the original learning agreement are to be signed by all parties.

Guidelines for Using Social Media

**JACKSONVILLE STATE UNIVERSITY SOCIAL WORK PROGRAM
FIELD EDUCATION PROGRAM***

Social media channels, such as Facebook, Twitter, YouTube, Flickr, LinkedIn, Skype, SMS/texting, blogs, etc., are just a few examples of new and exciting ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. **Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp) when using social media communication tools, whether using a personal site(s), agency site(s), or University site(s).**

Common issues that students need to understand, and manage, when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues, and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels for professional activities, such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity, versus using these sites to maintain contact with friends and family. Your *professional image*, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office.

As social workers, we must be cognizant that the legal, ethical and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to "first do no harm," it is imperative to consider how to be connected within the context of social media while protecting yourself, your field site, your clients, the School of Social Work, and the profession.

As you get started in your field placement, it may be helpful to explore the following questions with your field instructor and/or task supervisor.

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?

2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?

3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

To help facilitate these conversations, consider the following topics for discussion with your field instructor and/or agency supervisor.

What are the agency guidelines regarding the use of Facebook, LinkedIn, etc., and who can you "friend"?

Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing Facebook accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts or other interactions on your site.

Be aware that if you do not employ any privacy settings on your social media site, your profile is public, and anyone can see what is on your page. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates, and see who you've friended. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your responsibility as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.

What privacy and confidentiality concerns should I consider when texting, emailing and/or using Twitter?

With the proliferation of hand-held devices such as smart phones, tablets, iPad, smart watches, etc., accessing the Internet and connecting with others is literally in the palm of our hands. Text, email and Twitter are quick and effective ways to communicate with others however many ethical, legal, and clinical issues must be addressed when using these communication tools.

There is huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussing information about your field placement, classroom work, or agency staff. **Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information.** In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and

supervision before embarking into unfamiliar or uncertain areas. Observe all state and federal regulations such as FERPA and HIPAA, as well as Agency and University Policy(ies).

Be aware: Employers and volunteer organizations are more frequently requesting passwords and permissions to see what is behind your privacy settings. You have the right to refuse permission. However, doing so may be a consideration in whether or not you are offered opportunities to work with them. Further, allowing organizations to see everything may also be hazardous to future opportunities. Make sure you know what's "out there."

Can I check my personal social media accounts during field hours?

In general, your time in field and the resources provided to you in your field placement are to be used for field related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval. <u>If you have personal sites, it is best to maintain them on your own time using your own computer.</u>

I can't find anything in the Code of Ethics that specifically mentions social media, so does that mean the Code of Ethics does not apply?

Absolutely not! The NASW Code of Ethics provides a variety of standards that social workers should consider when engaging in the use of social media. Here are a few examples of the Codes applicability to social media.

o Standard 1.06 states that "social workers ***should not engage in dual or multiple relationships***…in which there is a risk of exploitation or potential harm to the client…and social workers…are responsible for setting clear, appropriate, and culturally sensitive boundaries" (1.06c) The Code goes on to note that "dual or multiple relationships can occur simultaneously or consecutively" (1.06c) Our ethical obligations to clients, colleagues and other professionals are no different when using Facebook, Twitter or other social media channels as well as communications via our cell phones such as texting or email.

o Standard 1.07(i) states that "social workers ***should not discuss confidential information in any setting unless privacy can be ensured***." We all know there is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal information such as your home address or full birth date. Don't post in advance when you plan to be on vacation or away from home for an extended period of time. Be sure to project

the image you want potential faculty members, future employers, advisors and friends to know you by.

o Standard 4.03 states that "social workers ***should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities***." Social media channels provide an excellent means to build community; however, as you navigate these channels, do no harm to yourself, your field site, your clients, the Social Work Program or to the social work profession in the process. Do not pretend to be someone else or hide your identity when using social media. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.

Also, see http://www.socialworkers.org/practice/standards/naswtechnologystandards.pdf for additional standards regarding social media policies provided by NASW and ASWB.

What should I do next?

Take some time to review these guidelines with your Agency Field Instructor and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Agency Field Instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families, so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

Tips to maintain a positive online presence:

- **Clean up your digital dirt.** Remove any pictures, content, or links that can send the wrong message to employers. Ask yourself, "How do I show up in the world?" Try a Google search on yourself periodically to see what comes up.
- **Remember the internet is public domain.** They are called social networking sites for a reason. It is becoming commonplace for employers to do an online search for candidates before making job offers. A good guideline is to not put anything out on a social networking site that you would not want to see on the front page of the paper.
- **Use social networking sites to your advantage.** Maintain your online profile by portraying an image consistent with how you want to be perceived. Your profile is a way for you to demonstrate to employers your communication skills using proper grammar and spelling. Convey your professional image by choosing your photo and your screen name carefully.
- **Using social networking sites may not be for you**. If using social media tools is not fun for you and it just feels like more work, that is O.K. These tools are not for everyone. If you are just going through the motions of putting something out

there to have a presence, do not do it. Your lack of enthusiasm and lack of passion will show through, and that is NOT the image you want to portray.

- **Be thoughtful about your posts.** There is no expectation of privacy when using social media. Consider what could happen if a post becomes widely known and how that may reflect on both you, the Social Work Program, the practicum agency and/or the University. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn't say it at a conference or to a member of the media, consider whether you should post it online. If you are unsure about posting something or responding to a comment, seek advice from your supervisor, Agency Field Instructor, or the Director of Field Education.
- **Refrain from listing personal information**, such as home address, cell phone number, or intimate details about your personal life
- **Turn off automatic location** information on social media posts
- **Limit or avoid check-in platforms** like Foursquare that make it easy to find a person's location.
- **Do not post when you will be going on vacation or out of town,** that lets people know your home may be empty.

This information supports Competency 1.

Competency 1: Demonstrate Ethical and Professional Behavior (Summary)
Social workers:
• 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;
• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
• use technology ethically and appropriately to facilitate practice outcomes; and
• use supervision and consultation to guide professional judgment and behavior.

*Based in part on guidelines from Boise State University, University of North Carolina, University of Wisconsin-Madison, & the University of Michigan

SEXUAL MISCONDUCT, DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES AND INVESTIGATIVE PROCESS

The following process governs Jacksonville State University's (JSU, University or university) procedures for receiving complaints of sexual misconduct and protected-class discrimination and harassment, the investigation of such complaints, the prompt and fair determination whether JSU's policies have been violated, and the imposition of appropriate sanctions where violations have been found to exist. This procedure also governs the appeal process whereby a party aggrieved of any findings or sanctions may seek review. Sexual and discriminatory misconduct are especially destructive of the educational process and wellbeing of the members of the JSU community. The prompt investigation and appropriate disposition of charges is required if the University is to fulfill its responsibilities and its obligations under federal law; therefore, to the extent the provisions herein may conflict with those related to charges of other Student Code of Conduct violations, this procedure governs. The following definitions are intended to supplement those set out in the JSU's Title IX policy and are not in substitution thereof. Definitions of conduct prohibited by University policy should be read liberally so as to accomplish JSU's goal of protecting members of the University community from sexual and discriminatory abuse by others.

DEFINITIONS

Sexual Harassment is: Unwelcome, gender-based verbal or physical conduct sufficiently severe, persistent or pervasive that it unreasonably interferes with, limits or deprives someone of the ability to participate in or benefit from the University's educational programs or related activities and services. The unwelcome behavior may be based on power differentials (quid pro quo – this for that), the creation of a hostile work, living or educational environment, or retaliation for reporting or participating in the investigation of misconduct. Examples include, but are not limited to: an attempt to coerce an unwilling person into a romantic or sexual relationship; to repeatedly subject a person to unwanted sexual attention or ogling; to subject a person to egregious; unwanted sexual attention to punish a refusal to comply; to condition a benefit on submitting to sexual advances; sexual violence; intimate partner violence, stalking; gender-based bullying or harassment.

Discrimination is: Any distinction, preference, advantage for or detriment to an individual compared to others that is based upon an individual's actual or perceived gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation, sexual identity, or other protected status that is so severe, persistent or prevalent that it unreasonably interferes with or limits a student's ability to participate in or benefit from the University's educational program or related services or activities.

Discriminatory Harassment is: Detrimental action based on an individual's actual or perceived gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation, sexual identity or other protected status that is so severe, persistent or pervasive that it unreasonably interferes with or limits a student's ability to participate in or benefit from the University's educational program or related services or activities.

Retaliatory Harassment is: Intentional action taken by an accused individual or allied third party, absent legitimate non-discriminatory purposes, that harms an individual as reprisal for making a complaint or participating in a grievance proceeding.

Sexual Harassment of Student by Another Student is: Any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a student toward another student that is so severe, persistent or pervasive that it unreasonably interferes with or limits a student's ability to participate in or benefit from the University's educational program or related services or activities.

Sexual Harassment of a Faculty/Staff Member by a Student: Any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed toward a faculty/staff member by a student that is so severe, persistent or pervasive that it unreasonably interferes with employment or creates a hostile work environment.

Sexual Harassment of a Student by a Faculty/Staff Member is: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a faculty or staff member toward a student are considered to constitute sexual harassment when (1) submission to such sexual conduct is made either explicitly or implicitly a term or condition of rating an individual's educational development or performance, or (2) such conduct is so severe, persistent or pervasive that it unreasonably interferes with or limits a student's ability to participate in or benefit from the University's educational programs or related services or activities.

