

Handbook of Field Instruction

2009-2010



**Baccalaureate Program
School of Social Work
Southern Illinois University Carbondale**

Handbook of Field Instruction: Baccalaureate Program

2009-2010

SIUC School of Social Work



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INTRODUCTION

The School of Social Work at Southern Illinois University at Carbondale operates a baccalaureate program which is fully accredited by the Council on Social Work Education (CSWE). As such, the field practicum is designed according to the standards detailed in CSWE's Educational Policy & Accreditation Standards (EPAS), Section 4.7, and 2.1. (See Appendix A and Appendix B) Field instruction is a distinguishing feature of social work education and plays a critical role in meeting the objectives of the school, which is to prepare persons for the generalist practice of social work.

Field instruction is an integral part of the total educational process of the baccalaureate program. Through field instruction, students deepen their understanding of human behavior and develop and enhance skills in applying social work methods to diverse populations and problems. Through field experience, they are able to use theoretical and intellectual understanding of social policy to guide practical intervention, and they are able to utilize research skills and knowledge to access, evaluate, and if necessary, alter interventions on all levels of social work practices. They are also able to evaluate their own practice.

The SIUC School of Social Work utilizes a block model of field placement scheduled for the last semester (Fall or Spring) of the student's baccalaureate educational program. Students are expected to finish their social work course content before or during the semester in which field is taken. The School believes this gives undergraduate students the best possible background for entering and successfully completing the field experience.

Baccalaureate students are placed in block field placements which total 420 clock hours per semester, arranged in a schedule mutually agreed upon by the student and the field instructor. Field practicum course are:

SOCW 441 – Advanced Field Practicum (9 Credit Hours)

SOCW 442 – Field Practicum Seminar (3 Credit Hours)

The Baccalaureate Field Practicum Coordinator holds a 100 percent faculty appointment in the School of Social Work, with responsibility for identifying, planning, developing, and coordinating student's placements in agencies.

Field liaison between the School and agencies is carried out by the Field Practicum Coordinator and by faculty who have at least two years post-MSW practice experience. This linkage between field and school provides continuity for both students and the program, and helps to achieve the goals of the field learning experience.

Students in practicum are expected to have exposure to all levels of systems (micro, mezzo, and macro), and to understand the uniqueness of delivering services in a rural area. In addition, learning objectives regarding social work values and ethics, diversity, and population at risk and the promotion of economic justice are vital to a comprehensive placement experience.

Mission Statement

The central mission of the School of Social Work at Southern Illinois University Carbondale is the educational preparation of professional social workers in compliance with CSWE Educational Policy and Accreditation Standards (EPAS) standards who are capable of delivering social services to meet the human service needs within state, nation, international, and global contexts, with a special focus on rural areas. The organizing principle of the School of Social Work is the enhancement of the quality of life for individuals, families, groups, organizations, and communities, especially for poor and oppressed populations, through the promotion of social and economic justice and human rights. Student learning is based on theories and knowledge and the acquisition of professional values, ethics, and skills, which are necessary for competent social work practice. Special emphasis is given to evidence-based and strength-based practice, especially as it relates to issues of culture and diversity.

[As approved by the Faculty Committee of the Whole on September 10, 2008]

Baccalaureate Social Work Program

The mission of the Baccalaureate Program is the preparation of professionals with generalist practice skills and knowledge that enable them to engage in ethical, responsible, and self-critical, social work practices in public and private social service systems.

The goals of the program

- I. To prepare social workers with knowledge and skills to work with individuals, groups, families, organizations, and communities in rural Illinois, Lower Mississippi Delta, the state, national, and international settings.
- II. To prepare social workers to evaluate the processes and effectiveness of their practice and agency programs.
- III. To prepare social workers with knowledge and understanding of human rights, the forms and mechanisms of oppression and discrimination and help apply strategies of advocacy and social change that advance social and economic justice. The program also prepares social workers to practice without discrimination with respect to client's age, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- IV. To prepare social workers who are able to promote an interdisciplinary collaboration with knowledge and skills to engage in ethical, responsible, and self-critical social work practices in public and private social service systems with a clear understanding of the history of social work profession and its contemporary structures, and issues.
- V. To prepare social workers with knowledge and skills to analyze, formulate, and influence social policies, and with skills in practice, policy, practice evaluation, and critical thinking.

OVERALL OBJECTIVES OF BACCALAUREATE FIELD INSTRUCTION

The Field Practicum is designed to provide students with an opportunity to apply theoretical knowledge to practice situations in a purposed way within the four broad objectives of the Baccalaureate Field Instruction Program, which helps increase students' opportunities to:

- I. Function Effectively within a Professional Context
- II. Function Effectively within an Organizational Context
- III. Function Effectively Utilizing Knowledge Directed Practice Skills
- IV. Function Effectively within an Evaluative Context (Thomlinson, et al, 1996)

Upon completion of this course, the student will be able to:

1. understand on a beginning practice level, generalist social work theory and skills across levels of systems;
2. assess field work experience in terms of both personal and professional behavior;
3. critically examine values and social attitudes which influence the processes of change and impact on social and economic justice and the quality of life;
4. develop a deeper appreciation of ethnic, religious, cultural, physical, sexual, age, class diversity, and human rights.
5. develop knowledge and understanding of rural, urban, and international social work practice and service delivery systems;
6. analyze and utilize evaluation skills related to evidence based social work practice and relevant population groups;
7. develop awareness of personal limits and role limits in the practice of social work;
8. acquire an understanding and acceptance of professional and personal responsibility as exemplified by the social work profession and the NASW code of ethics.

FIELD INSTRUCTION ADVISORY COMMITTEE

The School of Social Work has a Field Instruction Advisory Committee consisting of agency field instructors, a student representative, faculty members, and the Coordinator of Field Instruction. This committee is appointed by the Director of the School of Social Work who serves as an ex-officio member. The Committee meets one time per year. The purpose of this committee is:

1. to facilitate communication between field agencies and the program;
2. to provide advice and consultation appropriate to the field experience and practice class content; and,
3. to provide substantive input regarding any other relevant areas of program/agency interaction.

THE PLACEMENT PROCESS FOR UNDERGRADUATE STUDENTS ENTERING FIELD

Students entering field must have senior standing, be admitted to social work major, and have an overall GPA of 2.5 as well as a GPA of 2.5 in core social work classes. They must demonstrate their intentions of entering field by attending field pre-placement seminars scheduled by the Baccalaureate Field Practicum Coordinator during the semester prior to their field placement. Having attended these meetings, the students are required to complete field placement information forms (See Appendix - C) and resumes (See Appendix - D), and through this information, and if appropriate, personal interviews with Coordinator, tentative approval is given for field placement interviews (See Appendix - E). In order to secure a practicum placement, students are then responsible for contacting agreed upon agencies and field instructors for personal interviews. A signed agreement between the student, the agency, and field instructor must be returned to the School for final approval and signature of the Field Coordinator (See Appendix - F). Students follow the field calendar and begin field on the first day of the semester in which they are registered for field practicum (See Appendix - G).

SELECTION OF BACCALAUREATE FIELD AGENCIES

The School of Social Work uses the traditional human services agencies of children and family services, mental health clinics, hospitals, and agencies that provide services to the elderly and to a variety of diverse, under-served population groups. Utilization of any new agency requires on-site visit (See Appendix - H) and assessment by the Office Utilization of any new agency requires an on-site visit and assessment by the Office Field Instruction. Criteria for the selection of field agencies include:

1. acceptance of professional education for social work as part of philosophy and practices of the agency, its board of directors, and agency staff member;
2. ability of the agency to provide a setting that gives the students practice in social work in accordance with professional standards, both as to agency service and social work education; (This includes participation with the School in evaluation of the setting for field practice.)
3. willingness to provide the School with information concerning its program, services and developments in the community which affect field and/or class curricula;
4. the degree of congruence between the agency's policies and the procedures, philosophy, and objectives if the School including the school's commitment to under-served populations based on race, class, gender, ethnicity, sexual orientation, and age.
5. provision of a learning climate conducive to student learning;
6. the availability of a qualified field instructor;
7. the willingness of the agency administration to provide adequate time for the field instructor to fulfill his/her responsibilities to the student and the School (planning, supervision, attendance at field instructor seminars);
8. the willingness of the agency to consider the student in a learning role, rather than as an auxiliary staff member. This is particularly important in both assignment of cases in a sequential and incremental learning process, and allowance for occasionally "less than perfect" performance;
9. the availability of adequate physical space and support services;
10. the agency's agreement to treat all information, including student evaluations, as confidential.

11. the agency's willingness to allow the student to use case records, with appropriate confidentiality, in classroom discussion and assignments;
12. the agency's willingness to allow the student to participate in staff meetings, in-service staff training, interagency conferences, and such other educational opportunities as may arise; and
13. the agency's willingness to enter into a formal affiliation agreement with the SIUC School of Social Work (See Appendix - P).

SELECTION OF FIELD INSTRUCTORS

The School is aware that the role of field instructor is a difficult one because the field instructor must perform dual roles. He or she is both a role model of the professional social worker for the students and also an instructor who must teach and evaluate them.

The agency field instructor is recommended by the agency director and approved by the School (See Appendix - I). The field instructor completes an application for review by the School. The field instructor must have an undergraduate or graduate degree from an accredited school of social work and have at least two years post-degree experience. In certain situations, where valuable learning experiences exist in a setting which does not have an on-site social worker, a person acting in a social work capacity may be considered. In these situations, the School will take an even more active role in provide consultation with the agency field instructor. This will be done by the faculty field liaison and/or the Coordinator of Field Instruction.

