



CAMPBELL
UNIVERSITY

Social Work

BSW FIELD MANUAL

SOCIAL WORK DEPARTMENT

2022-2023

ACKNOWLEDGEMENTS

We would like to thank our **wonderful field instructors** who donate their time and talents to benefit our students, the University, our future clients, and the greater community. You are the best, and Campbell Social Work would not exist without you!

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Section A – General Information

MESSAGE FROM THE FACULTY

Dear Students and Field Instructors:

Welcome to the Campbell University BSW Senior Field Practicum! We are so happy to work with you in this exciting year for our BSW field interns. This Field Manual contains all the information, documents, and forms that you will need for SOWK 490/491.

The 490/491 practicum consists of 450 hours completed over two semesters (225 hours each semester). This internship is designed to provide you with opportunities to develop competencies needed to enter beginning generalist social work practice. Students are provided with opportunities to develop, demonstrate, and evaluate their professional values, knowledge, and skills in a social work practice setting. Twelve credit hours are given for this course (6 each semester). Students take three hours of seminar (1.5 hours each semester) with the senior practicum to integrate classroom and field experience.

The field instruction program is an important and exciting component of your social work education. Please take the time to carefully read this Field Manual. With some planning and hard work, your field experience can be one of the most valuable experiences of your college career.

If you have questions or concerns, please contact either of us at any time.

Warmest regards,

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INTRODUCTION

Students are concurrently enrolled in the Practice Seminar (SOWK 480/481) and the Field Practicum (SOWK 490/491) during their field placements. The field placement (6 credit hours) and practice seminar (1.5 credit hours) are the capstone of the student's preparation for entry into professional social work.

Field work involves a work experience placement in a social welfare agency, program, or institution which provides one or more social services. The placement is made by the field office in consultation with the student and requires each student to complete 16 hours per week for a total of 450 hours, over the course of fall and spring semesters, in agency-assigned responsibilities. The student is supervised by a designated staff member approved by the field office.

The 1.5-hour seminar:

- Integrates social work theory and practice experience.
- Provides a group process through which the student may use the resources of the instructor and fellow students.
- Encourages and expects students to deal with the personal issues of professionalism which occur in the field placement and to intellectually and critically discuss those issues that are significant for future professional development.
- Provides a setting for students to further explore their professional identities as they prepare for graduate school and the social work profession.

Perspectives Considered in the Field

Through processing and critical thinking in the BSW field seminar, students are asked to refer to the Cultural Context Model. This model encourages practitioners to consider critical consciousness, accountability, and empowerment as necessary concepts of understanding to effectively work with individuals, families, groups, community organizations, and colleagues. The theory of intersectionality is woven throughout the assignments in seminar and is encouraged as a concept relevant to clients encountered in field placements. This theory looks at how individuals and groups are seen in the context of their various social and cultural constructs. Intersectionality suggests that oppression is not one-dimensional but is complex and based on the various aspects of a person's social location, race, ethnicity, culture, gender, religion, nationality, sexual orientation, class, species, or disability. These aspects do not act independently from one another but instead interrelate to create a system of oppression that represents the "intersection" of multiple forms of discrimination.

BSW INTEGRATIVE FIELD SEMINAR

The weekly integrative practice seminar provides a forum for group discussion that promotes collaboration and mutual aid through the analysis of alternative techniques of practice, the importance of professional boundaries, the practice implications of ethical dilemmas encountered in the placement setting, and participation in self-reflection exercises. Designed to

draw upon and enhance the field practicum, the seminar provides an opportunity to integrate practice and theory while exploring issues/concerns and sharing new insights. By listening respectfully and reflecting upon the information and experiences shared, each student will have the opportunity to explore issues that impact personal growth and professional developments.

In addition, students will have the opportunity to benefit from peer consultation and consider alternative techniques to enhance their beginning practice. Drawing from the variety of student field placement settings represented in the seminar, diverse styles of supervision, management, and organizational culture will be explored to enhance student awareness of social work practice alternatives in multiple settings.

The integrative strengths-based field seminar meets weekly for 1.5 hours. Attendance is required to enhance learning while developing a safe environment for the students to engage in reflection and analysis of practice techniques, agency policies, etc. Students engage in peer consultation as they discuss different agency policies, styles of supervision, and techniques of intervention with diverse clients, etc. Successful field performance is dependent upon completion of all the required seminar assignments in combination with a positive field practice evaluation. This field evaluation process, based on a strength's perspective, draws upon a collaborative model that involves the student, the field instructor, and the field director (see section with Student Evaluations for further discussion on the evaluative process).

SOCIAL WORK DEPARTMENT MISSION STATEMENT

The mission of the Campbell University Social Work Program is to prepare students for culturally competent, evidence-based practice in both large and small client systems across practice and geographic areas. The program prepares students for ethical professional practice with emphases on social justice, diversity & inclusion, and community engagement. Our graduates are generalist social workers prepared to enter practice or graduate education.

Program Goals Derived from the Mission

Campbell University Social Work Program Goals:

1. To prepare students for entry-level generalist professional social work practice with individuals, families, groups, and communities and/or graduate education.
2. To provide insight into the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, the dynamics of communities, and the nature of change.
3. To prepare graduates who are committed to ongoing professional growth and development within the context of changing social, cultural, and economic needs of clients.
4. To improve the quality of social welfare services by providing graduates who will practice in social welfare agencies serving high risk populations whether at the local, national, or international level.
5. To promote the routine habits of and lifelong commitment to personal and professional self-care.

LEARNING OUTCOMES OF FIELD EDUCATION

Field Practicum – SOWK 490/491

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

PROGRAM GOVERNANCE

The Social Work Department is located on the second floor of Taylor Hall and is a department within the School of Education. Dr. Alfred Bryant is dean of the School of Education, and his office is 230 Taylor Hall.

A Program Advisory Committee composed of social workers from the community, Social Work faculty, field faculty, graduates and students advise the program in matters of curriculum and policy. This committee meets at least twice during the academic year. Minutes of these meetings are available in the program office.

Section B – Field Course Information

INTERN LIABILITY INSURANCE

Campbell University has Liability Insurance with McGriff Insurance Services which covers students in practicum work. Questions about coverage can be directed to Campbell University's General Counsel at (910) 893-1645.

EVALUATION – COURSE GRADES

Students will be evaluated on their understanding and ability to demonstrate the core competency practice behaviors through participation in integrative seminars, written and oral seminar assignments, and the mid and final semester evaluations completed by the field instructor.

Grading Guidelines

“A” means students are doing consistently outstanding work. They attend class regularly, hand in all assignments on time, participate in class discussions and activities, and demonstrate a thorough understanding of course material and concepts. To receive an A, students' performance must be significantly and consistently above and beyond minimum expectations for the course.

“B” means students are doing above average work. They attend class regularly, hand in all assignments on time, participate in class discussions and activities, and demonstrate a good understanding of course material and concepts. To receive a B, students' performance must be consistently above and beyond minimum expectations for the course.

“C” means students are doing acceptable work. They may have unexcused absences, hand in assignments late, not fully participate in class discussions and activities, and/or may demonstrate a basic understanding of course material and concepts. To receive a C, students' performance must meet minimum expectations for the course.

“D” or “F” means students are doing work that does not meet minimum expectations for the course and/or does not demonstrate a basic understanding of course material and concepts.

The Final Grade

Although the field instructor (supervisor) completes the mid and final evaluations with the student intern, the final grade for the field experience and for the entire course is the responsibility of the field director.

FIELD SEMINAR AND COURSE EXPECTATIONS

Participation in Seminar Discussion

Because seminar students will work as a group, it is important to group development that students be present at each seminar meeting and be prepared to exchange critical and creative input relative to the field experience and in self-understanding and professional identification.

During this semester, students must attend every seminar. In extreme extenuating circumstances, an absence will be excused; however, this must be cleared with the seminar instructor prior to class time on the day of the seminar. **Under no circumstances should a student fail to show up or send word via another student.**

Participation in Field Placement

Students complete their field placements in two semesters. They are expected to participate in the assigned field placement two days per week, for a total of 450 hours. The schedule for completion of the hours is agreed upon by the field instructor and student in advance. This may include the student working during scheduled school holidays or at a time when the University is not in session. Students may receive field hours for conferences, meetings and events scheduled by the field placement or Social Work Department. Students typically work the same hours as the supervisor; however, an alternative schedule may be developed to accommodate outside work responsibilities. Alternative schedules must be approved by the agency supervisor (field instructor) and the field director. To complete the total hour requirement within the semester, a student must accumulate at least 16-18 hours per week. **Under no circumstances should a student fail to show up or fail to communicate an absence to the agency and to the field director. Failure to do so may result in termination of field placement and failure of the field course.**

Sick Leave

Students who are sick are not required to notify the field director prior to the absence. However, students must notify their agency supervisor (field instructor) using acceptable agency policy and procedure when they are staying home sick. Students will document sick leave on their timesheets. Students are allowed 8 hours of sick leave per semester.

Taking Care of Ourselves

Social workers have long been recognized as professionals who provide encouragement, support, and caring to others. Students often express having experienced some degree of stress and anxiety while preparing for and engaging in the field practicum experience. To address this concern, students will engage in a seminar class that allows students and the field director to develop exercises and opportunities to process methods and ideas about how to take care of themselves as interns and professionals. More information will be available during the seminar and on the course schedule.

Time Sheets

Students should be available 16 hours a week to complete the required 225 per semester or

450 total hours in placement. Students are expected to work during scheduled agency hours and days, and this may include school vacation periods. Students must keep a record of their hours which is signed by their field instructor, and any changes in the schedule must be approved by the field instructor in advance. *Signed* time sheets are due to the field director at midterm and final evaluation. Time sheets that are not signed by the field instructor or task supervisor will not be accepted.

Journal

Throughout the first semester, students are expected to keep a weekly journal of activities in field placement. These journals will be submitted on Blackboard.

Professional Writing

Each student is expected to provide accountability for work completed during the field practicum semester. To ensure a varied experience and to encourage creativity and freedom of choice, students will submit the following samples of writing:

- Learning Contracts
- Journal entries
- Process Recording
- Agency Presentation
- Field Analysis
- Values and Ethics Paper

All assignments are detailed on Blackboard and in the Syllabus.

Evaluating Student Learning

Student learning is monitored and evaluated by grading the quality of assignments in SOWK 480/481 Practice Seminar. This seminar is taken concurrently with SOWK 490/491 Field Practicum in Social Work. The Field Evaluation Instrument evaluates the extent to which the 31 practice behaviors and the 9 competencies are achieved by the student. The Field Evaluation Instrument is administered at the end of the fall semester as a formative assessment to give the student information about practice behaviors and competencies that need special efforts toward improvement during the spring semester. The student is formally given a summative evaluation at the end of the spring semester. This evaluation becomes a part of the student's permanent record.

Evaluating Setting for Appropriate Learning Experience

At the end of the placement, each student is asked to complete a questionnaire about the quality of the field placement and supervision they have experienced. The information is combined with the field director's observations and experiences to evaluate agency settings and field instructors for their appropriateness for generalist practice field placements.

SELECTING AGENCIES

The selection of field instructors and agencies for field practicums is an important process in

providing the student with a sound educational experience.

Field agencies are selected based on similar values and philosophies to that of the social work profession and social work education. Agencies have a desire for affiliation with the University and a commitment to student field education. Field instructors must have a BSW and/or MSW from a CSWE-accredited social work program and two years of practice experience are preferred. Field instructor's curriculum vitae or resumes are kept on file in the field director's files.