Importance of Circumspection By Those in Authoritative Positions: While a particular interaction must be sufficiently offensive to both a reasonable person and to the victim to be defined as misconduct, faculty and staff members and other persons of authority should be sensitive to questions about mutuality of consent that may be raised due to the conflict of interests that are inherent in personal relationships that result from professional and educational interactions. Harassment is particularly damaging when it exploits the educational dependence and trust between students and faculty/staff. When the authority and power inherent in faculty/staff relationships with students, whether overtly, implicitly, or through misinterpretation, is abused in any way, there is potentially great damage to the individual student, to the accused individual, and to the climate of the institution.

COMPLAINTS AND REPORTS OF OR CONCERNING DISCRIMINATION AND/OR HARASSMENT

JSU does not permit discrimination or harassment in its educational programs and related activities on the basis of race, color, national origin, ethnicity, gender, gender identity, sexual orientation, disability, age, religion, or any other characteristic protected by institutional policy or state, local, or federal law. Students who believe they have been subjected to discrimination or harassment in violation of JSU policy should follow the procedure outlined in this herein to report these concerns.

This process involves an immediate initial investigation to determine if there is reasonable cause to believe the JSU's nondiscrimination policy has been violated. If so, the University will initiate a prompt, thorough and impartial investigation. This investigation is designed to provide a fair and reliable determination about whether the University's nondiscrimination policy has been violated. If so, the University will implement a prompt and effective remedy designed to end the discrimination, prevent its recurrence and address its effects.

Students who wish to report a concern or complaint relating to discrimination, harassment or sexual misconduct may do so by reporting the concern to the JSU's Title IX Coordinator:

Chief Diversity Officer & Title IX Coordinator
Jennifer Argo
102 Bibb Graves Hall
700 Pelham Road North
Jacksonville, AL 36265
256.782.5769
Email: jlargo@jsu.edu

Individuals with complaints of this nature also have the right to file a formal complaint with the United States Department of Education:

Office for Civil Rights (OCR)
400 Maryland Avenue, SW
Washington, DC 20202-1100
Customer Service Hotline
800.421.3481
Fax 202.453.6012
TDD: 877.521.2172
Email: OCR@ed.gov
Web: http://www.ed.gov/ocr

Office for Civil Rights, Region IV
61 Forsyth Street S.W., Suite 19T10
Atlanta, GA 30303-8927
Telephone: (404) 974-9406
Facsimile: (404) 974-9471
Email: OCR.Atlanta@ed.gov

APPENDIX A
(Orientation Forms)

INSTRUCTIONS FOR FIELD INSTRUCTION

I.   Checklist for Field Students
Step-by-step information for the Field Instruction process.

II.   Application for Field Instruction
Students must complete an application for field instruction in the semester prior to the anticipated placement. Upon completion of the application, the Admissions Committee must review and approve the application before the student begins placement.

III.   Field Readiness Essay
The values paper must be typed and turned in at the second field meeting.

IV.   Employment Based Field Practicum Request Application

V.   Student Resume
Prepare your resume in recommended format.

VI.   National Association of Social Workers (NASW) Application
Join NASW. Student membership (BSW) can be completed online at http://socialworkers.org/students and clicking on the link "Join NASW Today!" located on the left-hand side of the page.

VII. Student Professional Liability Insurance Program*
You must purchase liability insurance from NASW Assurance Services **prior** to the start of your Field Placement Semester. Students must be a member of NASW before applying for the individual student coverage. Once a student becomes a member of NASW, you can purchase your liability insurance online at http://www.naswassurance.org/pli/students.php and click on "Get a Quote or Apply". Student rates for premiums are as follows and the lowest premium is sufficient:

Limits of Liability	Annual Premium
$1,000,000 occurrence/ $5,000,000 aggregate	$15

***It can take up to six weeks to obtain coverage. So, it is very important for students to plan ahead.**

VIII. Application for Degree
Please apply online **today.** This is the information that will be inscribed on your diploma and retained for University records.

CHECKLIST FOR FIELD STUDENTS _____ **SEMESTER**

AGENDA	COMPLETED	POINT OF CONTACT
1. Admitted to BSW Program and successful completion of all pre-field requirements		Program Secretary, 309 Brewer Hall
2. Application for Field: Part I *Application*		Robyn Snider, 311 Brewer Hall
3. Application for Field: Part II, *Field Readiness Essay*		Robyn Snider, 311 Brewer Hall
4. Completed Resume		Robyn Snider, 311 Brewer Hall
5. Join NASW - Must be a member before sending for liability insurance		Website: http://www.socialworkers.org/students
6. Purchase liability insurance. Apply for insurance after you are accepted as a member of NASW.		Website: http://www.naswassurance.org/pli/students.php
7. Contact the Graduation Certification Specialist. Copy Ms. Snider, rsnider@jsu.edu on the email.		Sharee Hutchinson, Graduation Certification Specialist, 308 Brewer Hall, hutchinson@jsu.edu
8. Meet with Ms. Snider to discuss field placement options	___scheduled	Robyn Snider, 311 Brewer Hall
9. **Optional** – Submit application for stipend if going into field with DHR or East AL Planning Commission		Robyn Snider, 311 Brewer Hall
10. Application for Degree		Online – JSU Online Graduation Application – Steps to Apply http://www.jsu.edu/registrar/graduation_procedures.html
TEST	**DATE SCHEDULED**	**COMPLETED**
EPP– We will schedule the test for the entire group as part of field placement.		

APPLICATION FOR FIELD INSTRUCTION

Semester:_____
(Beginning field placement)

Name: _____ Student ID#: _____

Local Street Address: _____

City, State Zip: _____

Cell Phone:_____Email Address: _____

Emergency Contact Name:_____

Number:_____Relationship:_____

Strengths - Please briefly state the skills, experience, or strengths you feel you possess.

_____

_____

_____

Learning Needs – Briefly state the challenges you will have and skills you need to learn in field.

_____

_____

_____

Where did you complete your volunteer hours for Introduction to Social Work?

_____

Supervisor:_____

Areas of Interest – Select five (5) populations. Number them in order of preference 1 to 5.

_____ Adults	_____ Medical/Health	_____ Physically Disabled
_____ Older Adults	_____ Sexual Assault	_____ Mental Health
_____ Adolescents	_____ Gay/Lesbian/Bisexual	_____ Domestic Violence
_____ Children	_____ Older Adults	_____ Substance Abuse
_____ Families	_____ Developmentally	_____ Homelessness / Housing
_____ Corrections	Disabled	Other (specify):_____

Discuss your top 2 areas of interest._____

_____

_____

General Information

1. Do you speak a language other than English?   _____Yes   _____No
     If yes, specify language: _____

2. Will you be working during field?   _____Yes   _____No
     If yes, where and how many hours per week: _____

3. Do you have a registered, insured car?   _____Yes   _____No

4. Have you ever been investigated by a child welfare agency?   _____Yes   _____No

     (e.g., DHR)

5. Do you have a disability that will affect your placement?   _____Yes   _____No
(to have reasonable accommodations made under the ADA and Section 504 of the Rehab Act, you need to register your disability needs with DSS.)

6. If you have any agencies or client populations you would NOT wish to work with, please indicate what populations and why this is so:

_____

_____

7. Have you ever been convicted of a crime or criminal activity?   _____Yes   _____No

(This response is voluntary. However, it is to your benefit to be honest about this.)

If you answered "Yes" to the above question, list in the space below all prior misdemeanor and felony convictions and any extenuating or mitigating circumstances regarding such convictions. If necessary, you may use a separate sheet or sheets and attach to application.

_____

_____

_____

Students considering earning a degree in social work that have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. A number of agencies/organizations that provide Field Instruction placements for social work students require a criminal background check prior to agreeing to provide Field Instruction.

2. A number of agencies employing social workers may also require criminal background checks prior to hiring employees.

3. Some state licensure laws for social workers inquire about whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination.

4. A number of agencies require driving record checks, child abuse central registry checks and drug testing as terms of field placement and employment.

I understand that consideration for admission may be contingent upon the results of a reference and background check. I, therefore, authorize JSU to investigate all statements made on my application and to discuss the results of the investigation. I further authorize JSU to contact former educators, employers, or other persons who can verify information, and I give my consent for contacted persons to respond to questions pertaining to information on my application.

I affirm that the information provided on this application is accurate and I understand that it is to be reviewed by the Admissions Committee of the BSW Program at JSU. I further understand that providing false information on this application could be grounds for termination from the program.

_____   _____
Student Signature   Date

The Family Educational Rights and Privacy Act was enacted by Congress to protect individual privacy by assuring the confidentiality of information related to the records and educational experience of students. This space was adopted by the BSW Program at JSU to permit students to grant written permission for specific program faculty to release confidential information about the student to BSW Program faculty and staff, Field Instruction agencies, licensing boards, agencies for employment, and graduate schools.

I have read and understand the above statement regarding my privacy rights and the confidentiality of information related to my educational experience and records. My signature below acknowledges that I have granted written permission to the BSW Program at JSU to release confidential information protected under the Family Educational Rights and Privacy Act to BSW Program faculty and staff, Field Instruction agencies, licensing boards, agencies for employment, and graduate schools.

_____   _____
Student Signature   Date

DO NOT WRITE BELOW THIS LINE. TO BE COMPLETED BY THE FIELD COORDINATOR

⬚ Accept   ⬚ Deny

_____   _____
Robyn V. Snider, LICSW, PIP   Date
JSU Coordinator of Social Work Field Education

FIELD READINESS ESSAY

INSTRUCTIONS: Field applicants should write a brief essay (3-5 pages, typed, double spaced, 12 pt. Times New Roman font) to address each of the following:

I. UNDERSTANDING THE PROFESSION

A. What do you believe is the role of a professional social worker?

B. What do you believe is meant by social work values and ethics? Why are they important in social work practice? How might they influence your behavior in a practicum setting?