It is expected that the prospective field instructor is:

1. able to demonstrate sound social work practice;
2. able to explicate consciously the concepts and principles which underlie that practice;
3. strongly committed to teaching; and
4. committed to accepting the responsibility for the preparation of future social work professionals.

Since the School expects that the field instructor will serve as both a resource person to students and an evaluator of them, the field instructor should have the ability to evaluate his/her own practice, and to provide critical evaluation to others in a professional manner. The field instructor must understand and be willing to assume the responsibilities of the field instructor role and be willing to attend and participate in field instructor seminars and other special activities offered by the School to enhance the field instructor's professional development and the student's learning experience.

RESPONSIBILITIES OF THE SCHOOL OF SOCIAL WORK TO THE BACCALAUREATE FIELD PROGRAM

1. The primary responsibilities for curriculum lies with the School of Social Work.
2. The School determines the criteria for selection of field agency, student assignment to field practice, and assessment of student performance.
3. The School selects from among potential field practice settings, those which offer students a variety of experience consistent with the objectives of professional education, and specifically, in keeping with the goals and objectives of the School of Social Work.
4. The School provides professional development for agency personnel who currently or potentially will serve as field instruction personnel.
5. The School furnishes the agency with information regarding the curriculum and sequencing of the Program, the policies and procedures of the School and any changes in the Program which may affect field instruction.
6. The School provides support for the integration of class and field instruction.
7. The School prepares the students for field practicum assignment and general requirements of field instruction, including any rules and regulations of the Program.
8. The School provides ongoing educational advisement to the students and consultation to the agency and students by the faculty field liaison (See Appendix-J).
9. The School is responsible for the process by which a student, for any reason, must be terminated from the field, after consultation with student and agency.
10. The School is responsible for the evaluation of the field practicum experience and shares the evaluation with the appropriate persons in the field placement agency.

RESPONSIBILITIES OF THE BACCALAUREATE FIELD COORDINATOR

The Baccalaureate Field Practicum Coordinator is a full-time member of the faculty of the School of Social Work, with responsibility for identifying, planning, developing and coordinating student placements. The coordinator is expected:

1. to identify and recommend those agencies which meet the criteria for field placement.
2. to consult with agency directors about the availability of field instructors, the ability to meet the requirements for a field instruction site, and their willingness to cooperate with the school in provision of an educationally sound and professional focused field experience;
3. to assign students to individual field instructors and to provide orientation to placement in both general and specific dimensions;
4. to provide individual field instructors with information about the background, abilities, and interests of students to be assigned within the limits of personal and professional confidentiality;
5. to be available for consultation with agency directors, field instructors, and students on a regular basis and as needed;
6. to provide information about the content of the educational curriculum and sequencing of courses;
7. to develop, coordinate and present professional seminars and appropriate in-services learning opportunities for agency personnel and field instruction staff;
8. to consult with and be available to faculty who serve as field liaison;
9. to be responsible for the internal and external monitoring of the field instruction program, to be aware of new and developing roles for social work, and the impact of social policy issues on the availability and quality of field instruction;
10. to award students' pass/fail grades to field practicum.

RESPONSIBILITIES OF THE FACULTY FIELD LIAISON

The Field Liaison is a faculty member with two years post-MSW practice experience who has the responsibility of providing linkages between the field and the School to enhance continuity for both student and the program. The responsibilities of the faculty field liaison are:

1. to maintain good working relationships between student and field placement agencies and the School;
2. to provide information about the organization and content of the education curriculum and sequencing of courses;
3. to clarify educational and administrative relationships and expectations as needed;
4. to maintain communication with the field instructor and students;
5. to assist in the integration of classroom and practices;
6. to provide knowledge of criteria for student performance in field placement;
7. to review the student's field learning plans and to consult with the field instructor following the instructor's evaluation on student performance;
8. to recommend the student's pass/fail grades for field practicum to the Coordinator of Field Instruction;
9. to consult with the Field Coordinator about student problems or potential, anticipated difficulties arising either from student or agency performance;
10. to review student assignments and recorded materials, on a selective basis, as a means of evaluating teaching effectiveness, student progress and the range of learning experiences with the agency;
11. to visit personally the placement site according to the provisions of the program and/or when requested by either agency, student or field coordinator;
12. to provide written documentation of liaison activities (See Appendix-J)

RESPONSIBILITIES OF THE BACCALAUREATE FIELD SEMINAR INSTRUCTOR

Each practicum student is required to attend a weekly field seminar at the School of Social Work. The seminar is conducted by faculty with considerable practice and is designed to assist the student to integrate the field experience with the generalist practice model.

Field Seminar instruction responsibilities include:

1. developing and maintaining the Field Seminar Course outline (See Appendix-K);
2. assisting the students integration of major generalist practice areas of study (practice, policy, research, and human behavior in the social environment) into the field practicum setting;
3. assisting the students in the development of an understanding of values and ethics population at risk, and the promotion of social and economic justice as central to social work practices;
4. encouraging students in the understanding and accepting profession and personal responsibilities as exemplified by the social work profession and the NASW Code of Ethics;
5. monitoring and grading the two Field Seminar Assignments, which are an agency analysis and the senior portfolio project;
6. assisting the students in the completion of the Senior Portfolio Project;
7. receiving the weekly field placement logs (See Appendix-L) and monitoring the submission of the Field Learning Plan (See Appendix-M) and the midpoint and final evaluations (See Appendix-N);
8. conducting field liaison visits as assigned by the Field Coordinators;
9. assigning a grade to each student enrolled in seminar based on their attendance and completion of assignments.

RESPONSIBILITIES OF THE AGENCY FIELD INSTRUCTOR

The agency field instructor fulfills the dual role of professional role model and onsite instructor/evaluator. Field instructor duties include the following:

1. to orient students to agency operations, policies and expectations;
2. to assist students in developing an appropriate field learning plan (See Appendix-I) based on standardized field objectives as outlined in the field manual. It is understood that not every agency may be able to provide every desired experience within the agency itself, but every effort should be exercised to substitute alternative experiences compatible with agency function;
3. to complete a written midpoint and final evaluation form (See Appendix-N);
4. to meet at least an hour weekly in individual and/or group educational conferences with the students;
5. to participate in on site field liaison conferences with the Faculty Field Liaison and the students;
6. to be responsible for sharing with the field liaison or field coordinator, any problems or anticipated problems arising from student performance and/or agency transitions;
7. to designate a substitute if unable to maintain the supervisory role and to consult with the School prior to this designation; and
8. to attend field related programs sponsored by the School and/or the University, such as orientations, trainings and Field Fairs.

RESPONSIBILITIES OF THE BACCALAUREATE STUDENT IN THE FIELD

The student has a major role in the field learning process and is expected to participate in the formulation and implementation of that process. This includes, but is not limited to, completion of all paperwork related to selecting, entering and maintaining the field instruction placement. Student responsibilities in the field include:

1. arranging, as indicated, pre-placement interviews with field instruction settings;
2. assuming responsibility for securing information with regard to agency function, structure, policies and programs.
3. meeting attendance learning requirements of the field instruction curriculum including on-campus seminars;
4. assuming a role as a member of an agency's staff in adhering to agency personnel policies, regulations and procedures;
5. participating in the development of learning goals and objectives and in the evaluation of performance during the practicum term through constructive and appropriate use of supervision and the formal, designated evaluation processes;
6. initiating any activity necessary to resolve learning difficulties, utilizing procedures established by the School.
7. taking initiative in using field instruction to further his/her learning through field practice;
8. acting in a professional manner as a representative of the agency in his contacts with clients, colleagues and in the community; and
9. maintaining and practicing values and ethics embodied in the NASW Code of Ethics.

BACCALAUREATE FIELD PROGRAM EVALUATIONS

STUDENT EVALUATIONS

A standardized field learning plan which defines the focus, goal and objectives of student learning is to be developed by the student and the field instructor during the first three weeks of placement. The plan is to be signed by the student and the field instructor and reviewed and signed by the field coordinator. It is designed to meet the educational needs of the student for the whole semester, but can later be renegotiated and modified to meet the changing needs of the student and/or the agency. The extent to which the goals and objectives are met will be an ongoing form of evaluation of the learning process for the student, field instructor and faculty field liaison.

The seminars supporting field have evaluative components including student projects and logs which are graded by the instructor. The instructor awards a letter grade at the end of the semester.

Along with weekly supervision conferences, the field instructor must conduct two formal evaluations of students' progress each semester on the department's standardized form (See Appendix-N). Students and agency field instructors are involved in this evaluation process. Evaluations are reviewed by the field coordinator at the School of Social Work and entered into the student's file. The Baccalaureate Field Practicum Coordinator, in the recommendation of the field instructor and faculty field liaison, gives students grades of pass or fail. Students may receive copies of all evaluations.

AGENCY EVALUATIONS

Students evaluate their field placement experience at the end of the semester (See Appendix-O). This information is used by the Field Coordinator and by the faculty liaison to address problems and support strengths.

FIELD SEMINAR INSTRUCTOR EVALUATIONS

Students evaluate their field seminar instructor utilizing the university's standardized evaluation instrument. These are used by the instructor to evaluate teaching effectiveness.

PRACTICUM POLICIES

EXEMPTION FROM PRACTICUM

No exemptions from the practicum requirement of the curriculum may be granted. Each social work student must successfully complete the practicum in order to graduate from the program, despite poor work experience in the field. This is a standard set by the Council on Social Work Education, the national accrediting body for social work programs.

PRACTICUM PREPLACEMENT SEMINAR ATTENDANCE

All students who plan to enter field placement in a given semester are required to attend a series of pre-placement seminars the prior semester. These meetings are mandatory and necessary to facilitate student preparation and staff coordination of the baccalaureate field practicum program.