The field director conducts individual orientations for new field instructors, along with offering peer consultation to address learning contracts, field instruction tools and techniques, curriculum development, and process and outcome evaluations.

Field agencies are chosen based on their ability to meet the following criteria:

- Commitment to and an interest in social work education.
- Desire to have student placement and respect for students as having something meaningful to contribute.
- Compliance with non-discrimination standards in relation to students and client systems based on race, culture, gender, age, creed, ethnic or national origin disability, sexual orientation, religion, or political preference.
- Administrative support for participation in social work education.
- Utilization of social work as an integral part of the primary services network of the agency.
- Sufficient flexibility and administrative structure program and service delivery to provide a sound learning atmosphere.
- Availability of qualified BSW or MSW field instructors within the agency or willingness of the agency to have an ancillary field instructor assigned by the field director.
- Willingness to allocate field instructor and appropriate support staff time and resources to field instruction.
- Availability of learning experience, which meets the educational objectives of the field instruction, and willingness to assign these to students as appropriate.
- Willingness to participate in the evaluation and grading processes.
- Ability to provide appropriate generalist practice experiences at the BSW level.
- Familiarity with Campbell University, social work curriculum, and a willingness to keep current with curriculum developments.
- Provide adequate workspace for the student during their time in the agency.

Process

Field agencies are identified in numerous ways. One goal is to have a variety of practice settings that serve diverse populations. Social Work faculty members are continuously involved in recruiting and developing field placements in human services agencies. Students and social work practitioners in the surrounding areas may make suggestions, agency personnel may contact the program themselves, or agencies may be sought out due to the services they

provide. The Campbell Social Work Program Advisory Board is another source of recommendations for agencies. The field director contacts the appropriate agency staff to discuss the possibility and appropriateness of placing student social work interns. The criteria listed above are reviewed along with a discussion of the Agency Agreement. The field director makes the final decision on selecting agencies.

THE FIELD PLACEMENT PROCESS

Early in the semester prior to a student's field placement, the student completes the Request for Practicum Placement. The field director then meets with the student to discuss the placement, including what field populations and agencies settings are of interest to the student. The student is asked to choose at least two agencies for a possible field placement.

Students apply for the field experience no later than the end of March prior to their senior year, which begins in August. The student must meet all criteria for field experience including:

1. Overall GPA of 2.25.
2. Completion of the following courses with no grade below a "C": SOWK 201, SOWK 290, SOWK 320, SOWK 330, SOWK 340, SOWK 350, and SOWK 351.

Next, the student schedules an interview with the field director. Based on the student's interests and the availability of appropriate agencies, the student is referred to a potential field instructor for an interview. If the interview is positive, the student is assigned to the agency for the senior field placement beginning with the fall semester in August.

Some field placement agencies require additional information related to the student before they can offer a field placement. Immunization records, a criminal background check, and a drug screen are examples of such requirements. Students are informed of these requirements at the time of their interview in the agency. If the agency does not cover the expense of these requirements, it is the student's responsibility to contact the Social Work Department to obtain further guidance in completing the agency's request.

For both SOWK 490/491: senior field placement, students participate in departmental field orientation as part of their integrative seminars prior to their placement within the agency. The orientation is designed to equip them with information necessary for a successful beginning in their placement and covers topics such as: roles and responsibilities, expectations, professionalism, learning styles, safety, supervision, evaluation, and classroom assignments.

Removing Students While in Placements

Monitoring the quality of field placements has led to having to remove students from agencies during placements. The removal happened on three occasions during the 2020-2021 academic year. In each incident, the problem was the quality of the placement or their inability to provide adequate oversight for the student. The students were placed in different agencies and these new field settings were successful. Such agencies are re-evaluated to determine if they should

remain on the list for possible placements. This is evidence that procedures for monitoring the quality of field agency learning opportunities are working.

Section C – BSW Field Personnel

FACULTY FIELD DIRECTOR

The BSW faculty field director is responsible for preparing students for field, assigning placements, and being the primary liaison between the community and the Social Work Department in the field activities. The faculty field director serves as the link between the student, the agency/supervisor, and the Social Work Department.

Monitoring and Contact with Agencies

The field director is responsible for:

- Maintaining contact with all placement agencies
- Conducting visits with each agency field instructor and the student at mid-term and just prior to the end of the spring semester
- Assessing student progress on the learning contract
- Assessing the quality sufficiency of supervision by the field instructor
- Ensuring that a range of learning opportunities are provided at each field agency
- Providing ongoing feedback to student and field instructor
- Consulting on the integration of classroom and field learning and other areas as requested by the student
- Consulting with the field instructor or other agency personnel via in-person, videoconference, or telephone meetings

FACULTY FIELD LIAISON

On occasion, there will be more students in field than the faculty field director can reasonably supervise in the community agencies. In these semesters, additional faculty will take on the role of faculty field liaison to assist the field director in the tasks required for student success in the field. At a minimum, the faculty field liaison will be responsible for conducting the field visits, twice in the fall semester and once in the spring semester. Faculty field liaisons may also teach a section of Field Seminar. Faculty field liaisons may be full-time or part-time faculty members responsible for carrying out part of the field director's responsibilities as determined by the field director.

The Senior Practicum (490/491) requires direct contact between the field director, student, and field instructor during the time periods when the Student Learning Contracts are developed and when the student is evaluated at the end of each semester. In addition, the field director consults with the field instructor and student at mid-semester to assess the student's progress and offer assistance when required. Typically, a minimum of three visits are made over the course of the two semesters. Additional contacts are made when necessary.

FIELD INSTRUCTOR/SUPERVISOR

The field instructor/supervisor provides onsite supervision and oversight of the student intern during the field experience. Each student is assigned to an individual field instructor who is responsible for planning an orientation for the student, providing a minimum of one-hour weekly supervision and on-going supervision as needed, assisting students in planning to meet the competencies, and engaging in evaluation with the student at mid-year and end of year grading periods.

Monitoring Students

Field instructors are charged with directly monitoring the student's agency performance and provide the following administrative and educational functions.

1. Administrative functions of the field instructor include:
 - a) Assigning student tasks that will best meet the educational needs of the individual student and that can be developed in terms of the student's capacity to carry out the function of the agency.
 - b) Meeting the BSW requirements, such as conferring with the field director and writing evaluations on student performance.
 - c) Providing feedback to the social work program about various components of the curriculum and the appropriateness of the placement; thus helping to plan the future use of the placement.
 - d) Advocating for the student to gain access to learning experiences within the agency and the professional community.
2. Educational functions include:
 - a) Assuming overall responsibility for the student's educational experience.
 - b) Meeting the BSW requirements, such as conferring with field director and writing evaluations on student performance.
 - c) Providing guidance to the student in the formulation of his or her learning contract.
 - d) Making available to the student appropriate learning experiences in relation to the educational assessment and learning contracts.
 - e) Helping the student to integrate classroom learning and knowledge from previous experience with the student's present practice.
 - f) Providing an educational climate that challenges the student to expand professional skills, knowledge, and values.
 - g) Providing protected time for weekly scheduled supervision.
 - h) Giving ongoing constructive feedback and two structured written evaluations on the students' performance, strength's challenges, and progress towards mastery of competencies and behaviors.

The field director monitors students' agency performance through weekly integrative seminars (SOWK 480/SOWK 481). Students engage in consultation with their student and faculty (field director) colleagues during field seminars, which include a weekly update and reflection on

activities and learnings in their placement. The field director reads and provides feedback on weekly journals submitted by the students. These logs serve as an excellent mechanism for faculty monitoring of students. In addition, other seminar assignments in SOWK480/481 include a case presentation and an agency presentation. These are effective opportunities for faculty to assess and provide feedback on the students' performance in the field.

Field instructors are encouraged to help students specify their accomplishments, focus on their own strengths as well as clients' strengths, and recognize their own potential and the potential of their clients. For this reason, Campbell University encourages a style of field instruction which is supportive, nurturing, and focused on development of potential, empowerment of self and client, and enhancing self-esteem and confidence as a professional social worker. The student needs to assess how his or her attitude and behavior affect the helping process, but the field instructor's focus should not be therapeutic. For example, a student who is shy and non-assertive may have difficulty confronting an alcoholic client's return to drinking. The focus would be on the student's work with the client rather than on developmental reasons why the student is not more assertive.

Field instructors are encouraged to utilize a variety of assignments, to identify opportunities for students to work with the larger community and groups as well as with individual clients, and to involve students with as diverse a client population as possible in terms of ethnicity, race, disadvantage, gender, age, and socioeconomic status. Field instructors need to be alert to student's fears and prejudices and to discuss these with the student when appropriate. Students should have access to appropriate direction and supervision in the absence of their supervisors.

Section D – Field and University Policies

AGENCY-UNIVERSITY AGREEMENT

When verbal agreements have been reached as to suitability and willingness of the agency to serve as a field instruction site and when a suitable field instructor has been identified, a school agency agreement is prepared and signed by representatives of the agency and University prior to placement of the student. A standard agreement form has been prepared by the school and is used by most agencies, although from time to time, modifications may be required by agency and/or school to this standard document.

FIELD INSTRUCTOR ORIENTATION

Formal orientation for field instructors takes place in the fall. Topics covered include field program objectives, the role of the faculty director, and evaluation of student performance.

LEARNING OBJECTIVES AND COMPETENCIES

The learning contract is a formatted version of the CSWE Competencies for students' evaluation. Students are responsible for providing examples of how they mastered each of the competencies, and the field instructor must evaluate them using this framework. These evaluations are discussed in the November and April field visits conducted by the field director.

LEARNING EXPERIENCES

Agencies necessarily offer differing learning opportunities. However, students should begin with simpler tasks and move to ones which are more complex, and which involve greater skill, use of knowledge, and practice judgment.

- Many field instructors have students begin with an orientation to the agency followed by reading assignments, and then opportunities to read and discuss case records or attend staff meetings. The program faculty or library staff can be of help in identifying materials for reading in recent journals.
- The student should have an opportunity early in the placement to observe interaction between social workers and clients. This might include in-agency interviews, home visits, or other activities as appropriate.
- By the second or third week of placement, students should begin working with at least one client system and may be assigned tasks to carry out with another worker. The initial assignment might involve one-on-one work with an individual, co-leadership of a small self-help type group, or an activity with the community under the direction of a competent person. Students should be encouraged to make use of the problem-solving model and to respond in supportive, non-judgmental ways to their client system. Students are expected to maintain confidentiality, to record, handle statistics and data, and make reports as required.

- Field instructors are not limited to the agency for learning experiences, since work with boards, commissions, legislative bodies, and volunteers in the community may offer positive and enriching learning opportunities. Most students benefit from visiting agencies with whom their placement agency has most contact and meeting professionals in the referral and resource network.

Students seek to develop and utilize knowledge, values, and skills learned in the classroom and to understand their own helping capacities and limitations. Field instructors will identify gaps in knowledge and may wish to address these. Suggestions to the program director, advisory board, or field director are always welcomed by the program.

The relationship between field instructor and student is important and should enhance the educational process. Field instructor and student are partners with the school in the learning process. Responsibilities should be clearly defined. Field instructors will vary in how they wish to supervise, whether in individual or group sessions, although one hour weekly is the recommended minimum. Instructors may wish to have students provide audio or video recordings, process recordings, various written documents, and records, or observe students in interaction with client systems. These provide a basis for evaluation which is designed to help the student assess performance and areas of growth. The student and field instructor should hold an evaluation conference at the end of each semester. End of semester evaluations should be completed in writing and signed by both instructor and student. The form and criteria for evaluation are included in this Field Manual. Grades are recommended by the field instructor, but the actual letter grade is assigned by the faculty director.

