

SHEPHERD UNIVERSITY SOCIAL WORK PROGRAM FIELD EDUCATION HANDBOOK

Faculty:

Cynthia Burton, MSSW, LCSW-C, Director of Field Education

Craig Cline, MSW, PhD, BSW Program Director

Pippa McCullough, MSW, LCSW-C, Asst. Professor & Field Liaison

Karen Green, MSSW, LCSW-C, (Associate Professor Emerita, consulting faculty)

Revised August 2025

Table of Contents

INTRODUCTION.....	2
THE SOCIAL WORK PROGRAM.....	2
THE FIELD EDUCATION PROGRAM	3
THE AGENCY	3
THE FIELD INSTRUCTORS	4
THE UNIVERSITY	6
THE STUDENT	7
ADMISSION TO SOCIAL WORK PROGRAM	7
ADMISSION TO THE FIELD EDUCATION PROGRAM	7
APPLICATION PROCESS	8
PROGRESSION THROUGH THE PROGRAM.....	9
FIELD EDUCATION SEMINARS.....	9
EVALUATIONS	9
ACADEMIC PERFORMANCE STANDARDS	10
TERMINATION POLICIES AND PROTOCOL	12
GRADES.....	13
FIELD PLACEMENTS AND STUDENT EMPLOYMENT	13
NO ACADEMIC CREDIT FOR PREVIOUS EXPERIENCE	14
FINANCES & TRAVEL	14
ATTENDANCE AND HOURS.....	14
PROFESSIONAL COMMUNICATION.....	15
SOCIAL WORK FIELD EDUCATION PROGRAM LEARNING OUTCOMES	16
FIELD EDUCATION APPLICATION.....	20
GUIDELINES FOR FIELD PORTFOLIO.....	22
FIELD EDUCATION PLACEMENT AGREEMENT	23
FIELD EDUCATION SITES.....	25
SAFETY PLAN.....	27
FIELD SUPERVISION QUESTIONNAIRE.....	31
FIELD PLACEMENT EXIT INTERVIEW	36

INTRODUCTION

The purpose of the following information is to provide students and agency personnel with a basic understanding of the core competencies, objectives, learning experiences, general procedures, and activities in the Shepherd University Social Work Field Education Program.

THE SOCIAL WORK PROGRAM

In 1970, Shepherd University (then College) initiated a four-year undergraduate Social Work Program designed to train beginning level social work practitioners to perform two basic tasks: (1) to help clients deal effectively with existing or potential problems, tasks, or needs that they identify in their interaction with the world around them, and (2) to contribute to the development of the knowledge base, and policies and practices in the agency, local community and community-at-large which influence the quality of life and service to clients. The current mission of the Program is: to prepare competent beginning level professional practitioners who possess the knowledge, skills, values, and ethics necessary to intervene effectively on behalf of diverse clients on all practice levels. Through practitioner preparation, the Program enhances the practice community's ability to both facilitate the social functioning of clients and advance social change. The Social Work Program envisions graduates as regional leaders whose efforts improve the social service delivery system and work toward social and economic justice. Our mission is consistent with the Shepherd University mission and the Council on Social Work Education Educational Policy and Accreditation Standards (2022). [Educational Policy (EP) indicates the standards of the Council on Social Work Education].

Major Program Goals:

At the completion of the Program, students are prepared to:

1. Practice beginning-level evidence-based generalist social work with individuals, families, other groups, organizations, and communities through the use of professional knowledge, skills, principles, values and ethics, as well as cognitive and affective processes.
2. Utilize policy to inform and transform interventions targeting human rights and social and economic justice, particularly with oppressed and vulnerable populations. Integrate knowledge of human behavior and the social environment to view diversity and difference as strengths and resources and effectively use these to respond to the changing context of practice settings.
3. Integrate knowledge of human behavior and the social environment to view diversity and difference as strengths and resources and effectively use these to respond to the impact of context on professional practice.
4. Identify as a social worker whose professional judgment is informed by critical thinking and self-awareness and communicated through professional use of self.

The curriculum has been designed to provide for a broad educational base in the humanities, the biological sciences, with social and behavioral sciences, and communication, together with a core of social work courses which include social welfare policy and services, human development and behavior, research, practice skills and intervention methods. A minimum of 120 semester hours is necessary for graduation with core curriculum requirements, social work courses and related courses, and University-wide electives.

The first graduating class was in May of 1974. There was one graduate in December of 1973. The Social Work Program has been accredited by the Council on Social Work Education since 1976. As required by CSWE

Accreditation Standards, academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum. The faculty's intent is to continually improve the basic design and content of the program and welcomes input from students, graduates, advisory board members, field faculty, and other area agency personnel for making the Field Education Practicum and the Social Work Program as a whole more effective.

THE FIELD EDUCATION PROGRAM

An integral part of the students' total educational experience is the field work practicum which occurs during the senior year. The Council on Social Work Education describes field education as the "signature pedagogy" of social work education; it is viewed by the faculty as the culmination of the classroom academic content in which the student will be expected to apply and integrate academic content and to develop and utilize skills requisite for social work practice. Students, and faculty in the classroom and the field, acknowledge the field program as "the heart of social work education."

The field practicum aims to increase the student's capacity to assess and to implement action toward meeting the needs of clients within their social environments in ways that can restore or enhance functioning and promote growth. With the help of the agency field instructor, the student is enabled to sharpen her/his awareness of the helping process and role as a beginning level practitioner. Thus, the agency will be expected to provide the student with an intensive practice experience involving active participation in the day-to-day operations of the agency in meeting human welfare needs. It is anticipated that the student will not be viewed as an "observer," but as a person with basic training who has something to contribute through functioning as a part of the agency.

The student is assigned to one of the numerous social service agencies in the surrounding areas of Maryland, Virginia, and West Virginia and the metropolitan region. Social Work students must complete 600 clock hours of social work practice in the agency to which they are assigned. The student must satisfactorily complete two semesters of field practice, each consisting of 300 clock hours of practice, resulting in 12 hours of credit across two semesters in the field. The student must also take a Field Education Seminar for each semester they are in the field. These two-hour weekly seminars (2 credits each) integrate the field and classroom content and the student is awarded a total of 4 credits over the course of the academic year. Thus, field related credits total 16 combined credits.

THE AGENCY

There is a wide range of agencies used as field placements. Field placement agencies are selected, in as far as feasible, according to the following criteria: opportunities available to familiarize the student with a variety of intervention modes; the evidence of acceptance by personnel of the need for professional education for professional practice; instruction of the student in accordance with the ethics and values of the profession, and the acceptance by the agency of the educational objectives of the program. The agency agrees to provide a genuine learning experience, which includes direct involvement in delivery of the agency's services, as well as opportunities to participate in and observe agency operations at all levels of administration. Agencies are also asked to provide the student with opportunities and responsibilities, which will bring the student into contact with area agencies and other human services professionals. In order to identify those learning experiences and responsibilities expected of each party, agencies are asked to enter into an affiliation agreement with the University. It is acknowledged that agencies may have additional contractual forms required by their administrative structure.