COMPLETING FIELDWORK AT THE STUDENT'S PLACE OF EMPLOYMENT

Occasionally, students who are already working in the human services field request that they carry out their practicum at their place of employment. It is recognized that this would be a desirable placement for many reasons for working students. However, because the practicum is designed to be a learning experience, there are certain criteria which must be satisfied before this type of placement can occur. First, practicum activities must be qualitatively different from those which the student performs as a part of his/her employment. Second, the student's Field Instructor may not be his/her supervisor in the paid position. Third, the agency must meet the same criteria as all other field agencies. Finally, all hours accrued for practicum fulfillment must occur either on formally arranged release time or during hours outside of those which the student receives pay. Requests for this type of placement are considered and faculty will work with agencies and students in order to arrive at a workable arrangement whenever possible.

COMPLETING OUT OF THE AREA PLACEMENTS

Students who are interested in participating in placements located at a significant distance from campus must prepare their request in writing. A committee consisting of the Undergraduate Program Director, the Undergraduate Field Coordinator, and the student's Professional Advisor will meet with the student to consider the student's request based on its educational merit. The student will be notified of a decision in writing within one week. Approval of an out of area placement does not waive the student's attendance at the weekly field seminar.

CONFLICT RESOLUTION

A student experiencing any difficulty in the practicum site may consult initially with the Baccalaureate Field Practicum Coordinator or the Faculty Field Liaison, but must first attempt to cope with the situation personally. If the student and/or the Field Liaison are not confident that the problem is resolved, the Baccalaureate Field Practicum Coordinator will then be a part of the on-going discussions or actions. A special site visit at the agency may be scheduled should the student still be dissatisfied with the outcome; she/he may then request the involvement of the Undergraduate Social Work Program Director.

TERMINATION OF FIELD PLACEMENT

If a placement becomes unsatisfactory, whether this be from circumstances arising in the agency or from inappropriate behavior or performance of the student, the student may be removed from that field placement. Such a decision will be reached only after the joint consultation between the Field Instructor, the Field Liaison, and the student, and may include other significant persons such as Agency Director, Field Coordinator or Undergraduate Program Director. A written statement regarding the circumstances of the removal is to be prepared by the field instructor, in consultation with the Faculty Field Liaison, for inclusion in the student's record. Once the placement has been terminated, it becomes the responsibility of the Field Coordinator and the Undergraduate Program Director to determine whether or not to place that student in another setting during the same academic term or in the future. It is also the responsibility of the School of Social Work to recommend a grade of either withdrawal (W) or failure (F). In some cases, termination of the field placement will result in the completion of a Gatekeeping Form.

ATTENDANCE

All students are expected to fulfill the hour requirements for field education. The agency calendar takes precedence over the School/University calendar. Any necessary, anticipated absences must be negotiated with the agency prior to the start of placement. Some absences from field instruction will be allowed at attendance of professional conferences, participation in regional or other meetings with the approval of the field instructor and faculty field liaison. Absences due to illness must be made up at times designated by the field instructor. If an agency problem demands student participation at other than regular hours, students and field instructors are responsible for schedule alternatives. Similarly, accumulated overtime should be managed through consultation with the field instructor.

ACADEMIC REQUIREMENTS

Students receive a Pass/Fail grade for their Field Practicum (SOCW 441). This grade is given by the Baccalaureate Field Practicum Coordinator upon successful completion of the 420 hours of placement. In the Practice Seminar (SOCW 442), a letter grade is given by the Field Seminar Instructor. Requirements for each class are specified in each course outline. Consistent with the curriculum policy, incompletes are not given for the field sequence.

STIPEND SUPPORTED PLACEMENTS

Some placements offer stipends to students in their agencies. Assignment of students to these agencies is based on the same criteria as for other field placements. Students who receive stipends for their placement are not covered by the university's liability policy and must take responsibility to meet their insurance needs either through the agency's policy or a private source.

STUDENT LIABILITY

CAR INSURANCE

Students who will use a car as part of their placement are responsible for maintenance of current insurance. This policy should cover transporting of clients when this is part of the field experience.

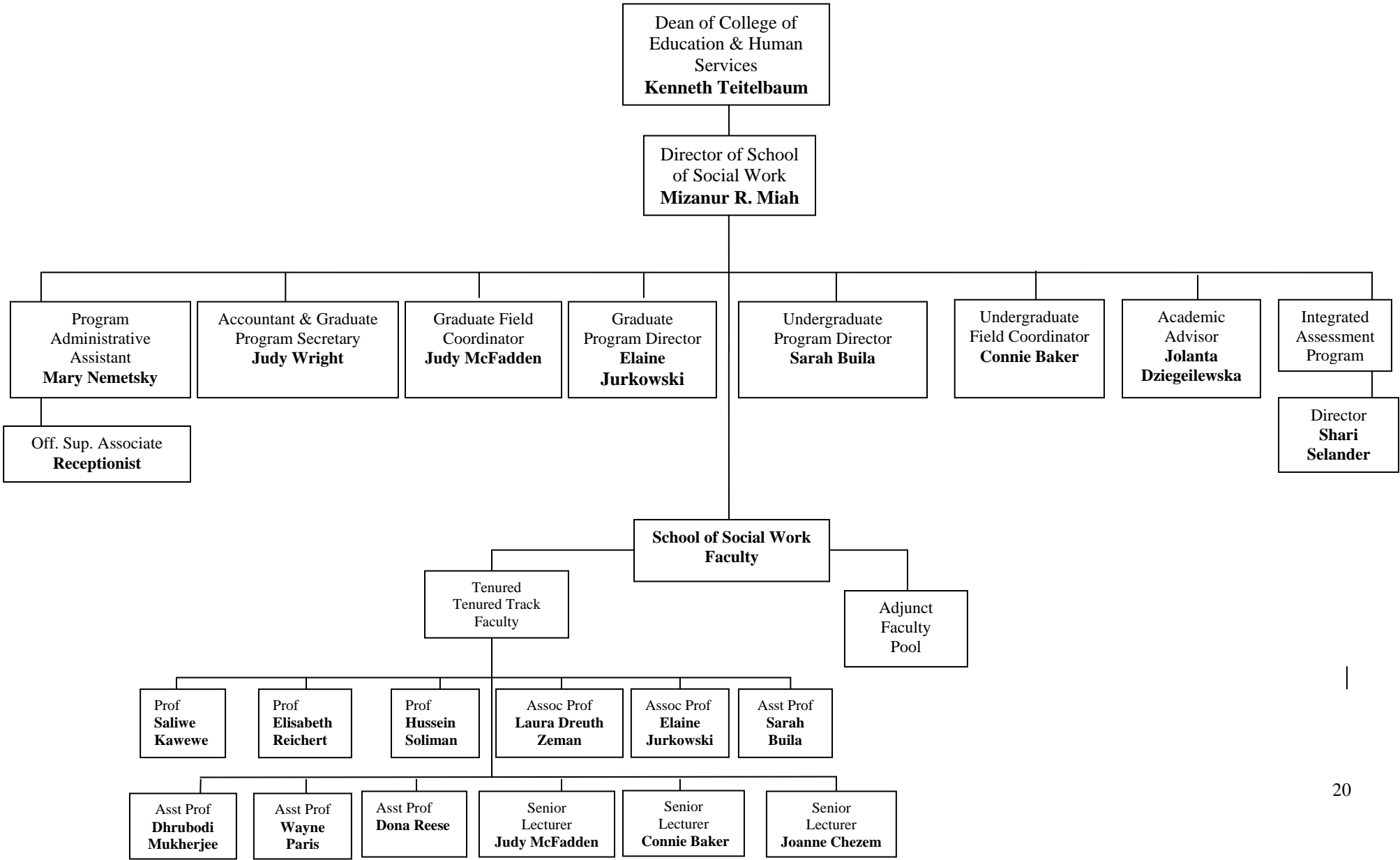
PRACTICE LIABILITY

All students enrolled in SOCW 441 are covered by the university's liability coverage, unless they receive monetary reimbursement from their field agency. In addition, many agencies maintain liability coverage for their students. NASW has an inexpensive policy available to members of the organization. Students are also encouraged to take advantage of this policy even if they are insured by their agency.

TRAVEL EXPENSES

The School does not assume responsibility for student travel expenses. Students and agencies should clarify travel arrangements and requirements prior to the beginning of the placement. While most agencies reimburse for mileage accumulated during the placement hours, few, if any, reimburse students for the costs of traveling from home to agency.

APPENDIX - A



APPENDIX - B

Curriculum Policy Statement for
Baccalaureate Degree Program
From EPAS
Handbook of Accreditation Standards & Procedures

Field Education

4.7 Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

- 2.1.1** Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
- 2.1.2** Admits only those students who have met the program's specified criteria for field education.
- 2.1.3** Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.
- 2.1.4** Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree. Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.
- 2.1.5** Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.
- 2.1.6** Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

APPENDIX - C

**SIUC SCHOOL OF SOCIAL WORK
FIELD STANDING INFORMATION**

Name: (Please Print) _____

Local Address: _____

Local Phone: _____

Home Address: _____

Home Phone: _____

Cell Phone: _____

E-mail Address: _____

Practicum area of interest: _____

Geographical preference for placement: (check one)

_____ Carbondale / Marion / West Frankfort

_____ Mt. Vernon / Centralia

_____ Harrisburg

_____ Anna / Cairo

Agency at which I hope to interview:

1. _____

2. _____

3. _____

List concerns which might limit practicum placement (i.e. mobility, travel, etc.)

Please attach and return with this form any petition for special consideration.