STUDENT ORIENTATION TO FIELD

An orientation should be planned for the student's first day and over the first few weeks. The student's desk, supplies, and telephone access should be ready for use, and each student should have an opportunity to meet with the field instructor on the first day. Field instructors may wish to provide agency materials or records for the student to read during the orientation period. Students will want to know about location of facilities such as lunch areas and restrooms, the organizational structure and the place of their unit or supervisor within the structure, and a general overview of the agency, its role in the community, and clientele on the first day.

NORTH CAROLINA CHILD WELFARE COLLABORATIVE

To strengthen public welfare services in the State of North Carolina, Campbell University has affiliated with the NC Child Welfare Collaborative. The Collaborative supports special educational opportunities that emphasize public welfare practice to ensure child safety, whether working in investigations or foster care treatment and case management. Students who wish to work in public child welfare to ensure safe, permanent, and nurturing families for children are encouraged to apply.

Each student who wishes to participate is required to complete an application to the program. The State requires pre-service training before one can engage with clients at a Department of Social Service field placement; this training translates into completion of SOWK 361 Child Welfare and the Social Work major requirements. Those students selected will be placed with a county Department of Social Services for field placement. A Collaborative Scholar is deemed "fully qualified" by the Office of State Personnel which allows the graduate to enter DSS employment at the Social Worker III level. Students interested in pursuing this focused child welfare education should discuss the program with the field director, who serves as the faculty liaison to the Collaborative.

DRESS CODE

Students in placement are expected to dress and conduct themselves as appropriate for professionals and within agency guidelines. Jeans, tank tops, tee shirts with slogans, sneakers, and sportswear such as tights, shorts and sweatshirts are not generally acceptable attire in a professional setting. Revealing or provocative garments are not acceptable under any circumstances, and students should avoid dressing in a way that would be offensive. Students should not have political, racial, sexist, or ageist statements or those which are offensive to any religious communities on garments. Students in health care and other settings may be asked to keep their hair above shoulder length, clip their nails short, limit jewelry, or wear protective garments supplied by the agency.

TRANSPORTATION AND EXPENSES

Students in placement must have a valid North Carolina drivers' license, provide evidence of motor vehicle insurance on their own car if used for commuting to the agency, and be aware that neither the University nor agency reimburses students for expenses associated with placement. Transportation and living costs are the responsibility of the student. Students are NOT permitted to use their own vehicles to transport clients, but by mutual agreement may use their vehicles to run errands for the agency on occasion if expenses are reimbursed by the agency to the student. Students are NOT required to honor requests to use their personal motor vehicles for agency purposes and may decline such requests if made by the agency. Under no circumstance will the student's continuance in placement or grade in placement be in any way affected by refusal to use their personal vehicle for agency business.

DOCUMENTATION

Students are expected to prepare all records and documents required of other employees at their level. Proficiency in written and oral expression is crucial to competent social work practice, and recording is viewed by the program as an important learning tool. Through recording, students learn to organize work, to be accountable, and to assess their own professional growth. Process recording is encouraged, and should include contacts with agency personnel, over the telephone, and with the identified client system.

CHANGE IN FIELD INSTRUCTORS

Occasionally during placement, a change in field instructors may occur. While the selected field instructors are committed to the field education process, sometimes there are unanticipated events that require a new field instructor assignment. Usually this occurs when a field instructor must take a medical leave of absence, has reduced hours of employment, leaves the agency to seek employment elsewhere, or is reassigned to another unit with new responsibilities. Every effort will be made to find a suitable field instructor in the agency where the student is placed; however, some situations necessitate a change in field assignments due to the limited availability of supervisory personnel. When this is necessary, the field director will work closely with the student, the out-going field instructor, and the new field instructor to make a smooth transition. If such a change is anticipated, the student and/or field instructor should inform the field director immediately to allow adequate planning for the transition.

BACKGROUND CHECK AND DRUG TEST POLICY AND PROCEDURE

Background Checks Required by Internship Social Agencies

Currently, some social agencies require background checks before students can begin internships. Instructions for procedures to acquire these background checks vary, depending on the agency involved. Below are general procedures students should follow to acquire the appropriate background documents.

1. Public School Systems: Procedures for acquiring background checks vary depending on the public school system in which the student is placed for the internship. Check with the Social Work Department field director for instructions if needed.
2. Agency Responsibility: Some social agencies initiate the background check process for potential social work interns. In these cases, the student does not need to do anything to provide a background check.
3. Student Responsibility: If the agency requires the student to get a background check, he/she should follow the following procedure:
 - a. Inform Mrs. Irene Rice (209 Taylor Hall; 910-893-1638; irice@campbell.edu) that a background check is needed.
 - b. Mrs. Rice will give the student's name and email to the University's Department of Human Resources, and they will contact the student with a link and instructions on applying for the background check online.
 - c. After the background check is completed, the Department of Human Resources will provide the results of the background check. Students should then provide the original copy to the field agency and a copy to the field director.

Drug Tests Required by Internship Social Agencies

Some agencies require that interns provide the negative results of specified drug tests prior to beginning an internship. The procedure for complying with this requirement is as follows:

1. Determine, from the agency, the type of drug test that is required.
2. Go the Campbell University Health Clinic for the appropriate drug test.

3. The health clinic will bill the student.
4. Bring a copy of the bill to Mrs. Irene Rice (209 Taylor Hall; irice@campbell.edu), and the Social Work Department will either pay the drug test bill or reimburse the student if already paid.
5. Submit the official results of the drug test to the agency before beginning the internship.

Drug Tests Required by the Social Work Department

The Social Work Department may require a drug screen based on reasonable concerns using the same process listed above. If a student produces a positive drug screen, they will face disciplinary consequences which could include termination of the field placement and removal from the program. Students who wish to contest the results of a drug screen may obtain another screen of the same type at their own expense within 24 hours of receiving the initial results.

In addition, any criminal charges because of drug or alcohol use that occur while a student attends Campbell University may result in disciplinary action including termination of a field placement and removal from the Social Work Program.

DISCLOSURE OF CRIMINAL CHARGES

The Social Work Program students with prior convictions (felony or misdemeanor) to inform the field office of such convictions prior to completing interviews with potential field agencies. Laws governing work with children and agency policies may preclude students with criminal records from working in certain agencies or situations. Students may be required to complete a comprehensive criminal background check before beginning their placement, and results can be shared with the field agency at the field instructor's request.

Students who fail to inform the field director of a prior conviction in advance of their field placement will face disciplinary consequences which could include termination from the field placement and removal from the Social Work Program.

DISCLOSURE OF PHYSICAL AND MENTAL HEALTH CONCERNS

In addition to our responsibilities to BSW students, The Social Work Program has an ethical obligation to the client population served by our partner agencies. Occasionally a student has a physical or mental health issue that may affect their work within a particular setting. Examples may include, but are not limited to, physical disabilities, communicable diseases, past or current mental health concerns, or substance abuse disorders.

It is the responsibility of the field director to match students with agencies that allow them to complete expectations of the Field Education Program without exposing clients, patients, or consumers of the agency to undue risk. Students should share any relevant information with the field director in advance of completing interviews with potential field agencies. When this information is disclosed, the student and field office will develop a plan to support the student

in obtaining and completing an appropriate placement. This plan may include collaboration with the BSW Program coordinator, representatives of the field agency, and, if appropriate, the office of Student Support Services.

SAFETY AND INFECTION CONTROL

It is important to make student field placements as safe as possible. To ensure the physical health and safety of student interns, agencies should do the following:

1. Inform field director and student of all vaccination requirements (COVID-19 especially).
2. Inform students of potential safety risks.
3. Provide instruction on safety.
4. Inform students of potential health risks existing in field settings.
5. Inform the field director immediately if a student contracts a communicable disease.
6. Notify the field director if a student is involved in an incident of physical violence and/or aggression perpetrated by a client.
7. Notify the field director of any concerns of secondary trauma involving the student intern.

Vaccination (COVID-19)

Per the Academic Vaccination Policy of Campbell University, Social Work students are required to be fully vaccinated against COVID-19 in order to enter field.

Students currently enrolled, or seeking to enroll, in degree programs in the university requiring clinical or other experiential education components provided by external (non-university) partners must provide proof of being fully vaccinated in accordance with the requirements generally outlined below or have an approved exemption on file within the timeframe set by the university. While an exemption may be approved by the university, it does not guarantee that the exemption will be accepted by the clinical or other educational site.

The COVID-19 Vaccine is one of the policy's listed vaccinations required for Social Work students before placement in a field setting:

- *COVID-19 Vaccine according to current CDC guidelines or as specified by clinical education partners in general or for specific sites.*

CODE OF ETHICS

BSW Students must know and adhere to the National Association of Social Workers (NASW) Code of Ethics. An updated copy of the Code of Ethics is available to students and field instructors at the following website:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

DIVERSITY AND NON-DISCRIMINATION

Consistent with University policy, the NASW Code of Ethics (<http://socialworkers.org>), and the CSWE core competencies for undergraduate social work education, the selection of field faculty, field agencies, and field instructors must be conducted in an ethical manner to assure quality and diversity in the field education program. All efforts are made to recruit faculty and field instructors who represent and bring diversity to the field education experience. In addition, agencies are selected for their ability to provide professional, nondiscriminatory, services to their respective client populations.

All field education personnel are expected to make “specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation) are practiced” (see the Nondiscrimination and Human Diversity standards in the CSWE Educational Policy and Accreditation Standards, (<https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>)). Diversity in the placement setting must include acceptance of social work student interns who represent a variety of diverse perspectives and lifestyles, including age, race, learning styles, cultural backgrounds, physical challenges, etc. Agencies must also be willing to provide placement training and supervision to all students as they prepare to enter the profession of social work.

Should there be reason to suspect discrimination by the field instructor and/or other agency personnel, students are expected to report their concerns to the faculty director. When such an incident occurs, the field instructor and the BSW field student are expected to inform the field director. Consultation with the agency by the field faculty will be provided to establish an action plan to address the concern(s). If the agency is unwilling or unable to provide a satisfactory resolution to the situation, a student may be removed from the placement and reassigned to an alternative learning site that is consistent with the values and ethics of the profession. Such action will be determined in consultation with the Leadership Team, comprised of the Social Work Program coordinator, field director, and the assistant dean for the School of Education.

ETHICAL DILEMMAS OR SEXUAL HARRASSMENT

All agencies are selected with the understanding that they will provide quality educational experiences for students. However, occasionally there are situations that arise in the placement setting creating ethical dilemmas. These dilemmas can be especially challenging when the agency and/or staff are not accountable to the NASW Code of Ethics (non-social work prepared staff).

Regardless of professional orientation, concerns such as abuse and/or neglect of clients; oppression of staff and students; and sexual harassment by staff, clients, or students will be examined. All these behaviors are deemed to be professionally inappropriate, according to the NASW Code of Ethics (<http://socialworkers.org>). Should a student have a concern that such

behaviors are occurring, the student is required to report her/his concerns to the field director; a student should not address these concerns independently without field faculty involvement and support. In addition, sexual harassment of or by field students, a field instructor, an agency employee, or representative of the field agency will not be tolerated.