Field education sites are selected in one of two ways: an agency may express a willingness to affiliate

with the Field Education Program or be invited to do so at the initiation of the Director of Field Education. Candidates for the field may bring a placement opportunity to the attention of the Director, based on their particular practice interests or geographical location. In any case, the agency is asked to complete a profile. The Director of Field Education will then assess how the agency would utilize a student and the appropriateness of learning opportunities for generalist practice - if the agency is an appropriate site, students can be referred for possible placement; if changes are necessary to meet requirements, the Director discusses these with the agency representative to determine if they are possible so that placements can proceed. The program will notify the field instructor when a student wishes to be interviewed for a placement at an agency and will provide the agency with all necessary information regarding the student to be interviewed. The student will then contact the agency to arrange an interview appointment and will provide the field instructor with a portfolio of his/her academic and work experience. At no time in the process is it required that agencies take students they do not deem compatible with agency or client needs, nor is any student required to take a placement which they oppose for valid reasons. However, with the agency's participation and advice, the Program bears final responsibility for placement, evaluation and/or termination.

The specific criteria used in the selection of field placement agencies are:

- (1) Social work must be the principal function of the agency or be recognized as an ancillary service (e.g., a hospital).
- (2) In keeping with the program's aim of educating the generalist, a balance is sought among the agencies in terms of practice setting and the opportunities available in each setting for social work practice.
- (3) Structured learning opportunities must provide for (but are not limited to) (a) direct service with client systems of various sizes and types, (b) opportunities to use agency and area resources, (c) contact with community services and other human service professionals.
- (4) The majority of the student's time must be directly with the client system (i.e. individual, family, group, community). However, contacts with systems must not necessarily all be problem centered (i.e. contacts with individuals may be for data collection or for planning change). The individuals may not necessarily be part of the client system; they could be in the target or action system. Settings in which students would be primarily involved in tutoring, receptionist work, or other activities involving client contact, but not social work practice, are not used.
- (5) There must be evidence of acceptance by agency personnel of the need for professional education for professional practice and recognition of the value of social work services that can be offered by beginning level, generalist practitioners. This might include using the social work title, requiring licensure for social workers, providing social work supervision for staff, etc.
- (6) Students must have sufficient physical resources to engage in learning activities, such as an office or desk space, access to private space for work with clients, phone, computer, and other appropriate technology, which is available when the student is at the agency, is comparable to that of other staff, and is sufficient to the needs of the learning situation.
- (7) Students must have opportunities to meet and interact with other staff members (i.e. attending staff meetings, observing administrative sessions, participating in staff training sessions and consultation sessions), and must be designated to staff and clients as social work interns.
- (8) Agencies are expected to allow sufficient time and supports to field instructors in order that they may instruct and supervise the student's work and participate in the necessary field instructors' work and learning activities.

THE FIELD INSTRUCTORS

In keeping with the above criteria, it is expected that the agency will designate, with the concurrence of

the Director, a qualified field instructor with a BSW or MSW degree from a CSWE-accredited program. The instructor should be a competent, resourceful, and creative person who is interested in education and teaching. The instructor must have substantial social work experience (a minimum of 2 years) and be thoroughly knowledgeable about the community and its services. After a field instructor has been designated, the Director of Field Education will provide orientation.

The field instructor will arrange for the student's orientation to the agency. The instructor should also familiarize the student with the agency's policies and practices; this should include agency documentation requirements as well as any additional requirements deemed necessary to assess student learning and progress. Instructors are encouraged to suggest helpful reading material to students. It is suggested that the instructor arrange for the student to visit other agencies and to participate in community events relevant to the student's learning.

While students have had extensive classroom learning experience, most have limited experience actually working in a practice setting, and it is expected that the field instructor will be available to students on an emergency basis, as well as for regularly scheduled supervisory conferences, to help the student with any concerns or questions. Instructors are asked to keep track of and include the number of supervisory sessions they have had in their evaluations of the student. The designated field instructor retains primary responsibility for supervision and evaluation of the student's field performance. Should the designated instructor be unable to continue acceptance of this responsibility, the faculty Director of Field Education should be notified so that other arrangements can be considered.

The specific criteria to be used in the designation of Field Instructors are:

- (1) A minimum of two years of social work experience.
- (2) Familiarity with a variety of intervention methods and practice settings.
- (3) A thorough knowledge of the community and its services.
- (4) Commitment to the principles and purposes of social work education.
- (5) Graduation from a CSWE-accredited school of social work or program (BSW and /or MSW).
- (6) Supervisory experience or evidence of readiness to supervise.
- (7) Sufficiency of time to plan, supervise, and evaluate the student's learning and progress.
- (8) Demonstration of willingness to work with the Social Work Program Faculty in achieving the goals and learning expectations set forth in this manual, and to complete such learning activities and other actions as are necessary to achieve same.

The responsibilities of the field instructor are:

- (1) To understand the core competencies, major learning areas, conceptual areas, and practice behaviors, which are designed to provide an appropriate field experience.
- (2) To plan and provide for structured learning experiences and opportunities that will meet the competencies.
- (3) To plan and coordinate an orientation for new students placed in the agency.
- (4) To require or recommend reading material for the student which would help the student to expand her/his knowledge and increase effectiveness as a social worker.
- (5) To familiarize other staff members with the purpose and objectives of the student field placement.
- (6) To review and initial the student's seminar case presentations and process recordings to indicate that the information contained therein is appropriate, complete, current, and preserves

client confidentiality. Initialing does not necessarily imply that the instructor is in agreement with the student's assessment or other elements of the assignment.

(7) To assist the student in developing appropriate and competent professional oral and written communication skills.

(8) To notify the faculty liaison of any problems regarding a student's placement which seem to require the liaison's intervention.

(9) To provide the Director of Field Education with proposed student tasks, expectations, and arrangements for resources for the students.

(10) To conduct at least one supervisory conference each week with the student, and to provide or make arrangements for additional supervision as needed.

(11) To be available for emergency situations and provide for qualified "back-up" staff when designated instructor is unavailable.

(12) To complete and submit to the liaison each semester, a mid-term and final evaluation of the student's performance in the agency, review the evaluations with the student, and recommend a grade. Although final responsibility for assigning grades rest with the faculty course instructor, only under special circumstances would a faculty member change an instructor's recommended grade.

(13) To participate in Field Instructors' learning activities to become better acquainted with the Social Work Program.

(14) To make recommendations for changes and improvements in the Field Education program and/or in academic content of the Social Work Program which will improve efforts to educate effective beginning level social workers.

THE UNIVERSITY

Orientation and Training

The Social Work Program faculty is responsible for the educational direction of the Field Education Program, and works together with field education sites to identify or develop field learning opportunities which meet the Program's educational objectives. The Director of Field Education will notify the Field Instructor when placement of a student is being considered, and assumes responsibility for finalizing the contractual agreement between the University and the agency.

Each academic year, prior to the students beginning placements, the Director of Field Education will provide orientation and training for field instructors. These learning activities may vary in format, and may include in-person gatherings, and/or virtual activities which will include a review of the placements' educational objectives, briefing on standards and methods of evaluation, and discussion of challenges and opportunities in specific learning settings. Field Instructors will be provided with all Social Work field course syllabi, information about course sequencing, a Field Education Handbook, CSWE EPAS, the academic calendar, and other pertinent information.