APPENDIX - D

SIUC SCHOOL OF SOCIAL WORK
Southern Illinois University at Carbondale
Carbondale, IL 62901
Student Resume

I. Personal Data

Name: (Please Print) _____

Date of Birth: _____

Address: _____ Phone: _____

Home Phone: _____ Cell Phone: _____

E-mail Address: _____ Marital Status: _____

Permanent Address: _____

Expected Date of Graduation: _____

Do you have access to a vehicle? _____

II. Education

High School: _____

Address: _____

Graduation Date: _____

Community College: _____

Address: _____

Date of Attendance: _____

Major: _____ Degree: _____

College or University: _____

Address: _____

Date of Attendance: _____

Major/Minor: _____ Degree: _____

III. Work Experience: (Previous Employment, starting with the most recent. Name of employing agencies, location, and job title.)

1.

2.

3.

4.

5.

IV. Other experience or volunteer activities related to social work (include name of agencies, dates, and duties or tasks).

1.

2.

3.

V. Community Activities (clubs, groups where you are a member).

APPENDIX - E

SIUC SCHOOL OF SOCIAL WORK
BACCALAUREATE FIELD OFFICE

Permission to Interview

Date: _____

Student's Name: _____

After careful consideration, the Office of Field Instruction has approved the following agencies for your field instruction interview sites:

<i>Agency</i>	<i>Contact Person</i>
1. _____	_____
2. _____	_____
3. _____	_____

You may contact these agencies for an interview in the order which they are listed. Be sure to present them with a copy of your resume at the interview. In addition, you will want to send an appropriate follow-up letter.

When you have located your field site and have received an offer for placement, please fill out the *Field Learning Center Placement Agreement* and return it to me no later than _____.

Good Luck!

Connie Baker, LCSW

APPENDIX - F

Southern Illinois University at Carbondale
 School of Social Work
Field Learning Center Placement Agreement

It is mutually agreed that the following named student will be placed at the following field learning center for field instruction in satisfaction of the field practicum requirements as indicated below.

Name of Student	Field Learning Center Agency
SIUC Student ID Number	Agency Address
Specific Program Unit (If Applicable)	Agency Telephone

Field Practicum Requirements

Baccalaureate (420 Hours) Block Year One MSW (360 Hours) Concurrent
 Year Two MSW (607 Hours) Concurrent Advanced Standing MSW (607 Hours) Concurrent
 School Social Work MSW (81 Days) Concurrent

The student agrees to be in the field in accordance with the School’s policy on required field practicum hours. The Agency Field Instructor agrees to outline field instruction goals, evaluate student performance and complete other related tasks as outlined in the School of Social Work Field Instruction Manual. The Field Learning Center agrees to provide at least one hour of regular and ongoing supervision for the student during work time per week.

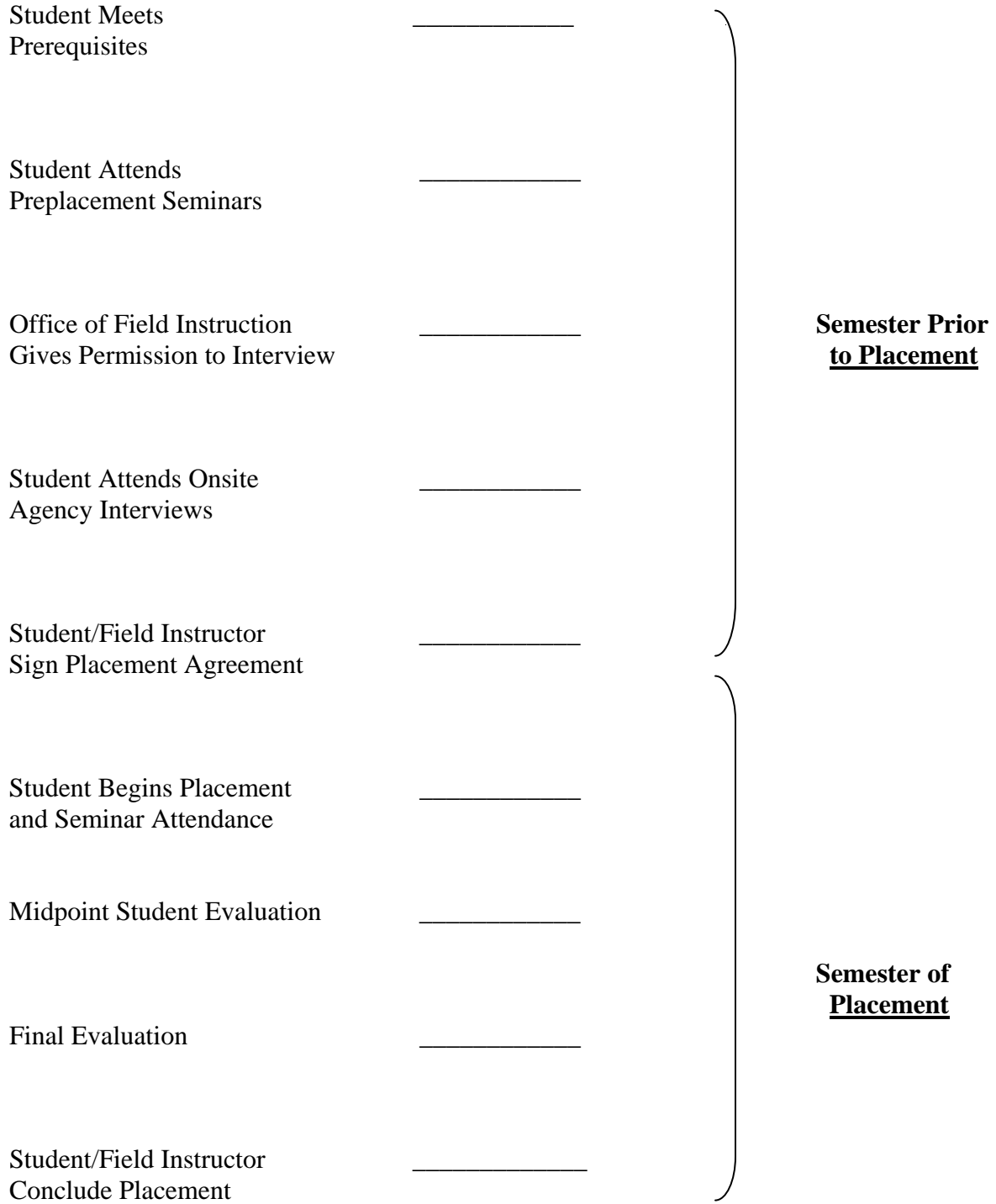
While in the Field Learning Center, the student agrees to abide by the personal and professional rules of conduct in accordance with the regulations of the agency and the NASW Code of Ethics. As deemed appropriate by the agency , agency holidays may be taken by students, but these hours may not be subtracted from the total practicum hours required by the School.

Signatures

Student	Date
Agency Field Instructor (name printed legibly)	
Agency Field Instructor (signature)	Date
Agency Administrator and/or Program Administrator	Date
School of Social Work Coordinator of Field Instruction	Date

APPENDIX - G

UNDERGRADUATE PLACEMENT CONTINUUM



APPENDIX - H

Southern Illinois University
SCHOOL OF SOCIAL WORK

Field Learning Center Assessment Summary

Agency Name: (Please Print) _____

Address: _____

Phone #: _____

Brief Description of Agency:

Type of Field Learning:	BSSW	MSW	Both	
Agency is able to provide students with a practice setting in accordance with professional social work standards			Yes	No
Agency is willing to provide school with information concerning its program, services, and developments in the community which effect field and/or class curricula			Yes	No
Congruency between agency's policies and the procedures, philosophy, and the objectives of the school including the school's commitment to under-served populations based on race, class, gender, ethnicity, sexual orientation, and age			Yes	No
Agency provides a learning climate conducive to student learning			Yes	No
Agency has a qualified field instructor			Yes	No

Agency administration is willing to provide adequate time for the field instructors to fulfill his/her responsibilities to the student and the school	Yes	No
Agency is willing to consider the student in a learning role rather than an auxiliary staff member	Yes	No
Adequate physical space and support services are available at agency	Yes	No
Agency agrees to treat all information about student's progress as confidential	Yes	No
Agency is willing to allow student to use case records, with appropriate confidentiality, for analysis	Yes	No
Agency is willing to allow students to participate in staff meetings, trainings, conferences, etc.	Yes	No

Agency Support Availability:

Stipend:	Yes	No	If so, how much? _____
Travel:	Yes	No	If so, how much? _____
External Training:		Yes	No If so, how much? _____
Insurance:	Yes	No	If so, how much? _____

List designated Field Instructor(s):

Name	Title
------	-------

Degree	Certificate/Licensing
--------	-----------------------

Name	Title
------	-------

Degree	Certificate/Licensing
--------	-----------------------

Name	Title
------	-------

Degree

Certificate/Licensing

Name

Title

Degree

Certificate/Licensing

_____ The agency has been approved as a Field Learning Center.

_____ The agency will be reassessed when the following issues are addressed.

Field Learning Center Contract

Field Practicum Coordinator

Date

Director, School of Social Work

Date

Director, Agency

Date

APPENDIX - I

SIUC SCHOOL OF SOCIAL WORK
APPLICATION FOR FIELD INSTRUCTOR

PERSONAL HISTORY AND PROFESSIONAL EXPERIENCE

Full Name (Please Print) _____ SS# _____

Agency Name _____

Agency Address _____ Phone # _____

E-mail Address _____ Fax # _____

Home Address _____ Phone # _____

Academic Training: (Names of institutions attended & other information specified.)