Students experiencing discriminatory behavior from agency staff should inform the field director of their concerns to assess the appropriateness of the placement. Such discrimination can include discrimination toward, race, gender, age, physical challenge, etc. The Social Work Program coordinator and/or field director will work with the student and the field instructor to determine an appropriate action plan to address identified concerns. If the discriminatory practices cannot be successfully resolved with the intervention of the field faculty, the student will be removed from the placement to experience a suitable learning environment in another placement setting. (Student safety is paramount and the Campbell Social Work Department does not have the authority to determine the disciplinary action taken by the agency toward the employee.)

Should discriminatory or harassing behaviors be initiated by the student intern, the field instructor is encouraged to contact the field director. The situation will be reviewed by the leadership team of the Social Work Department in consultation with the field instructor and the agency, to determine if remediation or dismissal from the program is appropriate. The student will also be subject to the University policies related to harassment which can be found in the *Campbell University Undergraduate Student Handbook* <https://www.campbell.edu/students/student-handbook/>.

CONFIDENTIALITY

Students are expected to adhere to the NASW Code of Ethics and agency regulations with respect to confidentiality. This includes written documents and records, tapes and audiovisual materials pertaining to agency clientele. Violations of the code of ethics or agency regulations may result in harm to the client and liability to the agency, student, and program. Since serious violations of confidentiality can result in termination from the Social Work Program, students should be aware of the importance of this policy.

Field instructors will want to stress confidentiality during orientation and to make sure students clearly understand agency policies and guidelines with respect to confidentiality in sessions, staffing, supervision, and in preparation of classroom assignments. Students should also be warned about violations of confidentiality which can occur because of discussing case material outside the agency, even when names of clients are not used.

It is anticipated that students will interact with communities, organizations, and clients through service learning, volunteer experiences, and courses. In preparation for this, students are informed of the need and requirements for confidentiality. If there are any course or classroom activities in which personal information regarding actual clients (individuals, families, groups, communities, or organizations), students, or other individuals, is shared, extra care should be

taken to ensure that all ethical, professional, and departmental standards are adhered to in order to protect confidentiality and privacy. Students are reminded that as they share experiences in the classroom setting, it is important to be aware of and conform to agency policies regarding confidentiality. Faculty and instructors are not able to guarantee that they can keep information students disclose to them confidential. Under certain circumstances, faculty, instructors, and staff are required to disclose information to university and other authorities.

CLIENTS

Successful completion of field education requires direct practice with client systems of all levels of practice, not just observation of staff services. Suitable clients will be identified by the agency-based field instructor and assigned to the student to enhance student learning and skill development. Clients will be assigned to provide students with diverse learning opportunities with consideration for diverse cultural, ethnic, age, social and behavioral needs, mandated and voluntary concerns, etc. In addition, consistent with the NASW Code of Ethics, clients have the right to be informed when they are assigned a student worker, and they have the right to refuse student services.

However, clients often prefer student workers since students often have more time to spend with the client and listen attentively. Clients must also be advised that the student will respect and protect client confidentiality as defined in the standards of the NASW Code of Ethics (<http://socialworkers.org>). Field instructors need to give careful attention to assigning the intern to work directly with individuals and families, planning for and co-facilitating services to client groups, participating in planning service delivery and policy development with staff groups, and facilitating the building of network opportunities within the larger community. The student must learn to assess the needs of client systems of all sizes, recognizing that client systems range from individuals to organizations and, ultimately, the society at large.

USE OF SOCIAL MEDIA

All faculty, staff, and students are expected to adhere to the Code of Ethics of the National Association of Social Workers (2017): <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> and the NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice (2017): https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO33617.TechStandards_FINAL_POSTING.pdf

These standards specifically reference the use of social media. The Social Work Program will not routinely seek information regarding students using social media, search engines, or other online resources without students' informed consent, but may do so for compelling reasons such as concerns regarding safety and well-being or when there are concerns about compliance with our Academic Standards for Retention. The Program reserves the right to act on any misuse of social media that comes to our attention. NASW-NC provides excellent resources for

social media and the Social Worker:

<https://www.naswnc.org/page/320?&hhsearchterms=%22social+and+media%22>

GRIEVANCE AND APPEAL PROCESS

Grievances and appeals concerning a field grade should be directed to the field director. Procedures for appealing course grades are found in the *Campbell University BSW Student Handbook 2022* under “Grievance and Appeal.”

REQUESTING A CHANGE IN THE FIELD INTERNSHIP SETTING

Occasionally, and for a variety of reasons, it is necessary to change a student’s field placement after the internship has begun. This is not a step to be taken lightly; and the student, agency supervisor, or field director should proceed only after careful thought and consideration. Generally, students, the field director, or agency supervisors wishing to change the placement will be expected to request a conference to explore in depth their reasons for change before any action is initiated by the student or by the University.

- If the student initiates the request, the student should request a conference with the field director.
- If the agency supervisor initiates the request, the agency supervisor should request a conference with the field director.
- If the field director initiates the request, the field director should request a conference with the student and the agency supervisor.

Once the reasons for change have been explored, a meeting is scheduled between all parties involved. Efforts will be explored to remediate the concerns presented. If concerns cannot be remediated, plans will be developed to terminate the current internship and to establish the student in another internship.

Any action to change the placement will only be taken after the student, the field instructor, and the field director meet jointly and determine that a change in internship setting is the only recourse.

Students are responsible for appropriate termination with clients and agency as recommended by the agency supervisor.

The student is required to make up any elapsed time missed from field instruction during these negotiations. The length and scheduling of this time is to be negotiated with the agency in which the student is placed. The student is required to avail her/himself of any resources and/or services that were identified as necessary to successful completion of the internship.

INTERNSHIPS AT THE STUDENT’S PLACE OF EMPLOYMENT

The Social Work Department recognizes that the personal economic situation of some students

makes it necessary for them to explore field placement opportunities in their agencies of employment. Although professional activity and learning are not inconsistent, there is a difference in emphasis between the goals of educational development and those of a job description. The focus of the field placement must be on the student's learning.

In the interest of assisting students and agencies, the Social Work Department has adopted basic policy guidelines for the development of a field placement in the place of employment. These policies are designed to ensure the accomplishment of the educational goals and objectives of the BSW Program.

The agency of employment can be used as a placement setting only when the following conditions are in place:

1. When the agency has available either different units or distinctly different learning opportunities that will provide the student with non-routine social work practice experiences. Thus, the student will be taken out of her/his current job description activities for the number of required hours per week that constitutes the field placement to ensure that specific BSW learning objectives may be accomplished.
2. When the agency has available a qualified supervisor who can serve as the field instructor and who is a different person from the student's job supervisor. This is to ensure, in part, that the field instructor is free to focus on educational aspects of the placement rather than workload issues. The agency and the field instructor are expected to provide professional supervision.
3. When the agency and the Social Work Department can agree that the assignments given to a paid placement student are consistent with the educational objectives of the Department, and that the assignments (client caseload, administrative duties, etc.) are designed and planned to enhance the student's professional development. This may mean lighter caseloads, planned and varied assignments for educational purposes, and additional hours above the normal workweek to achieve placement requirements.

Students eligible for a placement in their place of employment:

All students employed by an agency meeting the criteria outlined above are eligible to request a placement in their place of employment. Agencies must meet the Social Work Department standards and procedures for the selection and appointment of field agencies and field instructors. If the agency is not already an approved field agency, the process for gaining such approval should begin with the student notifying the BSW field director in the semester prior to the placement semester that the student wants to begin her/his field placement at the place of employment. Applications submitted late may not allow enough time for the approval process to occur. Field credit will not be given until an agency meets Department approval.

In addition, any student who is offered employment by the field agency to begin before the completion of their placement must also adhere to the Policy for Field Placement in Place of Employment. If this occurs, the student must contact the BSW field director for approval.

STATEMENTS OF COMPLIANCE

Campbell University does not discriminate on the basis of age, race, color, creed, sex, gender, national or ethnic origin, disability, religion, sexual orientation, gender identity or expression, genetic information, veteran's or military status, or any other characteristic protected by law in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs. Student inquiries regarding discrimination, harassment and the University's equal opportunity policies may be directed to the Associate Vice President for Campus Life, nothstine@campbell.edu; faculty and staff inquiries should be directed to the HR Department, P. O. Box 595, Buies Creek, NC 27506 or the Director of Human Resources, telmore@campbell.edu. Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the University. Campbell University has appointed Kellie Nothstine as its Title IX Coordinator, and she may be contacted at nothstine@campbell.edu.

Additional information, including the complete text of the discrimination and harassment policy and appropriate complaint procedures, may be found by contacting the Human Resources Department or visiting its website at <https://www.campbell.edu/faculty-staff/human-resources/>. Questions or comments about sex-based and sexual harassment and misconduct, domestic violence, dating violence, and stalking committed by a student may also be directed to Kellie Nothstine, Associate Vice President for Campus Life and Title IX Coordinator, at (910) 893-2039 or nothstine@campbell.edu. Additional information, including the complete text of the policy and complaint procedure for such misconduct, may be found at <https://www.campbell.edu/policies/title-ix/title-ix-policies-and-procedures/>.

Employees and applicants of Campbell University will not be subjected to any form of harassment or discrimination for exercising rights protected by, or because of their participation in, an investigation or compliance review related to Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Americans with Disabilities Act, Executive Order 11246, Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, or any other federal or state nondiscrimination law, rule, or regulation. For further information go to: <http://www.campbell.edu/about/employment/>.

Campbell University also maintains affirmative action programs to implement our equal employment opportunity policy. Employees or applicants who wish to review appropriate portions of these affirmative action programs may schedule an appointment to do so by contacting the Director of Human Resources at the Buies Creek campus, during normal business hours.

Family Education Rights and Privacy Act of 1974

Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records, as defined by law. Other than for "Directory Information," Campbell University will release information only with the student's written consent and/or in compliance with federal law and regulation, and will use "Directory Information" in the best

interests of the student. For more information please visit

<https://www.campbell.edu/registrar/family-education-rights-and-privacy-act-ferpa/annual-notification-of-rights-under-ferpa/>.

Rehabilitation Act of 1973

In accordance with Sections 503 and 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities. Inquiries may be directed to the Director of Human Resources, Main Campus, Buies Creek, NC 27506, telmore@campbell.edu.

Americans with Disabilities Act of 1990 (ADA) as amended (ADAAA)

Campbell University does not discriminate on the basis of disability and will provide reasonable accommodation to qualified individuals with disability, except as provided by law. Student inquiries may be directed to Ms. Laura Rich, Student Counseling Center, Main Campus, Buies Creek, North Carolina 27506 or richl@campbell.edu; faculty and staff inquiries may be directed to Mr. Trent Elmore, Director of Human Resources, Main Campus, Buies Creek, North Carolina 27506 or telmore@campbell.edu.

Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681, et seq)

Campbell University is committed to a policy of equal opportunity for men and women, and as such, does not tolerate discrimination or harassment on the basis of sex, gender, sexual orientation, or gender identity or expression, nor does it allow discrimination in the administration of educational programs, activities, and policies. Students who believe they have been subjected to discrimination or harassment in violation of this policy should follow the procedure outlined in the Student Handbook for a Title IX violation. Questions or comments about discrimination, harassment, domestic violence, dating violence, and stalking can be directed to: Mrs. Kellie Slappey Nothstine, Title IX Coordinator, P.O. Box 95 (Wallace Student Center, Room 237), Buies Creek, NC, 27506, (910) 893-2039/FAX (910) 893-1534; nothstine@campbell.edu. Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, District of Columbia Office, U.S. Department of Education, 400 Maryland Avenue, S.W. Washington, DC 20202-1475. Telephone:(202) 453-6020; Facsimile:(202) 453-6021; Email: OCR.DC@ed.gov

If you believe you have been subjected to discrimination or harassment in violation of Title IX, or you have been the victim of sexual assault, domestic violence, or stalking, follow the procedure outlined in the University's Title IX policy (<https://www.campbell.edu/policies/title-ix/title-ix-policies-and-procedures/>) You also may contact the Title IX Coordinator. Please refer to the Title IX policy and procedures for additional details.