The Director of Field Education and liaisons will consult regularly with the agency instructor regarding the educational contract and the student's adjustment and progress. Liaisons will make an on-site or virtual visit once each semester, or more often when needed and feasible. If any problems or questions arise, the Director of Field Education and liaisons are available for consultation, and it is hoped that instructors and students will not hesitate to contact them.

The Director and/or liaisons will conduct weekly, on-campus seminars for all students in field placements.

THE STUDENT

Field education is the part of the curriculum that provides the student with actual experiences and observation that can be integrated with classroom learning. Consistent with the Program Goals outlined above, the primary purpose of field education, as the signature pedagogy, is to enable students to build on the prerequisite knowledge, values, and skills, by providing them with opportunities to:

1. Practice beginning-level evidence-based generalist social work with individuals, families, other groups, organizations, and communities through the use of professional knowledge, skills, principles, values, ethics, and cognitive and affective processes.
2. Practice utilizing policy to inform and transform interventions targeting human rights and social and economic justice, particularly with oppressed and vulnerable populations.
3. Integrate knowledge of human behavior and the social environment to view diversity and difference as strengths and resources and effectively use these to respond to the changing context of practice settings.
4. Identify as a social worker whose professional judgment is informed by critical thinking and self-awareness and communicated through professional use of self.

ADMISSION TO SOCIAL WORK PROGRAM

Students may declare a major in social work as early as their first semester. However, in order to be formally accepted into the program, students must first complete SOWK 201 Introduction to Social Work and SOWK 300 Community Service Learning (or transfer approved equivalent coursework), with a grade of C or above and at least 24 hours of University Core courses with an overall grade point average of 2.5 or above. At that time, a student may complete an application and faculty interview for admission to the program. Students who do not comply with these requirements will not be admitted to the social work program.

ADMISSION TO THE FIELD EDUCATION PROGRAM

Upon completion of most University Core Curriculum requirements and the requisite courses for the Comprehensive major, a student must apply for an agency-based field experience of 600 hours, to be completed over two semesters in the senior year. To be eligible for field work, the student must hold senior status and have satisfactorily completed all required Social Work courses (except Social Work Capstone (SOWK 404), Methods III (SOWK 313), and Social Work Research Methods (SOWK 423), which are taken concurrently with field education). In addition to the necessary academic qualifications, only those students who, in the joint professional estimation of the Social Work Faculty, appear to possess the professional attributes consistent with that necessary for social workers in training, will be assigned to a field placement. Further, only those students demonstrating adherence to the professional code of conduct and who accept the value and philosophical bases underlying social work practice will be assigned to an agency placement. The purpose of these restrictions is, in so far as possible, to aid the student in their personal and professional development and to insure the highest standards of service to the public.

APPLICATION PROCESS

All students are required to complete a Field Work Application during the Orientation to Field Practicum course (SOWK 325), in Spring semester of the Junior year. Students are also required to prepare a portfolio to include academic and work experience. After academic eligibility for Field Work has been determined, students are interviewed by a faculty member to assess their general readiness to engage in field education. If readiness is determined, students will be assigned to agencies at which they will interview. If a student is considered not to be ready for placement, the faculty will discuss with the student those steps which could be taken to become ready for placement at a later time. Students interviewing at agencies should take advantage of all opportunities to ask questions regarding the learning and practice experience offered through the agency, as well as to discuss their own and the instructor's expectations. Upon completion of all interviews, the student will submit, to the Director of Field Education, the names of the agencies in the order in which they prefer placement. This list of preferences should be accompanied by a written rationale and description of the student's interview experience. Agencies will also submit a list of students interviewed in order of preference for placement. In so far as possible, the student's preferences will be respected; however, the Director retains final control and responsibility for placements so that the optimum learning experiences can be obtained. Students do have the power of veto and will not be placed in an agency setting to which they have strong and enduring objections. This circumstance may require additional agency interviews. If, after two rounds of interviews, students are not accepted by an agency, they may be terminated from the major. Students are ultimately responsible for obtaining the necessary application and information from the Field Education Director, and for complying with requirements by the dates specified.

After receiving notification of their placement, it will be the student's responsibility to contact the agency and set up an appointment with the Field Instructor to discuss details of the placement. Hours toward the 600 minimum may not include time spent on lunch or other breaks. Students completing the Field Education courses will be expected to be present approximately 20 hours weekly in the agency over two semesters. Students cannot complete more than 340 hours during the first semester. Distribution of the hours should be worked out between the student and the agency instructor. The bulk of these hours are generally completed on Mondays, Wednesdays, and Fridays, with major classes scheduled on Tuesdays and Thursdays. The faculty field liaison should be provided with the student's schedule of fieldwork and classes. Every effort should be made to make the hours as continuous as possible and segmentation should be avoided. While performing fieldwork, students are considered part of the agency staff and must observe and abide by agency policy, as well as the NASW code of ethics and general standards of professional conduct.

Students will be advised of the contractual arrangements made with their specific agency, and students must develop a learning agreement with their field instructor concerning the placement expectations, roles, assignments, and rights. Students are expected to be familiar with the contents of this manual and to give particular attention to the requirements and objectives described therein which pertain to students.

Students encountering any difficulty in their field placements should consider the Field Instructor as their main resource person. At the same time, the student should feel free to consult the liaison, Director, and other faculty with any concerns or questions. Students are urged to fully utilize their Field Instructor and other professional staff in advancing their personal and professional development. Student concerns about harassment or discrimination, should be brought to the student's liaison, Director of Field Education, or Social Work Program Director.

PROGRESSION THROUGH THE PROGRAM

In order to maintain good standing in the Program, a student must maintain the following criteria: (1) Have a “C” or better in all Methods (SOWK 311, 312, 313), Field Experience (SOWK 407, 408, 411, 412), Social Work Capstone (SOWK 404), and Field Seminar (SOWK 409, 410) courses; these courses may not be repeated more than once; (2) Maintain a minimum 2.5 cumulative grade point average; (3) In order to fulfill community-based field education requirements, students must comply with agency screening criteria and arrange for reliable transportation.

FIELD EDUCATION SEMINARS

Weekly seminars will be conducted for all students enrolled in the Field Education Program. The purposes of the seminars are to aid the students in meeting the objectives of the Field Education Program and to apply, in an integrated manner, the theoretical concepts and principles learned in the classroom to the actual practice of social work. The weekly seminars provide opportunity for such things as: sharing information from the students' various agency placements, group problem-solving and decision-making, group co-facilitation, peer support, and peer and group consultation. Attendance at and participation in all field seminars is required of each student. In the event that a student is not able to attend the seminar for a serious and sufficient reason, they should make an appointment to meet with their seminar instructor (liaison) that same week.