A. College or University (Graduate Work in [B])	Dates Attended (Inclusive)	Major	Minor	Degree	Date of Degree
--	-------------------------------	-------	-------	--------	-------------------

B. Graduate School & Post Graduate Training

C. Professional Certificates/Registration

Practice Expertise (Check where applicable):

Individual Family Group APO
 Children Adolescent Adult Other

Employment History:

Position, Employer, and Location of Agency Dates Type of Work

Scholarships, Awards, and Recognitions:

Major Offices Held in Honor Societies and Professional Organizations:

Foreign Languages: Spoken

Fluently _____

Read

Fluently _____

Signature _____ Date _____

APPENDIX - J

SIUC SCHOOL OF SOCIAL WORK
Field Liaison Report
Special Site Visit

Name of Student: (Please Print) _____ Date: _____

Education Status: _____ BSSW _____ MSW1 _____ MSW2

Area of Concentration: _____ Health / Mental Health
 _____ Children, Youth, and Families
 _____ School Social Work

Placement Agency Name: _____

Field Instructor: _____

Name of Concerns / Disruption: _____

Proposed Resolution: _____

Plan of Action: _____

Goal

Responsible Party

Target Date

Follow-up Meeting Date and Time: _____

Field Liaison: _____ Student: _____

Field Instructor: _____ Coordinator: _____

APPENDIX - K

**SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
SCHOOL OF SOCIAL WORK
COURSE OUTLINE**

SOCW 441-9- ADVANCED FIELD PRACTICUM

**Connie Baker, LCSW
Spring 2009**

Office: 8L Quigley
Hours: Wed. 11-3:30
Phone: 453-2243

I. CATALOG COURSE DESCRIPTION

441-9 Advanced Field Practicum. Students are expected to complete 420 hours in an approved social service agency during the course of the semester. Utilizes learning contracts with goals, objectives and evaluation to integrate course content into practice, including practice self-assessment. Not for graduate credit. Mandatory Pass/Fail. Prerequisite: senior standing, 275, 291, 383, 400a, 400b, 401, 402, 411; and a 2.5 grade point average. Must be taken concurrently with weekly practicum seminar. Mandatory Pass/Fail.

II. COURSE OVERVIEW

This course provides a learning experience for social work practice in human services agencies. The purpose of the course is to provide a context within which the varied components of the undergraduate curriculum can be integrated and applied to actual practice situations. Under the supervision of an agency practicum instructor, the student is responsible for direct social work practice with individuals, families, small groups, and community and the factors which affect client system functioning. This practicum provides students with an opportunity to integrate theoretical knowledge with the practical application of this knowledge for beginning level generalist social work practice.

III. PLACE OF COURSE IN THE PROGRAM

Field Instruction is an integral part of the total educational process of the Baccalaureate Program. Through field instruction, students deepen their understanding of human behavior and develop and enhance skills in applying social work methods to diverse populations and problems. Through field experience, they are able to use theoretical and intellectual understanding of the ecological perspective to guide practical intervention, and they are able to utilize evidence based skills and knowledge to assess, evaluate, and make interventions on all levels of social work practice. Field provides context within which the varied components of the undergraduate curriculum can be integrated and applied to actual practice situations.

IV. COURSE OBJECTIVES

The Field Practicum is designed to provide students with an opportunity to apply theoretical knowledge to practice situations in a purposeful way within the four broad objectives of the Baccalaureate Field Instruction Program which are to increase students' opportunities to :

- I Function Effectively within a Professional Context.
- II Function Effectively within an Organizational Context.

- III Function Effectively Utilizing Knowledge Directed Practice Skills.
- IV Function Effectively within an Evaluative Context.

Upon successful completion of field instruction for the Baccalaureate program, students will:

1. understand and participate in the provision of generalist practice activities in a selected agency.
2. integrate the ecological perspective with the practical application of this theoretical knowledge for beginning level generalist social work practice;
3. gain a broadened knowledge of human behavior and the ability to apply that knowledge to help solve challenges of individuals, families, and groups and communities.;
4. understand the structure and service delivery goals of organizations, the ambiguities within and between the helping institutions and the gaps in service delivery in order that they can apply generalist social work skills to intervene on behalf of clients;
5. assess and evaluate systems, programs, client progress, as well as their own practice skills;
6. gain a strengthened personal and professional commitment to the values and ethics of the social work profession and to the special needs of diverse population groups, especially those based on race, culture, class, disability, gender, sexual orientation, and/or age;
7. gain an understanding of similarities and differences in service delivery systems in urban, rural and international areas;
8. develop an awareness of personal and professional limitations; and
9. incorporate of social work knowledge, values and ethics in order to strengthen their professional identity and professional self confidence.

V. REQUIRED TEXT

Thomlison, B., Rogers, G., Collins, D. & Grinnell, R. (1996). The social work practicum: An access guide. Itasca, IL: F.E. Peacock Publishers.

VI. COURSE REQUIREMENTS

Baccalaureate students utilize the block model of field placement scheduled for the last semester (Fall or Spring) of students educational program. Block field placements require total of 420 clock hours per semester of practicum experience in a selected agency. Field instruction in the Baccalaureate Program is supported by a Field Seminar taken concurrently with the field practicum. Attendance at seminar is mandatory. A field learning plan (please see attachment) which defines the focus, goals and objectives of student learning must be developed by the student and the field instructor during the first three weeks of placement. In addition, a

weekly Field Practicum log must be completed.

VII. GRADING

On recommendation of the field instructor and faculty field liaison, the Baccalaureate Field Practicum Coordinator confers a grade of pass/fail for the Field Practicum.

VIII. COURSE EVALUATION

Students evaluate their field practicum experience by completing the School of Social Work Assessment of the Field Learning Experience form.

IX. COURSE OUTLINE

Major Course Divisions:

- A. Orientation to practicum agency
- B. Development of Teaching/Learning Agreement
- C. Participant-Observation with agency staff
- D. Supervised Assessment Assignment
- E. Participant-Observation of other macrolevel Activities
- F. Assignment of Individual Client or Group or appropriate project
- G. On-going client system contact
- H. Termination of client system contact
- I. Evaluations

X. BIBLIOGRAPHY

Berg-Weger, M. & Birkenmaier, J. (2000). The practicum companion for social work. Boston, MA: Allyn and Bacon.

Cochrane, S., & Hanley, M. (1999). Learning through field. Boston, MA: Allyn and Bacon.

Corliss, A., & Corliss, R. (1998). Human service agencies: An Orientation to fieldwork. Pacific Grove, CA: Brooks/Cole Publishing.

Cowger, C. (1997). Assessing client strengths: Assessment for client empowerment. In D. Saleeby (Ed.) The strength perspective in social work practice. (2nd ed., pp. 59-73) White Plains, NY: Longman.

Cournoyer, B., & Stanley, M. (2002). The social work portfolio. Pacific Grove, CA: Brooks/ Cole Publishing.

Dolgoff, F., Loewenberg, F., & Harrington, D. (2008). Ethical decisions for social work practice. Needham Heights, MA: Allyn and Bacon.

Gambrill, E., (1999). Evidence-based practice. Families in society, 80(4), 341-350.

- Garthwait, C. (2005). The social work practicum: A guide and workbook for students. Boston, MA: Allyn and Bacon.
- Horejsi, C., & Garthwait, C. (1999). The social work practicum: A guide and workbook for students. Boston, MA: Allyn and Bacon.
- Kagel, J. D. (1996). Social work records. Belmont, CA: Wadsworth Publishing.
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- Roberts, A. & Greene, G. (2002). Social workers' desk reference. New York: Guilford Press.
- Rock, B. & Congress, E. (1999). The new confidentiality for the 21st century in a managed care environment. Social Work, 44(3), 253-262.
- Royse, D., Dhooper, S., & Rompf, E. (1998). A guide for social work students. New York: Longman.
- Rubin, A. & Babbie, E. (2007). Research methods for social work. Pacific Grove, CA: Brooks/Cole Publishing.
- Saleeby, D. (2008). The strength perspective in social work practice. Boston, MA: Allyn & Bacon
- Sheafor, B.W., Horejsi, C.R., & Horejsi, G. A., (2000). Techniques and guidelines for social work practice. Boston: Allyn & Bacon.

**SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
SCHOOL OF SOCIAL WORK
COURSE OUTLINE**

SOCW 442 -3 FIELD PRACTICUM SEMINAR

Connie Baker, LCSW

Spring, 2009

Office: Quigley Rm.
7E E

F 11:00 - 12:50

Phone: 453-2243

Quigley Rm. 7E

Email: cjbaker@siu.edu

Office Hours: W: 11-3:30

Phone: 453-2243

I. CATALOG COURSE DESCRIPTION

The seminar assists the student who is in field practicum to systematically conceptualize and integrate the field experience with the generalist social work practice model across various levels and with social welfare theory. The seminar builds on and reemphasizes content provided in previous social work courses. Seminar discussion focuses on shared field work experience, primarily in rural settings; practice issues related to social work principles, ethics, and professionalism, and interventions strategies. Not for graduate credit. Prerequisites: senior standing, 375, 383, 391, 400A, 400B, 401, 402, 411, and 2.5 GPA in school prerequisites. Must be taken concurrently with 441.

II. COURSE OVERVIEW

This seminar offers students an integration of class work and field experience. It reemphasizes social work theory and techniques and promotes the students' ability to incorporate classroom and practice learning. The course is designed with an infusion of content on rural issues, human diversity and professional social work values and ethics as it prepares students for beginning generalist social work practice.

The primary format of this course is conducted through individual practicum related presentations by the students in which the faculty serves as commentator and consultant. The group as a whole uses the presentation as a focus for discussion of social work values, ethics, and practice models. Selected readings are also assigned.

III. PLACE OF COURSE IN THE PROGRAM

The field practicum is the culminating experience for undergraduate social work majors. It provides an arena in which baccalaureate students can apply the principles of social

work practice in a social agency context. The field seminar supports the field experience and is one major vehicle by which the integration of field and practice takes place.

IV. COURSE OBJECTIVES

The Field Practicum is designed to provide students with an opportunity to apply theoretical knowledge to practice situations in a purposeful way within the four broad objectives of the Baccalaureate Field Instruction Program which are to increase students' opportunities to:

- I. Function Effectively within a Professional Context
- II. Function Effectively within an Organizational Context
- III. Function Effectively Utilizing Knowledge Directed Practice Skills
- IV. Function Effectively within an Evaluation Context (Thomlinson et al)

Upon completion of this course, the student will be able to:

1. Understand on a beginning practice level, generalist social work theory and skills across practice levels;
2. Assess field work experience in terms of both personal and professional behavior;
3. Critically examine values and social attitudes which influence the processes of change and impact on social justice and the quality of life;
4. Develop a deeper appreciation of ethnic, religious, cultural, physical, sexual, age, and class diversity and human rights;
5. Develop knowledge and understanding of rural, urban and international social work practice and service delivery systems;
6. Analyze and utilize evaluation skills related to evidence based social work practice with relevant population groups;
7. Develop awareness of personal limits and role limits in the practice of social work;
8. Acquire an understanding and acceptance of professional and personal responsibility as exemplified by the social work profession and the NASW code of ethics.

V. REQUIRED TEXT

Parent, M. (1998). Turning stones. New York: Random House Publishing

Thomlinson, B., Rogers., G., Collins, D., Grinnell, R. (1996). The social work practicum: An access guide. Itasca, IL: F.E. Peacock Publishers, Inc.

VI. COURSE REQUIREMENTS

1. Regular seminar attendance;
2. Assigned book readings and discussions;
3. Participation in class discussion and oral case presentations;
4. Maintenance and submission of a structured weekly log, describing the field experience, and;
5. Successful completion of two field seminar assignments:
 - A) Agency Structure and Functional Analysis paper and class presentation
 - B) The Baccalaurate Portfolio Project (see attached assignment)

VII. GRADING

The course grade will be determined on the following basis:

Participation/Case Discussion	10%
Weekly Logs	25%
Agency Analysis paper	30%
Senior Portfolio	35%

Attendance at seminar is considered a high priority, such that 2 points will be deducted from the student's final grade for each unexcused absence. Excused absences are at the total discretion of the instructor and must be determined within one week of the absence.

Late assignment submissions will **not** be accepted, except by special permission of the instructor. Late submissions that are approved will result in point deductions.

The grading scale is as follows:

100 - 90% =	A
89 - 80 =	B
79 - 70 =	C
69 - 60 =	D
59 - 0 =	F

VIII. COURSE EVALUATION

Standard SIUC course evaluation forms will be distributed to the class at the end of the semester, along with a course objective specific instrument.

IX. COURSE OUTLINE

Seminar 1 - January 16

Introduction to Field Instruction/Field Seminar

NASW Code of Ethics Review

Reading: Parent, pp 1-9

Thomlison, pp285-294

Seminar 2 - January 23

Developing a Field Learning Plan

Reading: Parent, Chapter 1

Thomlison, Chapter 3 & 4

Assignment Due: All Student File Information

First Log Due

Seminar 3 - January 30

Practicum Related Discussions

Learning by Supervision

Reading: Parent, Chapter 2

Thomlison, Chapter 5

Seminar 4 - February 6

Oral Presentations: Agency Analysis

Assignment Due: Field Learning Plan

Agency Structure and Functional Analysis Paper

Seminar 5 - February 13

Oral presentations: Agency Analysis

Assignment Due: Agency Structure and Functional Analysis Paper

Seminar 6 - February 20

Guest Lecture: NASW Southern District

Topic: Benefits of NASW Membership

Reading: Parent, Chapter 3

Seminar 7 - February 27

Practicum Related Discussion

Performance Evaluations

Reading: Parent, Chapter 4

Thomlison, Chapter 7

Seminar 8 - March 6

Student's Choice - TBA

Reading: Parent, Chapter 5

Assignment Due: Midpoint Placement Evaluations

Seminar 9-----Spring Break

Seminar 10 - March 20

Practicum Related Discussions

Documentation Issues

Reading: Parent, Chapter 6

Thomlison, Chapter 6

Seminar 11 - March 27

Practicum Related Discussions

Dilemmas: Student and Instructor Related Issues

Client Related Issues

Reading: Parent, Chapter 7

Thomlison, Chapter 8

Seminar 12 - April 3

Practicum Related Discussions

Assignment Due: Senior Portfolio

Seminar 13-April 10

Practice Related discussion

Video: *We Are Not Who You Think We Are*

Seminar 14 - April 17

Termination Issues/Discussion

Reading: Parent, Chapter 8

Thomlison, Chapter 9

Seminar 15 - April 24

Values and Ethic/ Professional Boundaries

Video: *Subtle Boundary Dilemmas*

Parent, Chapter 9 & pp 359-365

Assignment Due: Final Log Submission

Seminar 16 - May 1

Final Book Discussion

Graduation Party!!!!

AssignmentDue: *Final Placement Evaluations*

Baccalaureate Placement Evaluation

Graduation Party!!!

Assignments Due: Final Placement Evaluations

Practicum Related Discussions

Traditional seminar activities are the chief form of instruction. Active participation of students in discussion and student presentation of cases are required. Topic areas and presentations are based on student logs, text readings, case presentations, and discussion of the weekly experience of students in their practicum. Practicum related discussion will vary according to case presentations, but they will be infused with the following social

work practice issues:

1. Definition of specific practice issues
 - A. Roles of professional social work
 - B. Code of Ethics
 - C. Value clarification
 - D. Confidentiality/ Dual Roles
 - E. Student roles
 - F. Self Exploration
2. Purposeful generalist practice across practice levels (micro, mezzo, macro)
 - A. Goals
 - B. Objectives
 - C. Evaluation
3. Rights of the Client
 - A. Right to self-determination
 - B. Dignity and worth of individual
 - C. Duty to warn issues
 - D. IL Mental Health Code
4. Strategies of intervention
 - A. Individual/Family
 - B. Group
 - C. Community
5. Examination of communication skills
 - A. With client systems
 - B. With other professionals
 - C. In outreach/home visiting
 - D. In telephone contacts
 - E. Other
6. Resource Development
 - A. Interagency
 - B. Intra-agency
 - C. Networks
 - D. Volunteers
7. Social Policy and law in practice
 - A. Welfare rights

- B. Education rights
 - C. Guardianship
 - D. Entitlement Programs
 - E. Legislative Process
8. Practice Issues related to, and knowledge of:
- A. Rural settings
 - B. Human Rights
 - C. Gender equality
 - D. Problems of the aged
 - E. Children and Youth
 - F. Ethnicity
 - G. Human sexuality
 - H. Racial issues
9. Resume writing, job hunting in social work
- A. Resumes
 - B. Resources in job hunting
 - C. State and federal exams
 - D. Applying to graduate school
 - E. Licensure

X. BIBLIOGRAPHY

- Berg-Wager, M. & Birkenmaier, J. (2000). The practicum companion for social work. Boston, MA: Allyn and Bacon.
- Cochrane, S., & Hanley, M. (1999). Learning through field. Boston, MA: Allyn & Bacon.
- Corliss, A., & Corliss, R. (2002). Human service agencies: An Orientation to Fieldwork. Pacific Grove, CA: Brooks/Cole Publishing.
- Garthwait, C. (2005). The social work practicum: A guide and workbook for students. Boston, MA: Allyn and Bacon.
- Kagel, J. D. (2008). Social work records. Prospect Heights, IL: Waveland Press.
- Kirst-Ashman, K. & Hull, G. (2006). Understanding generalist practice. Belmont, CA: Brooks/Cole
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- Dolgoff, F., Loewenberg, F., & Harrington, D. (2008). Ethical decisions for social work practice. Needham Heights, MA: Allyn and Bacon.

XI. ASSIGNMENTS

Oral Case Presentation

All students should be prepared to give an oral case presentation at each seminar. All oral case presentations should address the following questions:

Why did you select this particular case for presentation?

Do you need help with a particular problem area or help with planning and/or goal setting?

Is there a systems dilemma or diversity issue?

What questions would you like answered or issues clarified as a result of this presentation?

Please include information regarding social history and treatment planning for your client as well as his/her response to the intervention process. **As always, the confidentiality of the clients' identity should be maintained.**

Agency Structure and Functional Analysis Paper and Oral Presentation

Due: February 6/13

This paper should be 10-12 double-spaced, typed pages. This paper should be appropriately referenced. Each student will give an oral summary of their paper to the class on the due date. Any agency handouts available for distribution to your classmates are welcomed and encouraged.

1. Agency Organization

Describe the type of organization (501-C-3? Public agency?). Include an organizational chart which depicts the agency's component parts and its relationship to its board of directors, parent organization, government body, etc.

2. Historical Overview

A) When was it founded?

B) Is it under public or private auspices?

C) What law or charter provides its authority to function as a human service agency?

D) What are its sources of funding (i.e., client fees, governmental grants)?

3. Agency Service Program

Describe the agency's purpose as a human service agency, including the mission statement. If you work in a large agency, focus on one particular program (preferably the program in which you are working).

In your own analysis of the agency's service functions, does it adequately carry out its aims and purposes as stated in its agency social policies?

4. Agency Clients

Describe the agency clients in terms of age, gender, sexual orientation, religion, culture, socioeconomic status, types of personal and social problems they present.

5. Agency Professional Staff

What professional disciplines are represented on the agency staff? Do they hold academic credentials or licenses in their area of specialization? Are they involved in professional associations such as NASW? Are staff involved in in-service training or other formal training to upgrade professional skills?

6. Impressions

What are your impressions about how well the agency "fits" into the system of social services in the rural community?

FIELD SEMINAR SUBMISSION DEADLINES

The following deadlines must be observed in order to receive a grade for the seminar.

Seminar 2 - January 23	All materials for student file (only for those who do not have a complete file): <ol style="list-style-type: none">1. Field Learning Center Agreement (contract)2. Student resume (form)3. Professional Resume4. BSW field Standing Information (form)5. First Log Submission
Seminar 4 - February 6	Field Learning Plan Agency Structure and Functional Analysis Paper
Seminar 5 -February 13	Agency Structure and Functional Analysis Paper
Seminar 8 - March 6	Midpoint Placement Evaluations
Seminar 11 - April 3	Senior Portfolio
Seminar 15 - April 24	Final Log Submission
Seminar 16 - May 1	Final Placement Evaluations Baccalaureate Placement Evaluation

BACCALAUREATE PORTFOLIO PROJECT

During the last semester of your senior year, you will be required to present a Baccalaureate Portfolio. This Portfolio is a multidimensional tool intended to present a portrait of you as a professional in your chosen field. Items that exhibit knowledge, skills, values, and achievements are purposefully collected and organized to show your competencies as a social worker and your understanding of the Baccalaureate program objectives.

The Portfolio Project is designed to highlight critical thinking and self-assessment skills. It provides an opportunity for you to reflect on your education, practice and volunteer experiences and integrate them with your personal goals and those of the professor of Social Work. It also serves to demonstrate your achievement of professional writing skills.

The Portfolio should be organized around the demonstration that you have achieved knowledge, skills, and values in each of the six undergraduate program objectives:

UNDERGRADUATE PROGRAM OBJECTIVES

Objective I: Values and Ethics

To provide a professional foundation which builds upon a liberal arts background includes the values and ethics of the social work profession, and the history and philosophy of social work as the preparation for entry level social work practice and for study in an advanced program at the graduate level.

Objective II: Generalist Social Work Practice

To prepare for beginning generalist social work practice that enhances the reciprocal interaction between people and their environment based on the ecological theoretical perspective and social system approach.

Objective III: Intervening at Appropriate System Levels

To provide foundation knowledge and generalist practice skill for intervening at appropriate system levels in the human service delivery system in rural, urban, and on the international level as a mechanism for enhancing the problem-solving abilities of individuals, families, groups, and organizations.

Objective IV: Evidence-Based Practice

To provide basic knowledge for evaluating programs and basic knowledge and skills for evaluating one's own practice as well as to develop a beginning level understanding of and appreciation for evidence-based practice using research methods.

Objective V: Influencing Social Policy

To provide and prepare for participation in professional organizations by providing knowledge and ideas important for influencing social policy aimed at promoting social justice and human rights.

Objective VI: Diverse and Often Under-Represented Populations

To provide theoretical knowledge and generalist practice skills necessary for intervention with diverse and often under-represented populations based on race, class, ethnicity, gender, sexual orientation, age, and disabilities.

In addition to items such as those listed above, the Project Portfolio must include a **NARRATIVE SELF-ANALYSIS** paper in which you evaluate your progress toward achieving professional knowledge, skills and values in the Social Work arena.

Outline for Self-Assessment Portfolio Section

The self assessment should be 2 pages and should address the following outline:

Section 1: Short autobiographical introduction (where did you start?)

Section 2: Summary of the most important social work content that you have added to your social work *tool box*. (Strength development)

Section 3: How have you learned to evaluate your practice?

NOTE: *Beginning your junior year, it is recommended that you save all completed course work. This will help when you begin to compile your Baccalaureate Portfolio.*

Name _____

BACCALAUREATE PORTFOLIO PROJECT
Evaluation Form

- 5 = Outstanding
- 4 = Very Good
- 3 = Average
- 2 = Poor
- 1 = Inadequate

The likert scale on the left is used to evaluate each portfolio section in terms of the evidence presented for each objective, as well as the quality of the supporting narrative.

5	4	3	2	1
-2 samples	-2 samples	-1 sample	-1 sample	-sample or
-outstanding	-good	-adequate	-poor	narrative
narrative	narrative	narrative	narrative	missing
-error free	-minor	-frequent	-major	-major
	editing	editing errors	editing errors	editing errors
	errors (1-3)	(4-10)	(10 or more)	(10 or more)

- 1. Values and Ethics _____
Comments:
- 2. Generalist Social Work Practice _____
Comments:
- 3. Appropriate System Levels _____
Comments:
- 4. Evidence-Based Practice _____
Comments:
- 5. Influencing Social Policy _____
Comments:
- 6. Diversity _____
Comments;
- 7. Self-Analysis _____
Comments
- TOTAL POINTS** _____

APPENDIX - L

6. What new skill did you try to use this week? Did it work? If not, why did you think it did not?

7. Did you use your time effectively this week? If you did not, was there a particular reason?

8. What learning goal have you made progress with this week? What goal do you need to work on most? How will you work on it next week?

9. Describe your weekly supervisory conference.

APPENDIX - M

**SIUC School of Social Work
Baccalaureate Field Program**

Field Learning Plan

Student's
Name: _____

Placement
Site: _____

GOAL I: To increase effective functioning within a Professional Context

Objectives:

Target Date:

GOAL II: To increase effective functioning within the Organizational Context

Objectives:

Target Date:

GOAL III: To increase effective functioning Utilizing Knowledge Directed Practice Skills.

Objectives:

Target Date:

GOAL IV: To increase effective functioning within an Evaluative Context

Objectives:

Target Date:

Student	Date
Field Instructor	Date
SIU Field Coordinator	Date

APPENDIX - N

Southern Illinois University
School of Social Work
Baccalaureate Field Practicum Evaluation

Instructions

The purpose of the evaluation process is to provide students with the feedback necessary to promote further growth as professionally trained social workers. The evaluation is to be filled out in the middle and at the completion of the field practicum. The evaluation sections are categorized in the same manner as the Field Learning Plan for convenient reference to established goals for generalist framework social work practice.

Student _____

Agency _____

Field Instructor _____ Field

Liaison _____

This Midterm / Final (circle one) evaluation was completed on

_____.

Part A: Practicum Description:

Briefly describe the roles, tasks, and activities of the student in field practicum.

Please use the following scale in evaluating the student, circling the appropriate response.

1 Poor: unable to display professional level of performance

2 Fair: occasionally displays professional level of performance with frequent inconsistencies

3 Good: often displays professional level of performance, occasional inconsistencies

4 Very Good: frequently displays professional level performance, rare inconsistencies

5 Excellent: consistently displays professional level of performance

NA: Not applicable to placement

Part B: Educational Objectives

Goal I: Increasing effective functioning within a Professional Context

Respect for cultural diversity	1	2	3	4	5	NA
Acceptance of appropriate levels of professional responsibility	1	2	3	4	5	NA
Understanding of personal strengths	1	2	3	4	5	NA
Recognition of areas in which personal and professional growth are necessary	1	2	3	4	5	NA
Ability to organize and manage time	1	2	3	4	5	NA
Adherence to attendance and punctuality policies	1	2	3	4	5	NA
Ability to engage in a variety of social work roles	1	2	3	4	5	NA
Ability to develop appropriate professional relationships	1	2	3	4	5	NA
Demonstration of values and ethics consistent with the profession	1	2	3	4	5	NA
Initiative toward professional development & training activities	1	2	3	4	5	NA
Appropriate use of supervision	1	2	3	4	5	NA

GOAL II: Increasing effective functioning within the Organizational Context

Understanding of and adaptability to administrative structure	1	2	3	4	5	NA
Understanding of agency program, purpose, structure, and services	1	2	3	4	5	NA
Recognition of limits of agency functions	1	2	3	4	5	NA
Communication of agency 's purpose, structure, and constraints to client system	1	2	3	4	5	NA
Understanding of social issues facing the organization and community	1	2	3	4	5	NA
Knowledge of agency policies and their relationship to service delivery	1	2	3	4	5	NA
Understanding of and ability to utilize community resources through linkage and referral	1	2	3	4	5	NA
Knowledge of client system served by agency	1	2	3	4	5	NA
Understanding of rural perspective and its impact on organizations	1	2	3	4	5	NA

GOAL III: Increasing effective functioning utilizing Knowledge Directed Practices Skills

Ability to understand relationship building and intervention planning over all levels of systems (micro, mezzo, macro)	1	2	3	4	5	NA
Ability to establish productive relationships with client systems	1	2	3	4	5	NA
Ability to gather relevant data for appropriate sources	1	2	3	4	5	NA
Ability to identify problems and issues	1	2	3	4	5	NA
Understanding the dynamics of presenting problems	1	2	3	4	5	NA
Ability to formulate a comprehensive assessment	1	2	3	4	5	NA

Ability to develop intervention plans and contracts based on assessment	1	2	3	4	5	NA
Ability to select an appropriate intervention based on client system need	1	2	3	4	5	NA
Ability to involve client system in the development and evaluation of goals and objectives	1	2	3	4	5	NA
Ability to use appropriate interviewing skills	1	2	3	4	5	NA
Ability to demonstrate effective written communication skills	1	2	3	4	5	NA
Ability to maintain purpose and focus with client system	1	2	3	4	5	NA
Understanding of rural social work practice	1	2	3	4	5	NA
GOAL IV: Increasing effective functioning within an Evaluation Context						
Ability to receive, understand and consider feedback	1	2	3	4	5	NA
Ability to plan, implement, and evaluate single systems design project(s)	1	2	3	4	5	NA
Ability to accurately evaluate a level of competence and effectiveness in generalist practice	1	2	3	4	5	NA
Ability to accurately evaluate the practicum experience	1	2	3	4	5	NA
Understanding of program evaluation process	1	2	3	4	5	NA

Part C: Field Instructor Elaboration

Briefly discuss specific student strengths

Indicate any areas which student needs to strengthen or develop

Part D: Student Response

Please comment on the overall content of the evaluation

_____ I concur with this evaluation.

_____ I do not concur, for the following reasons:

The student has accrued _____ placement hours as of _____ (date).