II. SELF-AWARENESS

A. Discuss your reasons for choosing social work as your career.

B. What are your personal strengths and qualities that will help you become an effective social worker?

C. What skills do you believe you need to improve to be an effective social worker <u>and</u> how do you plan to improve them?

D. Discuss personal history influencing your abilities to work with certain populations.

   a.   Comment on your comfort level with people who are different from you and how this might affect your choice of a practicum setting.

   b.   How might possible over identification effect your choice of a practicum? Would your personal history make you more or less suitable for certain practicum settings or certain populations? Why or why not?

E.   Field placement requires students to complete, on average, 32 hours per week in their assigned agency with associated assignments and one day in class. This is typically a stressful time.

   a.   How do you typically respond when you are in a stressful and anxious situation?

   b.   What helps you in coping with stressful situations?

F. Discuss your expectations of your field placement.

   a.   What do you hope to accomplish during your time in a social services agency?

   b.   What do you anticipate will be the best part of your field placement?

   c.   What do you anticipate will be the most challenging part of your field placement?

Social Work   **Jacksonville State University**

JSU Social Work Department

Employment Based Field Practicum Request Application

Student Name: _____

Student Phone: _____ Student Email Address: _____

Agency Name: _____

Agency Address: _____

Agency Phone: _____ Agency Fax: _____

Agency Administrator: _____

      Email Address: _____

Student's Current Position in Agency: _____

How long has the student been employed at the agency?_____

    I.   **Student's Current Job Responsibilities**
        (Please be specific; current job description may be attached to this form)

_____

_____

_____

_____

    II.   **Proposed Practicum Within the Agency**
        How will the proposed practicum differ from the student's current employment position?

_____

_____

_____

_____

How will the student's assignments and learning experienced differ from those associated with the student's current employment? How will they be educationally focused rather than solely centered on agency services?

_____

_____

_____

_____

Name of Student's Current Agency Supervisor: _____

Name of Proposed Practicum Field Instructor: _____

Work Schedule: Practicum Schedule:

Monday _____   Monday _____

Tuesday _____   Tuesday_____

Wednesday _____   Wednesday _____

Thursday_____   Thursday _____

Friday _____   Friday _____

Saturday_____   Saturday_____

Employment Hours per Week: _____   Practicum Hours per week: _____

Total number of Employment plus Practicum hours per week: _____

Will the agency allow release time for student course work, field instruction, field practicum activities and attendance at all scheduled university field seminars?
Check one: Yes ___ No ___

Signature: _____ Date: _____
        Agency Administrator

Signature: _____ Date: _____
        Agency Practicum Field Instructor
        Highest Degree with area of study (e.g., BA social work, MA Sociology)

Signature: _____ Date: _____
        Student

Signature: _____ Date: _____
        JSU Coordinator of Social Work Field Education

Florence Goodworker
Email: fgoodworker@internet.com

| 700 Pelham Rd. | Home (256) 555-5555 |
| Jacksonville, AL 36265 | Cell (256) 555-5551 |

Objective

I am seeking a social work field placement for _____ *(name semester)* in which I can complete 450 hours of social work internship.

Education

Jacksonville State University   **2008 - In progress**
Jacksonville, Alabama

- Bachelor of Social Work
- Anticipated Graduation: _____*(semester/year)*

Ayers State Technical College   **2007 - 2008**
Anniston, Alabama

- Associates of Science: Industrial Electronics
- Cumulative Grade Point Average: 3.39 on a 4.0 scale
- Graduated May 2003

Related Coursework

Social Work Practice I and II   Cultural Diversity
Crisis Intervention   Social Work and Health Care

Social Work Experience – Paid and/or Volunteer

Volunteer Placement – Family Links   **Spring 2006**
Anniston, Alabama

Additional Employment

Winn Dixie Marketplace   **Mar 2005 –
Jan 2007**
Anniston, Alabama

- Worker with seven departments within the store
- Facility safety inspections
- Assisted customers with problems and product information.

Skills/Community Involvement/Honors/etc.

This section can include ANY ONE of these components. Choose what BEST fits you.

- **Skills:** List computer skills or additional technical information.
- **Community Involvement:** This can also include campus involvement. For example: Greek affiliations, clubs, organizations, volunteer work, etc.
- **Honors:** Include any honors or awards you have received.

APPENDIX B (Field Instruction Forms)

INSTRUCTIONS FOR FIELD INSTRUCTION

I. **Field Instruction Assignment**

This form is to be completed by the student after he/she has been placed at an agency and given to the Coordinator of Field Education to put on file. The form provides a schedule of the days and times for the student's activities in the field.

II. **Networking Assignment**

This sheet should be copied and used as an interviewing guide when collecting information about the chosen networking agencies.

III. **Student Resume Worksheet**

This is to be used to prepare for the resume/cover letter/interviewing workshop.

IV. **Time Sheets**

These forms must be completed by the student at the end of each day spent at the field agency. The agency field instructor will sign this form monthly. At the end of each month, the student must submit the time sheets stapled to the University Coordinator of Field Education.

V. **Field Instruction Learning Agreement/Evaluation**

This form is to be completed by the Field Instructor and student after the placement begins. This information will become the contract for the field placement experience and outline goals, objectives, and methods for obtaining goals and objectives of the placement experience. This document will also be used for midterm and final evaluation of placement.

VI. **Student Evaluation of Agency Placement**

This form is to be completed by the student upon completion of the field experience. This evaluation is submitted to the University Coordinator of Field Education and is used by the coordinator in assessing the agency's ability to provide meaningful learning experiences for students. The form will not be shared with agency field instructors. Agencies interested in having students evaluate their placement must provide their own evaluation instrument.

SOCIAL WORK PROGRAM
JACKSONVILLE STATE UNIVERSITY
JACKSONVILLE, ALABAMA 36265
(256) 782-5591

ASSIGNMENT FORM
SW 449 Field Instruction

Student's Name: _____

Student's Liability Insurance Policy   Policy Number _____

Student Contact Information: Home Phone _____

Cell Phone _____

JSU Email _____

Permanent Email _____

Emergency Contact/Relationship: _____

Emergency Contact Phone: _____

Agency Name _____

Agency's Physical Address _____

City, State Zip _____

Agency Phone _____   Agency Fax _____

Agency Website _____

Agency Field Instructor _____

Instructor Contact Number _____

Instructor Email _____

PLACEMENT SCHEDULE

Days/Times of Field Assignment _____

Starting Date _____

Placement Semester _____

SOCIAL WORK PROGRAM
JACKSONVILLE STATE UNIVERSITY

NETWORKING ASSIGNMENT
Duplicate this form as needed to gather the information. Using this general format, type a paper for each of your 5 agencies/organizations.

Student's Name: _____

Agency Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone Number: _____ Fax Number: _____

Website: _____

Director: _____ Phone Number: _____

Point of Contact(s): _____ Phone Number: _____
_____ Phone Number: _____
_____ Phone Number: _____

Hours of Operation: _____

Method of Funding: _____

Eligibility Criteria: _____
_____

Length of Eligibility: _____

Method of Referral: Walk-in _____ Agency _____ Form _____
Other_____

Services Provided: _____
_____
_____

Method of Payment: Medicare _____   Medicaid _____

Private Ins. _____   Sliding Scale _____   No Cost _____

Other _____

Area Served: _____

Disability Services
     Access: Ramps_____Elevators _____   Sign Language _____
     Transportation Available: Yes_____   No _____