Each student will be required to make a case presentation in the second semester; this presentation will also include a detailed process recording. A course syllabus will be provided to each student and case presentation requirements will be detailed and discussed at the first seminar. **NOTE:** Each student is responsible for discussing their case presentation material with their Field Instructor prior to submission and before the seminar presentation. The student is also responsible for obtaining the Field Instructor's signature on the case presentation prior to the seminar presentation. This is to be secured a week in advance of the presentation. Field instructors should be given ample time to review the material with consideration allowed for their demanding schedules. No student presentation will be made without the Field Instructor's permission. (This may be done electronically). However, the instructor's permission/signature in no way relieves the student of any responsibility for material presented.

EVALUATIONS

Written evaluations of the student's progress and performance are due at mid-semester and at the end of each semester. The evaluation will be completed by assessing the student's progress towards meeting the competencies, as identified by the learning activities developed in their learning agreement. The evaluations should be discussed with the student, signed by the field instructor and student, and then sent to the liaison. The instructor is asked to recommend a grade on the evaluation, but final responsibility for assigning a grade rests with the course instructor.

Students should take care in familiarizing themselves with the major objectives of the Social Work Field Education Program and, in particular, with core competencies and expected behaviors, which are the basis for determining the satisfactory completion of the Field Education experience.

ACADEMIC PERFORMANCE STANDARDS

Scholastic Standard: Includes overall GPA, GPA in required social work courses, and course grades.

Essential Student Behavior:

- Achieve/ maintain an overall GPA of 2.5.
- Earn a C or better in all Methods and field experience courses including seminars as well as the Social Work Capstone course. These courses may not be repeated more than once.

Professional Values and Ethics Standard: Students demonstrate adherence to ethical, legal, and professional directives and expectations.

Essential Student Behavior:

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW *Code of Ethics*, as well as with established laws, policies, and professional standards of care.
- Adheres to ethical expectations and obligations in working with diverse populations, validating the dignity and worth of all people.
- Demonstrates professional and academic integrity in meeting the competencies of the social work program and in fulfilling all program requirements. Students are expected to remain aware of and abide by Social Work Program and Shepherd University Academic and Student Conduct Policies detailed in the University catalog, University Student Handbook and the Social Work Student Handbook.
- Respects the rights of others and upholds the ethical standards of privacy and confidentiality at all times.

Self-Awareness Standard: Students demonstrate self-awareness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting client systems, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance difficulties and unprofessional behavior.

Essential Student Behavior:

- Engages in self-reflection and awareness of self and their impact on interpersonal and professional relationships.
- Examines and assesses the relationship between their personal values and their fit with expected professional behavior, as well as growing toward professionalism by responsibly reconciling differences, as required by the NASW *Code of Ethics*.
- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with client systems, peers, supervisors, faculty, and other relevant parties.
- Advocates for self in a responsible manner.
- Shows a willingness to receive and accept feedback and/or supervision, and to use the feedback to enhance their professional development.
- Demonstrates a realistic and accurate self-awareness their own strengths, limitations, values, and performance and takes an active role in the learning process.

Interpersonal Relationship Skills Standard: Interactions with peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional roles and appropriate boundaries.

Essential Student Behavior:

- Relates interpersonally in a manner that is respectful, affirming of human rights, collaborative, valuing of diversity, and characterized by maturity.
- Demonstrates interpersonal skills that would indicate an ability to form and sustain effective helping relationships.
- Maintains appropriate boundaries in all relevant relationships and arenas.
- Demonstrates appropriate use of self in professional roles and responsibilities and uses proper channels for conflict resolution.

Responsibility and Professional Readiness Standard: Responsibility and professional readiness are demonstrated over the course of the program of study through self-directed and accountable behavior, and adherence to professional, program, and university codes of conduct.

Essential Student Behavior:

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Demonstrates responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
- Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.
- Refrains from illegal substance use and demonstrates behavior that is consistent with the Shepherd University Alcohol and Drug policies as outlined in the Student Handbook.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective workload management strategies in completing all professional and academic responsibilities and activities.
- Responds in a timely and appropriate manner to communication from faculty, supervisors, field education personnel, team members, and client systems.

Critical Thinking and Decision-Making Abilities Standard: Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence.

Essential Student Behavior:

- Demonstrates ability to gather, assess, analyze information to reach well-reasoned conclusions and/or resolutions; to think open-mindedly about alternative viewpoints, recognizing underlying assumptions, implications, and practical consequences of various perspectives.
- Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with client systems.
- Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

Communication Skills Standard: All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

Essential Student Behavior:

- Speaks with dignity, respect, and cultural sensitivity to peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
- Shows skill in building rapport and engagement, applying principles of sound communication.
- Demonstrates empathic and attending skills in interactions.
- Prepares written products that reflect competence in the conventions of written English in clarity, accuracy, completeness, as well as evidence of correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.
- Follows agency guidelines for documentation.

TERMINATION POLICIES AND PROTOCOL

Early Termination

A request for early termination of a placement may be initiated for valid reasons by the Agency, the Program, or the Student. Some possible reasons for early termination of the placement include, but are not limited to:

- Lack of fit between the educational needs of the student and the learning opportunities provided by the agency.
- Inability of the student to adapt to the practice context of the agency and/or community.
- Chronic absence and/or lack of punctuality.
- Failure of the student to notify the field instructor of a planned or unplanned absence.
- Unethical behavior related to boundary issues, confidentiality, respect for the self-determination of the client, and other serious breaches of the Code of Ethics.
- Lack of compliance with completion of assigned tasks, including paperwork, in a timely manner.

Prior to actual termination for any reason, negotiations involving the Student, the Program, and the Agency will be held. The protocol for early termination is outlined below.

- 1) Desire for early termination is expressed by any one of the three parties.
- 2) The field liaison discusses identified issues and concerns with the initiating party.
- 3) A conference is held among all parties to clarify the reasons for termination and explore alternatives.
- 4) The Field Education Director provides mediation if required.

- 5) Termination is accomplished as soon as feasible, allowing time for closure, attention to continuity of service, and administrative arrangements.
- 6) This process does not preclude replacement of the student in another agency after a round of interviews.
- 7) Termination at a particular agency cannot be appealed since the Program does not exercise authority over outside agencies.
- 8) Termination from the Program will result if the student is not accepted by a second placement agency following a round of interviews.
- 9) In the event that the student is not viewed as a candidate for another field placement, the student will be assisted in pursuing another major or the RBA degree offered by the University.
- 10) Any appeal of this decision would be handled by a committee composed of representatives from the faculty and the board of advisors.
- 11) An appeal must be submitted in writing within two weeks to the Field Education Director who will forward the petition to the Program Director.
- 12) The Program Director will convene the committee that makes a response within one month.

Termination at Completion of Field Placement

Eventually, planned termination is a part of the successful completion of every placement upon the completion of the requisite hours at the end of the second semester. Termination generally occurs no earlier than the 13th week of Spring classes and no later than the last day of final exams. This should be done in a timely manner and the student is expected to give notification of their termination date, in writing, two weeks in advance of their final day at the agency. A formal letter of termination should be submitted to the field instructor and copied to the Field Education Director and field liaison. Precipitous terminations are a threat to continuity of service and do not exemplify professional behavior in keeping with the principles of “best practice”.

GRADES

Grades are always a subjective matter, especially in fieldwork courses. Agency instructors will evaluate student performance twice during the semester. The Agency Instructor will recommend a grade for the student on both the mid-term and the final evaluation. The evaluations will be based on how well the student has mastered and performed the core competencies and educational outcomes demonstrated in the expected practice behaviors in the learning agreement. In light of this, students should become completely familiar with these and refer to them throughout the semester.

Once the field instructor has completed the evaluation, it will be discussed with and signed by the student before being submitted to the field liaison. The University faculty has final responsibility for assigning grades, but only under special circumstances would the University faculty change an agency instructor's recommended grade.

FIELD PLACEMENTS AND STUDENT EMPLOYMENT

Placement in a student's employment setting may be considered on a case-by-case basis, based on general site eligibility and in accordance with the following requirements:

- For field placements in an organization in which the student is employed, student field assignments and employment tasks may be the same and counted toward field hours as long as the tasks have clear linkages to the nine social work competencies and their concomitant behaviors as well as any competencies added by the program. Learning activities, whether paid or unpaid, will be identified on the student's learning agreement.

- *Where possible and appropriate*, supervision of employment tasks/responsibilities will be separate from field education activities (this may not always be possible/appropriate).
- Students will have sufficient time for learning activities; employment will facilitate, rather than interfere with or impede, student progress towards mastery of the core competencies, as defined in the learning agreement. Although there is no requirement that time spent on learning activities be paid, students should have adequate time to complete all field-based learning activities during normally scheduled field placement hours (generally, Mondays, Wednesdays, and Fridays), so as not to interfere with classroom days (generally, Tuesdays and Thursdays).
- If any conflict of interest should arise between the student's role as learner and employee, all parties will work together to attempt to resolve or minimize the conflict and preserve the student's field education experience.
- Reduction in or termination of employment will not result in automatic termination of the student's field placement; termination of field placement will not result in automatic reduction in or termination of employment. For purposes of continuation and evaluation, the roles of intern and employee will be considered separately.
- All parties recognize and acknowledge that there are benefits and risks to an employment-based placement, due to the nature of the dual relationship it creates. Although the Shepherd Field Education program faculty will work to maximize benefit and minimize risk, we can never eliminate the possibility that the field experience will be negatively impacted by the student's simultaneous employment at the organization, or vice versa.

NO ACADEMIC CREDIT FOR PREVIOUS EXPERIENCE

Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum or of the courses in the professional foundation areas. In addition, only those students who are candidates for the baccalaureate degree in Social Work are admitted to the field practicum and methods courses. (This policy is also articulated in the *Student Handbook*.)

FINANCES & TRAVEL

The Agency is not expected to provide the student with any monetary remuneration for the work done because this is part of the student's educational program and course credit is granted. However, if the Agency requires the student to use her/his own private vehicle doing Agency tasks, the expectation is that the student would be reimbursed whenever possible. This would also hold true for any other expenditures the student would have to make of her/his own finances on behalf of the Agency, or clients. In some rare cases, paid internships may be available through the agency. In this event, there must be a clear understanding that no work or duties outside the parameters of the internship will be expected.

Agencies may NOT require student interns to transport clients in their personal vehicles, and the Program strongly discourages students from doing so. Students who choose to transport clients in their personal vehicles are responsible for understanding the implications of liability under their personal vehicle insurance policy, assume responsibility for any liability, and are responsible for complying with relevant agency policies and professional ethical standards.

The Shepherd University Social Work Program is unable to provide payment for field instruction.

ATTENDANCE AND HOURS

While working in an Agency, the student will be directly involved with people in need. People will come

to depend upon and rely on the student. The student's presence in the Agency during the designated hours is essential. Failure to show up for fieldwork, without reasonable and sufficient notice in a timely manner, is grounds for dismissal from the field. If the student is unable to be present and on time for fieldwork, they must notify the Agency Instructor as soon as possible and ensure that cases and appointments are covered.

Students are expected to begin fieldwork in the Agency the first week of the semester and continue through the week before final exams. University holidays and Agency holidays will occasionally interfere with the student's Agency time, but the student is expected to be present each week of the semester and when holidays interfere, this time must be made up. Fieldwork during University breaks may be arranged between student and field instructor, as necessary for student learning needs. In the case of inclement weather, students should consult with their field instructor about whether or not to report to field. In general, students are expected to report to field if their agency is open, and even if the University cancels classes. In any case, students should use their own judgment about whether or not it is safe to travel to field, and should communicate with their field instructor about such. Hours missed because of weather must be made up.

Evaluation includes reporting the total number of hours worked by the student and if this falls short of the required hours, the student's credit for fieldwork will be withheld until this requirement is met. Students are required to maintain a daily log of hours to be submitted to their liaison throughout each semester. Hours should total approximately 20 hours per week and no more than 24 hours per week (see Daily Time Log). In addition, students may be required to comply with the agency's format for maintaining time records. In both instances, students are on their honor. While 600 hours is the minimum requirement, students may have an opportunity to complete additional hours, though this should not be an excessive amount.

PROFESSIONAL COMMUNICATION

Students should use agency email and telephones to communicate with clients and for other placement-related communication. Personal cell phones, while essential for safety and emergency use, should generally not be used to conduct fieldwork, and personal contact info should not be shared (other than with the field instructor); students are not in a position to respond to field-related matters outside of placement hours when they are away from field instructors and other supervision.

Students should avoid communicating with clients via personal social media accounts, and are expected to follow NASW technology standards (and the Code of Ethics). Students should familiarize themselves with agency technology and social media policies and comply with these. Students are strongly encouraged to review privacy settings on their social media and to be mindful of the impact of their online presence on their role as a helping professional, social work intern, and future social worker. Students should generally avoid posting about their field experiences, even without identifying information.

SOCIAL WORK FIELD EDUCATION PROGRAM LEARNING OUTCOMES

All of the Program goals, EPAS core competencies and required practice behaviors are addressed in the field education program. These are as follows:

Course Outcomes **competencies set forth here are intended as the minimum standards for the satisfactory completion of the Field Work Experience.*

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional 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.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and

communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 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 individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

APPLICATION to FIELD EDUCATION PROGRAM

to be completed electronically and submitted via Brightspace Assignment

Name:

Anticipated graduation date:

Faculty Advisor:

Contact information

Address:

Summer Address (if different):

Phone:

Required senior SOWK courses are listed below. Please add any other courses still to be completed, in the semesters in which you plan to take them:

Summer	Fall	Spring
	SOWK 313	SOWK 404
	SOWK 407	SOWK 410
	SOWK 408	SOWK 411
	SOWK 409	SOWK 412
	SOWK 423	

Community Service Learning (SOWK 300 or other transferred internship course):

Where was your placement?

Summarize your experience:

Current Employment

Employer:

Current work hours:

Projected work hours during field placement (20 hours is the MAXIMUM recommended during placement):

If your work is social work related, are you seeking an employer-based placement? If so, describe work role(s):

Indicate the **type** of Field Placement you would most prefer in terms of setting and type of population. List three preferences. For example, child welfare, forensic, school. You do NOT need to identify specific agencies.