Student: _____ Date: _____

Field Instructor: _____ Date: _____

APPENDIX - O

**Southern Illinois University
Baccalaureate Placement Evaluation Form**

Student

Agency

Program/Department

Field

Supervisor

Placement Semester:

(Circle One)

Fall

Spring

Summer

Year ____

A. Summary of main activities:

B. Content from classes which was necessary, utilized, and/or illustrated:

C. Specific skills/knowledge gained:

D. Please rate your experiences in reference to each of the following criteria using this scale:

- 4 - Outstanding
- 3 - Good
- 2 - Satisfactory
- 1 - Poor
- 0 - Uncertain or not applicable

1. Volume appropriate for generalist practice	4	3	2	1	0
2. Integration of major curriculum areas (practice, policy, research, human behavior in the social environment)	4	3	2	1	0
3. Variety of learning opportunities (micro, mezzo, macro)	4	3	2	1	0
4. Orientation to agency mission	4	3	2	1	0
5. Quality of field instruction	4	3	2	1	0
6. Availability of assessment opportunities	4	3	2	1	0
7. Availability of intervention planning opportunities	4	3	2	1	0
8. Availability of evaluative opportunities	4	3	2	1	0
9. Acceptance and inclusion of students by staff.	4	3	2	1	0
10. Accessibility of support and consultation from:	4	3	2	1	0

Field Supervisor	4	3	2	1	0
Other Staff	4	3	2	1	0
Field Liaison	4	3	2	1	0
Field Seminar Instructor	4	3	2	1	0
11. Quality of support and consultation:					
Field Supervisor	4	3	2	1	0
Other Staff	4	3	2	1	0
Field Liaison	4	3	2	1	0
Field Seminar Instructor	4	3	2	1	0
12. Your overall satisfaction with practicum.	4	3	2	1	0

E. Placement appropriate for:

Undergraduate _____

Graduate _____

F. Any information regarding this placement which was not covered and would be important to the placement of future students:

APPENDIX - P

SCHOOL OF SOCIAL WORK
COLLEGE OF EDUCATION AND HUMAN SERVICES
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
AFFILIATION AGREEMENT

THIS AGREEMENT, made and entered into this in _____ 20 _____, by and between the Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois governing Southern Illinois University at Carbondale, hereinafter referred to as “UNIVERSITY,” and _____ hereinafter referred to as “FACILITY”.

WHEREAS, UNIVERSITY desires that certain of its students, and when appropriate certain of its faculty members, be permitted to visit and utilize the premises of FACILITY to afford such students the opportunity to have practical learning field placements at FACILITY, and

WHEREAS, FACILITY recognizes the need for and desires to aid in the educational development of social work professionals, and is willing to make its premises available for such purposes,

NOW, THEREFORE, it is understood and agreed upon by the parties hereto, as follows:

A. UNIVERSITY’S RESPONSIBILITIES:

1. UNIVERSITY shall have total responsibility for planning and determining the adequacy of the educational experience of students in the theoretical training, basic skills, professional ethics, attitude and behavior, and will assign to FACILITY only those students and faculty who have satisfactorily completed the prerequisites of UNIVERSITY’s educational program before field placement.

2. UNIVERSITY shall designate a member of its faculty to coordinate this program with a designated member of FACILITY’s staff. This assignment shall include on-site visits and continuing exchange of information on the progress of the Field Practicum.

3. UNIVERSITY shall provide FACILITY with the names and pertinent information about each student to be assigned to FACILITY at least four weeks before the beginning date of the student’s assignment at FACILITY.

4. UNIVERSITY shall have the right to withdraw a student from field placement. Such notice to FACILITY of withdrawal of a student shall be in writing.

5. UNIVERSITY, through its faculty, shall be responsible for supervising students in the performance of their duties; however, UNIVERSITY shall not be required to provide full-time, on-site supervision of students placed at FACILITY.

6. UNIVERSITY shall withdraw any student upon FACILITY's request, after a determination made in good faith by FACILITY that the student's health status or performance places FACILITY in jeopardy.

7. UNIVERSITY shall instruct students on the importance of respecting the confidential nature of all information which may come to them with regard to FACILITY's records, and that students shall maintain the confidentiality of all patient or staff information gained at FACILITY.

8. UNIVERSITY shall promptly advise FACILITY of any change in the approval or accreditation of its social work program.

9. UNIVERSITY agrees that student will be expected to conform to FACILITY's policies and procedures and follow all directives of FACILITY.

10. UNIVERSITY shall provide to FACILITY, at least two weeks prior to assignment of FACILITY, the name and any other information reasonable requested by FACILITY, of each student assigned to FACILITY.

11. UNIVERSITY shall provide professional liability insurance, through its self-insurance program, for students enrolled for academic credit performing in the scope of a field placement as provided for in this agreement if and so long as the student is not paid by the FACILITY. Documentation of such insurance coverage shall be provided by UNIVERSITY to FACILITY. UNIVERSITY will give FACILITY thirty days written notice prior to the effective date of any changes in the terms of such insurance.

B. FACILITY'S RESPONSIBILITIES:

1. FACILITY shall designate a member of its staff to be coordinator of this program with whom UNIVERSITY's program coordinator is to communicate for the conduct of this field education program, which may include the development of objectives, methods of instruction and other details of the clinical experience.

2. FACILITY shall make available to assigned students appropriate facilities, equipment and supplies in order to provide supervised field experience in the program. Such facilities shall include an environment conducive to the learning process which conforms to FACILITY's customary procedures.

3. Students are to remain subject to the authority, policies and regulations imposed by the UNIVERSITY. During periods of field assignment and while on FACILITY premises, students will also be subject to all standards, rules, regulations, administrative practices and policies of FACILITY.

4. FACILITY shall have the right to approve the participation of a faculty member or UNIVERSITY to engage in field teaching at FACILITY.

5. That in case of accident or injury to any student or faculty member of UNIVERSITY, such student or faculty member may receive emergency treatment in the FACILITY at his/her own expense.

6. FACILITY certifies that is not barred from being awarded a contract or subcontract under Section 10.0 of the Illinois Purchasing Act (30 ILCS 505/10.0).

7. FACILITY certifies that it will comply with the Drug-Free Workplace Act (30 ILCS 580) and will not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in the performance of this contract.

C. JOINT RESPONSIBILITIES OF UNIVERSITY AND FACILITY:

1. UNIVERSITY and FACILITY shall mutually agree upon and arrange the course of instruction, the periods of assignment for each student, and the number of students eligible to participate concurrently.

2. UNIVERSITY and FACILITY agree that there shall be no discrimination on the basis of age, race, religion, creed, sex, national origin, handicap or veteran's status.

3. UNIVERSITY and FACILITY shall arrange and provide orientation of faculty members and students concerning FACILITY's policies, rules and regulations.

4. That for purposes of this Agreement, UNIVERSITY and FACILITY are independent contractors, and this Agreement shall not constitute the formation of a partnership, joint venture, or employment, principal-agent or master-servant relationship.

5. That under no circumstances is any student of UNIVERSITY to be considered an agent, servant or employee of FACILITY, but rather will be considered to be on FACILITY's premises for the purpose of acquiring education and skills.

6. That nothing in this Agreement shall be interpreted as creating an exclusive agreement of relationship between the parties.

7. The terms and conditions of the Agreement may be amended by written instrument executed by both parties.

8. This Agreement is for a term from _____ to _____. It may terminated by either party by giving notice to the other party by certified mail at least thirty days prior to the end of the term. Should notice of termination be given, students then assigned to FACILITY shall be allowed to complete their previously scheduled clinical assignment then in progress at FACILITY. Notice of termination to FACILITY shall be directed to:

Notice of termination to UNIVERSITY shall be directed to:

Provost and Vice Chancellor
Southern Illinois University, Carbondale
Mail Code 4305
Carbondale, Illinois 62901

9. This Agreement shall be governed by the laws of the State of Illinois.

D. STUDENT'S RESPONSIBILITIES:

- The student has a major role in the field learning process and is expected to participate in all field practicum activities. The field practicum student's responsibilities are:
- To attend all pre-placement meetings;
- Arrange and implement, with permission from the field coordinator, placement interviews with field practicum agencies;
- Complete all paperwork related to selecting, entering, maintaining, and evaluating the field instruction practicum;
- In cooperation with his/her agency field instructor, to develop and implement an individualized field learning plan which meets all field practicum objectives;
- To meet the ethical standards of the profession;
- To participate actively in an ongoing evaluation of his/her performance including the constructive and appropriate use of supervision;
- To adhere to agency personnel policies, regulations and procedures;
- To assume a professional role as a representative of the agency in contacts with clients, colleagues and the community;
- To be proactive in finding learning opportunities in finding learning opportunities in field practicum;
- To utilize procedures established by the School to resolve learning difficulties in field; and,
- To adhere to all field practicum policies, meet all course requirements, and submit all placement paperwork by the assigned due dates.

IN WITNESS THEREOF, the parties hereto have cause this Agreement to be executed on the day, month and year first above written.

APPROVED:

APPROVED:

BOARD OF TRUSTEES OF
SOUTHERN ILLINOIS
UNIVERSITY GOVERNING
SOUTHERN ILLINOIS
UNIVERSITY CARBONDALE

BY: _____

BY: _____

Don Rice,
Interim Provost and Vice Chancellor for
Samuel Goldman, Chancellor
Southern Illinois University,
Carbondale, Illinois

BY: _____

BY: _____

Mizan R. Miah, Director
School of Social Work

Kenneth Teitelbaum, Dean
College of Education & Human Services