Section E - Field Evaluation

THE EVALUATION TOOL EXPLANATION FOR FIELD INSTRUCTORS

At the mid-year visit, the field instructor and the student should collaborate to complete the evaluation tool following the guidelines on the tool for the mid-year review of the internship. It is understood that not all the standard expectations will be completed and/or met at the mid-year, including the learning outcomes specifically. This is a time to identify growth and needs.

The same tool will be completed for the final evaluation. Keep a copy of the mid-year evaluation to use to complete the final evaluation.

The evaluation process affects the profession, the Social Work Department, the student, and you—the field instructor.

From an ethical point of view, the trusting clients and innocent students suffer most from an inadequate, incomplete, or superficial field placement evaluation. To ensure that adequate social workers are provided to the community, each student must be subjected to an honest appraisal of their ability to function with clients, co-workers, and peers.

A field instructor acts as one of the gatekeepers for the social work profession. You may have seen many students and many professional social workers. You know, firsthand, that inadequate social work practice can injure clients, produce negative feelings about the agency in the community and have a damaging impact on other professionals. You know, too, that most students in the Social Work Department have sufficient academic ability to pass their courses and most do pass. It is in the field placement that learning is turned into practice.

It is in the field that students who will become competent social workers can be most easily differentiated from those who will not; and it is the responsibility of the field instructor to make the differentiation. If you do not perform this task objectively and conscientiously, you are failing in your duty to our clients, our community, and our profession.

On the other hand, you must understand the impact of a negative evaluation upon the student. You have taught the student. You have formed a relationship with the student. You may personally like the student very much. As a social worker, you are trained to be non-judgmental. You spend your working life trying to be helpful, trying to be positive, giving the benefit of the doubt whenever possible, being very careful to accept people for what they are and avoid imposing your own values on them.

Yet now you are in a position where you are required to make a judgment. You are required to impose professional standards and values—which are your own values—upon the student and may write that, in your opinion, the student has failed to meet these standards. It is not surprising that many field instructors shrink from doing this. You agonize over the decision. You defend your student in your mind by telling yourself that it might have been different with another instructor in another setting. Then you think about the student's future clients who will

inevitably be hurt if the student is allowed to continue.

There is also the matter of the field instructor's responsibility as a teacher. Teachers of adults are only responsible for teaching; they are not also responsible for ensuring that the student learns. Nevertheless, if the student fails to learn, there is always a nagging doubt in your mind. Perhaps the material could have been presented differently. Perhaps there could have been more or different feedback, a different client, a different project.

Even when you, the field instructor, know that you have done all you could for the student, there may still be a lingering temptation to blame yourself anyway, to let the student pass the placement in the hope that additional experience will bring improvement.

The whole evaluation is a matter of balance. You should note the student's negative qualities, and you should note the student's positive qualities.

This brings up a problem in the evaluation system—**subjectivity** is necessarily present in the whole affair. You will have records to support your opinion of student performance in various areas; but nevertheless, it is an opinion. Some have standards that are higher than others; some agency requirements are more stringent than others.

Thus, the evaluation may seem inherently unfair. The question of making allowances for the skills and backgrounds of different students is always a difficult one for the field instructor. A field placement assessment is supposed to reflect the actual level of skills attained, not the number of problems the student solved to get there. Nevertheless, the problem-solving process in itself says something about the student. A student who has had to overcome their own prejudices to attain a certain skill level has learned more than one who has not; moreover, she has demonstrated self-awareness, self-control, and an ability to use herself for the client's benefit.

All other things being equal, a student who has struggled to achieve will probably be given a slightly higher assessment rating than another student who has reached the same skill level without a struggle. If this does not seem fair, remember that you will be looking for two things: evidence that learning has taken place; and evidence that the student could learn. Remember, a student who is outstanding in the classroom is not necessarily outstanding in the field.

The primary purpose of a Mid-Year Progress Report is to assess the student's achievements to date to properly focus and direct future growth. A major task after the evaluation may be to revise the learning outcomes, paring down or supplementing some learning outcomes and adding or eliminating others. The field instructor will act as the recorder for the Mid-Year Progress Report and will make notes on the form as the student and field instructor discuss progress toward meeting the learning outcomes. The meeting is a time to summarize and to plan for the remainder of the semester.

The Final Evaluation assesses achievements during the entire semester, highlighting major growth areas and areas for ongoing attention after placement ends. The content of the Final

Evaluation centers around the student's learning outcomes plus the 2015 CSWE EPAS.

Adapted from:

Thomlinson et al., *The Social Work Practicum: An Access Guide*, 2nd Edition, F.E. Peacock, 1996, pp. 201-210.

GATE KEEPING: PERFORMANCE OF STUDENT IN FIELD PLACEMENT

(The following information is summarized from a presentation by Dr. Deana Morrow, former director of the Social Work Program at Warren Wilson College, currently with UNC-C, to NCSU field instructors and faculty on February 21, 1996, and from University of Wisconsin-Madison School of Social Work Field Education Handbook.)

Gate keeping is the professional responsibility of social work educators, both university-based and agency-based, to determine whether a student should enter the social work profession. It is an ongoing process that begins with guarding the entrance "gate" to the profession (including providing responsible education) and concludes with guarding the exit "gate." Field instructors are social work educators, and thus, have a gate keeping function.

This function is supported by CSWE accreditation standards for BSW programs which state:

The program's policies and practices must include procedures for terminating a student's enrollment in the social work program... (CSWE Handbook of Accreditation Standards and Procedures, p. 89, 1994).

Field education has been identified as a primary screening point in gate keeping, along with matriculation into the department, admission to field, graduation, and situations of violation of department standards. The field course is distinct from most other university courses in that field placement in the community entails not only educational outcomes for the student and faculty, but also professional responsibilities to clients, social agencies, and the community. When students engage clients and assume service responsibilities, there are ongoing professional, educational, and ethical responsibilities and courtesies to be considered. Also, considerable time and effort is spent on the part of faculty and community supervisors to plan and deliver a good field placement. Thus, it is important to recognize early and respond to performance problems of students, particularly those of a serious nature.

Most students deal quite well with personal struggles and problems of daily life. However, when personal problems impair field performance and professional behavior to the extent that client (and student) obligations are not being met appropriately, faculty and community supervisors have the responsibility to intervene.

Various kinds of limitations and external demands may impair the performance of students. Some may be struggling with circumstantial limitations, such as, lack of transportation, financial problems, part-time employment, commuting difficulties, etc. Others may need to cope with

more chronic or long-term situations, such as, a language barrier, a physical disability or chronic illness, etc.

Often these limitations, though they can be burdensome, are compensated for and accommodated by adequate planning and flexibility. These students may perform very well, given the opportunity and appropriate support.

Personal or emotional problems of a more serious nature present greater difficulties. These may include a serious physical illness or psychological impairment, a life crisis, a serious legal offense, addiction, personal instability, or unsuitability for the profession. These may be evidenced behaviorally by inappropriate or unethical behavior, excessive absences, noncompliance with agency policy, or competence and skill deficits. Fortunately, serious ethical violations or breaches of integrity are rare. Most common performance problems have to do with deficits in competence, understanding, or excessive absences.

These problems usually present an interrelated set of concerns which require monitoring, communication, and professional judgment on the part of faculty and community supervisors. The concerns are the rights of clients to adequate service and professional care, the educational needs of the students, the "gate-keeper" role of the university and professional community, and the provision of corrective and support services for the student. Field faculty, agency supervisors, and the field director have the responsibility to discuss students' field and seminar performance in the execution of their educational duties.

While all students have ongoing supervisory review and consultation, early recognition and feedback of serious performance problems is especially important. Field supervisors and faculty should communicate their observations and concerns to each other as soon as they are identified. Students as well as clients are better served by early recognition of significant performance problems. Field supervisors and faculty are both in a position to detect these kinds of deficits, and each has the responsibility to initiate communication with the other. If in doubt as to whether a particular deficit is serious or major and merits particular attention, discuss it with each other. The field director is available to consult in these situations. There is sufficient program flexibility and resources within the university and the community to give students time and support to deal with personal problems which affect their education. Career and psychological counseling, additional work or life experience, reconsideration of career goals, etc., all could be part of a response to problems.

When students perform poorly in placement, the treatment and service needs of clients become the higher priority. In these situations, agency supervisors and faculty should act to protect the needs of the client and ensure appropriate service provision.

Faculty and community supervisors need not, and should not, act as therapists to students. Field education does not permit automatic access to students' private lives or personal problems. The program has the right and the obligation to expect quality performance and professional behavior, to evaluate and provide feedback on the field performance, and especially to bring to the attention of the student serious performance deficits. At that point,

students may voluntarily share personal information to explain or rationalize their poor performance. It is important that this personal information be treated confidentially and that students be provided with guidance, resource information, and concerned support. At the same time, they may need to be relieved of their client responsibilities, based on the collective judgment of supervising staff and faculty.

Areas for concern include, but are not limited to:

- Falling below minimum grade point average standards
- Inadequate oral communication skills
- Inadequate interpersonal relationship and/or helping skills
- Inadequate written communication skills
- Lack of adherence to social work values and the NASW Code of Ethics
- Personal values consistently interfere with upholding the values of the profession
- Lack of respect toward clients related to issues of race, ethnicity, gender, sexual orientation, class, age, disability, religion, etc.
- Sexual/romantic involvement with clients
- Confidentiality violations
- Mental/emotional instability
- Unresolved personal issues which impair performance in the classroom or in the field
- Substance abuse
- Criminal conviction
- Lying, cheating, or plagiarizing in coursework or field work
- Inadequate performance of assigned field activities
- Display of behaviors which undermine the work or morale of faculty, students, or field personnel
- Excessive absenteeism
- Persistent inability to meet deadline dates on assignments and projects

In addition, students are expected to demonstrate the ability to:

- Foster productive relationships with supervisor and field director
- Attend class regularly
- Fulfill placement and class expectations and responsibilities
- Contribute to class discussion
- Make ongoing efforts to improve the quality of work

Field instructors who experience difficulty in any of the above situations (or others which cause concern but are not listed above) with students should consult with the field director to determine an appropriate action.

Most situations can be resolved through the consultation process and a plan to address the concern can be developed and implemented in the agency setting; however, some instances may arise which cannot be resolved in this manner. In such situations, the student may be either:

- Removed from the agency and placed in another placement setting with an appropriate remedial plan

OR

- Terminated from field placement entirely until an appropriate remedial plan is completed.

This remedial plan is developed jointly with the supervisor, student, and field director, with consultation from the field director. It specifies expectations for all appropriate parties and outlines consequences for failure to follow through with the recommended action.

Appendix A

Council on Social Work Education

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS—2015

PURPOSE: SOCIAL WORK PRACTICE, EDUCATION, AND EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

COMPETENCY-BASED EDUCATION

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and

skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment regarding unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

SOCIAL WORK COMPETENCIES

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

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

technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social

workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social

environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

PROGRAM MISSION AND GOALS

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals

- 1.0.1 The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
- 1.0.2 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
- 1.0.3 The program identifies its goals and demonstrates how they are derived from the program's mission.