Within Range of Public Transportation: Yes _____   No _____

Employment Criteria: _____

_____

_____

Volunteer Criteria/Requirements: _____

_____

_____

Like Organizations: _____

_____

_____

_____

_____

Remarks: _____

_____

_____

_____

_____

_____

_____

STUDENT RESUME WORKSHEET

I. Personal Data

Name: _____

Address: _____

City, State Zip: _____

Phone: _____ Date of Birth: _____

Place of Birth: _____ Marital Status: _____

II. Educational Background (List all attended)

College/University _____

Address _____

Dates Attended _____ Diploma Received _____

College/University _____

Address _____

Dates Attended _____ Diploma Received _____

III. Employment Experience (Most recent first)

Name _____

Address _____

Starting Date _____Ending Date _____

Title_____

Responsibilities _____

Supervisor: _____

Name _____

Address _____

Starting Date _____Ending Date _____

Title_____

Responsibilities _____

Supervisor: _____

IV. Volunteer Experience

Name _____

Address _____

Starting Date _____Ending Date _____

Title_____

Responsibilities _____

_____

Name _____

Address _____

Starting Date _____Ending Date _____

Title_____

Responsibilities _____

_____

V. Hobbies and Special Interests

_____

_____

_____

_____

VI. Career Goals

Short Range _____

_____

_____

Long Range_____

_____

_____

Month

Sun	Mon	Tue	Wed	Thu	Fri	Sat	Hours	Supv Initials
								Total Hours

_____

Student Signature   **Field Instructor Signature**

Year

Month

Sun	Mon	Tue	Wed	Thu	Fri	Sat	Hours	Supv Initia
							Total Hours	

_____   _____
Student Signature   **Field Instructor Signature**

Year

Month

Sun	Mon	Tue	Wed	Thu	Fri	Sat	Hours	Supv Initials
								Total Hours

_____   _____
Student Signature   **Field Instructor Signature**

Year

Month

Sun	Mon	Tue	Wed	Thu	Fri	Sat	Hours	Supv Initia
								Total Hours

_____   _____
Student Signature   **Field Instructor Signature**

Year

Jacksonville State University
SW 449/450 Field Learning Agreement and Evaluation

Student's Name: _____   **Agency:** _____

Semester/Year: _____   **Field Instructor:** _____

Phone: _____   **Email:** _____

The Council on Social Work Education (CSWE)-EPAS states that social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. CSWE recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Student proficiency for each competency is assessed through the engagement of practice activities available in their internship/practicum/placement. In the Field Learning Agreement and Evaluation, activities are listed next to each competency and related behaviors. Each list includes a minimum of one activity related to knowledge, values, skills, and cognitive and affective processes necessary to exhibit competency. Professional competence is multi-dimensional and composed of interrelated competencies, an individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Field Learning Agreement and Evaluation (FLAE) Rating Scale
The FLAE (SW 449) is based upon the nine 2015 CSWE-EPAS. Field Instructors use the following scale to evaluate student performance. It is a five-point Likert scale for field agency supervisors to rate each student on the behaviors that operationalize the competencies from 1=Poor Performance to 5=Advanced Performance. Each student is rated on the degree to which she/he has exhibited competence in performing each of the 9 competencies and 31 associated behaviors. Competencies are complex; the student is expected to exhibit the behaviors for the competency with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior(s) and demonstrated understanding and integration of curriculum knowledge in all the ways. Ratings should be based on the student's performance of the behaviors in multiple settings and/or for multiple groups. The following chart demonstrates the rating scale and description of performance. (Note, "9" is not an allowable rating for the final evaluation)

Rating Scale	Description
Advanced Performance = 5	Student performance consistently exceeds expectations. Student demonstrates proficiency in application of knowledge, values and skills related to the behavior. All components of the behavior are present, superior level of practice is demonstrated; mastery of the behavior is present.
Competent Performance = 4	Student performance shows competent application of knowledge, values and skills related to the behavior. All components of the behavior are present, competent level of practice is demonstrated. Mastery of the behavior is present.
Progressing Performance = 3	Student performance continues to progress toward competent application of knowledge, values, and skills related to the behavior. Student is engaged and taking initiative for learning.
Inadequate Performance = 2	Student performance is below expectations; student shows only the beginning application of knowledge, values and skills related to the behavior. Evidence of the behavior failed to reach an acceptable standard; significant gaps in performance of the behavior components are present.
Poor Performance = 1	Student performance falls significantly below expectations; student has not demonstrated the application of the knowledge, values, and skills of the behavior. Presence of practice behavior is missing; student was unable to demonstrate the components of the behavior. Student is not engaged or taking initiative for learning.
Not Applicable = 9	Student did not have the opportunity to demonstrate this behavior. No opportunities present to observe this behavior.

*NOTE: *Whenever there is a rating of 1 at midterm, the student, field instructor, and field coordinator should modify the learning agreement to promote student improvement; whenever there is a 9 at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the field placement. A rating of 5 cannot be given at midterm.*   ***Revised 8/18/20***

Competency 1: Demonstrate Ethical and Professional Behavior		
Behaviors	**Activities**	**Date Completed**

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.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
 	
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
 	
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
 	
Use technology ethically and appropriately to facilitate practice outcomes.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
 	
Use supervision and consultation to guide professional judgment and behavior.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
	• Advocate for client access to services and discuss in your daily log. *(Skills)*
	• Be prepared for each supervisory meeting by developing an agenda with questions and discussion points ready before the meeting.
	• Read agency manuals, brochures, website, annual report, etc. about agency and discuss with field instructor. *(Knowledge)*
	• In supervision, identify how one's biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one's behavior accordingly. *(Cognitive and Affective Process)*
	• Maintain appropriate professional boundaries with clients and colleagues and discuss in daily log.
	• Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts.
	• Have supervisor review all written work before it enters a permanent record or leaves the agency.
	• Keep supervisor informed about school related events and deadlines; go over the field manual with supervisor and make a plan about schedule, time off, sick days, etc.
	• Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines.
	• Accept evaluative feedback in a professional manner and begin to integrate the feedback into practice.
	• Keep a copy of the NASW Code of Ethics at your field placement and become familiar with it.
	• Use at least one supervision hour to discuss personal values, biases, and life experience and how they impact professional relationships in the agency context. *(Values)*
	• Review social media policy. If agency does not have a social media policy discuss social media use in supervision.
	• Learn the agency's policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse.
	• Learn the agency's policies and procedures for reporting abuse.
	• Observe other workers as they describe the rules and limits of confidentiality with clients, then practice doing this.
	• Learn agency rules regarding protecting client information, such as chart storage, computer safety, emails, faxes, cellphones, letters, lobby, and front desk policies.
	• Observe and practice describing Release of Information forms to clients.
	• In supervision, discuss one ethical dilemma you have experienced in the agency. Discuss with supervisor how ethical dilemmas are addressed and documented at the agency.
	• Have a social worker present to you the flow of a typical agency case from start to finish, such as the steps of intake, assessment, intervention, termination, and evaluation.
	• Observe a case presentation and then in supervision use reflection to share your perspective.
	• In supervision, practice articulating thoughts using professional language.
	• Receive feedback on written and oral work and integrate into practice.
	• Represent the agency in a professional manner when in community meetings, court, other agencies, etc.
	• Discuss in supervision the way that practice, and policy decisions are made at the agency.
	• Review existing treatment plans or other documents and determine how the life course perspective can be incorporated into them.
	• Read reports of other social workers and ask questions about what is included and why.	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 2: Engage Diversity and Difference in Practice		
Behaviors	**Activities**	**Date Completed**

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
 	
Present themselves as learners and engage clients and constituencies as experts of their own experiences.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
 	
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
	☐ Review the agency's mission statement and reflect on how it relates to larger issues of social, political, and economic justice.
	
	☐ Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction. *(Cognitive and Affective Processes)*
	
	☐ Learn the agencies policies and practices when working with client systems who do not speak English or who have a hearing or visual impairment or any other challenging condition.
	
	☐ Discuss with supervisor observations about how the agency promotes, celebrates, or ignores diversity in its written materials, physical space, décor, etc.
	
	☐ Shadow other social workers when they meet with client systems and then discuss how differences were handled.
	
	☐ Interview staff members to learn the history of the agency context, such as the different racial and ethnic population shifts in the community that the agency serves. *(Knowledge)*
	
	☐ Set aside and use a supervision session to explicitly discuss specific biases and assumptions related to the client population. *(Values)*
	
	☐ Attend a cultural event in the community and reflect in supervision on the experience.
	
	☐ In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff.
	
	☐ In your daily log self-reflect about personal beliefs or values about groups that are different than you and assess how that might impact interactions with various clients.
	
	☐ Attend a community event that addresses the needs of an underserved population.
	
	☐ Expand the use of basic engagement skills to include understanding of culturally specific norms, customs, and values.
	
	☐ Create a public list of groups or organizations that focus on an area of diversity and difference in practice. *(Skills)*
	
	☐ Search for articles about an issue of diversity that is important to you and write a summary paragraph in your daily log. Consider focusing your paragraph on how the article supports or does not support the dignity and worth of the person.
	
	☐ Read NASW's Standards for Cultural Competence in Social Work Practice. Identify three ways you could develop culturally competent knowledge and skills as a social work student and in the future as a social work practitioner.	

Rating Scale: 5=Advanced   4=Competent   3=Progressing   2=Inadequate   1=Poor   9=Not Applicable

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice		
Behaviors	**Activities**	**Date Completed**

Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
 	
Mid-Term Evaluation: 4 3 2 1 9
     (Circle one)
Final Evaluation: 5 4 3 2 1
     (Circle one)
 	
Engage in practices that advance social, economic, and environmental justice.
 	
Mid-Term Evaluation: 4 3 2 1 9
     (Circle one)
Final Evaluation: 5 4 3 2 1
     (Circle one)
	☐ Review the agency's mission statement and reflect in daily log on how it relates to larger issues of social, political, and economic justice. *(Knowledge)*
	
	☐ Discuss in supervision about how poverty impacts service delivery, such as daycare availability, transportation, and stigma. *(Values)*
	
	☐ Take a bus to or from the agency; learn how to find bus schedules. Note the details in your daily log.
	
	☐ Sit with a client while attempting to contact a referral source by telephone to model for the client how to access services.
	
	☐ Identify and discuss the community context for client system and agency.
	
	☐ Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency and assess appropriateness of agency's services array. *(Cognitive and Affective Process)*
	
	☐ Attend a city council meeting and talk with council members about the needs of the community.
	
	☐ Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client's behalf. *(Skills)*	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice		
Behaviors	**Activities**	**Date Completed**

Use practice experience and theory to inform scientific inquiry and research.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
 	
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
 	
Use and translate research evidence to inform and improve practice, policy, and service delivery.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
	☐ Find out what data the agency collects and how it is used.
	
	☐ Read a social work journal and bring relevant articles to supervision. *(Knowledge)*
	
	☐ Interview staff members about how the agency has responded to the demand for evidenced based practice approaches.
	
	☐ With field instructor, discuss possible research projects and opportunities within the agency.
	
	☐ Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice.
	