Placement Preferences

Is there any type of setting or population with which you would prefer not to work? If so, please provide an explanation.

Geographic location(s) you would be willing to accept, and which you would prefer: (Martinsburg, Hagerstown, Winchester, Frederick, etc.)

Which is more important to you, location or setting/population?

You must have reliable transportation to your Field Placement. Describe your plans for getting to the field placement, including any special circumstances:

Which languages are you fluent in (including American Sign Language)?

Describe any special circumstances or needs you anticipate having in field placement, including those which require accommodations (please provide documentation from Student Accessibility Services).

List any factors that may affect your ability to clear a background check, including felony convictions. These will be discussed in your faculty interview.

Electronic submission of this application indicates understanding and endorsement of the following:

I have reviewed and I agree to abide by the Shepherd University Social Work Program degree requirements and policies (available in the catalog and handbooks), including recommendations of my advisor, field instructor and agency administration, field liaison, and Director of Field Education upon placement in a field agency. I understand that behavior which violates the NASW Code of Ethics (available on the NASW website) and/or program requirements/policies may be grounds for termination of field placement. I understand that placements are generally completed on Mondays, Wednesdays, and Fridays, generally during business hours, approximately 20 hours per week, during Fall and Spring semesters, and that interns are expected to be present during scheduled placement hours.

Before submitting your application, please enter your name and student ID# below to indicate that you have reviewed the above statement and that all information you are submitting is complete and accurate:

Name:

Shepherd ID #

GUIDELINES FOR FIELD PORTFOLIO

Each field candidate will develop a portfolio to assist the applicant, the social work faculty, and potential field instructors in making placement decisions. The portfolio is intended to be a thoughtful presentation of your self. It should be presented in a professional manner, use 10-12 point standard fonts (such as Times New Roman or Arial), and may include the following (many suggested resume formats exist; students are encouraged to consult with the career center for assistance):

Your Name (can be slightly larger font)

Address, Telephone, Email (use discretion – what image does your address convey?)

EDUCATION:

List other colleges or universities attended with dates-not high school

Shepherd University, Shepherdstown, WV

EXPERIENCE:

Position, Agency Name, City/State, Dates

**always list more recent position first*

Use action verbs to describe your duties/accomplishments.

Position, Agency Name, City/State, Dates

**generally you will only go back 8-10 years or so...more if it is relevant experience. As your career proceeds, you will not list your college 'retail' type of jobs...only professional and practical.*

VOLUNTEER/COMMUNITY SERVICE:

**list any service you do; placement for Community Service Learning, group work in Methods II*

▪ Use verbs - such as facilitated administrative tasks, interviewed clients; completed referrals, assisted with fundraising. Describe the roles and populations served - such as worked in a community center serving persons experiencing homelessness. *Include Social Work Association, Relay for Life; Boys & Girls Club; United Way; AIDS Walk; etc.*

HONORS/AWARDS:

**college only; include any memberships in professional honor organizations*

DESCRIPTION OF RELEVANT COURSEWORK:

**name and discuss briefly several social work courses which have provided skills relevant to your beginning practice. Emphasize projects; papers; and other learning experiences.*

DESCRIPTION OF YOUR HELPING SKILLS:

Examples: Interviewing, Assessments, Policy Analysis, Social Histories, Group Work Skills, Research, Community Organization Skills, Grant Writing, etc.

**Languages spoken and computer software and programming skills*

YOUR EXPECTATIONS FOR FIELD EDUCATION:

**Examples: What do you expect to learn? Responsibilities? Skills?*

GENERAL CLIENT POPULATION/PROBLEM YOU ARE INTERESTED IN WORKING WITH:

**Indicate the reasons for your selection*

***INCLUDE PAPERS OR OTHER WORK AS WRITING SAMPLES, HIGHLIGHTING YOUR STRENGTHS**

**Portfolios will be reviewed and discussed with you individually during an interview with a member of the social work faculty. Bring a rough draft of your portfolio with you. Share your revised portfolio with field instructors when you interview with them.*

FIELD EDUCATION PLACEMENT AGREEMENT

BETWEEN
THE SOCIAL WORK PROGRAM OF SHEPHERD UNIVERSITY
Shepherdstown, West Virginia
AND

(agency)

(address)

This agreement is made between the Social Work Program of Shepherd University, Shepherdstown, West Virginia, and _____.

The agreement is proposed to effect a relationship between the two parties for the purpose of making field placement sites available for social work education. Both parties agree that this basic agreement is indefinite in duration, however, it may be terminated by either party at anytime, provided reasonable notice is given prior to the desired effective date.

Section I. Responsibilities and Obligations of the Program

The Program:

- Will plan placements in conjunction with the agency and will consult with the field instructor regarding each student's adjustment and progress.
- Will provide ongoing communication with the field instructor, which will include on-site visits to the agency at least once a semester and more frequently when needed and feasible.
- Will conduct orientations/meetings/online forums for field instructors regarding field education questions and issues, and also to solicit suggestions and recommendations for improving the Social Work Program as a whole.
- Will provide the necessary forms, instructions, and other pertinent information, including curriculum content, for field instructors during each semester.
- Will assign to the agency students who are academically qualified and whose physical and mental health appears consistent with qualifications the Social Work faculty considers necessary for the adequate performance of the social worker in training.
- Will hold students accountable for conforming to professional standards of conduct.
- Acknowledges the right of the agency to require the program to withdraw any student for unprofessional conduct and/or unsatisfactory performance, provided negotiations involving the student, the program, and the agency precede termination.

Section II. Responsibilities and obligations of the agency

The agency will provide at minimum:

- Student learning opportunities which include:
 - Observation of agency personnel and practice
 - direct service provision to clients at micro, mezzo, and macro levels (if unavailable, the student will supplement on-site learning with off-site experiences)
 - learning about and connecting clients with resources in the agency and in the broader community
- Recognition of the need for professional education for professional practice
- A regular work space for the student, with appropriate access to phone and computer/technology
- Field instruction which includes supervision by a degreed Social Worker (BSW or MSW), including:
 - a planned orientation for student
 - suggested relevant reading materials for student
 - guidance for the student in furthering professional oral and written communications skills
 - review and approval of student's seminar case presentations and process recordings
 - notification to Shepherd field liaison of student progress and/or problems
 - weekly supervisory conferences with the student
 - submission of mid-term and final grade evaluations to Shepherd field liaison
 - participation in field instructors meetings/online forums each year

Section III. *This section will be completed by the student, in consultation with the field instructor, at the start of the field placement. It shall include an outline of structured student learning experiences in the particular agency setting, in keeping with the objectives of the field program. Examples - conduct client interviews, complete referrals, facilitate support groups, attend board meetings, document service provision, etc.*

Director of Field Education, Shepherd University

Date

Social Work Program Director, Shepherd University

Date

Agency Field Instructor

Date

Agency Administrator

Date

FIELD EDUCATION SITES

SHEPHERD UNIVERSITY SOCIAL WORK PROGRAM EXAMPLE FIELD AGENCIES

Martinsburg, WV Area

Department of Health and Human Resources

Berkeley County Senior

JUMP (formerly BBBS)

Board of Child Care

WVU Berkeley Medical Center

Gateway Program

Hospice of the Panhandle

Berkeley Day Report Center

Safe Haven Child Advocacy Center

Shenandoah Community Health

Eastern Panhandle Empowerment Center

Telamon Corporation

VA Medical Ctr.