EXPLICIT CURRICULUM

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To

promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice

- B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

- M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective, or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

- M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1) and demonstrates how it builds on generalist practice.
- M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
- M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

- 2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

- 2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

IMPLICIT CURRICULUM

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the

profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

- 3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
- 3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions, Advisement, Retention, and Termination; and Student Participation

Admissions

- B3.1.1 The program identifies the criteria it uses for admission to the social work program.
- M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.
- 3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International

Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.

- 3.1.4 The program describes its policies and procedures concerning the transfer of credits.
- 3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

- 3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
- 3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

- 3.1.9 The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community the program's faculty model the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

- 3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2 The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's

* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

social work degree practice experience.

- 3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree, preferably in social work.
- 3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

- 3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- 3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 3.3.4 The program identifies the social work program director. Institutions with accredited

baccalaureate and master's programs appoint a separate director for each.

- B3.3.4(a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.
 - B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
 - B3.3.4(c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
 - M3.3.4(a) The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.
 - M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master's program.
 - M3.3.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.
- 3.3.5 The program identifies the field education director.
- 3.3.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
 - B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.
 - M3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
 - B3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
 - M3.3.5(c) The program describes the procedures for calculating the field director's assigned

time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

- 3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time, and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

- 3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
- 3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission, and goals.
- 3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- 3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Assessment Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multidimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multidimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously informs and promotes change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

- 4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:
- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
 - At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
 - An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
 - Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
 - An explanation of how the program determines the percentage of students achieving the benchmark.
 - Copies of all assessment measures used to assess all identified competencies.
- 4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
- 4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.
- 4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- 4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Appendix B

STANDARD OPERATING PROCEDURE FOR FIELD EXPERIENCES DURING COVID-19 PANDEMIC

Social workers are essential workers and must in many circumstances work face to face with clients and colleagues. To minimize risk, these standard operating procedures have been outlined. The NASW Code of Ethics ethical standard 1.01 speaks to commitment to clients and states “Social workers’ primary responsibility is to promote the well-being of clients.” These guidelines were developed with the well-being of clients in mind. Social workers have ethical responsibilities to colleagues as well. Ethical standard 2.01 addresses respect in relation to colleagues. Disclosing potential exposure to COVID-19 speaks to this respect in keeping colleagues and others they may encounter safe. Ethical standard 6 addresses social workers’ ethical responsibilities to the broader society. Participating in behaviors that will minimize the spread of a dangerous and potentially deadly virus is an ethical responsibility social workers have to their clients, colleagues, and the broader society. Additionally, these ethical standards are required in social work education under CSWE Competency 1.

To this end, the Campbell Social Work Department has adopted the following procedures as part of our response to the COVID-19 Pandemic:

The Placement Process

As of the date of writing, BSW students are allowed and expected to complete field placements with partner organizations as described in this Field Manual.

Reasonable request for placements can be conducted virtually if agencies are available; however, it is important to note that opportunities to engage in experiential learning and applying skills in a real-world setting through virtual interactions are extremely limited. The Social Work Program does not guarantee students who request virtual placements will be able to obtain them.

Students who are not comfortable completing in-person placements at this time should discuss options with their academic advisor and the field director.

While vaccinations are not mandatory, they are highly encouraged at this time. Due to the various field placements and expectations regarding vaccinations, the Campbell Social Work Program will cooperate with each agency’s policies regarding vaccination.

Changes during the Field Placement

Should changes in guidance (from Campbell University, the Council on Social Work Education, and/or the students’ host agency) cause interruptions to a student’s field experience, the Campbell Social Work Program will

- provide alternative learning experiences related to the nine CSWE competencies.
- provide additional supervision to supplement or replace involvement by a field instructor as needed.
- allow a student to switch placements to complete their hours with a different agency.
- adjust the number of hours required to successfully complete the placement.

In any of the situations described above, changes to the student's field experience must be developed in conjunction with and approved by the field director.

Reporting, Testing, and Attendance

Students are required to follow any state and federal mandates related to the pandemic (e.g., wearing a mask, social distancing requirements).

- Students must comply with their field site's PPE (Personal Protective Equipment Policy) requirements, training, and policies regarding COVID-19.
- Students are required to adhere to and follow Campbell policies, rules, and procedures. The Campbell policy will govern if the two do not harmonize.
- Students are responsible for communicating with their agency for specific information regarding the agency's COVID-19 protocol.
- Students who are exposed to someone who has tested positive for COVID-19, or who can presumptively be considered positive given their symptoms, must report the exposure to their agency and quarantine following the current CDC (Centers for Disease Control) guidelines. Before returning to the field, students must follow the protocol of their agency.
- Students feeling sick or experiencing any symptoms of COVID-19 must stay out of field until they have a negative COVID-19 test and do not have symptoms, or they must follow their agency's protocol (whichever is more comprehensive).
- Students who test positive for COVID-19 are required to report the positive test to the field site. Students are strongly encouraged to report the positive test to the University through the Campbell website <https://www.campbell.edu/coronavirus/campus-health/protocol-for-covid-exposure/>.
- Upon receiving a positive COVID test, students must follow current CDC guidelines or agency policy (whichever is more comprehensive) regarding isolation and quarantine.
- Students may return to the field only after complying with all regulations and policies from their agency and the field office and after being cleared to return by the agency.
- The Social Work Department may be able to assist the student with remote learning activities as the student is able while out of the agency.

Forms for Field (Included)

- Field Instructor Profile (*An up-to-date resume may be submitted in lieu of this form.*)
- Agency Profile
- Social Agency/Social Work Program Agreement to Cooperate
- Learning Contract
- Midterm Evaluation
- Final Evaluation
- Timesheet
- Student Evaluation of Field Placement
- Field Instructor Feedback


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Social Work

FIELD INSTRUCTOR PROFILE
Note: An up-to-date resume may be submitted in lieu of this form.

Name _____ Date _____

Agency _____ Phone _____

Address _____

Educational history (college-level only) Please provide a transcript of your last/highest degree.

Degree	Date/Graduation	College/University
_____	_____	_____
_____	_____	_____
_____	_____	_____

Special training, certification, or licenses:

Date	Training, Certification, Licenses
_____	_____
_____	_____
_____	_____

Work History:

Date	Title/Position	Location
_____	_____	_____
_____	_____	_____
_____	_____	_____

Student Supervision History:

Dates	College/University	Degree
_____	_____	_____
_____	_____	_____

**AGENCY PROFILE**

Agency _____ Date _____

Address _____ Phone _____

Name of Director/Department Head _____

Principal student supervisor(s) _____

Professional Education and Degree(s) _____

Address and Phone Number (if different from above) _____

Purpose of the agency: What are the objectives, aims, and goals of the agency? _____

What are the services provided by the agency?

Eligibility criteria for the clientele:

What is the fee policy of this agency?

Describe the procedure of making a referral to this agency.

Description of roles/tasks of intern in agency.

Special requirements of student, if any (e.g., transportation, hours, skills, etc.)

Additional comments/expectations that might help a student decide on the suitability of placement in your agency.

**AGENCY AGREEMENT****Social Work Program****Social Agency/Social Work Educational Program**

NORTH CAROLINA
HARNETT COUNTY

PROGRAM AGREEMENT

THIS PROGRAM AGREEMENT, entered into this ____ day of _____, 20__ by and between Campbell University, Incorporated ("University") and _____ ("Agency"); and

WHEREAS, University and Agency desire to implement this Program Agreement to provide students enrolled in the Campbell University Social Work Program ("Social Work Program") with a practical educational experience utilizing the personnel, equipment, and facilities of Agency.

NOW THEREFORE, subject to the terms, conditions, and provisions of this Program Agreement, the parties agree as follows:

1. **PROGRAM.** Agency and University will design an educational experience in the Social Work Program for University students utilizing the personnel, equipment, and facilities of Agency.
 - a. The duration of the Program and the educational experience provided will be consistent with the curriculum requirements of University and with the standards of the accrediting entity for the school or division of University in which the students are enrolled.
 - b. The Program will be reviewed periodically by the Agency Liaison and University Representative and, when appropriate, will be revised to meet the University curriculum requirements and the standards of the accrediting entity.
 - c. The educational experience for students in the Program will be an integral part of the services provided by Agency and students will be under the direct supervision of University personnel or Agency personnel who are licensed or otherwise qualified to perform such services.
2. **UNIVERSITY OBLIGATIONS.**

- a. Assure that all students selected for participation in Program have satisfactorily completed all portions of the University curriculum that are a prerequisite for participation in the Program.
- b. Develop criteria for the evaluation of the performance of University students participating in the Program and provide those criteria, with appropriate reporting forms, to the Agency personnel and University personnel who are responsible for supervising those students.
- c. Assign grades to students participating in the Program on the basis of the performance evaluations submitted in the reporting forms.
- d. Inform all University students and personnel participating in the Program that they are required to comply with the rules and regulations of Agency while on premises of Agency and to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by Agency.
- e. Provide information requested by Agency related to students participating in the Program unless prohibited by federal or state law.
- f. Remove a student from the Program when the Agency determines that the student has violated the rules and regulations of the Agency; has disclosed information that is confidential by law; or has engaged in conduct that disrupts the activities carried on by the Agency, threatens the safety of Agency personnel or patients, **or when it is determined that the professional development opportunities at the Agency are not consistent with the aptitude, skill, and goals of the student.**
- g. Assume initial responsibility for the selection of students to be placed at the agency and involve the agency in final decisions regarding placement.
- h. Provide the agency with written pertinent information concerning students selected for placement in the agency.
- i. Faculty Liaison: Provide a designated member of the faculty to serve as liaison between the University and field instruction setting in matters pertinent to field instruction: This faculty member will:
 - (i). Serve as principal liaison between the University Program and the Agency.
 - (ii). Schedule a minimum of at least one visit to the Agency each semester to review student progress and consult with the field instructor.
 - (iii). Be available to the field instructor for consultation when requested.
 - (iv). Share with the field instructor and other appropriate Agency staff members knowledge of the educational programs of the University through meetings, institutes, and workshops.
- j. Provide guidance to students in writing a learning agreement defining educational objectives and field learning experiences.