	☐ Use feedback from supervision to evaluate one's own practice; what works, what does not, and why. *(Skill)*
	
	☐ Read journal articles that address evidence-based interventions relevant to the agency. Discuss the results during supervision. *(Cognitive and Affective Processes)*
	
	☐ Identify a statement from the Code of Ethics Section 1 "Social Workers Ethical Responsibilities to Clients" to fully demonstrate social workers obligation for research. Reflect your personal feelings regarding this in daily log. *(Values)*	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 5: Engage in Policy Practice		
Behaviors	**Activities**	**Date Completed**

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
 	
Mid-Term Evaluation: 4 3 2 1 9
   (Circle one)
Final Evaluation: 5 4 3 2 1
   (Circle one)
 	
Assess how social welfare and economic policies impact the delivery of and access to social services.
 	
Mid-Term Evaluation: 4 3 2 1 9
   (Circle one)
Final Evaluation: 5 4 3 2 1
   (Circle one)
 	
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
 	
Mid-Term Evaluation: 4 3 2 1 9
   (Circle one)
Final Evaluation: 5 4 3 2 1
   (Circle one)
	☐ During supervision, identify social policies that affect agency clients.
	
	☐ Discuss how social welfare programs (Social Security, Medicaid, public housing etc.) affect client systems at the agency.
	
	☐ Choose one major social policy area and start to become more knowledgeable about it by reading, attending meetings, interviewing others, etc. *(Knowledge)*
	
	☐ Find local news and stay up to date on news regarding issues related to the agency.
	
	☐ Interview a staff person or read an agency report on finances to learn how the agency is funded and discuss in supervision how this impacts services.
	
	☐ Research legislative history of an existing or proposed program.
	
	☐ Contact legislative or bureaucratic decision makers to explain/advocate for policy. *(Cognitive and Affective Processes)*
	
	☐ Write a draft letter to a legislator or to the newspaper editor detailing your stance on legislation along with supportive information relevant to your stance. Share with your field instructor. *(Values)*
	
	☐ Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency. *(Skills)*
	
	☐ Complete the online Child Abuse Mandated Reporters training and print certificate.
	
	☐ Complete the online Adult Abuse Mandated Reporters training and print the certificate.	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities		
Behaviors	**Activities**	**Date Completed**

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
 	
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
	☐ Learn the agency's eligibility criteria and the appropriate referral resources. *(Knowledge)*
	
	☐ Have field instructor observe your work with clients to see that nonverbal and verbal messages are congruent; that empathetic response and listening skills are evident. *(Skills)*
	
	☐ Practice describing the agency and its services to clients and others in the community.
	
	☐ Have supervisor sit in on sessions and provide feedback.
	
	☐ Represent the agency at a community event.
	
	☐ Observe several different social workers in their initial encounters with a client system, take notes, and discuss how engagement is achieved.
	
	☐ Explain to client systems the relevant aspects of your internship (time limits, working under supervision etc.).
	
	☐ Attend a multidisciplinary team meeting.
	
	☐ Develop a user-friendly referral list that includes contact information for community resources.
	
	☐ Identify in your daily log a client situation in which it was difficult to engage a client and what you could have done differently. *(Cognitive and Affective Process)*
	
	☐ Identify a statement from the Code of Ethics Section 1 "Social Workers Ethical Responsibilities to Clients" to fully demonstrate social workers obligation for engagement. Reflect your personal feelings regarding this in daily log. *(Values)*	

Rating Scale: 5=Advanced   4=Competent   3=Progressing   2=Inadequate   1=Poor   9=Not Applicable

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities		
Behaviors	**Activities**	**Date Completed**

Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
 	
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.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
 	
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
 	
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
 	
Mid-Term Evaluation: 4 3 2 1 9
    (Circle one)
Final Evaluation: 5 4 3 2 1
    (Circle one)
	☐ Role play an interviewer, with another worker or intern as a new client. *(Skills)*
	
	☐ Observe an assessment and contribute to the interview by asking applicable questions and giving input.
	
	☐ Participate in treatment team meetings in order to observe the development of a case plan.
	
	☐ Reflect on how presenting problems are related to underlying issues. *(Cognitive and Affective Processes)*
	
	☐ Develop a list of questions that elicit client strengths.
	
	☐ Get feedback about whether assessments have a proper balance of strengths and needs.
	
	☐ Conduct an individual interview, family interview, or group session and discuss the experience with supervisor.
	
	☐ Interview staff in other disciplines associated with the agency to understand how their roles compliment the social work role. *(Knowledge)*
	
	☐ Identify high risk clients served by the agency and present possible prevention services. *(Values)*	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
Behaviors	**Activities**	**Date Completed**

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
 	
Mid-Term Evaluation: 4 3 2 1 9
   (Circle one)
Final Evaluation: 5 4 3 2 1
   (Circle one)
 	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
 	
Mid-Term Evaluation: 4 3 2 1 9
   (Circle one)
Final Evaluation: 5 4 3 2 1
   (Circle one)
 	
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
 	
Mid-Term Evaluation: 4 3 2 1 9
   (Circle one)
Final Evaluation: 5 4 3 2 1
   (Circle one)
 	
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
 	
Mid-Term Evaluation: 4 3 2 1 9
   (Circle one)
Final Evaluation: 5 4 3 2 1
   (Circle one)
 	
Facilitate effective transitions and endings that advance mutually agreed-on goals.
 	
Mid-Term Evaluation: 4 3 2 1 9
   (Circle one)
Final Evaluation: 5 4 3 2 1
   (Circle one)
	☐ Observe various social workers during class, face to face meetings, groups, home visits, etc.
	
	☐ Document progress notes professionally during a session so that it does not interfere with treatment. *(Skills)*
	
	☐ Sit in on a group led by another social worker; then co-lead a session.
	
	☐ Explain to a client what the intervention plan is and why this approach was chosen.
	
	☐ View webinars or online trainings related to specific intervention techniques. *(Knowledge)*
	
	☐ Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision.
	
	☐ Gather assessment information and develop a genogram to demonstrate an understanding of the family supports and dynamics. *(Cognitive and Affective Processes)*
	
	☐ Participate in the development and planning of an agency community event/fundraiser.
	
	☐ Develop a culturally sensitive intervention that utilizes a client's support network (religious leaders, elders, healers, etc.). *(Values)*	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities		
Behaviors	**Activities**	**Date Completed**
Select and use appropriate methods for evaluation of outcomes. Mid-Term Evaluation: 4 3 2 1 9 　(Circle one) Final Evaluation:　　5 4 3 2 1 　(Circle one) **Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.** Mid-Term Evaluation: 4 3 2 1 9 　(Circle one) Final Evaluation:　　5 4 3 2 1 　(Circle one) **Critically analyze, monitor, and evaluate intervention and program processes and outcomes.** Mid-Term Evaluation: 4 3 2 1 9 　(Circle one) Final Evaluation:　　5 4 3 2 1 　(Circle one) **Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.** Mid-Term Evaluation: 4 3 2 1 9 　(Circle one) Final Evaluation:　　5 4 3 2 1 　(Circle one)	☐　Review and discuss with supervisor the case file system for a client served by the agency. *(Knowledge)* ☐　Ask for feedback from clients at the end of sessions. ☐　Set concrete, measurable goals for your session with a client. ☐　Check in with each client system during each session to determine if progress toward goals is being made or if the goals need to be revised. *(Skills)* ☐　Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings. ☐　Attempt to make contact with client systems who fail to attend appointments and determine why this is the case. ☐　Follow up with a client or collateral after services have ended to determine if the intervention was effective. ☐　Develop or use an existing tool to measure client satisfaction with services. ☐　Learn the tools the agency uses to measure quality assurance. ☐　Reflect on the outcome of a case and explain if and how dignity and worth of the person was demonstrated. *(Cognitive and Affective Processes)* ☐　Identify a statement from the Code of Ethics Section 1 "Social Workers Ethical Responsibilities to Clients" to fully demonstrate social workers obligation for evaluation. Reflect your personal feelings regarding this in daily log. *(Values)*	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Behavior Assessment	Activities	Date Completed
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	☐ Communicates effectively with field supervisor.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	☐ Is punctual in attendance.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	☐ Develops effective professional relationships with co-workers and professionals in other agencies and in the community at large.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	☐ Accurately identifies the primary duties and responsibilities of staff with whom she/he had contact.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	☐ Accurately interprets her/his own agency role and function with clients, collaterals, and other professionals.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	☐ Actively participates in collaborative and cooperative work such as team meetings, staff meetings, and committees.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	☐ Demonstrates ability to handle stress and maintains poise and self-control in crisis situations and other times of stress.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	☐ Demonstrates appropriate use of supervision.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	☐ Recognizes and conforms to professional behavior with regard to appearance and presentation of self	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	☐ Recognizes ethical behavior and integrity consistent with NASW Code of Ethics.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	☐ Demonstrates ability to develop appropriate professional relationships and work effectively with consumers/clients.	

Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	☐ Take initiative and demonstrates effectiveness in planning, organizing, and completing placement responsibilities.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	☐ Assists co-workers/peers and assumes additional responsibilities when needed.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	☐ Manages time effectively.	

Rating Scale: 5=Advanced   4=Competent   3=Progressing   2=Inadequate   1=Poor   9=Not Applicable

OVERALL Field Instructor Comments:

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OVERALL Student Comments:

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_____

Date Completed: _____

Signatures for Learning Contract:

Student: _____

Field Instructor: _____

Field Coordinator: _____

Signatures for Midterm

Student: _____ Date:_____

Field Instructor: _____ Date:_____

Field Coordinator: _____ Date: _____

Signatures for Final: Signature certifies that student has completed the necessary 450 hours.

Student: _____ Date: _____

Field Instructor: _____ Date: _____

Field Coordinator: _____ Date: _____

Recommended Letter Grade: (circle)   A   B   C   F

Student Name _____   **Student ID#:** _____

Agency Name_____   **Semester:** _____

STUDENT EVALUATION OF FIELD WORK EXPERIENCE

The student is to rate the agency in which field work was completed by writing in the number from 1-3 as:

> *1=below expectations   2=met expectations   3=exceeded expectations*

_____1. How would you the rate field instructor's availability to you?

_____2. How would you rate the field instructor's ability to schedule and keep conference
        meetings with you?

_____3. How would you rate the ability of the agency to provide an environment that is
        conducive to learning and professional development?

_____4. How would you rate the field instructor's approachability?

_____5. How would you rate the field instructor's response to your ideas and new approaches?

_____6. How would you rate the agency in terms of varied experiences offered?

_____7. How would you rate the field instructor's ability to establish a clear understanding of your
        learning goals and objectives?

_____8. How would you rate the field instructor's practice and knowledge of social work
        values and ethics?

_____9. How would you rate the agency's policies related to practice and knowledge of social work
        values and ethics?

_____10. How would you rate the atmosphere of working relationships at the agency?

_____11. To what extent did your field instructor make you aware of strengths that will enable you to
        work in the social work field?

_____12. How would you rate the agency's facilities (parking availability, etc.)?

_____13. How would you rate the attitude of agency personnel toward you?

_____14. How would you rate the overall experience of your field work experience?

What was your favorite aspect of field work with this agency? _____

_____

_____

_____

_____

What was the biggest difficulty you had in field work? _____

_____

_____

_____

_____

Would you recommend this agency to another person considering field work? Please explain why or why not?_____

_____

_____

_____

_____

How did this field experience influence your attitude toward social work practice and your future plans? _____

_____

_____

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_____

Additional Comments: _____

_____

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_____

This evaluation is to be reviewed only by the University Field Coordinator after the completion of Field Instruction and the assignment of the grade.

JACKSONVILLE STATE UNIVERSITY

APPENDIX C
(Syllabus)

JACKSONVILLE STATE UNIVERSITY

Department of Social Work
Master Syllabus

SW 449/450 – Field Instruction Placement/ Field Instruction Seminar

INSTRUCTOR INFORMATION

INSTRUCTOR:	Robyn V. Snider
OFFICE LOCATION:	311 Brewer Hall
OFFICE HOURS:	As Posted
PHONE:	(256) 782-5731 or (256) 782-8208 (Social Work Dept Office)
EMAIL	rsnider@jsu.edu
CLASS MEETING TIMES:	Wednesday 9:00-12:00
CLASS MEETING LOCATION:	331 Brewer Hall

COURSE DESCRIPTION

Field Instruction Placement- 9 credits. Internship in a social service agency for 450 hours of supervised practice. Must be taken concurrently with SW 448 and 450. 450.

Field Instruction Seminar – 3 credits Class meets once a week. Must be taken concurrently with SW 448 and 449.

ADDITIONAL COURSE INFORMATION
Internship in a social service agency for 450 hours of supervised practice (449) accompanied by a seminar (450).

PREREQUISITE INFORMATION
Students must have been formally accepted into the Social Work Program and completed all other required social work classes. In addition, students must have completed the Application for Field Instruction and be approved for SW 449/450 by the Social Work Admissions Committee during the semester prior to taking SW 449/450. SW 448 (Practice III) is taken conjointly with SW 449/450.

COREQUISITE INFORMATION
SW 449 and SW 450, Field Instruction Placement and Field Instruction Seminar.

BSW Program Mission Statement

The mission of the Bachelor of Social Work (BSW) degree program at Jacksonville State University is to prepare generalist practitioners with the knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, and service to advance individual and societal well-being. The BSW program succeeds through partnerships of service and a central focus of being a regionally responsive, community-based, and practice-centered program.

The JSU BSW Program has five program goals that are derived from the programs mission. Below we identify the program goals and the relationship between the program mission and goals.

Social Work Program Goals

1. To educate social work students as competent generalist social work practitioners prepared for practice with diverse client systems, in diverse communities, and in organizations of various sizes and types.

2. To prepare students for generalist practice through an academic foundation grounded in the liberal arts and person-in-environment framework.

3. To prepare students to pursue social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty and inequality, and the enhancement of the quality of life for all.

4. To prepare students to apply scientific inquiry and critical analysis to evidence-based practice interventions and to evaluate their own practice outcomes.

5. To foster an environment for students to develop a professional identity that incorporates the values and ethics of the social work profession guided by the NASW Code of Ethics.

DEFINITION OF GENERALIST SOCIAL WORK PRACTICE AT JSU

The NASW Code of Ethics, an appreciation of human diversity, and a commitment to social and economic justice guides social work practice. Generalist social work practice recognizes the profession's dual purpose and responsibility to influence social as well as individual change.

- Generalist social work is an approach to social work practice that is based on research-guided knowledge, leading to evidence-based practice – directed at determining the level or levels of intervention (micro, mezzo, and macro).

- Generalist social work involves a planned change process (assessment, planning, interventions, and evaluation of self and practice). The planned change process is based on a liberal arts foundation that is integrated into professional social work practice and draws from social systems theory closely linked to an ecological perspective that is attentive to the interactions of the person and environment.
- A strengths-based perspective and the ability of social workers to empower themselves and their clients to engage in system change is the foundation for generalist social work practice.

COURSE INFORMATION

Method of instruction
Instructional methods used in this course include lectures, interactive discussions, guest facilitator, reading and writing assignments, hands-on assignments, online communications, and examinations. This course contains three elements: (1) web-based learning activities introduced through internet-based instruction (Canvas); (2) In-class instruction; (3) web-based and face-to-face components of this course are designed to pedagogically take advantage of the best features of each.
Note: the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via e-mail or Canvas announcement, when changes are made in the requirements and/or grading of the course.

TEXTBOOK AND COURSE MATERIALS

Required TEXTS AND OTHER READINGS
Code of Ethics (2017). National Association of Social Workers.

The Agency Field Instructor will make available to student any required reading materials designed to enhance the student's educational experience in a practical setting. JSU's Coordinator of Field Education will also make required assigned readings.
The Field Placement Manual contains details regarding placement process and the roles of the Student, the Agency Field Instructor and the Coordinator of Field Education.

Technology

INTERNET ACCESS
Students must have access to the internet, preferably high-speed internet, for the duration of this course.

SOFTWARE

In order to take full advantage of all the features in this course, students must have access to a computer with the following software installed:

- Productivity Software
  - Students must have consistent access to professional word processing, spreadsheet, and presentation software such as Microsoft Office or alternative program (i.e. Open Office).
  - Please note that Microsoft Office may be downloaded free of charge via Microsoft 365 that is provided with your JSU e-mail.

- Web Browsers, Plug-Ins, Players, and Viewers
  - Canvas supported browser1 – Chrome 49+, Edge 20+, Firefox 48+, Internet Explorer 11+, and Safari 9+. To learn more about Canvas' general browser support or to see if your browser is supported visit the Student Help section in your Canvas Site and use the Browser Checker
  - Acrobat Reader
  - Flash Player
  - QuickTime
  - Google Hangouts

- The course may also utilize additional web-based technologies to enhance course instruction and interaction. These technologies include, but are not limited to:
  - Zeetings
  - Kahoot!

We recommend running the Canvas Browser Check to verify installed plug-ins on your computer.

COURSE COMPETENCIES

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. The following competencies reflect these standards in order to ensure students receive the necessary education for professional social work practice. Therefore, in this course, it is expected that students will develop specific practice behaviors for each competency related to social welfare policy and service delivery. Achievement of practice behaviors are facilitated and achieved by specific related assignments. Assignments and measures of acceptable achievement are found in Course Requirements. This course will offer students the curriculum material to:

Competency	Professional Behavior(s)	Assignment/Activities(s)
1. Demonstrate Ethical and Professional Behavior	(1) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (2) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (3) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (4) use technology ethically and appropriately to facilitate practice outcomes (5) Use supervision and consultation to guide professional judgment and behavior	In-class activity and discussion of expected professional behaviors Networking project Daily Log of field activities Development of Learning Agreement Review of field placement requirements Guest Speakers Professional Resume Workshop In-class activity and discussion of expected professional behaviors Networking project Daily Log of field activities Development of Learning Agreement Review of field placement requirements Guest Speakers Professional Resume Workshop
2. Engage Diversity and Difference in Practice	(1) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (2) Present themselves as learners and engage clients and constituencies as experts of their own experiences (3) apply self-awareness and self-regulation to	Malpractice and Liability – lecture, discussion, assignments, assessment Classroom discussions and activities Social History assignment Daily log of field activities Guest Speakers

	manage the influence of personal biases and values in working with diverse clients and constituencies	
3. Advance Human Rights and Social, Economic, and Environmental Justice.	(1) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; (2) Engage in practices that advance social, economic, and environmental justice	Malpractice and Liability Assessment Classroom discussions and activities Social History assignment Networking project Daily log of field activities
4. Engage in Research-Informed Practice and Practice-Informed Research	(1) Use practice experience and theory to inform scientific inquiry and research (2) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (3) Use and translate research evidence to inform and improve practice, policy, and service delivery.	Seminar Activities/Discussions Daily Log of Field activities Networking project Guest Speakers
5. Engage in Policy Practice	(1) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (2) Assess how social welfare and economic policies impact the delivery of and access to social services (3) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Networking Project Social History/Assessment Seminar discussions Malpractice and Liability Assessment
6. Engage with Individuals, Families, Groups, Organizations, and Communities	(1) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical	Social History/Assessment Seminar Activities/Discussions (Role plays and vignettes)

	frameworks to engage with clients and constituencies (2) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	Networking project Daily log of field activities Family Conferencing Module
7. Assess Individuals, Families, Groups, Organizations, and Communities	(1) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (2) 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 (3) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (4) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Social History/Assessment Networking Project Malpractice and Liability Assessment Guest Speakers Daily Log of field activities Seminar Activities/Discussions (Role plays and vignettes) Family Conferencing Module
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	(1) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (2) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (3) Use inter-professional	Seminar Activities/Discussions Guest Speakers Licensure Activities Social History/Assessment Networking project Daily Log of field activities Seminar Activities/Discussions (Role plays and vignettes)

	collaboration as appropriate to achieve beneficial practice outcomes (4) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (5) Facilitate effective transitions and endings that advance mutually agreed-on goals	Family Conferencing Module
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	(1) Select and use appropriate methods for evaluation of outcomes (1) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (2) Critically analyze, monitor, and evaluate intervention and program processes and outcomes (3) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Networking project Development of Learning Agreement Seminar Activities/Discussions (Role plays and vignettes) Social History/Assessment Daily Log of field activities Family Conferencing Module

COURSE REQUIREMENTS

ATTENDANCE and PARTICIPATION

It is the policy of the Social Work Program (BSW and MSW) at Jacksonville State University that any student who fails to attend at least 80% of the scheduled in-person classes will not receive a passing grade for the course. If the course is an on-line course, students must have logged into their learning system at least once per week for 80% of the weeks.

Attendance is now required and submitted on-line; any unexcused absences are now reported directly to your advisor. Unexcused absences for student athletes and students on scholarship or any type of financial assistance (including for veterans) are reported additionally to respective coaches and/or advisors.

There are no excused absences, but emergency situations may be appealed to the Dean of the School at the end of the semester. A faculty approved, school sanctioned professional event, may be counted as professional off-campus education and may be excluded from this attendance policy.

Because tardiness is disruptive and disrespectful to a class meeting, three (3) tardies, as defined by the instructor, will equal one (1) absence. Likewise, leaving early is unacceptable and may result in an absence for the class. Students who leave the classroom and return beyond a scheduled break may be counted as tardy at the discretion of the instructor. In order to be counted as present, the student is responsible for signing the roll sheet.

ASSIGNMENTS and EXAMINATIONS

All assignments, assessments, and/or discussion grades will contribute to the point total as outlined below. Assignments submitted in the correct format and on-time take grading precedence over those submitted incorrectly and late. You will submit written assignments to the course and post your own materials according to the instructions given. You are expected to complete all required assignments. Students will be required to present a doctor's excuse in order to receive full credit for any work that is turned in late. The only other excused reason for late work will be death in one's immediate family. Prior arrangements should be made with the instructor if a student knows they will be unable to submit an assignment on the due date.

All students will be required to schedule and attend an individual meeting with the instructor prior to the due date for mid-term grades. A sign-up sheet with available times will be provided for students to select their appointment time. At the appointment, students should be prepared to discuss:

- Their current grade and whether it is congruent with both their performance expectation and the expectation of the instructor
- If the grade is not satisfactory, what steps the students intends to take to remedy the situation
- What expectations the student has of the instructor and what steps should be taken to accomplish this
- A summary of the learning points covered thus far in the course

1. **AGENCY NETWORKING (50 points)**

Students are to explore their placement agency as part of a larger system by identifying five (5) agencies the placement agency networks with. Visit the agencies and interview a representative of the agency who can provide information on the networking relationship. Type your findings onto the assignment form provided and report in seminar.

NOTE: Students may not use an agency that is visited in SW 448.

2.   COMPLETE A RESUME and COVER LETTER (50 points)

Students will attend a Resume Writing Seminar on campus during the scheduled class. Following the instructions given in this seminar, students will develop a professional resume and cover letter. See Resume Worksheet located in Appendix.

3.   COMPREHENSIVE SOCIAL HISTORY/ASSESSMENT (100 points).

Students will be provided with a format to complete a comprehensive assessment of a consumer of the field agency. Additionally, students are to complete a social history/assessment using the format of the assigned placement agency.

4.   DAILY LOG OF EXPERIENCES (50 points)

Students will keep a daily log of experiences in their field agency. A specific format must be followed and turned in with the monthly calendar. Please see an example of the required format located below. These will periodically be reviewed by the University Instructor. Some refer to this as a journal. Record feelings, as well as events.

SAMPLE:
Field Log/Journal
Student Name: Jacks Alabama

Date: 8-21-21   Hours in field today: 7

Event/Activity:
- Continued student/parent interviews and orientations
- Began updating student files, re: referrals, behavior lab passes for future use
- Met with one student "just to talk" for a short period of time

Feelings/Personal Reactions:
This week has been pretty hectic. All the kids have been really testing their boundaries just because it's the beginning of the semester and everything is new. However, I am happy and excited to be meeting a significant amount of the students and also seem to get positive reactions from them. A female student I talked to today shared a lot with me and I can see she is such an intelligent girl. I am excited to work with her.

Professional Analysis/Assessment:
My main task/goal is establishing rapport with the students at this point. I am already realizing the importance of active listening and not so much offering advice or figuring out how to "fix" things. In the beginning of a helping/professional relationship, clients really need to get things out and to just be listened to. I am also coming to realize how much paperwork is actually involved for each student, but how important it is to keep their files up to date so as to keep their best interests in mind.

Date: 8-22-21 Hours: 8
Event/Activity:
Feelings/Personal Reactions:
Professional Analysis/Assessment:

Field Instruction Seminar Outline

1. Overview of Field Instruction
   A. Review of Field Instruction Manual
      1. Educational competencies
      2. Policies and procedures
      3. Roles and responsibilities
      4. Field instruction forms
   B. Tips for successful placements
   C. Anticipatory concerns
   D. Learning Agreement/Evaluation Process

2. General Orientation to Agency
   A. Review Orientation Plan
   B. Safety Concerns and Tips for Students in Practicum

3. Management Issues Related to Field
   A. Time Management
   B. Supervision
      1. Supervisory conferences
      2. Use of supervision
      3. Relationship factors
   C. Developing learning plans
      1. Micro activities
      2. Mezzo activities
      3. Macro activities
      4. Seminar assignments
   D. Evaluation

4. Values and Ethics

5. Social Ethics and Risk Management
   A. Professional Malpractice & Liability
   B. Confidentiality & Privacy
   C. Improper Treatment
   D. Impaired Social Workers
   E. Supervision (Clients & Staff)
   F. Consultation, Referral, and Records
   G. Deception and Fraud
   H. Termination of Service
   I. The Social Worker as Defendant
   J. Ethics and Ethical Dilemmas in Macro Practice
      1. Professional Values and Ethics in Macro Contexts
      2. Ranking Ethical Principles to Solve Dilemmas
      3. Types of Ethical Issues Confronting Agency Workers

6. Preparing for the Future
    A.   Job Search
            1. Resume writing
            2. Interviewing
            3. Licensure
    B.   Graduate School
    C.   Burnout

Student Responsibilities

It is the student's responsibility to obtain any lecture notes, handouts or information presented in class when they are absent from a scheduled class. Information should be obtained from peers (i.e. other students), so please develop relationships with your classmates. Make-up Exams will be scheduled for the last day or week of class for the semester, unless a written doctor's excuse is provided. Students who miss a scheduled make-up exam will receive a ZERO for that exam. Please remember that you are preparing for a professional career where accountability and responsibility are an example of your integrity. Please take all deadlines seriously. Please limit tardiness or leaving class early to emergencies.

Communications policy

Please feel free to call, email, contact me through the Remind App, or request a virtual meeting with me. My office hours are posted, and I am available outside of those hours by appointment. I will try my best to respond to phone messages and emails within 24 hours during the work week. Please note that communication during the weekend may be limited or returned on the next business day.

COPYRIGHT NOTICE

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies.

Honor and Civility Statement

A tradition of intellectual honesty can only be maintained at Jacksonville State University by the cooperation of students and faculty members. In addition, since every student is entitled to full participation in class without interruptions, all students are expected to be in class and prepared on time. This classroom is a public place, not a private domain. It is expected that students will conduct themselves in a reasonable, polite, and considerate manner.

Examples of acceptable behavior include listening to the instructor during lecture, asking questions and discussing issues appropriate to the material being reviewed, and completing assignments. Examples of unacceptable behavior include (but are not limited to) talking to classmates during lecture, sleeping, reading other than class material, studying for another course, leaving the classroom at will, and disrupting the

class. All students are expected to attend class fully prepared with appropriate materials and all devices that make noise turned off (cellular phones, pagers, personal stereos, etc.) Any student deemed disruptive by the professor will result in expulsion of the student from the classroom, with an absence for the day and possibly disciplinary action including termination from the course. Please make your best effort in being considerate to all in the class.

ACADEMIC HONESTY

The Department of Social Work maintains standard policies relating to Honesty, Attendance, Grading, and Written Work. Please consult the JSU SW Student Handbook for this information. The Department also adheres to the University policy in regard to academic discipline: JSU Student Handbook. The BSW is a beginning professional level degree, and so, professional conduct is expected. Students who are caught plagiarizing assignments or cheating on exams may not get credit for the assignment or exam; may be expelled from the class, the Social Work Program, or the University. It is the expectation of the faculty of the Department of Social Work that students adhere to the standards of the National Association of Social Workers Code of Ethics: NASW Code of Ethics

In a University community, true knowledge can be gained only through honest means. All academic dishonesty is expressly prohibited. Violations include BUT ARE NOT LIMITED TO, the following actions:

A. The use of unauthorized materials or the receipt of unauthorized assistance during an examination or in the completion of any other assignment, exercise, experiment, or project for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers, or other supplementary items.
B. Copying or utilizing information from a paper of another student during an examination.
C. Rendering unauthorized assistance to another student by knowingly permitting him or her to copy an examination, project, paper, assignment, exhibit, exercise, or other material to be submitted for academic credit.
D. Illegally obtaining or attempting to obtain unauthorized prior knowledge of an examination or test materials.
E. Selling or giving to another student unauthorized copies of tests or examinations or research assignments.
F. The use of a commercially prepared term paper or research project or the submission of a paper, project, or experiment completed by someone other than the student submitting any of the above for academic credit.
G. Falsifying class attendance.
H. Falsifying reasons why a student did not attend a required class or take a scheduled examination.
I. Taking an examination in the place of another student.

J. Making unauthorized change in any reported grade or on an official academic report form.
K. Unauthorized collaboration between two students on an examination, paper, or project.
L. Plagiarism, which is the deliberate act of copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgment of their true source.
M. Making use of computing facilities in an academically dishonest manner.

Note: Students may be found in violation of the Academic Honesty Policy through the academic grading procedure as long as notice and hearing are granted and appeal is available and/or through the University Judicial System (See Judicial Procedures, Section III, 1-4)

Academic Support and student success

Readiness to learn means that you will come to class with questions and insights and be prepared to discuss the relevance and application to course materials. Students who do well in my class also:

- Read the assigned material before class
- Check Canvas often for announcements
- Bring thoughtful questions to class and actively engage in discussion.
- Come prepared with questions for guest lecturers
- Prepare for the exams in study groups
- Take notes during class discussion and while completing reading assignments

The University provides additional support to students through a variety of academic support services which include study halls, small group or individual tutoring services, academic mentors, and academic enhancement workshops. If you would like to access these services, please contact the Academic Center for Excellence (ACE) located in the Theron Montgomery Building or by calling 256-782-8223. The JSU Library also serves as a great resource for students in need of additional assistance in completion of research and assignments. Services can be accessed through the Houston Cole Library or by contacting 256-782-5758.

Electronic Device Policy

Personal Electronic Communication Devices

All forms of personal electronic communication devices must be out of sight and in the power-off mode for class and testing periods. During a testing period in class, any use of a personal electronic communication device, without the prior consent of the

instructor, constitutes prima-facie evidence of academic dishonesty with no right of grade appeal. If the instructor observes the device, the presumption is that cheating has occurred and a grade of "F" will be assigned for that exam, quiz, etc.

Please silence all cellphones and electronic devices prior to entering the classroom. Texting, checking emails, chat room discussions, playing electronic games, blogging, and social media communications is strictly prohibited while class is in session.

Cell Phones

Students are not permitted to conduct phone/text conversations during class time. Students are not permitted to have cell phones ring during class time. Cell phones must be turned off or in silent mode during class. If you are expecting an emergency phone call that may disrupt class, please determine whether or not your presence in class at this time is appropriate.

Computers

Students are not permitted to use any form of smart phone, tablet, touchpad, netbook, or notebook computer without the explicit permission of the instructor. If permission to use computer technology is given, it will be according to use specific to the class material only (In class computer use does not include internet surfing, social networking, playing games etc.).

Students with Special Needs Policy

The Department of Social work accommodates students with disabilities, pursuant to federal and state law. Any student with a disability needing accommodation is asked to notify the professor at the beginning of the course. The Office of Disability Support Services (DSS) is a resource for students needing accommodations and faculty needing assistance with accommodating a student's special needs. Students with disabilities are encouraged to contact DSS for information and individualized accommodations at (256) 782-8380. Disability Resources can be found at http://www.jsu.edu/studentsuccess/disabilities/index.html.

Title IX and Clery Policy

Sexual, gender, or any other type of harassment is not tolerated at JSU. JSU complies with federal law to provide appropriate and timely assistance to any student who has experienced or is experiencing any type of discriminatory or sexually harassing actions by any other student, faculty or staff, or any other persons on campus for any reason (such as various typical providers of services to the university that are not housed on campus or employed by JSU). This policy is detailed at the following website:

, also found on the JSU Home Page, bottom right corner, labeled Title IX & Clery.

In addition to this extensive policy outlining response to any type of student harassment and/or discriminatory or hostile act, various sites on campus are designated "Safe Zones" where students may speak with faculty and/or staff regarding questions about or reporting an actual hostile act. These sites are indicated by a round green sticker labeled *Safe Zone* + located on office walls, doors, windows, or bulletin boards.

Military Connected Student Statement

The Office of Veteran Services serves all active duty, guard, reserve, veteran, and dependent students at JSU. If you have any questions about Veteran Services please contact (256) 782-8838, veterans@jsu.edu, or at the physical location in the basement of Daugette Hall. If you are a student currently serving in the military (Active Duty, Guard, or Reserves) with the potential of being called to military service or training during the course of the semester, you are encouraged to contact your course instructor no later than the first week of class to discuss the class attendance policy. The instructor may make accommodations for this absence or suggest that you take the course at another time.

PRIVACY POLICY

Jacksonville State University protects the privacy of all students, including online and distance learning students, through adherence to the Family Educational Rights and Privacy Act of 1974 (FERPA) through compliance with other institutional policies and procedures governing the management and security of protected information of faculty, staff, and students, and by outlining the expectations of privacy for the university community as regards to electronic information. JSU Student Privacy Policy

NASW CODE OF ETHICS

It is the expectation of the faculty of the Department of Social Work that students adhere to the standards of the National Association of Social Workers Code of Ethics. NASW Code of Ethics

disclaimer – No binding obligation
This syllabus is designed to guide our learning in this course, but it is subject to change based upon factors such as realizing course goals and objectives, student progress, etc. Changes are effective, if and when made at any time during the semester, with oral notice to those in attendance. Such changes will be updated and posted in Canvas.

SUGGESTED READINGS
SW 449/450

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APPENDIX D (Safety Information)

SAFETY INFORMATION

De-Escalation Techniques for Social Work Students

- Appear calm, centered, & self-assured using a low monotonous tone of voice.

- Do not become defensive.

- Be respectful when setting limits or calling for help.

- Do not turn your back on the person. Keep eye contact level but do not stare. Allow physical space between you & client. Keep your hands out of your pockets.

- Do not get loud or try to speak over a screaming person. Speak when they take a breath or pause.

- Empathize with the feelings, but not with the behavior. Do not argue or try to convince.

- Trust your instincts. If it is not working, STOP! Tell the person to leave, call for help, or leave yourself.

Social Work Office Safety Guidelines

- Become familiar with agency safety & security practices, procedures, protocols, and policies. Learn your agency's procedures for dealing with violent situations.

- Arrange office to allow for quick exit and prevent entrapment.

- Do not have an excessive amount of items on your desk such as vases, paperweights, staplers, scissors, pens, letter openers. These items can become possible weapons.

- Create a pleasant office environment.

- Know how to activate alarm systems and other security devices. Know who you should contact when you need emergency help.

- Interview rooms should have two exits and be in view.

- Never work in the office alone.

- When entering and leaving your agency, scan the environment for suspicious circumstances. When leaving the building, consider walking out with other staff.

- Consult with your Field Instructor and other staff regarding what measures they take to ensure personal safety.

- Be familiar with emergency exit procedures. (fire, power outage, natural disaster)

- Secure purses out of sight.

- Inform your Field Instructor of any safety concerns you may have regarding assignments or working with certain clients.

- Trust your instincts. Do not take risks that will jeopardize your personal safety.

- Be aware that clothing accessories can be used in harmful ways; these include necklaces, dangling earrings, scarves, and neckties.

Students' Guide to Home Visits

- Before you leave the office, make sure your Field Instructor/Staff know where you are going, what time you expect to return, your cell phone number, and the name of your client, their address, and phone number.

- Before your visit, make sure the vehicle is in good working order, the gas tank is full, keep the doors locked, and wear your seat belt. Lock all valuables in the trunk leaving nothing in view inside the car. Park in a place which will allow for quick escape.

- Before you go: know your client (you may want to use the "buddy system"); know how to get there; know the community. Schedule visits early in the day. Once at the location, make a visual assessment from the street to the yard to the front door.

- Be respectful. Remember that you are a guest. The client may perceive your visit as intrusive and threatening.

- Dress appropriately; leave jewelry, credit cards, and your check book at the office. Carry only a necessary amount of money with you. Walk confidently, be alert and aware of your environment.

- Always identify yourself and do not enter the dwelling until you are invited in. Choose a seat that is close to a door. Visually scan the room and note who else may be in the house. Do not conduct the interview in the kitchen.

- Know when to terminate the visit. If you believe your client or others in the home are under the influence of alcohol, drugs, or engaging in illegal behavior, leave immediately.

- Avoid arguments. Try to deescalate emotionally charged conversations. Remember, if your "gut feelings" tell you that things are getting out of control, leave immediately.

- Posted signs. Beware of Dog or No Trespassing. Alert client to your visit and ask the client to secure the dog and inform others that you are allowed to visit.

Community Safety

- Know your community. Consult with your Field Instructor, staff or from those who work or live there.

- Limit number of items in your possession

- Fit in. Don't stand out as different.

- Be confident. Walk with a purpose. Try not to appear fearful.

- Pay attention to your surroundings.

- Carry a cell phone.

- Know where you are going. Get a map. If lost, ask for directions at a convenience store or a gas station.

- Ensure car is in working order, has enough gas, lock it, leave no items in view, park it close to where you are going, and in a position for a quick exit.