Charles Town, WV Area

Jefferson Memorial Hospital

RESA VIII Head Start

Shenandoah Center

Victims Assistance Program

Winchester, Virginia Area 22601

Northwestern Regional Educational Programs (NREP)

Frederick Co. Public Schools

AIDS Response Effort, Inc.

CLEAN, Inc.

Winchester City Schools

Hagerstown, Maryland Area 21740

Washington Co. Department of Social Services

CASA

Head Start of Washington County

Maryland Department of Corrections

Meritus Medical Center

Potomac Center

School Family Liaison Program

Turning Point of Washington County

Williamsport Retirement Village

Frederick, Maryland Area

Frederick County Adult Detention Center

Frederick Memorial Hospital

OTHER LOCATIONS

Montgomery Co. Correctional Facility Boys, MD

San Mar Boonsboro, MD

The Jefferson School Point of Rocks, MD

Safety Plan - Student Checklist

To be completed and submitted by student intern via Brightspace during first month in placement

Safety at the Practicum Agency

- ☐ Know the safety related policies and procedures for your practicum agency
- ☐ Know the policies and reporting procedures related to sexual harassment
- ☐ Know how to enter and leave the building safely (including after dark)
- ☐ Know the check-in and check-out procedures
- ☐ Know any internal code asking for help (i.e., Dr. Armstrong is needed in room)
- ☐ Know if it is acceptable to work with clients with the doors open
- ☐ Know if staff or students ever physically hold a client, and under what conditions (i.e., an angry six year old trying to kick another child violently; a teenager trying to leave the facility)
- ☐ Know procedures for handling blood related incidents (bloody noses, etc.)
- ☐ Know the location of the fire extinguisher nearest you, and the nearest stairway
- ☐ Know what to do and where to go in case of a fire (or fire drill), or tornado
- ☐ Know what to do if another staff person makes you feel unsafe or uncomfortable
- ☐ Know where emergency numbers are posted (police, fire department, poison control)
- ☐ Know the process for reporting injury at the placement agency
- ☐ Know how to deescalate angry clients and if the agency has a specific protocol
- ☐ Know the agency policy in regards to clients who are intoxicated (do they have to leave, what if they won't leave, are they encouraged to stay)
- ☐ Know how to safely position yourself in the office (access to the door)
- ☐ Know how to use the building security
- ☐ Know how to use the phone to access help
- ☐ Know how to use supervision in regard to safety issues
- ☐ Know what to do when clients make threats towards you or others (or themselves)
- ☐ Know how to document incidents or threats
- ☐ Know who to contact at the placement site when there is an incident or threat
- ☐ Know when to inform Field Instructor, Liaison Instructor, and Field Director
- ☐ Know what the procedure is if there is a suspicion that someone has a weapon
- ☐ Know where to store personal items (purse, laptop, etc.)

Safety in the Community

- ☐ Know the agency's policies and procedures for safety in the community
- ☐ Generally, there is safety in numbers, go with another person when at all possible
- ☐ Is your car ready? (enough gas, well maintained and local map and/or GPS available)
- ☐ Drive through the community prior to stopping (note where there is a nearby phone, a grocery store, a community center; look for danger signals, who is outside, are there large groups gathering; what are the colors that are being worn if gang activity)
- ☐ Park your car facing out, where you can't get blocked in, so you can leave quickly if necessary
- ☐ Carry a CHARGED cell phone (some agencies also use hand held alarms) and knowhow to use it to call emergency numbers
- ☐ Know the agency's policy about leaving if you are uncomfortable
- ☐ Always leave your daily plan at the office with phone numbers attached
- ☐ Leave your purse somewhere else (if you leave it in the trunk, place it there prior to arriving at the home or in the community)
- ☐ Walk confidently to the home, using your eyes to scan around you.
- ☐ Don't dally getting in and out of your car (this is not the time to call your next client); have keys in hand approaching your car
- ☐ Know the agency policy regarding identification badges (can work for or against you in the community; be aware of the confidentiality issues also)
- ☐ Dress inconspicuously (no attention-getting clothing, no expensive jewelry, no high heels—wear shoes you can run in if necessary)
- ☐ Discuss any concerns with your field instructor/agency supervisor and know how to document incidents or threats
- ☐ Carry a health bag in your car (latex gloves, bandages)
- ☐ If you feel that you are in a dangerous situation or place; then leave, do not go in

Safety in a Client's Home

- ☐ Know your agencies policies, procedures and protocol regarding home visits.
- ☐ Generally, there is safety in numbers, go with another person when at all possible
- ☐ Engage your client
- ☐ Respect their space and property
- ☐ Show concern about them and their situation
- ☐ Being a judge or jury does not enhance your safety
- ☐ Until you know the situation well, sit where you have easy access to a door
- ☐ When in a potentially hostile environment, maintain an arm and leg length distance between you and others
- ☐ Know your agency's protocol and techniques for de-escalation
- ☐ If you sense a safety issue, find something to agree about with the client (instead of escalating a situation) and then leave; you don't have to make your point
- ☐ Remain calm, respectful and self-assured; speak slowly, calmly and firmly; do not appear defensive, even if negative comments, insults, or cursing are directed at you.
- ☐ Hardback or leather covered chairs are less likely to have bugs in them (lice, bedbugs, etc.)
- ☐ Humor is a gift, but be very sensitive when using humor with clients
- ☐ If lice is a concern and you have long hair, wear your hair pulled up
- ☐ If bugs are of concern, choose clothing accordingly
- ☐ If you want to clean up when you leave, you may want to keep baby wipes or antibacterial soap/lotion in your car
- ☐ It is sometimes fine to discuss neighborhood safety concerns with clients; they can be helpful. They are a wealth of information regarding being safe in their own communities. They often know safe places nearby, can let you know of gang colors, when it is best to come, where it is the safest to park, etc.
- ☐ Find out the agency policies and practice regarding meeting clients away from their home (i.e. nearest McDonalds's, at a park, etc.)

Take Care of Yourself

- ☐ Have a self-care plan (exercise, nutrition, friendships, support group, rest, vacation, etc.). Maintain professional and personal boundaries (social, work/school/family expectations)
- ☐ Learn about, understand and recognize compassion fatigue

Additional Items you have considered

- ☐
- ☐
- ☐
- ☐
- ☐

I have reviewed and discussed this checklist with my agency Field Instructor

Student Signature/Date

Field Instructor Signature/Date

Field Liaison Signature/Date

FIELD SUPERVISION QUESTIONNAIRE

(to be completed confidentially by Intern at conclusion of placement)

Instructions

This is a questionnaire to get your views about your relationship with your current supervisor. There are no right or wrong answers. We are only concerned with learning how you feel about supervision. You are to read each statement and then circle one of the four categories underneath the statement that best fits how you feel about the statement. This is to be completed at the end of the placement. Please submit to the Director of Field Education. Your responses will be treated confidentially.

1. My supervisor has definite ideas on how we should conduct supervisory sessions.

always	sometimes	rarely	never
--------	-----------	--------	-------
2. My supervisor has definite ideas on how we should proceed with respect to my cases.

always	sometimes	rarely	never
--------	-----------	--------	-------
3. During supervisory sessions, my supervisor is clearly in charge of the situation.

always	sometimes	rarely	never
--------	-----------	--------	-------
4. My supervisor is rather businesslike.

always	sometimes	rarely	never
--------	-----------	--------	-------
5. My supervisor structures our supervisory sessions more than I think is necessary.

always	sometimes	rarely	never
--------	-----------	--------	-------
6. The major content of my supervisory sessions deals with administrative matters rather than clinical material.

always	sometimes	rarely	never
--------	-----------	--------	-------
7. My supervisor seems more concerned that I deal with my cases according to the rules and regulations rather than being concerned that I do the utmost to aid my clients.

always	sometimes	rarely	never
--------	-----------	--------	-------
8. I feel uncomfortable about making decisions concerning my cases without first consulting my supervisor.

always	sometimes	rarely	never
--------	-----------	--------	-------
9. My supervisor changes the duties of people under her/him without first talking it over with them.

always	sometimes	rarely	never
--------	-----------	--------	-------
10. My supervisor allows me to participate in the process of what cases are assigned to me.

always	sometimes	rarely	never
--------	-----------	--------	-------
11. I believe my supervisor is a good, effective caseworker in his or her own right when it comes to working with cases.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------
12. My supervisor has adequate knowledge to function as a good supervisor as far as his or her teaching role is concerned.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

13. The cases I have been assigned are sufficiently varied to allow for extensive broad learning.
- strongly agree agree disagree strongly disagree
14. My supervisor tends to assume that I know a lot more than I really do and often talks "over my head."
- strongly agree agree disagree strongly disagree
15. My supervisor seems more concerned that I learn from my cases and less concerned that I provide them with effective service.
- strongly agree agree disagree strongly disagree
16. My supervisor seems to know what they are talking about when it comes to dealing with case material.
- always sometimes rarely never
17. My supervisor uses videotaped interviews as educational material in our conferences.
- always sometimes rarely never
18. My supervisor uses audio tape recordings of interviews in our conferences.
- always sometimes rarely never
19. My supervisor sits in on some of my own interviews as a means of gathering data to help me develop my professional skill.
- always sometimes rarely never
20. My supervisor allows me to observe directly his or her own methods of working with individual cases.
- always sometimes rarely never
21. My supervisor requires me to process record my cases.
- always sometimes rarely never
22. My supervisor is always attentive and respectful of my views.
- always sometimes rarely never
23. My supervisor encourages me to talk openly and freely with her/him.
- always sometimes rarely never
24. My supervisor tends to assume I know a lot less than I feel, within myself, I know.
- always sometimes rarely never
25. My supervisor refuses to give in when people disagree with him or her.
- always sometimes rarely never
26. My supervisor treats people under him or her without considering their feelings.

- | | | | | |
|--|--------|-----------|--------|-------|
| | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
27. My supervisor does not explain her/his actions.
- | | | | | |
|--|--------|-----------|--------|-------|
| | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
28. My supervisor makes me feel at ease when talking with her/him.
- | | | | | |
|--|--------|-----------|--------|-------|
| | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
29. My supervisor expresses appreciation when I do a good job.
- | | | | | |
|--|--------|-----------|--------|-------|
| | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
30. My supervisor is friendly and can be easily approached.
- | | | | | |
|--|--------|-----------|--------|-------|
| | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
31. My supervisor lets me do my work the way I think best.
- | | | | | |
|--|--------|-----------|--------|-------|
| | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
32. I feel my clients resent having a student as their caseworker.
- | | | | | |
|--|--------|-----------|--------|-------|
| | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
33. I feel I am well prepared to begin functioning as a beginning generalist-practitioner.
- | | | | | |
|--|----------------|-------|----------|-------------------|
| | strongly agree | agree | disagree | strongly disagree |
|--|----------------|-------|----------|-------------------|
34. Gaps in agency service should be brought to the attention of a supervisor even at the risk of being ignored.
- | | | | | |
|--|--------|-----------|--------|-------|
| | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
35. Supervision should be conducted as cooperation among equals.
- | | | | | |
|--|--------|-----------|--------|-------|
| | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
36. Before making a decision in a case situation it is best to check with one's supervisor first.
- | | | | | |
|--|--------|-----------|--------|-------|
| | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
37. Before speaking before a community group one should share the basic ideas of his or her talk with the supervisor.
- | | | | | |
|--|--------|-----------|--------|-------|
| | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
38. When faced with a tough theoretical question one should turn to his or her supervisor for support.
- | | | | | |
|--|--------|-----------|--------|-------|
| | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
39. If a supervisor questions some of my practice procedures the best policy is to present a great deal of documentary evidence to support my position.

always sometimes rarely never

40. If my supervisor leaves some practice situation unclear and ill-defined the best procedure is to insist that he clarify his position.

strongly agree agree disagree strongly disagree

41. Regular supervisory conferences are essential to good practice by a worker.

strongly agree agree disagree strongly disagree

42. A supervisor should be an older more mature person than the worker they supervise.

strongly agree agree disagree strongly disagree

43. Supervision is a good check on the quality of work being done by a worker.

strongly agree agree disagree strongly disagree

44. Supervision on a job is important because schools do not really deal enough with direct practice situation to give one all they need to function in a practice situation.

strongly agree agree disagree strongly disagree

45. I conduct my interviews with the object of helping my clients rather than being concerned with what my supervisor will think of how I handled the interview.

always sometimes rarely never

Additional Comments:

FIELD PLACEMENT EXIT INTERVIEW

Exit Interview – Suggested Protocol (to be facilitated by Faculty Field Liaison in late Spring semester)

Participants: field instructor, social work intern, field liaison

Time Frame: last four to six weeks of placement

Purpose: to review and evaluate the placement in order to provide feedback to all parties

Suggested areas for discussion – from the point of view of both the field instructor and the intern

- o Review of elements (particular assignments, tasks, protocols, etc.) that the student found helpful at the beginning of the placement.
- o Learning experiences the student found most useful throughout the placement
- o Point at which the student began to feel they could operate more independently
- o Aspects of the placement that might be reevaluated or eliminated
- o Cases/issues the student found most difficult or challenging
- o Experiences the student remembers as especially satisfying or rewarding
- o Issues related to termination – closing or transferring of cases, preparation for termination, rituals of saying goodbye to the agency staff as well as clients
- o Suggestions the outgoing intern would make to incoming students at the agency
- o area in which field instructor has seen the most growth in the intern
- o recommendations of the field faculty in terms of areas in which there remains room for growth
- o Reminding all parties about termination date and requirement of formal letter of termination to be submitted two weeks prior
- o Check List for Projects/assignments
 - Research Activities
 - Macro Practice
 - Group Practice
 - Process Recordings