3. AGENCY OBLIGATIONS.

- a. Assign appropriate space on Agency premises for offices, lectures, and other non-experience related activities of the Program.
- b. Where necessary, provide the equipment, supplies, qualified personnel, and supervised access to patients or clients required for the experience related activities of the Program.
- c. Where necessary, obtain and maintain all licenses required for Agency, assure that all Agency personnel are appropriately licensed, and affirm that it has conducted a criminal background check on each participating employee in accordance with its policies and that such individuals have no history that would warrant exclusion from participating in this Agreement.
- d. Where necessary, assume sole responsibility for the quality of patient or client care.
- e. Provide orientation sessions to inform University students and personnel concerning the rules and regulations of Agency.
- f. Permit representatives of the accrediting entity for the school or division of University in which students participating in the Program are enrolled to have reasonable access to premises of Agency for purposes related to the accreditation process.
- g. Provide the Social Work Program with a description of the placement (the function and purpose of the Agency), including the learning opportunities anticipated in order to help students and the University match students to placements.
- h. Accept students for placement in the Agency, the exact number to be negotiated annually by the Agency and the University.
- i. Provide students with the opportunity to participate in the overall Agency program and activities as appropriate to their educational needs.
- j. Help implement field instruction to reinforce learning from the Social Work Program curricula.
- k. Designate qualified Agency personnel to serve as field instructors and submit their credentials for University approval.
- l. Enable each field instructor to assume a schedule that will include:
 - (i). Meeting the educational needs of students, including orientation to the Agency and its services, development of learning opportunities which involve appropriate depth and variety, preparation for conferences with each student, and regularly scheduled individual conferences with each student.
 - (ii). Meeting with the faculty liaison at periodic intervals to discuss learning

- opportunities and student performance.
- (iii). Attending appropriate program-sponsored meetings.
- (iv). Preparing reports and evaluations as scheduled by the field program.
- m. Provide opportunities for planned student contact with Agency staff members, in addition to the field instructor(s), through whom appropriate learning opportunities can be provided.
- n. Provide access to those portions of Agency case records which are pertinent to student activities for the faculty liaison to review within the Agency.
- o. Ensure that the faculty liaison is advised of policy and service changes and developments for possible inclusion in the University curriculum.
- p. Cooperate with the University relative to use made of Agency materials in classroom discussion and assignments, with the understanding that the University requires of the student that permission of the field instructor must always be obtained for outside use of Agency materials; that records must never be removed from the Agency; and that all case materials used for learning must be properly disguised.
- q. Arrange for reimbursement to the student for expenses incurred in the Performance of Agency assignments, including student's use of his/her own automobile.
- r. Refrain from assigning or permitting the student to transport Agency clients in their own automobile unless the Agency's liability insurance explicitly covers student or non-paid personnel who perform in the delivery of Agency services, or unless the student can produce an insurance policy showing adequate coverage for client transportation.
- s. To assist the student with developing the following learning outcomes (competencies):
 - (i). Demonstrate Ethical and Professional Behavior.
 - (ii). Engage Diversity and Difference in Practice.
 - (iii). Advance Human Rights and Social, Economic, and Environmental Justice.
 - (iv). Engage in Practice-informed Research and Research-informed Practice.
 - (v). Engage in Policy Practice.
 - (vi). Engage with Individuals, Families, Groups, Organizations, and Communities.
 - (vii). Assess Individuals, Families, Groups, Organizations, and Communities.
 - (viii). Intervene with Individuals, Families, Groups, Organizations, and Communities.
 - (ix). Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

- t. Procedures for Terminating a Placement Prior to End of a Semester:
 - (i). The need for termination of the placement should be thoroughly discussed among the student, field instructor, and faculty liaison.
 - (ii). If possible, a plan will be developed to correct problems that could lead to termination of placement.
- u. If an agreeable plan cannot be developed, the following procedures will be followed:
 - (i). The person initiating the termination must submit in writing reasons for the request.
 - (ii). The faculty liaison will schedule conferences with the student and the field instructor to discuss the request.
 - (iii). The faculty liaison will confer with and submit all pertinent documents to the field coordinator. The field coordinator, faculty liaison, and Agency representative will decide whether or not to terminate the placement.

4. GENERAL PROVISIONS.

- a. University students and personnel will be responsible for their own transportation, meals, and health care while participating in the Program.
- b. This Program Agreement and the Affiliation Agreement constitute the entire agreements between the parties with respect to the subject matter and no prior or contemporaneous agreement, written or oral, will be effective to vary the terms of those Agreements. No amendment to this Program Agreement shall be effective unless reduced to writing and signed by an authorized representative of each party.
- c. University and Agency will comply with all applicable federal, state, and local laws, ordinances, and regulations in the performance of this Program Agreement.
- d. The Program and all related activities shall be conducted in a manner that does not discriminate against any person on a basis prohibited by applicable law, including but not limited to race, color, sex, sexual orientation, gender identity, age, ethnicity or national origin, religion, disability, genetic information, protected veteran status and any other characteristic protected by law.
- e. The initial Program shall begin on _____ and end on _____. Subsequent Programs shall begin and end on dates determined by written agreement of the parties. Either party may terminate this Program Agreement by giving thirty (30) days written notice to the other party.
- f. Students assigned to the Agency will be and will remain students of the School and will in no sense be considered employees of the Agency. The Agency does not and will not assume any liability under any law relating to Worker's Compensation on

account of any students performing, receiving training, or traveling pursuant to this Agreement. Students will not be entitled to any monetary or other remuneration for services performed by them at the Agency, nor will the Agency otherwise have any monetary obligation to the University or its students by virtue of this Agreement.

- g. It is understood and agreed that each party to this agreement, and its agents, officers, students, and employees (the "Indemnitor") shall save, defend, and hold the other party, its agents, officers, students, and employees (the "Indemnitee") harmless from any action, causes of action, damages, expense claims, or demand whatsoever arising out of or resulting from the negligent acts or omissions of the Indemnitor during performance of the services enumerated herein. For these purposes each party shall maintain at all times during the term of this Agreement General Liability coverage for its agents, officers, and employees in minimum amounts of One Million (\$1,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) in the annual aggregate for personal injury and property damage combined single limit.
- h. Where required each party shall maintain Professional Liability coverage for its agents, officers, students, and employees in minimum amounts of One Million (\$1,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) in the annual aggregate for personal injury and property damage combined single limit.
- i. To the extent that _____ has access to "education records" subject to the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g et seq., and the regulations promulgated thereunder, as amended ("FERPA"), _____ will be considered a "school official" with "legitimate educational interests" in such "education records," as those terms have been defined under FERPA, and will comply with its obligations under FERPA.
- j. Force Maieure. Neither Party will be responsible for any failure to fulfill its obligations due to causes beyond its reasonable control, including without limitation, epidemics, pandemics, acts or omissions of government or military authority, acts of God, materials shortages, transportation delays, fires, floods, labor disturbances, riots, wars, terrorist acts or inability to obtain any export or import license or other approval or authorization of any government authority.
- k. Students will not perform any counseling but only provide resources for patients.

The undersigned represent by their signature that they have authority to execute this agreement and bind their respective party to this agreement.

This agreement will be effective on the date below and will remain in force in the

following years unless either the University or the Agency indicates a need for change.

UNIVERSITY

AGENCY

By _____

By _____

(Name) _____

(Name) _____

(Title) _____

(Title) _____

(Date) _____

(Date) _____

Campbell Contact:

Carmellia Webb, Field Director

Department of Social Work

cwebb@campbell.edu

910.893.1642 (w)

Campbell University

Social Work Department

P. O. Box 369

Buies Creek, NC 27506

Exhibit A
Agreement Regarding Social Work Field Education

The Campbell University Social Work Program will:

1. Assume initial responsibility for the selection of students to be placed at the agency and involve the agency in final decisions regarding placement.
2. Provide the agency with written pertinent information concerning students selected for placement in the agency.
3. Faculty liaison: Provide a designated member of the faculty to serve as liaison between the University and field instruction setting in matters pertinent to field instruction: This faculty member will:
 - a. Serve as principal liaison between the University Program and the Agency.
 - b. Schedule a minimum of at least one visit to the Agency each semester to review student progress and consult with the field instructor.
 - c. Be available to the field instructor for consultation when requested.
 - d. Share with the field instructor and other appropriate Agency staff members knowledge of the educational programs of the University through meetings, institutes, and workshops.
4. Provide guidance to students in writing a learning agreement defining educational objectives and field learning experiences.
5. Provide professional liability insurance documentation as required by the Agency.

The Agency Agrees to:

1. Provide the Social Work Program with a description of the placement (the function and purpose of the Agency), including the learning opportunities anticipated in order to help students and the University match students to placements.
2. Accept students for placement in the Agency, the exact number to be negotiated annually by the Agency and the University.
3. Provide students with the opportunity to participate in the overall Agency program and activities as appropriate to their educational needs.
4. Help implement field instruction to reinforce learning from the Social Work Program curricula.
5. Designate qualified Agency personnel to serve as field instructors and submit their credentials for University approval.
6. Enable each field instructor to assume a schedule that will include:
 - a. Meeting the educational needs of students, including orientation to the Agency and its services, development of learning opportunities which involve appropriate depth and variety, preparation for conferences with each student, and regularly scheduled individual conferences with each student.
 - b. Meeting with the faculty liaison at periodic intervals to discuss learning opportunities and student performance.
 - c. Attending appropriate program-sponsored meetings; and
 - d. Preparing reports and evaluations as scheduled by the field program.

7. Provide opportunities for planned student contact with Agency staff members, in addition to the field instructor(s), through whom appropriate learning opportunities can be provided.
8. Provide access to those portions of Agency case records which are pertinent to student activities for the faculty liaison to review within the Agency.
9. Ensure that the faculty liaison is advised of policy and service changes and developments for possible inclusion in the University curriculum.
10. Cooperate with the University relative to use made of Agency materials in classroom discussion and assignments, with the understanding that the University requires of the student that permission of the field instructor must always be obtained for outside use of Agency materials; that records must never be removed from the Agency; and that all case materials used for learning must be properly disguised.
11. Arrange for reimbursement to the student for expenses incurred in the Performance of Agency assignments, including student's use of his/her own automobile.
12. Refrain from assigning or permitting the student to transport Agency clients in their own automobile unless the Agency's liability insurance explicitly covers student or non-paid personnel who perform in the delivery of Agency services, or unless the student can produce an insurance policy showing adequate coverage for client transportation.
13. To assist the student with developing the following learning outcomes (competencies):
 - a. Demonstrate Ethical and Professional Behavior
 - b. Engage Diversity and Difference in Practice
 - c. Advance Human Rights and Social, Economic, and Environmental Justice
 - d. Engage in Practice-informed Research and Research-informed Practice
 - e. Engage in Policy Practice
 - f. Engage with Individuals, Families, Groups, Organizations, and Communities
 - g. Assess Individuals, Families, Groups, Organizations, and Communities
 - h. Intervene with Individuals, Families, Groups, Organizations, and Communities
 - i. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
14. Procedures for Terminating a Placement Prior to End of a Semester:
 - a. The need for termination of the placement should be thoroughly discussed among the student, field instructor, and faculty liaison.
 - b. If possible, a plan will be developed to correct problems that could lead to termination of placement.

If an agreeable plan cannot be developed, the following procedures will be followed:

 - c. The person initiating the termination must submit in writing reasons for the request.
 - d. The faculty liaison will schedule conferences with the student and the field instructor to discuss the request.
 - e. The faculty liaison will confer with and submit all pertinent documents to the field coordinator. The field coordinator, faculty liaison, and Agency representative will decide whether or not to terminate the placement.


CAMPBELL
 UNIVERSITY

Social Work

Bachelor of Social Work Program

LEARNING CONTRACT

Student Name:		Field Education Site:	
Student Contact Number:		Field Supervisor (BSW):	
Student Email:		Field Supervisor Contact Number:	
Field Education Site Physical Address:		Field Supervisor Email:	

Field Practicum Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Supervision Meeting Time and Day:						

Developing Your Learning Contract

The student learning contract to guides the student through the field experience based on the nine social work competencies. Each student is responsible for identifying individualized tasks to meet the competencies. The student is expected to form a draft of the learning contract based on feedback from their field supervisor and field seminar instructor. The student is responsible for forming a draft learning contract for review by the field supervisor and field seminar instructor.

The learning contract becomes finalized when the student, the field supervisor, and the field seminar instructor review and sign it. It may be renegotiated, if needed, during the semester. The learning contract also serves as the basis for assessing field performance.

Please list at least one task for each behavior. Some tasks may be repeated if they allow you to demonstrate more than one behavior.

Behaviors	What tasks and learning activities will you engage in to reach your learning objectives?	How will you measure what you have learned?
Competency 1. Demonstrate Ethical and Professional Behavior		
PB1 - Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.		
PB2 - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
PB3 - Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.		
PB4 - Use technology ethically and appropriately to facilitate practice outcomes.		
PB5 - Use supervision and consultation to guide professional judgment and behavior.		
Competency 2. Engage Diversity and Difference in Practice		
PB6 - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.		
PB7 - Present themselves as learners and engage clients and constituencies as experts of their own experiences.		
PB8 - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		
Competency 3. Advance Human Rights and Social, Economic, and Environmental Justice		
PB9 - Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		
PB10 - Engage in practices that advance social, economic, and environmental justice.		
Competency 4. Engage In Practice-informed Research and Research-informed Practice		
PB11 - Use practice experience and theory to inform scientific inquiry and research.		
PB12 - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.		
PB13 - Use and translate research evidence to inform and improve practice, policy, and service delivery.		

Competency 5. Engage in Policy Practice		
PB14 - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.		
PB15 - Assess how social welfare and economic policies impact the delivery of and access to social services.		
PB16 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		
Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities		
PB17 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.		
PB18 - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities		
PB19 - Collect and organize data and apply critical thinking to interpret information from clients and constituencies.		
PB20 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
PB21 - Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.		
PB22 - Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		
Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities		
PB23 - Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.		
PB24 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
PB25 - Use inter-professional collaboration as		

appropriate to achieve beneficial practice outcomes.		
PB26 - Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		
PB27 - Facilitate effective transitions and endings that advance mutually agreed-on goals.		
Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
PB28 - Select and use appropriate methods for evaluation of outcomes.		
PB29 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		
PB30 - Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		
PB31 - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		

Student Signature:		Date:	
Field Supervisor Signature (BSW):		Date:	
Task Instructor Signature (if applicable):		Date:	
Field Seminar Instructor Signature:		Date:	


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MIDTERM EVALUATION

Student Name:		Field Education Site:	
Semester:		Field Supervisor (BSW):	
		Task Instructor:	

The purpose of the final evaluation is to assess each BSW student's performance before they graduate. Students are evaluated using the competencies, generalist practice behaviors and tasks that are specified on the learning contract.

Students must *demonstrate* competency in each of these areas by performing the tasks outlined on the learning contract and also listed below.

Steps to Complete Evaluation

Students:

- 1) Fill in the information above and list tasks from learning contract in Column B.
- 2) Complete self-assessment by filling in Column C and writing any comments.
- 3) Email form to the field supervisor/task instructor.

Supervisors:

- 4) Review student self-assessment.
- 5) Complete Column D using the rating criteria below.
- 6) Review ratings and comments with student and sign.

Students:

- 7) Review supervisor's ratings and comments.
- 8) Be sure the form has your and your supervisor's signature.
- 9) Make a copy for yourself and your supervisor.
- 10) Submit to field director.

Rating	Criteria
5	The student has excelled in this area.
4	The student functions above expectations for interns in this area.
3	The student has met expectations for interns in this area.
2	The student has not yet met expectations in this area, but there is evidence that they will do so in the near future.
1	The student has not met expectations in this area and does not give indications that they will do so in the near future.

A. Behaviors	B. Tasks from Learning Contract	Mid-term Evaluation (1-5)	
		C. Student-Self	D. Supervisor
Competency 1. Demonstrate Ethical and Professional Behavior			
PB1 - Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.			
PB2 - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.			
PB3 - Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.			
PB4 - Use technology ethically and appropriately to facilitate practice outcomes.			
PB5 - Use supervision and consultation to guide professional judgment and behavior.			
Competency 2. Engage Diversity and Difference in Practice			
PB6 - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.			
PB7 - Present themselves as learners and engage clients and constituencies as experts of their own experiences.			
PB8 - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.			
Competency 3. Advance Human Rights and Social, Economic, and Environmental Justice			
PB9 - Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.			
PB10 - Engage in practices that advance social, economic, and environmental justice.			

Competency 4. Engage In Practice-informed Research and Research-informed Practice			
PB11 - Use practice experience and theory to inform scientific inquiry and research.			
PB12 - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.			
PB13 - Use and translate research evidence to inform and improve practice, policy, and service delivery.			
Competency 5. Engage in Policy Practice			
PB14 - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.			
PB15 - Assess how social welfare and economic policies impact the delivery of and access to social services.			
PB16 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			
Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities			
PB17 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.			
PB18 - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			
Competency 7. Individuals, Families, Groups, Organizations, and Communities			
PB19 - Collect and organize data and apply critical thinking to interpret information from clients and constituencies.			
PB20 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.			
PB21 - Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.			

PB22 - Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			
Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities			
PB23 - Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.			
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Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			
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PB30 - Critically analyze, monitor, and evaluate intervention and program processes and outcomes.			
PB31 - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.			

Areas of Strength:

Areas for Growth:

Semester Overall Evaluation

	Student has excelled by performing above expectations of a BSW student.
	Student has met expectations of a BSW student.
	Student has not met expectations but there is evidence that improvements can be made in order for student to meet expectations. A plan of correction has been discussed.
	Student has not met expectations and has demonstrated serious problems with performance.

Recommend Grade _____ (Pass=**P** or Fail=**F**) Number of Clock Hours Completed _____
 Additional Field Supervisor/Task Instructor Comments:

Student Acknowledgment

	I agree with the evaluation.
	I disagree with the evaluation. (Please explain below.)

Additional Student Comments:

Student Signature		Date	
Field Supervisor Signature (BSW)		Date	
Task Instructor Signature (if applicable)		Date	
Field Director Signature		Date	



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FINAL EVALUATION

Student Name:		Field Education Site:	
Semester:		Field Supervisor (BSW):	
		Task Instructor:	

The purpose of the final evaluation is to assess each BSW student's performance before they graduate. Students are evaluated using the competencies, generalist practice behaviors and tasks that are specified on the learning contract.

Students must *demonstrate* competency in each of these areas by performing the tasks outlined on the learning contract and also listed below.

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A. Behaviors	B. Tasks from Learning Contract	Final Evaluation (1-5)	
		C. Student-Self	D. Supervisor
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Areas of Strength:

Areas for Growth:

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	Student has excelled by performing above expectations of a BSW student.
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	Student has not met expectations but there is evidence that improvements can be made in order for student to meet expectations. A plan of correction has been discussed.
	Student has not met expectations and has demonstrated serious problems in performance.

Recommend Grade _____ (Pass=**P** or Fail=**F**) Number of Clock Hours Completed _____
 Additional Field Supervisor/Task Instructor Comments:

Student Acknowledgment

	I agree with the evaluation.
	I disagree with the evaluation. (Please explain below)

Additional Student Comments:

Student Signature		Date	
Field Supervisor Signature (BSW)		Date	
Task Instructor Signature (if applicable)		Date	
Field Director Signature		Date	


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FIELD PLACEMENT TIME SHEET

Student:		Field Site:	
Field Instructor:		Field Supervisor: (If Applicable)	
Field Task Instructor:		Field Course:	____ SOWK 490 ____ SOWK 491
Semester:	____ Fall ____ Spring	Year:	20____

Week	Dates	M	T	W	Th	F	Sa/Su	Week Total	Instructor Initials	Field Super Initials
Example	9/7 - 9/11	6.5	8.5		5.5			20.5		
1										
2										
3										
4										
5										
6										
7										
8										
Midterm Total										

Provide a **COPY** of this form to the field director at Midterm Evaluation with Midterm Total hours tallied. Field Instructor or Field Supervisor must initial the Midterm Total.

KEEP the original form to use the balance of the semester.

Week	Dates	M	T	W	Th	F	Sa/Su	Week Total	Instructor Initials	Field Super Initials
9										
10										
11										
12										
13										
14										
15										
16										
Makeup Hours										
Total Hours	Total of all practicum hours from all 16 weeks and makeup hours.									

Form is required to be signed below by instructor/supervisor and student and provided to field director during Midterm/Final Evaluation.

Student should retain a COPY of the signed time sheet.

Total Absences before Miterm Evaluation	Total Absences before Final Evaluation

Student Signature		Date	
Field Instructor Signature		Date	
Field Supervisor Signature (if applicable)		Date	



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STUDENT EVALUATION OF FIELD PLACEMENT

Student Name _____ Date _____

Agency _____ Field Instructor _____

Field Director _____ Placement _____ 290 _____ 490/491

Note: This data will be summarized; specific statements will be confidential.

Check the boxes that best describe the statements below.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Overall, my field instructor facilitated my day-to-day learning in my field placement.					
2. My field instructor was committed to having regular scheduled conferences with me.					
3. My field instructor was approachable.					
4. My field instructor assisted me in developing my learning objectives.					
5. Community resources and social workers outside my field placement contributed to my learning experience.					
6. My assignments in the field placement were relevant to my student learning contract.					
7. My field instructor gave me challenging assignments.					
8. My field instructor identified and discussed generalist social work practice skills I need to strengthen.					
9. My field instructor identified my strengths.					
10. My field instructor evaluated me on a continuous basis.					
11. My field instructor had realistic expectations of me.					
12. My field instructor encouraged me to be autonomous and learn independently.					
13. My field instructor respected me as an individual.					
14. My field instructor is knowledgeable about agency policies and procedures.					
15. My field instructor demonstrated good generalist social work practice skills and knowledge.					
16. My field instructor demonstrated the ability to conceptualize and communicate knowledge to me.					
17. My field director was available for consultation.					
18. My field director reviewed and approved my student learning contract. (490 only)					
19. My field director monitored my field learning experiences taking corrective action as needed.					
20. Overall, my field placement enhanced my learning experience.					
21. I would recommend my field instructor to other students.					
22. I would recommend my field placement agency to other students.					

23. What were the most important competencies (knowledge, values, skills) you gained from this field experience?
24. What, if anything, inhibited you from developing important competencies?
25. What strengths and weaknesses did you bring to the field placement that most influenced the outcome of this experience?
26. How often did the field director meet with you and your field instructor?
27. Estimate the amount of time each week you and your field instructor met for supervision: hour(s) per week of direct supervision.
28. Estimate the amount of time each week you were given consultation and supervision by other staff in your agency: _____ hour(s) per week.
29. In general, evaluate the effectiveness of the Field Instruction Program. What recommendations would you make for improving the Field Instruction Program?


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FIELD INSTRUCTOR FEEDBACK

Note: Please forward to the field director by the last day of placement.

Field Instructor _____ Field Director _____

Agency _____ Student _____ Date _____

Check the boxes that best describe the statements below.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N/A
1. The Social Work field director clearly explained the field instructor's roles, responsibilities, and performance expectations.						
2. The Social Work Field Instruction Program assumes responsibility for the selection of students to be placed at the agency and involves the agency in final decisions regarding placement.						
3. The Social Work field director scheduled a minimum of at least one visit to the agency to view student progress and consult with the field instructor.						
4. The Social Work field director followed field practicum policies and procedures consistently and fairly.						
5. The Social Work field director resolved grievances in an appropriate manner.						
6. The Social Work field director was available for immediate consultation when requested.						
7. The Social Work field director reviewed and approved the student learning contract in collaboration with both the student and the field instructor. (490 only)						
8. The Social Work field director evaluated the student's work and assigned a field grade in consultation with the field instructor and student.						
9. The student evaluation process was effective.						

10. Please comment on the successfulness of the student's learning experience this year. Consider the following factors which influence this experience: (a) the student, (b) yourself, (c) the organization and community environment.

11. How many times did the field director meet with you at the agency?
12. Please comment on the adequacy of the Campbell curriculum in preparing students for field instruction. What suggestions do you have to enhance students' preparation for field instruction?
13. What recommendations do you have for the improvement of the Field Instruction Program in general?
14. Would you consider being a field instructor for the Campbell University Social Work Department in the future?

Additional comments: