

Social Work Handbook and Field Manual



LeMoyne-Owen
COLLEGE

College of Liberal Arts and Education
Division of Social & Behavioral Sciences
807 Walker Avenue
Memphis, TN 38126
901-435-1439

Table of Contents

Introduction.....	4
Social Work Program Mission Statement/Program Goals.....	4
Social Work Program Faculty.....	5
Required Social Work Courses	6
No Credit for Prior Learning Policy.....	6
Application Packet for Social Work Program (Packet Pages 1-17).....	8
The Advisement Process	25
Non-Discrimination Policy	26
Overview of Field Education.....	26
Nature of Field Instruction.....	26
Roles and Responsibilities of Field Instruction	27
Selection of Field Instruction Sites.....	29
Field Placement Process.....	29
Guidelines for Field Instructors	30
Evaluation	31
Unsuccessful Placement Interviews	31
Field Education Policies and Procedures	31
Placement.....	31
Challenges Securing Field Placement	31
Dual Relationships	31
Academic Credit for Life/Work Experience.....	32
Attendance	32
Timekeeping	32
Unexpected Absences.....	32
Student Safety.....	32
Harassment.....	32
Sexual Harassment.....	33
Student Professional Liability Insurance	33
Addressing Difficulties and Challenges in Field	33
Concerns of a Student about the Agency Field Instructor or Agency	33
Concerns of the Agency Field Instructor About the Student	34
Immediate Suspension/Termination of Field Placement.....	34
Concerns of the Field Director About the Student	34
Concerns of the Field Director About the Agency	35
Termination of Students from Field Placement.....	35
Student Code of Conduct.....	35
Academic Grading Grievance.....	36
Student Professional Conduct and Standards	37
Professionalism	37

Interpersonal Skills..... 37

Values 37

Diversity 37

Self-Awareness 38

Empathy..... 38

Self-Care 38

Ethical Behavior.....38

Privacy and Confidentiality38

Sexual Relationships and Physical Contact..... 38

Social Media Guidelines.....38

Appendices..... 39

 Appendix A – Code of Ethics for NASW and NABSW 39

 Appendix B – Social Work Internship Packet (I-1 thru I-16)..... 40

Introduction

This handbook is designed for field students, field instructors, and the LeMoyne-Owen College Social Work faculty. In addition, it may be helpful to prospective social work majors who want to learn more about the program and field instruction.

Social Work Program Mission Statement

At LeMoyne-Owen College, our primary mission is to actively promote human and community well-being. We do this by adopting a person-in-environment framework that fosters a global perspective and celebrates human diversity through ethical practice in the profession, implemented with integrity. Our approach is based on knowledge derived from scientific inquiry, and we relentlessly pursue social, racial, economic, and environmental justice by advocating for the systemic changes that facilitate the realization of human rights.

Our commitment to eliminating poverty and improving the quality of life for everyone, both locally and globally, is rooted in our belief that service is a cornerstone of our ethos. We remain dedicated to selflessly contributing to the welfare of others and fostering a sense of community and shared responsibility through the development and analysis of social policy.

We are unwavering in our dedication to social justice, which fuels our efforts to challenge and dismantle systemic barriers. We strive for a society where everyone has equal opportunities and access to resources, regardless of race, creed, color, religion or national origin, sexual orientation or gender identity. Through our actions, we aim to create a more just, inclusive, and compassionate society that leaves a lasting impact on the well-being of individuals and communities across the world.

We embrace our leadership position in the African American community and the field of social work, and we use this position to solve domestic and international problems for people of color and global society.

Program Goals

Social Work Program seeks to:

- Prepare BSW students for ethical, competent entry-level, generalist professional social work practice, particularly in urban settings with diverse, poor, vulnerable, and oppressed individuals, families, groups, organizations, and communities.
- Develop student utilization of knowledge, values, skills, selected classroom, and agency field experiences for developing professional practice behaviors and skills
- Provide knowledge to help student interpret and apply the code of ethics of the National Association of Social Workers (NASW) when providing professional services on behalf of individuals, groups, and communities
- Provide students opportunities for and encouragement of appreciating aesthetics.

Social Work Program Faculty

Mr. Michael D. Robinson, D.S.W. Program Area Coordinator	D.S.W., Simmons University M.S.W., University of Tennessee B.S., University of Mississippi Michael.robinson@loc.edu	(901) 435-1433
Ms. Zauditu McCants, LICSW, Ph.D. Field Placement Director	Ph.D., Clark Atlanta University M.S.W., Atlanta University B.A., California State University, San Francisco Zauditu_mccants@loc.edu	(901) 435-1388
Ms. Ashley Dortch, LMSW, M.S.W. Faculty Assistant Professor	M.S.W., Jackson State University B.S., LeMoyne Owen College Ashley_dortch@loc.edu	(901) 435-1439

Required Social Work Courses

SOWK205	<p><u>Intro to Human Services (3)</u></p> <p>This course offers a comprehensive introduction to the field of social welfare by providing a historical and conceptual framework and a working knowledge of the social welfare system and contemporary trends. Consideration will be given to the relationship between the profession of social work within the broad field of social welfare with emphasis upon changing needs, expectations, future trends, and developments. It also addresses fundamentals and interrelatedness of social legislation, social programs, social services, and the professional delivery of social welfare services.</p>
SOWK315	<p><u>Social Policy (3)</u></p> <p>This course provides general orientation to the field of social policy and illustrates the interrelatedness of practice and analysis. It will provide an operational understanding of social welfare programs, of legislative planning, and of the forces that shape the provision of services. Some attention will be given to the formulation of policy and to the tools used for implementation and evaluation. An analysis of legislative decisions concerning social welfare issues will be examined.</p>
SOWK321	<p><u>Human Behavior and the Social Environment I (3)</u></p> <p>This course is designed to identify, discuss and analyze social, cultural, biological, and psychological factors that affect social functioning to develop a broad knowledge base necessary for subsequent skill development.</p>
SOWK350	<p><u>Social Work Methods I (4)</u></p> <p>This course is designed to provide students with generalist level knowledge, skills and a values framework for providing a wide range of services that link people and agencies with resources, services and opportunities. Students are also exposed to social work practice firsthand through fifty(50) hours of supervised observation at a social services agency.</p>
SOWK322	<p><u>Human Behavior and the Social Environment II (3)</u></p> <p>This course is a continuation of Human Behavior and the Social Environment I. This course focuses on two specific areas, selected major problems encountered in adulthood and threats to persons and the environment, i.e., racism, sexism, classism, and ageism.</p>
SOWK351	<p><u>Social Work Methods II (4)U</u></p> <p>This course is a continuation of Social Work Methods I. This course promotes the effective utilization of service providing systems through the use of resources, services, and opportunities. It will assist students in understanding the bureaucratic structure in which agencies exist.</p>
SOWK449	<p><u>Social Work Practicum (12)</u></p> <p>This course includes specialized instruction and supervised practice within a social agency that renders service to individuals, groups, and communities, which is required of all social work majors. It is offered in both the concurrent and block placement models. In the block placement model, the student enrolls in the practicum for one semester, spending at least 32 hours per week for 12 ½ weeks for a minimum of 432 hours in an agency. The block placement model is recommended for full-time students. The concurrent placement model requires enrollment during fall and spring terms. Students must spend at least 16 hours a week for 25 weeks for a minimum of 432 hours in an agency. The concurrent placement model is recommended for part-time students.</p>

SOWK450	<u>Social Work Field Practicum Seminar (3)</u> This seminar, taken concurrently with SOWK449, is designed to give students an opportunity to discuss their social work field practicum activities, exchanging information and experiences. Special attention will be given to professional development, including self-awareness, utilizing knowledge and skills in the performance of services, making use of agency and supervisor to facilitate service to clients, and planning careers in the human services.
SOWK327	<u>Gender Issues in the Black Community (3)</u> This course builds on content taught in courses SOWK321 and SOWK322. It specifically examines informal and formal structures that shape gender-related roles. It prepares the student to analyze the contributions to the gender-related oppression those structures have played. Particular attention is given to gender-related issues in the African American community.
SOWK460	<u>Social Work Capstone (3)</u> This course is designed to provide students with a basis for engaging in independent research by surveying literature relevant to the social sciences in general and to the student's major discipline. Students will participate in a multidisciplinary seminar, with writing and technology workshops, and have individual research tutorials with mentors. In addition, students will enhance their present skills in the areas of critical thinking, problem solving, analytical thinking, summarization, communication, value clarification and practical application. This process will result in a major research project, paper, and formal oral presentation. Individual research topics will be determined by mutual agreement of the student, course instructor and faculty mentor.

No Credit For Prior Learning Policy

No Credit for Prior Learning Policy: We value our students' unique experiences and diverse backgrounds. While we recognize the potential educational value of prior learning experiences, we do not grant credit for them. We encourage students to reflect on their prior experiences and integrate them into their coursework and field placements.

LeMOYNE OWEN COLLEGE
SOCIAL WORK MAJOR ADMISSION APPLICATION PACKET
Cover Page
BACHELOR OF SCIENCE IN SOCIAL WORK PROGRAM (BSW)

Name: _____

Application Packet Checklist

Check to be sure each completed item below is included in your application packet and meets the criteria outlined in the instructions (e.g. minimum essay length, appropriate signatures).

Application Packet (to be submitted in the following order)

- ☐ Cover Page
- ☐ Applicant Information & Eligibility form
- ☐ Personal Narrative
- ☐ Volunteer/Work Experience Verification
- ☐ Academic Reference in a sealed envelope signed by the recommender
- ☐ Professional Reference in a sealed envelope signed by the recommender
- ☐ Signed Policy on Student Problematic Behavior, Ethical Misconduct, Impairment, and Incompetence
- ☐ Signed Code of Ethics Statement of Understanding
- ☐ Signed Background Information Statement of Understanding
- ☐ Signed Student Handbook Acknowledgement
- ☐ Unofficial Transcripts

The above materials are complete, accurate, and included in this packet. I understand that missing, incomplete, or inaccurate information or documentation will result in this packet being returned to me and may also result in delayed acceptance into the Social Work program and/or scheduling problems that could interfere with the timely completion of the degree.

Student Signature

Date

SW Office: Date stamp and initial in space at right

Applicant Information & Eligibility

PP2

Contact Information

LOC Student ID: _____ LOC Email Address _____
Full Legal Name: _____
Current Mailing Address: _____
City _____ State _____ Zip _____
Permanent Address (if different): _____
City _____ State _____ Zip _____
Contact Phone Number: _____

Academic Eligibility

Use transcripts to complete the sections below. Note the following instructions:

For any courses in which you **do not** have a letter grade, use the following key to enter the appropriate information for that course. Courses are based on LOC course numbers; if you are not sure about a course you are transferring in consultation with the social work advisor.

Currently enrolled in a course: Enter “IP” under “Grade” and the current term and year.

Future enrollment in a course: Leave the grade field blank and enter the term & year you plan to complete the course.

For transfer students, a grade of TS on your transcript indicates that the course was passed with a C or better. A grade of TU indicates that the course was passed but not with a C.

1. Required Components

Course	Grade	Term & Year Taken (or will take)
a. Social Work 100	_____	_____
b. Cumulative GPA:	_____	(If no GPA, most recent GPA from previous school.)

2. Academic Progress

Course	Grade	Term & Year Taken (or will take)
Biology 100	_____	_____
English 180	_____	_____
Psychology 100	_____	_____
Sociology 100	_____	_____

Personal Narrative

Remove this page and insert narrative here. See the application instructions for more information.

Volunteer/Work Experience Summary
Social Work Major Application

Student: _____

Agency/Organization: _____

Supervisor: _____ Phone Number: _____

Address: _____ City _____ State _____ Zip _____

Dates of Service: _____ # of Hours: _____

Primary Activities:

Supervisor Signature Title Date

LeMoyne Owen College
SOCIAL WORK PROGRAM ADMISSIONS
Academic Reference

The form for the Academic Reference is on the next page. Your academic reference must be completed by a college professor willing to speak to your academic abilities. The professor can be from any college or university *except* the Social Work Program at LOC. References from high school teachers will not be accepted.

Steps to ensure your reference forms are accepted:

1. Complete and sign the top part of the reference form.
2. Select a college professor who can speak to your academic skills and classroom performance.
3. Contact the professor to request that he or she complete the Academic Reference.
4. Provide the professor with the correct reference form and a self-addressed envelope (include a stamp if the person is located off-campus). Give the professor enough time to make sure you have the form back by the application deadline.
5. Ask the professor to complete the reference form, place it in the envelope provided, seal it, sign their name across the seal, and mail/give it back to you.
6. DO NOT BREAK THE SEAL! Reference forms that have been opened will not be accepted.
7. Place the unopened, signed, envelope with the rest of your application materials.

LeMOYNE OWEN COLLEGE - SOCIAL WORK PROGRAM ADMISSIONS
Academic Reference

APPLICANT INFORMATION (TO BE FILLED OUT BY STUDENT)

Last Name:

First:

Middle:

Note: The Family Education Rights and Privacy Act of 1974 gives you the right to retain or waive access to this recommendation. Waiving your right of access is not required by the Admissions Committee. Indicate below to your evaluator whether or not you waive or retain your right to access this information.

☐

Retain my right of access:

☐

waive my right of access

Applicant's Signature & Date:

REFERENCE (TO BE FILLED OUT BY EVALUATOR)

Name of Recommender:

Position:

Name of Organization:

Work Address:

Phone:

In what capacity have you known the applicant?

How long have you known the applicant?

Please share your opinion of the applicant with us. For each attribute, rate the applicant in comparison to their peers.

	Cannot Judge	Poor	Below Avg	Average	Above Avg	Excellent
Writing skills						
Speaking skills						
Time management skills						
Ability to work with others						
Participates in class activities						
Maturity of judgment						
Integrity						
Self-motivation						
Promptness / Attendance						
Effective interaction with faculty and peers						

Please comment below or in an accompanying letter on any of the above categories or other areas that you think would be helpful in assessing the applicant's capacity to succeed in a social work program.

Signature:

Date:

LeMOYNE OWEN COLLEGE - SOCIAL WORK PROGRAM ADMISSIONS
Professional Reference

The form for the Professional Reference is on the next page.

1. Complete and sign the top part of the reference form.
2. Select a supervisor who can speak to your professional skills and volunteer/work performance. This may be an individual who is currently supervising your work or volunteer performance, or an individual who has supervised you within the past three years.
3. Contact the supervisor to request that he or she complete the Professional Reference.
4. Provide the supervisor with the correct reference form and a self-addressed envelope (include a stamp if the person is located off-campus). Give the supervisor enough time to make sure you have the form back by the application deadline.
5. Ask the supervisor to complete the reference form, place it in the envelope provided, seal it, sign their name across the seal, and mail/give it back to you.
6. **DO NOT BREAK THE SEAL!** Reference forms that have been opened will not be accepted.
7. Place the unopened, signed, envelope with the rest of your application materials.

Policy on Student Problematic Behavior, Ethical Misconduct, Impairment, and Incompetence LeMoyne Owen College | Social Work Program

Students in the Bachelor of Social Work (BSW) program at LeMoyne Owen College (LOC) are expected to demonstrate professional social work-specific behaviors that are consistent with the National Association of Social Work (NASW) Code of Ethics, and the Social Work Program Policy on Professional Social Work – Specific Behaviors. The Social Work Program *Policy on Professional Social Work – Specific Behaviors* intends to support and assist students in preparing for social work practice with vulnerable and marginalized individuals, families and communities. The Program has a responsibility to protect clients, students, faculty, and the public from harm. The Program also has a responsibility to protect student's rights. The Policy provides guidelines that will help the Program to identify behaviors that suggest a student may require assistance to meet the standards of professional social work practice, or that the student is not suitable for professional social work practice.

The professional social work-specific behaviors are observable behaviors that can be demonstrated in the classroom; in written assignments and presentations; in field placements and in other contexts on campus and in the community where professional behavior is expected. Examples of professional social work - specific behaviors are included in a table in this document.

Behavior that May Result in a Review

A Student Review may occur under any of the following circumstances:

1. Noncompliance with the NASW Code of Ethics
2. Noncompliance with the Social Work Program Policy on Professional Social Work –Specific Behaviors
3. Sanctions imposed on student for violation of LOC Student Code of Conduct Policy
4. An engagement of behavior that causes individuals within the Social Work Program to have serious or persistent concern about the effect of the student's behavior on the learning environment. Reasons for the concern may include, but are not limited to the following:
 - Speech or behavior that discriminates or harasses because of race, ancestry, place of origin, citizenship, religion, sex, sexual orientation, age, marital status, family status or disability. This includes gender harassment, sexist or hetero-sexist innuendo, climate and attitudes.
 - Intimidation or threats to harm another person in non-physical ways.
 - Aggressive language and other forms of verbal abuse.
 - Behaviors may be classified as, but not limited to, problematic behavior, ethical misconduct, impairment, and/or incompetence.

Definitions:

- a. Problematic Behavior: Problematic Behavior refers to a student's behaviors, attitudes, or characteristics that may require remediation. The table at the end of this document provides numerous examples of problematic behaviors.
- b. Ethical Misconduct: Ethical Misconduct occurs when the NASW Code of Ethics is not followed. This code is intended to provide both the general principles and the specific decision rules to cover most situations encountered by professional social workers in their professional activities. It has as its primary goal the welfare and protection of individuals, families, groups, organizations, and communities. It is the individual responsibility of each social worker to aspire to the highest possible standards of conduct. Social workers promote social justice and social change, respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

- c. Impairment is defined as an interference in professional functioning that is reflected in one or more of the following ways: Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; inability or unwillingness to acquire professional skills and reach an accepted level of competency; or inability or unwillingness to control personal stress, psychological disorder, or emotional reactions that may affect professional functioning.
- d. Incompetence is defined as a lack of ability. This lack of ability may include inadequate professional or interpersonal skills, or academic deficiency. When students continue to provide social work services beyond their current level of competence they are violating the ethical standard of competence. [Lamb, Cochran, & Jackson (1991). *Professional Psychology: Research and Practice*, 22, 291-296.]

When the alleged behavior is either harassment or discrimination as defined in the LOC Policy on Sexual Harassment or Discrimination, that policy will take precedence over the process described in the *Professional Social Work Specific Behaviors Policy*, and there will be an automatic review of the student for possible termination from the BSW program. In addition to a review, remediation plan or termination on the part of the Social Work Program, students may also be subject to additional review and sanctions from LOC Student Judicial Programs.

Confidentiality and Sharing of Information

The Social Work Program recognizes that the safety, confidentiality and self-determination of students or others is an important priority. In developing a response to a situation, the Program must balance confidentiality against its duty to protect existing and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional manner under this policy. Every effort will be made to keep information as confidential as possible under the circumstances. Information will be shared on a need-to-know basis.

The Review Process

Problematic behavior, ethical misconduct, impairment, and/or incompetence may be identified by a variety of persons, including but not limited to students, faculty, supervisors, clients, and/or members of the public. Any concern raised should be brought to the attention of the Social Work Program Coordinator. When a potential concern reaches the Program Coordinator, she/he will inform all permanent full-time members of the Social Work faculty (herein after *faculty* shall refer to permanent full-time faculty) and the academic/professional advisor. The issue will be discussed within seven (7) working days unless, in the judgment of the faculty, it must be dealt with immediately. Following this meeting, the student will be informed in writing by the Program Coordinator of the issues in her/his case and asked to meet with the Social Work faculty and the academic/professional advisor to discuss the situation. The academic/professional advisor will work with the student to help her/him understand the issue and the procedures and prepare for the meeting. The academic/professional advisor will provide the student with support throughout the process, unless she/he has raised the concern. In that case, the Program Coordinator will do so.

Because of confidentiality issues, student representatives shall not be involved in these matters.

Review Process Steps

1. The Program Coordinator is informed of possible non-compliance of Professional Social Work–Specific Behavior Policy and calls a meeting of all full-time faculty and the professional/academic advisor to discuss the possible need for a Review.

2. Following this meeting, the student will be informed in writing by the Program Coordinator of the issues in her/his case and instructed to contact the Program Coordinator to schedule a meeting with the Social Work faculty and the academic/professional advisor to discuss the situation. This meeting is to take place within ten (10) working days of sending the letter to the student. The academic/professional advisor will be available to work with the student to help her/him understand the issue and the procedures and prepare for the meeting. Areas to be reviewed and discussed at this meeting will likely include the nature, severity, and consequences of the student's actions.
3. First Review Meeting. Ample time will be allowed in this meeting for the student to present her/his view of the situation and to ask questions. She/he may ask another person, not involved in the situation, to accompany her/him as an observer at the meeting. The observer may not ask questions, present material, or serve as a witness.
4. After the First Review meeting with the student, the faculty and the academic/professional advisor will meet to determine the next step. If they determine that action must be taken in this situation, they will develop a written plan for remediation or other appropriate course of action and will schedule a meeting to discuss this plan or action with the student within ten (10) working days of their initial meeting with the student.
5. Second Review Meeting. The student is informed in writing of the need for an additional meeting and that a remediation plan is being written. All reasonable student input will be considered by faculty and must be received no later than three (3) days before the meeting. Students will submit their written information through email to the Program Coordinator.
6. During the Second Review Meeting, the student will be given the opportunity to accept the plan for remediation or course of action, or to provide a written rebuttal. If the student chooses to provide a rebuttal, the student will have five (5) working days to submit the plan. The faculty and academic/professional advisor will meet again to consider any new evidence presented by the student and will provide written documentation of their decision within ten (10) working days of the date the rebuttal was received. Based on the outcome of the decision, the student will receive a copy of the original remedial plan or an updated remedial plan. This remedial plan will be final.
7. After the First or Second Review Meeting, or after considering the student's written rebuttal, faculty may conclude that dismissal from the program is the proper course of action. The student will be sent an official letter of termination from the program. If terminated, the student is strongly advised to schedule an appointment with the professional/academic advisor to evaluate the student's adjustment to the decision, to recommend available options, and to provide potential sources of guidance and assistance as necessary.
8. If the student agrees with the remediation process, the written plan will be followed. The plan must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan include - but are not limited to an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of academic enrollment or Practicum responsibilities, increased faculty advisement and/or faculty and agency supervision, behavioral counseling with the Office of Student Success or leave of absence and mental health counseling/therapy. Faculty consultation with the counselor/therapist regarding progress toward goals will be required before the student is readmitted.

9. Progress must be reviewed by the faculty and academic/professional advisor before the student is allowed to continue in the social work program or to graduate. The student will be given an opportunity to provide written comments on the written review document. After the review, a copy of the current remediation plan, and the final written review, including faculty, academic/professional advisor, and student signatures, must be placed in the student's file. If progress is viewed as insufficient, the faculty and academic/professional advisor may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described below.
10. Appeals Process. If, after following the above process, the student is not satisfied with the remedial plan or has been terminated, the student may elect to appeal. Appeals are directed to the Vice President of Academic Affairs. The appeal must be filed within ten (10) working days of the letter being sent to the student.

Additional Points of Emphasis

Clearly not every contingency can be covered in this policy. Exceptions may be made in unusual circumstances and/or if public/student welfare is at risk. Confidentiality must be maintained at all times. This policy is subject to annual review/revision.

SIGNED:

Student Signature

Date

Faculty Interviewer

Date

The student's signature on this document verifies that he/she has read the policy and agrees to its terms.

Revised 022024

PROFESSIONAL SOCIAL WORK SPECIFIC-BEHAVIORS

The following table provides examples of some of the more important ethical requirements and related behavior concerns. It is the responsibility of students to understand the Code of Ethics in its entirety and be aware of additional ways in which problematic behaviors may arise. Included in this table are several Council of Social Work Education practice behavior guidelines. This is not an exhaustive listing.

Professional Attribute	Code of Ethics Statement(s)	Characteristic Behavior	Behavioral Concerns
Respectful treatment of and attention to others.	<p>Ethical Principle: "Social workers respect the inherent dignity and worth of the person."</p> <p>1.12: "Social workers should ...use accurate and respectful language in all communications to and about clients."</p> <p>2.01: "Social workers should treat colleagues with respect ..."</p>	<p>Nonjudgmental listening to instructors and other students.</p> <p>Not being disruptive within the classroom.</p> <p>Attempt to defuse potentially tense encounters. Tactfully focus on issues and rational arguments when disagreeing with an opinion. Support others within the context of group projects.</p>	<p>Snickering, sighing or making faces when others are speaking, or purposefully ignoring others when they are speaking.</p> <p>Disruptive behaviors in the classroom such as having cellphones on, texting during class, working on other assignments, side conversations, talking over other students or professors. Arriving late to class or leaving early on a regular basis.</p> <p>Personalizing arguments or attacking others during the course of class discussions or speaking derisively about other students or professors behind their backs. Challenging a professor or student in a defiant or aggressive manner.</p>
Honesty and integrity	<p>Ethical Principle: "Social workers behave in a trustworthy manner."</p> <p>4.04: "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception."</p>	<p>Honesty in communication with fellow students, faculty, employers, clients and others.</p> <p>Displaying a professional manner, especially when in a field agency or in a public setting.</p>	<p>Cheating on tests, engaging in plagiarism, dishonest statements regarding course activities, etc.</p> <p>Deception in procuring volunteer/paid service hours. Deception in agency record-keeping within the context of a field placement or other agency involvement.</p>
Competence	<p>Ethical Principle: "Social workers practice within their area of competence."</p> <p>1.04 (a) "Social workers should provide services and represent themselves only within the boundaries of their education, training, ..."</p> <p>4.05 (a) "Social workers should not allow their own personal problems, psychological distress, ...to interfere with their professional judgment or performance ..."</p>	<p>Honesty with field agencies about area of knowledge and experience.</p> <p>Ensure proper boundaries are maintained when engaging in discussions with clients, co-workers and field supervisors.</p> <p>Students will not commit to a course of education or to a field placement if unsure of one's ability to follow through with the commitment due to personal issues.</p>	<p>Engaging in any type of intervention or treatment that the student does not understand, especially when clients may be harmed.</p> <p>Consistent issues related to reliability (e.g., chronic lateness or absences, not following through on group projects, late assignments) in classes and/or field placements. Failure to meet syllabus expectations.</p> <p>Problematic boundary or conflict of interest issues, especially related to clients (e.g., a personal relationship with clients or family members outside the Agency auspices). Emotional and/or physical issues that interfere with competent practice.</p>

			PP13
Confidentiality	<p>1.07 (b) “Social workers may disclose confidential information when appropriate with valid consent ...”</p> <p>1.07 (i) “Social workers should not discuss confidential information in any setting unless privacy can be ensured.”</p>	<p>Students will discuss issues related to practicum clients if they can share information in a way that does not compromise confidentiality.</p> <p>Student’s respect for fellow students and others is such that they are very cautious of what personal information they share with others and in how they share information.</p>	<p>Disclosing confidential information about clients in course assignments, discussions with fellow students, etc.</p> <p>Disclosing personal information about fellow students that is hurtful or demeaning. Disclosing personal information about fellow students or faculty in a public forum or on social media without their prior consent.</p>
Professional Attribute	Selected CSWE Guideline	Selected Characteristic Behavior	Selected Behavioral Concerns
Professional Demeanor	Practice Behavior #1.3: Demonstrate Professional Demeanor in Behavior, Appearance, and Communication	In class settings, field placements, and other areas where the student is readily identifiable as a social work student, s/he should be aware of personal appearance and actions.	Use of disparaging, crude, or offensive language, especially in public settings. Sexually provocative manner of dressing or behavior in all social work settings.
Managing Personal Values and Information	Practice Behavior #2.3: Recognize and Manage Personal Values in a Way that Allows Professional Values in Guide Practice.	<p>Students demonstrate an awareness of the proper use of self-disclosure of personal information, and its potential impact on others.</p> <p>Students understand when their personal values may be limiting client self-determination.</p> <p>Students understand the power relationship inherent in the client/worker dyad (e.g., that workers may have an undue influence over vulnerable clients) and are cautious of overly influencing clients.</p>	<p>Sharing personal issues about oneself or one’s background at times/places or in ways that make others (especially clients) uncomfortable or might make others question the student’s judgment.</p> <p>Pushing clients to make specific decisions that relate to the student’s rather than the client’s value or belief system.</p> <p>Students use their own personal past experiences with social work(ers) and/or insight gained from overcoming a difficult situation as their only guide to assisting clients with similar issues.</p>

CODE OF ETHICS STATEMENT OF UNDERSTANDING

Social Work Major Application

Your Initial next to each statement below confirms you agree. If you have concerns or do not agree, leave the statement blank and be prepared to discuss the issue and any questions you have at your interview.

The National Association of Social Workers Code of Ethics can be accessed online at <http://www.socialworkers.org/pubs/code/default.asp>

COMMITMENT TO SOCIAL WORK VALUES

- _____ 1. I have read the National Association of Social Workers Code of Ethics.

- _____ 2. I understand what it means to make a commitment to follow the NASW Code of Ethics, and I have no concerns regarding this commitment, or I have raised these concerns with social work faculty.

- _____ 3. I understand I have a responsibility to follow the NASW Code of Ethics as a future professional social worker and commit myself to follow the NASW Code of Ethics as a student social work major, in my field practicum, and as a future professional social worker.

- _____ 4. I understand that failure to act in a manner in keeping with the NASW Code of Ethics could result in dismissal from the social work program.

FACULTY REVIEW

The above statements have been reviewed by the student and faculty and any concerns have been discussed.

Student Signature _____

_____ Date

Faculty Signature _____

_____ Date

BACKGROUND INFORMATION STATEMENT OF UNDERSTANDING Social Work Major Application

BACKGROUND INFORMATION

1. Have you ever been convicted of a crime other than a routine traffic offense? ☐ Yes ☐ No
(A DUI is **not** considered a routine offense and must be reported. A DUI does not automatically preclude admission to the major.)

Please list conviction(s) and year(s) received:

Have you ever been subjected to dismissal, suspension, probation, or other serious disciplinary or academic sanction by any educational institution, employer, or professional association? ☐ Yes ☐ No

If you answered yes to questions 1 or 2, please explain the circumstances on a separate piece of paper. An affirmative answer does not automatically disqualify you from admission into the social work major. Your answer will be reviewed in relation to your entire application.

POTENTIAL IMPACT OF BACKGROUND INFORMATION

Your Initial next to each statement below confirms you agree. If you have concerns or do not agree, leave the statement blank and be prepared to discuss the issue and any questions you have at your interview.

_____ 1. I understand that failure to previously disclose adverse information related to questions 1 or 2 during the course of the application process will be grounds for dismissal from the social work program.

_____ 2. I understand that some field placements and employment settings will require that I give consent to a criminal and/or financial background check. I understand I may not be able to secure a practicum placement because of any past criminal actions.

_____ 3. I understand that the Tennessee Licensed Social Worker (TSW) exam application will ask me to indicate any felony convictions. I understand that it may be extremely difficult, if not impossible, for me to become a licensed social worker if I have a felony conviction.

FACULTY REVIEW

The above statements have been reviewed by the student and faculty and any concerns have been discussed.

Student Signature

Date

Faculty Signature

Date

PROGRAM STUDENT HANDBOOK ACKNOWLEDGEMENT
Social Work Major Application

Your Initial next to each statement below confirms you agree. If you have questions, leave the statement blank and be prepared to discuss them at your interview.

- _____ 1. I have read the LeMoyne Owen College SOWK Program Handbook.
- _____ 2. I understand that I am responsible for knowing the information in the Handbook.
- _____ 3. I have discussed my questions regarding the Handbook with Social Work faculty.

FACULTY REVIEW

The above statements have been reviewed by the student and faculty and any questions have been discussed.

Student Signature _____

_____ Date

Faculty Signature _____

_____ Date

Transcripts

Insert unofficial copies of transcripts here.

The Advisement Process

Advising is an integral part of the student's matriculation at LeMoyne-Owen College. After students complete their freshmen year, student's folders are forwarded to the appropriate Division Chairperson who will assign the student to an academic advisor in their major area of study. The advisor is essential to the student's successful completion of his/her academic program. "Advisors should discuss with the advisee the student's academic and career goals, and help the student develop an appropriate program of study to fulfill those goals."

The academic advisor must:

1. Be accessible to the students
2. Provide specific and accurate information to the students:
 - a. Explain registration procedures and related policies, Schedule planning – day/time, avoid time conflicts, degree of difficulty
 - b. Concerning various courses, credit load, Drop/Add, closed and cancelled classes, withdrawal from classes and the College
3. Review the CORE curriculum and requirements; special attention should be paid to the importance of taking courses in sequence
4. Review forms and materials to be used
5. Develop a personal and caring relationship toward students

Social work Advisors

All students majoring in social work will be assigned a major advisor in his/her chosen discipline. The advisors will maintain a folder for the student that will contain the following forms:

1. Status of Major Form
2. Advising Contact Form
3. Program of study
4. Incomplete Form

Intent/Declaration and Change/Declaration Process

Intent to Major process (new student)

1. Each 2nd semester freshman will complete the form in his/her freshman seminar class. The student's previous major will be written as "FRSM" and the freshman faculty member will sign as the student's previous major advisor.
2. The form with attached copy of next semester's schedule of classes will be forwarded by the freshman faculty to the appropriate division for initial approval.
3. A copy of the document with both chairperson's and advisor's signatures will be forwarded to the student and Registrar.

Intent to Major process (transfer students)

1. A Social Work advisor will assist the student in preparing his/her form. The student's previous major will be written as "TRANSFER" and the student's previous major advisor line must be marked through (e.g. "_").

Declaration of Major process

1. After successfully completing the application and benchmark activities, the student will be assigned the essay by his/her advisor. After the satisfactory completion of the essay, the Social Work Director signs his/her approval.
2. A copy of the amended document, including the chairperson's and Social work Director's signature, will be forwarded to the student and Registrar.

Non-Discrimination Policy

LeMoyne Owen College prohibits discrimination in educational and employment opportunities, services, and benefits on the basis of race, color, religion, age, ethnicity, national origin, sex, sexual orientation, gender identity, marital status, disability, income, protected veteran status, or any other status protected by applicable federal, state, or local laws.

Overview of Field Education

The courses SOWK 449 (Field Instruction/Practicum) and SOWK 450 (Field Seminar) are considered benchmark courses for Social Work. The field practicum consists of two academic courses: SOWK 449 and SOWK 450. Sowk accounts for 12 credit hours while Sowk 450 accounts for 3 credit hours.

It is important to note that both courses must be completed during the same semester. Field Instruction and Social Work Seminar are only offered during the fall or spring semester.

To reach the required 432 hours, students enrolled in the traditional BSW program stay in the field for approximately 30-40 hours per week

Nature of Field Instruction

Field Instruction is the product of a joint undertaking of the College, the agency, and the student. The College takes the initiative to prepare students for the field agency, selects and recommends the students to the agencies, works with the field instructor and the student regarding the learning goals, evaluation methods, and student/agency concerns. The field instructor at the same time provides their observational and experiential skills professionally to develop and meet the goals and objectives of the field instruction.

The BSW Program curriculum and all related program activities are designed to support the program's mission and the BSW program goals and objectives. The central BSW degree program goal is to prepare students for entry-level generalist social work practice. The program prepares competent generalist level social work practitioners skill sets, integrated with areas of social concern. The objectives for field education in the senior year are for students to:

1. Learn a variety of intervention methods and techniques for use with individuals, families, small groups, and service delivery and change in organizations, neighborhoods, and communities; and
2. Articulate a framework or frameworks for the differential use of these intervention methods and techniques with at least two social-system levels (individual, family, small groups, organization, neighborhood, and community).

The program includes the core knowledge, values and skills, and the professional foundation for social work practice. Field education is an integral part of the BSW degree program and is anchored in the mission, goals, and educational level of the program. Students' experiences in field and the achievements experienced there support the goals of the BSW program, as stated below, reflecting how the mission is achieved through both course work and field experiences:

1. To prepare BSW students for ethical, competent entry-level, generalist professional social work practice, particularly in urban settings with diverse, poor, vulnerable, and oppressed individuals,

families, groups, organizations, and communities.

2. To foster a commitment to continuing education, maintain competence in practice, and enhance and increase opportunities for BSW graduates for renewal and advancement within the profession.

Field education is designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program competencies. In the senior year field placement, students connect the theoretical and conceptual contributions of the integrated knowledge from all course's classroom with the practice setting, fostering the implementation of evidence-informed practice. Students clearly articulate this skill when learning to use various approaches in working with client systems as they hone their critical thinking skills. Senior-year objectives are centered on an analysis of presenting problems or situations, planning, problem-solving, differential use of intervention strategies and techniques, and competency in social work practice.

Attention is also given to the student's overall knowledge of the placement agency and the scope of social work practice; student's knowledge of social work and use of skills, including communication and listening; student's ability to perform within agency standards, as well as the students' appropriate use of assistance from the field instructor. To achieve these objectives, the senior year meta-focus in class and field is on socializing students to the profession. To increase student self-awareness, ability, and agility in working with and on behalf of clients, they are introduced to social work knowledge, values, and conceptual frameworks, and given assignments consistent with the goals and objectives for fieldwork.

Roles and Responsibilities of Field Instruction

The following explanation is meant to clarify the meaning of terms used by the Department of Social Work, referring to the roles of faculty liaison and field instructor, and field placement coordinator. The following role descriptions are offered for clarification: The Faculty Field Liaison and the Field Instructor are two roles related to a student's field placement (or internship, as the field placement is called in some agencies/schools). These roles are distinguished from an academic advisor as noted.

Field Director

The Field Director is a full-time member of the Department who serves as the liaison between the student and the agency. The Field Director meets with the Field Instructor and student a **minimum of once per semester** to specify and clarify, student assignments in the field placement, read the student records, address field education performance issues and, as necessary, develop a corrective action plan, review a student evaluation with the student and the field instructor, and is available to discuss any issues about the field placement with the student.

The Field Director is responsible for obtaining the field placement evaluation and assessments of the results for student performance outcomes. The Field Director must complete a supporting memorandum along with the field placement evaluation form whenever an unsatisfactory grade is recommended (C- or below, Incomplete). The student must receive a copy of the memorandum along with a copy placed in the student's academic file.

The Field Director has overall responsibility for student field placements. The field coordinator takes responsibility for arranging field placements, arranging contractual agreements, and confirming malpractice insurance with the College and outside agencies. If a student requires re-placement in another setting, then it is the responsibility of the Field Director to make that arrangement. If the Field Director submits a change, then the change must be documented along with an accompanying memorandum.

The Field Director shall:

- Meet at least once each semester with the individual Field Instructor and student.

- Act as liaison between the agency and the college.
- Submit all evaluative materials for end of semester assessment to Program Area Coordinator and Chair at the end of the semester.
- Counsel students regarding problems or concerns related to field instruction.
- Advise other faculty of concerns in-field instruction.
- Meet with each student applying for field instruction and explore the various potential sites which have been previously visited to discuss roles and expectations with the agency and personnel who will be affected by the student's placement.
- Initiate meetings of Field Instructors to provide orientation to the social work program and college, address common concerns, and solicit their input on the content of the social work curriculum.
- Facilitate the social work field seminar courses.

Field Instructor

The Field Instructor is the agency employee who guides assignments in the field placement, provides instruction at the field placement, and evaluates the student's performance with the student and the faculty advisor. In addition to the Field Instructor, some students are assigned a task supervisor, an agency employee who works directly in the program area where a student is placed and assists the student with tasks related to their assignments in field education. They also report to the Field Instructor on the student's progress in tasks. The Field Instructor and the task supervisor are not paid by the College for their work in this capacity but are performing valuable professional volunteer service.

The Field Instructor shall:

- Inform the Field Director if the student is acceptable for the field instruction site.
- Provide on-site supervision to the student(s) weekly.
- Hold a baccalaureate or master's degree in social work from a CSWE-accredited and have at least two-years of post-social work degree practice experience in social work.
- Make relevant assignments to the student(s).
- Meet at least once a semester with the Field Director.
- Apprise the Field Director of any problems or concerns regarding the placement before mid-semester.
- Complete the evaluation forms as requested.
- Attend Field Instructor's meetings initiated by the Field Director.

Student

The student plays a vital role in field-education. Student learning is at the heart of the field education program, as such, students must take personal responsibility for their learning.

The student shall:

- Follow up on potential sites for field instruction provided by the Field Education Coordinator by initiating a meeting with the designated contact person and informing the Field Education Coordinator of his/her perceptions of the meetings.
- Practice and observe field instruction site procedures for promptness, attendance, work completion, and appropriate dress.
- Complete assignments of Field Instructor.
- Meet with the Field Instructor weekly for supervision.
- Participate in agency-sponsored in-service training, where possible, and other related professional

meetings.

- Meet any health or general requirements of the field instruction site, such as physical examination, drug screens, TB tests, or criminal background checks.
- Complete all academic assignments for field instruction.

Selection of Field Instruction Sites

The Department of Social Work is acutely aware of the importance of the field instruction agency as an opportunity for the student to integrate their theoretical learning into a practice model. To be effective, a field instruction agency must meet the following guidelines:

- The agency philosophy of social service shall be compatible with the educational objectives of the social work profession.
- The agency's mission shall be compatible with that of the Department of Social Work.
- The agency may not have exclusionary policies or practices that discriminate on the basis of race, color, religion, age, ethnicity, national origin, sex, sexual orientation, gender identity, marital status, disability, income, protected veteran status, or any other status protected by applicable federal, state, or local laws.
- The agency should provide ethical and professional social work services with an emphasis on evidence-based practice. Agencies and agency field instructors are expected to follow the NASW *Code of Ethics* and requirements of the Tennessee Board of Social Work.
- The agency must provide a field instructor who holds a baccalaureate or master's degree in social work from a CSWE-accredited and have at least two-years of post-social work degree practice experience in social work.
- Students must be allowed to carry out practice assignments that are within the specific mission and goals of the agency, fulfill the educational program of the program, and are geared to the educational needs and interests of the students.
- The agency shall provide the student with a physical place to work within the agency setting and with necessary supplies for their work (desk, supplies, telephone, computer, support services)
- The agency will provide an orientation for students covering rules, regulations, procedures, facilities, and equipment of the agency.
- A representative from the agency must sign an affiliation agreement that outlines agency and school responsibilities.

Field Placement Process

Students are expected to follow the field placement process detailed below to secure a field placement. Students do not develop their own placements. All field placements must be approved by the Field Director to ensure they meet the requirements of the program. The LeMoyne-Owen College, Department of Social Work cannot guarantee that all students will secure a placement. If students are not able to successfully secure a placement by the 3rd week of the semester, they may be required to withdraw from the social work program or postpone field placement.

The placement matching process follows these steps:

- Students complete an application. Application will be with the Field Director.
- The Field Director reviews the completed application and begins to coordinate the placement

assignment process. The Field Director may also review the student's admissions file, consult with other faculty, and meet with the student as necessary to identify strengths and needs for field education.

- Student receives an email from the Field Director regarding the possible agency field placement. The email provides instructions to the student regarding their expected follow-up.
- A student schedules an interview at the expected agency site.
- Field Director confers with Agency representative to determine whether the student has been accepted to the agency. If accepted, the student is "placed".
- If the Field Director and/or the student decide the placement is not a good fit, the Field Director will work with the student to identify another placement option.

Guidelines for Field Instructors

The following elements may be helpful for field instruction:

1. Orientation of the student to the field site:
 - a. Clarify the organizational structure
 - b. Clarify accountability issues – who is responsible to whom at all levels of the organization.
 - c. Clarify your supervisory styles – expectations, teaching method.
 - d. Clarify your expectations regarding students' attendance at staff meetings.
 - e. Set a mutually agreed upon weekly time period for the field instructor-student conference: *one(1) hour minimum per week.*
 - f. Develop a student work schedule that should include a minimum of 16 hours per week (for traditional BSW students) or 29 hours per week (for FAST students). A student's time in field instruction should total 200 clock hours per semester.
2. Pre-Learning Specifics:
 - a. Clarify the goal and objectives of the agency and in what roles/capacity client contact is made.
 - b. Work with the student to develop learning objectives for the semester.
 - c. Jointly review with the students of LeMoyne Owen College field evaluation form the instrument used at the end of the semester to assess progress.
 - d. Inform the student of various experiences, projects, programs within the agency.
3. General Expectations of the College:
 - a. The student must be allowed contact with clients, client groups, or client systems
 - b. The student is expected to have contact with clients, client groups, or client systems
 - c. The focus should be on learning rather than the number of clients seen/served.
 - d. The student is expected to attend in-service training activities which are available to regular staff members.
 - e. The agency is expected to provide the student with adequate office space, telephone availability, and any other essentials related to the performance of professional responsibilities
4. Communications between Field Instructor, Student, and Field Director:
 - a. The Field Instructor should consult with the Faculty Field Liaison when there is some question regarding the appropriateness of any agency assignment.
 - b. If the Field Instructor and a student are having communication issues, the Faculty Field Liaison should be contacted if the problem is unable to be worked out between them.
 - c. Any inappropriate behavior on the part of the student should first be approached in the conference between student and Field Instructor. If inappropriate behavior is not resolved, the Faculty Field Liaison should be contacted as soon as possible. (This also applies to any other professional/personal problems the student might experience)

Evaluation

1. Evaluation of field instruction students is a continuous process including written as well as verbal feedback from the Field Instructor and Faculty Field Liaison. At mid-semester and the end of each semester, the agency Field Instructor completes an evaluation. All evaluative material is shared with the student. Students receive a letter grade for their field instruction. Field Instructors may recommend a grade but the final responsibility for the grade rests with the Faculty Field Liaison.
2. Field Instructors will complete an evaluation for each student at Fall mid- and end-semester and Spring end-semester. The Field Instructor recommends a grade to the Faculty Field Liaison who then is responsible for assigning a final grade.
3. At the end of the second semester, the student must turn in an Evaluation of Field Placement which should be used in considering that agency for future placements.

Unsuccessful Placement Interviews

If a student has one or more unsuccessful placement interviews and the Field Director receives feedback relevant to the student's presentation of self, assessed readiness for field, or appropriateness of placement choice or concentration in relation to required previous experience, the student will be invited to meet with Field Director to discuss. Following this discussion, a student may be asked to develop a plan if it is determined that additional support is required in field placement that must be addressed before continued efforts are made to identify a field placement. This may include a recommendation to select a different concentration. Please navigate to the BSW Handbook policy on student performance.

Field Education Policies and Procedures

Placement

The Field Director has primary responsibility for selecting agencies that can provide appropriate field education experiences for students. Students do not develop their own placement opportunities, but rather work directly with the Field Education Coordinator in identifying appropriate placements.

Challenges Securing Field Placement

Occasionally students may interview at multiple agencies and not be offered a field placement. The Department of Social Work cannot and does not guarantee that students will successfully secure a field placement. If a student is not offered placement after three interviews, it is the student's responsibility to schedule a field advising appointment to discuss barriers to placement with the Field Education Coordinator. If no match is found after three interviews, a review of the student's appropriateness for placement will be conducted by the department faculty. Students that are repeatedly experiencing unsuccessful interviews may not be allowed to continue with the placement process. They may be offered the opportunity to delay placement until the following academic year. Students shall not continue on their seminar coursework, as field instruction and seminar must be taken concurrently.

Dual Relationships

Students are not permitted to be placed at agencies where family members are employed or are receiving services. The Department of Social Work discourages and, in most situations, will not approve placement of students in agencies where they have been employed, or where they have previously received services as a client. These recommendations exist to protect students, agency employees, and clients from conflicts that may arise due to dual relationships. If a student wishes to complete their field placement at their place of employment, refer to the Guidelines for Students Considering Field Practicum at Student's Place of Employment.

Academic Credit for Life/Work Experience

Academic or field practicum credit is not granted for life experience or professional work experience.

Attendance

Students are expected to be at the agency on a consistent, regular basis throughout both semesters in order to complete the total field hours required. Students cannot work extra hours each week in order to finish field practicum early; continuity over time is a desirable developmental factor in the field experience.

Timekeeping

Students are expected to track all time spent at their agency. Students must utilize the timekeeping forms approved by the Department of Social Work. The student's Field Instructor must sign and approve all timekeeping forms.

Unexpected Absences

If students are unable to be at their field agency as scheduled for any reason, the student must discuss this with their agency Field Instructor. Hours missed must be made up to ensure students complete the total number of hours required each semester. Extensions may be considered in extenuating circumstances but must be approved by the Field Director and the Program Area Coordinator.

Student Safety

There are inherent risks in social work practice. Therefore, agencies, agency field instructors, and students are expected to collaborate to enhance safety and minimize risks in the field. Agencies are expected to have written policies to address work situations that may entail risk for students. Such situations may include the following: home visits, services to clients outside the agency, services provided at night or on weekends, services to clients who may become angry or violent, exposure to pathogens or toxic substances, and services that are politically sensitive which may result in threats of violence. Agency Field Instructors are expected to orient students to their agency's policies and practices regarding risk management and to assign students tasks that are consistent with the student's level of competence. Students are expected to adhere to agency policies and to promptly address any concerns about their safety with their agency Field Instructor.

All students are required to provide a copy of a Police criminal background check at the time that they apply for the field placement. Agencies may have additional requirements with which students are expected to comply. Agencies may review databases such as the child abuse registry and sex offender registry. Agencies may require that students undergo additional background checks, immunizations, and drug testing. The costs associated with immunizations and background checks are the responsibility of the student. If a student does not obtain clearances for any of these, they may become ineligible for that agency and possibly for another field agency placement.

Harassment

LeMoyne-Owen College is committed to maintaining a working and learning environment that is free of unlawful discrimination and harassment and in which every student is treated with dignity and respect.

No person shall engage in any act of intimidation or harassment, physical force or violence that is directed against any other person or group of persons based on ethnicity, race, national origin, religion, gender, sexual orientation or preference, disability, or political beliefs. No person shall use the telephone or electronic media to harass another. Participation in such acts is subject to College disciplinary action and is punishable by law.

If you experience harassment in your field agency, the Department of Social Work faculty is committed to investigating the situation and connecting you with needed support.

Sexual Harassment

No person shall engage in unwelcome sexual advances, requests for sexual favors and/or other physical conduct, and expressive behavior of a sexual nature where submission to such conduct is made explicitly, or implicitly, a term or condition of an individual's employment or education. Additionally, where submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting that individual is prohibited; instances where such conduct has the purpose of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment or educational environment is strictly prohibited by LeMoyne-Owen College.

Participation in such acts is subject to college disciplinary action and is punishable by law. Refer to the college's Title IX Policy in the appendix of this document for additional information.

If you feel you have been discriminated against on the basis of sex in your field placement, LeMoyne-Owen College has a responsibility to investigate your concern and provide you with support. Students should report discrimination on the basis of sex to their Field Director.

Student Professional Liability Insurance

Students are expected to have malpractice/professional liability insurance at the time they begin their field internship. The college provides liability insurance under a large umbrella policy for all students in the field internship.

Addressing Difficulties and Challenges in Field

The Department of Social Work is committed to assisting students to maximize their learning opportunities and experiences in a field placement. Issues, concerns, and demonstrated difficulties need to be identified and addressed in a professional manner in order to provide resolution and/or corrective actions as necessary. Participation in this process is part of the field practicum learning objectives. Every effort is made to assure that the student's rights to due process are protected, as well as assuring the appropriate protections to agency and client interests. When a concern is identified the following sequence of activities should occur:

Concerns of a Student about the Agency Field Instructor or Agency

1. The student will address the concerns with the Agency Field Instructor and see if the issues of concern can be worked out directly. Since the power differential between student and Agency Field Instructor can be somewhat intimidating, especially early in the practicum relationship, the student may wish to consult with their Faculty Field Liaison to "rehearse" how to approach the Agency Field Instructor for such a discussion.
2. If the issue at hand cannot be resolved directly with the Agency Field Instructor, the student will contact their Faculty Field Liaison and consult regarding the potential arrangement of a face-to-face meeting among all concerned. The Field Director may use teleconference or video technology as a more responsive way to meet with agencies that may otherwise require significant travel time. Such a meeting will serve to clarify problems, discuss potential solutions, and attempt to develop a plan that will allow the practicum to go forth.
3. Should this final approach be unsuccessful, the student, Agency Field Instructor, and/or Faculty Field Liaison shall inform the Field Education Coordinator, and all parties shall meet to discuss options available to the student. If indicated, this meeting may be to arrange termination of the student placement with the agency. Termination of a field placement cannot occur unless the problem-solving process has been fully utilized.
4. If appropriate, the Field Director will work with the Field Director and the student to identify other placement options. The Department of Social Work cannot guarantee that a second field option will be available.

Concerns of the Agency Field Instructor About the Student

1. The Agency Field Instructor will address the concerns with the student and see if the issues of concern can be worked out directly. Experience with such situations indicates that open and clear communication between the student and Agency Field Instructor often alleviates tense or problematic situations.
2. If the issue at hand cannot be resolved directly with the student, the Agency Field Instructor will contact the Field Director for the placement and consult /her about the situation. Often, this sort of strategizing can result in a resolution to the problem.
3. The Faculty Field Liaison is always available to come to the site to meet face-to-face with the student, Agency Field Instructor, and anyone else deemed appropriate. At this point, an action plan for resolving the issue will be developed and agreed to by all parties.
4. Should this final approach be unsuccessful, the student, Agency Field Instructor shall inform the Field Director and meet to discuss options available to the student, and if indicated, arrange termination of the student placement with the agency. Termination of a field placement cannot occur unless the problem-solving process has been fully utilized.
5. If appropriate, the Field Director will work with the student to identify other placement options. The Department of Social Work cannot guarantee that a second field option will be available.
6. If indicated, a student may be referred to the Office of the Dean of Students to address any concerns.

Immediate Suspension/Termination of Field Placement

In the event that an agency wishes to immediately suspend or terminate a practicum placement due to unprofessional behavior of a student, safety concerns for clients, or unethical behavior of students the Agency Field Instructor is requested to:

1. Contact the Field Director immediately to discuss the circumstances leading to the situation.
2. The Agency Field Instructor and/or Field Director will then contact the Program Area Coordinator to inform them of the decision to terminate a student.
3. Inform the student verbally (with written follow-up) of the reason for the suspension or termination.
4. Work with the Field Director to accomplish any follow-up activities or meetings that need to occur in order to appropriately end the placement.
5. Discuss with the Field Director and Program Area Coordinator ways in which the situation leading to the termination can be avoided in the future, and how the agency and college can work together to promote social work education.
6. If appropriate, the Field Director will work with the student to identify other placement options. The Department of Social Work cannot guarantee that a second field option will be available.
7. Termination from a field placement may result in a grade of F in field, which would disallow the student to continue in the program.

Concerns of the Field Director About the Student

1. The Field Director will address any concerns with the student and see if the issues or concerns can be directly worked out.
2. If the issue at hand cannot be resolved directly with the student, the Field Director will notify the agency of their concerns, and a meeting will be arranged to address the Field Director's concerns.
3. If appropriate, the Field Director will work with the student to identify other placement options. The Department of Social Work cannot guarantee that a second field option will be available.
4. If indicated, a student may be referred to the Office of the Dean of Students to address any concerns.

Concerns of the Field Director About the Agency

1. The Field Director will address any concerns with the agency and see if the issues or concerns can be directly worked out.
2. If the issue at hand cannot be resolved directly with the agency, the Field Director will notify the agency of their concerns, and a meeting will be arranged to address the Field Director's concerns.
3. If appropriate, the Program Area Coordinator will work with the Field Director and the student (or external site program coordinator) to identify other placement options.

Termination of Students from Field Placement

Students in field practicum are expected to demonstrate professional behavior, attitude, and demeanor in their practicum agency and their community. Occasionally, serious situations occur in which students fail significantly to adhere to key professional expectations. Failure to adhere to these professional expectations can result in the termination of field practicum and/or removal from the BSW program.

The Department of Social Work reserves the right to have a student write a reflective essay regarding concerns that arise in a field setting, or if a student is dismissed from an agency. The purpose is to help the student to reflect upon the situation and the factors that led up to the situation and ways to consider a professional response to assist with student learning. Students must be able to reflect upon their behavior as an emerging professional social worker. This will allow the Field Director to better assess a student's readiness for another field placement. The student may be required to do additional field hours should another placement be secured, and the additional hours will be at the discretion of the Field Director. The additional hours will assist with orientation and entrance to a new agency to allow time for the student to integrate into a new agency and be able to demonstrate the field competencies in a practice setting. The Field Director may also develop a Performance Improvement Plan at the student's new field placement to assist the student with being successful. Information may be shared with the new field agency describing the reasons why a student was dismissed from a previous agency and what the student has done to develop professionally and learn from the previous field placement experience. Students may also be referred to the Office of the Dean of Students to address any concerns.

STUDENT CODE OF CONDUCT

Purpose and Objectives

The Student Code of Conduct is designed to protect the rights and privileges of students and to help produce and safeguard an atmosphere on campus where the acquisition of knowledge and the development of self are paramount. This Code is further designed to clarify what the College expects of its students in matters of conduct and decorum, and to describe the judicial procedure for handling cases of discipline. College constituents are urged to report violations of the Student Code of Conduct immediately to the Chair of the Judicial Council or Dean of Students. Failure to report may jeopardize the safety of the campus.

In the governance of the College, the largest liberty consistent with good work and good character is afforded to students. The habits of life are expected to be such as to promote daily cultivation of high moral conduct. The primary objective of all students should be concerned with intellectual pursuits and scholarship. The College affirms its commitment to academic excellence, the philosophy of humanism, and the holistic development of all students.

Students are expected to maintain acceptable standards of conduct as defined by the College:

- Students are especially reminded to observe the regulations with respect to visitation in residence halls, initiations, drugs, alcoholic beverages, honesty on examinations, honesty in matters dealing with the personal property of others, and in all scholarly efforts.

- Appropriate decorum is expected in the library, classrooms, dining hall, assemblies, offices, and at social activities.
- It is never appropriate to use profane, vile, obscene, threatening, or otherwise abusive language. Simple assault and other acts of violence (such as fighting) are prohibited, as is the possession of knives, firearms, or weapons of any kind.
- Students must never accost or cajole other students and are advised *that visitors to the College should always be treated as one would treat a guest in one's home.*
- Reports received by the College of student misconduct, arrest, or involvement with other illegal or illicit activities off-campus are subject to administrative review for disciplinary action, up to and including, separation from LeMoyne-Owen College.

ACADEMIC GRADING GRIEVANCE

There may come a time during the student's attendance at LeMoyne-Owen College that the student may believe an instructor has treated them unfairly in the grading process. If this occurs, there is a grievance process for students to follow.

The Instructor

Before submitting a formal appeal, the student should talk to the instructor first. Frequently, the problem is simply a lack of communication between the faculty member and the student. Most grievances can be worked out at this level.

The Division Chair

It is possible, however, that the problem may not be solved during the exchange between the student and the instructor, or the student feels wronged. The next step for the student is to contact the instructor's Division Chair. The Chair is in the best position to mediate the situation and can intervene, if necessary.

Academic Grievance Appeal Process

If informal adjudication has not satisfied the student's concern, the student can file a formal appeal. All formal grievances and appeals for the purpose of changing a grade must be expressed in writing to the appropriate academic Division Chair, in correct business format, typed in clear, Standard English. Students must include their complete name, (first and last), e-mail address, full mailing address and phone number where they can receive a response. The letter must be a hard copy with a signature and should state the basis for the appeal. If the complaint is against a Division Chair, the appeal should be filed with the Vice President of Academic Affairs.

Academic Grievance Committee

In response to the written appeal, the College will initiate the appeals process. Two (2) faculty chosen by the instructor, two (2) chosen by the student and one (1) chosen by the Division Chair will comprise a committee to hear the case. The Division Chair will name a committee chair. This committee will then, after deliberation, make a written recommendation to the Division Chair.

Students must submit the written request for a grade change no later than in the term immediately following the disputed class by the published deadline for student completion of incomplete grades. From the time a student submits the written appeal, there will be a maximum of two weeks to name and establish the committee. If the student does not submit two faculty names by the two weeks deadline, the Division Chair will appoint those two members as well as the chair of the committee. Once constituted, the committee will have three weeks to meet and render a written decision. The timeframe for appeals during the summer or other times when faculty are not officially on campus depends on the availability of team members.

The Vice President of Academic Affairs

The final authority on all academic matters is the Vice President of Academic Affairs. Therefore, after going through the three (3) steps outlined above, the final appeal is to the Vice President of Academic Affairs. Once

the student receives written notification from the committee of the decision, the student has two (2) weeks to file a written appeal, including supporting documentation, with the Vice President of Academic Affairs. The decision of the Vice President of Academic Affairs will be communicated to all concerned parties.

The decision of the Vice President of Academic Affairs is final.

Student Professional Conduct and Standards

Social Work education is preparation for professional practice and as such there are expectations that go beyond academic standards within a classroom. There are physical, cognitive, emotional, and character requirements for effective social work practice, in addition to compliance with social work state licensing laws and ethics. Students who violate or fail to demonstrate adherence to these essential skills, values, and standards as they progress through the social work program and their field practicum may be subject to dismissal from the social work program and may be unable to secure a social work license and/or job upon graduation.

Students are evaluated on these professional standards in all areas of the BSW and MSW program including admissions, academic classes, and field practicum. Students are expected to possess these attributes and skills at a level appropriate to their year in the program.

Professionalism

Students are expected to follow agency rules and policies. They are expected to be punctual and dependable. They are expected to demonstrate professional behavior in their interactions with clients, agency staff, and the LeMoyne-Owen College faculty and staff. Students should provide services to clients that are based on relevant social work knowledge and research. Students must demonstrate an ability to prioritize responsibilities and complete assignments.

LeMoyne-Owen College students are expected to dress in a manner representative of a higher education institution. The College has adopted a Policy on Appropriate Dress with the belief that selecting appropriate attire specific to occasions and activities is crucial to the holistic development of educated individuals. Students should dress in a manner appropriate to the position of college students preparing for professional and/or career employment. Faculty and staff have the authority to outline and enforce student dress expectations in the classrooms, offices, and around campus. Academic departments may stipulate dress requirements to supplement educational goals and objectives. This policy also applies to students representing the College in all off-campus functions.

Interpersonal Skills

Social work students demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals. These include showing respect for and consideration of others, listening skills, and the ability to communicate effectively both verbally and non-verbally. Students take appropriate responsibility for their actions and consider the impact on others. They work effectively with others, regardless of the level of authority. Students advocate in an appropriate, respectful, and responsible manner taking into consideration the complexity of each situation. They use proper channels for complaints, conflict resolution, and grievances. Students demonstrate a willingness to receive feedback from faculty and field instructors, administrators, staff, and colleagues in a positive and respectful manner.

Values

Students must demonstrate a commitment to the core values of social work including service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

Diversity

Social work students must value diversity. Students must serve in an appropriate manner all persons seeking assistance in their agency regardless of race, color, religion, age, national origin, sex, sexual orientation, gender identity, disability, income, protected veteran status, genetic information, limited English proficiency, or any other status protected by applicable federal, state, or local law.

Students must not impose their own personal, religious, and/or cultural values on others and must know how their own background and value base affect his or her interactions with clients. Students must be willing to reflect on and change their behavior when it interferes with their ability to work with a client.

Self-Awareness

Social work students know how their own values, beliefs, attitudes, and past experiences affect their thinking, behaviors, relationships, and overall practice. Students examine their internal processes, their strengths, limitations, and suitability for professional practice. Social work students demonstrate an awareness of how others perceive them and are willing to change behaviors that are non-conducive to working relationships with clients or other professionals.

Empathy

Social workers endeavor to gain insight and understanding into the values, lived experiences, and beliefs that clients have. Social work students communicate empathy and support clients as a basis for building a productive and professional relationship with the client.

Self-Care

Social work students recognize the signs of stress and emotional problems, develop appropriate means of self-care, and seek support services when necessary to minimize any adverse impact on scholastic and professional performance. Students must be willing to seek the advice of their faculty advisor and follow recommendations made by their advisor and/or faculty decisions regarding the appropriate maintenance of their academic, physical, or psychological health, which may include assessment and/or therapeutic services.

Ethical Behavior

Students must abide by the ethical standards of the profession developed by the National Association of Social Workers (NASW) *Code of Ethics*. The *Code of Ethics* can be found at:
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics->

Privacy and Confidentiality

Social work students should respect and protect the privacy and confidentiality of clients. Students should not solicit private information from clients unless it is needed to provide services. Students are expected to comply with confidentiality requirements outlined in agency policy, applicable laws, and the NASW *Code of Ethics* and only disclose client information in accordance with such policies and/or if disclosing information is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. Students should not disclose identifying information about clients in seminars and other classes.

Sexual Relationships and Physical Contact

Students should not engage in physical contact (such as hugging or massaging clients) with clients when there is a possibility of psychological harm to the client as a result. Students should under no circumstances engage in sexual activities or sexual contact with current or former clients – or with other individuals with whom clients maintain close personal relationships where there is a risk of exploitation or potential harm to the client. Social work students, not their clients, assume the full burden of setting clear, appropriate, and culturally sensitive boundaries.

Social Media Guidelines

Social media channels, such as Facebook, Instagram, Twitter, YouTube, Snapchat, and various blog sites are just a few examples of new and exciting ways to connect with others and share information. Likewise, technology has broadened social workers' capacity to assess and manage information about clients, influence policy, address social justice issues, and receive supervision. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW *Code of Ethics* when using social media communication tools, whether using a personal site(s), agency site(s), or College site(s).

APPENDICES

Appendix A

1. NASW and NABSW

NASW National Association of Social Workers and NABSW National Association of Black Social Workers Codes of Ethics:

https://ncwwi.org/wp-content/uploads/2021/09/6-Fundamental-Competencies-Activity_Living-By-The-Code.pdf.

2. NASW Code of Ethics. The Code of Ethics can be found at:

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

LeMoyne-Owen College
Social and Behavioral Sciences Division
Internship for Social Work Program

STUDENT INFORMATION FORM

Student Name:	
Internship Supervisor:	
E-mail:	

Semester (Check One)

TERM	YEAR	
Fall	20	
Spring	20	
Summer	20	

Number of hours spent in placement:	
Name of Facility:	

LeMoyne-Owen College
Social and Behavioral Sciences Division
Internship for Social Work Program

SUPERVISOR'S EVALUATION OF STUDENT

Name of Student:	
Agency Name:	
Name of Supervisor:	
Person completing this form:	
Number of hours Intern spent each week at agency:	
Student's Specific Assignment:	

Please rate the student on the following with an X:

	EXCELLENT	GOOD	FAIR	POOR
Dependability				
Personal appearance				
Punctuality				
Cooperation				
Ease of supervision				
Assumes responsibility				
Interpersonal relations				
Constituency relations				
Follow through				
Methods of asking questions				
Methods of answering questions				

All things being equal, if this student applied to your agency for employment, would you hire him/her?			Yes	No
Overall rating of Student:				
Please Comment:				
Please write, in a summarized statement, your evaluation of the student as a potential professional worker:				

School/Agency Field Training Agreement

We the undersigned agree to:

1. Accept students assigned to the agency regardless of race, ethnic origin, gender age, religion disability, or political belief but will not retain students who cannot function within the agency's program.
2. Provide students with opportunities to participate in the overall agency program and activities (including staff meeting, etc.) as appropriate to educational needs, educational preparation, practice competence, and skill development.
3. Provide student appropriate qualified agency personnel to serve as field instructors and enable the field instructor to assume a schedule that will include:
 - a. Orienting the students to the agency, its services and personnel;
 - b. Regularly scheduled conferences with student;
 - c. Meeting with individual students at periodic intervals to discuss learning opportunities and student performances;
 - d. Preparing reports and evaluations of student's performance as scheduled
4. Provide planned opportunities for students to work with agency staff member, in addition to the field instructor, who can provide appropriate learning experiences.
5. Permit student to use agency facilities during the period of placement, including:
 - a. Office space on a regular basis needed for carrying out task assignments;
 - b. Convenient access to a telephone;
 - c. General office supplies needed to perform responsibilities;
 - d. Access to the client and agency records appropriate to the learning experience.
6. Provide for travel or reimburse students for travel required on behalf of the agency and/or clients.
7. Ensure that faculty liaison and/or field training director are advised of any policy and service changes in the agency, which might impact the student's field experience.
8. Cooperate with the faculty liaison or field training director relative to use made of agency materials in classroom discussion and assignments, with the understanding that the college always requires permission of the agency's field instructor before obtaining or using agency materials, the record must never be removed from the agency, and that case materials used will be properly disguised.
9. Provide access to those portions of agency case records, which are pertinent to student's activities for the faculty liaison to review. All agency records will be reviewed within the agency.
10. Discuss evaluations with students prior to submission to faculty liaison or field training director.

Agency Board of Directors (Chairperson):	
Agency Executive Director:	
Agency Field Instructor:	
Director, Social Work Department:	

Role of Field Instructor

Primary Role: Agency Employee

Adjunctive Role: LeMoyne-Owen College, Social Work Program

Specific Responsibilities:

1. To assist students in designing, negotiating, and implementing a wide range of field learning experiences in line with:
 - a. Expectations of the Social Work Program,
 - b. Student's individual needs and objectives, and expectations of the agency
2. To help students become familiar with and utilize resources within the agency as well as within the larger social welfare system.
3. To meet with students for weekly, planned conferences to engage in continuing mutual, educational assessment.
4. To submit a formal, written, educational assessment of students to LeMoyne-Owen College Social Work Program at mid-term and at the end of the semester.
5. To communicate on a continuing basis with field instructor regarding student's performance
6. To attempt to develop a relationship with students which will provide a climate of reciprocal learning
7. To encourage maximum student activity and creativity within educationally sound limits
8. To be readily accessible to students or support staff
9. To act as primary role model of a professional practitioner
10. To remain ever conscious of the subtle differences between instruction, supervision, and practice
11. To develop and maintain knowledge of the current curriculum of the Social Work Program of LeMoyne-Owen College
12. To utilize written and/or recorded content of interviews and experiences to provide student with in-depth feedback on her/his performance
13. To provide feedback to the College regarding policy and curriculum as it relates to the field
14. To retain the prerogative for recommending termination of any student whose performance in any way interferes with agency operations.

Program of Social Work – Weekly Field Activity Report

Name:		Total # of hours:		For the Week of:	
--------------	--	--------------------------	--	-------------------------	--

Date	Times Worked	Activities Performed

Student Signature:		Field Supervisor Signature:	
---------------------------	--	------------------------------------	--

FORM A

LEMOYNE-OWEN COLLEGE
Program of Social Work
Field Setting Identification Sheet

Agency:			
Agency Address:			
Agency Phone:			
Executive Director:		Phone and Ext.	
Contact Person:		Phone and Ext.	
Job Title:			
Agency Instructor #1:		Phone and Ext.	
Agency Instructor #2:		Phone and Ext.	

Briefly Describe:			
1. Agency function:			
2. Services provided:			
3. The potential and opportunities for field instruction in this agency.			
4. Plan for student field instruction including and experience of supervisor(s), (include highest degree held).			
5. Usual working hours:		A.M.	<i>To</i> P.M.
6. Comments:			

FORM C

**FIELD INSTRUCTOR'S EVALUATION OF STUDENT
MID-TERM**

Student's Name:			
Agency:		Zip:	
Address:		City/State:	
Field Instructor:		Phone:	
Date:			
Average number of hours Student is in Agency:	#		
Average number of hours completed by Student:	#		

The following statements are to evaluate the student's level of functioning within assigned field practice agency. The Field Instructor is asked to rate the student's performance by placing and "X" in the appropriate space.

CODE: E- excellent; G- good; S- satisfactory; N- needs improvement; N/A- not applicable

	E	G	S	N	N/A
Knowledge and awareness of field agency, agency organizational structure, and funding source(s)					
Knowledge, understanding and awareness of agency: service provided, eligibility requirements, general operations					
Knowledge, understanding, and awareness of inter-agency relationships.					
a. other agencies to whom field agency refers clients					
b. other agencies that refer clients to field agency					
Organizes tasks and follows through to completion					
Has completed an assessment of a client					

Field Instructor's Evaluation of student – MID-TERM

Page 2

	E	G	S	N	N/A
Recognizes and identifies major social work skills					
Able to recognize and identify weakness(es) (e.g. recording) and develop plan to satisfactorily remedy weakness(es)					
Accept criticism					
Seeks assistance when need					
Shows initiative in performing duties					
Is aggressive in seeking to learn beyond the specific field work learning task(s)					
Demonstrates self-discipline					
Works well with clients/participants (leaders and non-leaders) regarding task centered goals and functions					
Able to recognize, identify and discuss personal prejudices and biases which could interfere with effective social work practice					
Demonstrates knowledge, awareness, and sensitivity to human diversities					
Able to start where client is					
Initiates appropriate actions that are beneficial to clients					
Prepares adequately for conferences a. with clients					
b. with supervisor and other staff, turns in report promptly and neatly					
Maintains accurate written records of all clients and collateral contacts					
Able to make appropriate suggestions to field instructor regarding agency's policies and procedures related to women, minorities, the disabled and other vulnerable groups					
Assumes the role of liaison person between host agency and other agencies in community					
Locates community resources and makes appropriate client referrals					

Field Instructor's Evaluation of student – MID-TERM

Page 3

	E	G	S	N	N/A
Establishes report with clients from various cultures					
Recognizes the influence of social, emotional, psychological, physical, and environmental factors that affect client and interviews					
Uses and applies the General Method with assistance from Field Instructor					
a. Engagement					
b. Data collection					
c. Assessment					
d. Intervention					
e. Evaluation					
f. Termination					

Comments and Recommendations

Your comments regarding this student's level of performance are highly encouraged. Identify the goals and objectives you think are needed by the student in order to effectively complete the remainder of his/her placement. (If additional space is needed, use reverse side.)

Field Instructor:

Student:

Facility Liaison:

FORM D**FIELD INSTRUCTOR'S EVALUATION OF STUDENT
FINAL**

Student's Name:			
Agency:		Zip:	
Address:		City/State:	
Field Instructor:		Phone:	
Date:			
Average number of hours Student is in Agency:	#		
Average number of hours completed by Student:	#		

The following statements are to evaluate the student's level of functioning within assigned field practice agency. The Field Instructor is asked to rate the student's performance by placing and "X" in the appropriate space.

CODE: VG-very good; S-satisfactory; N- needs improvement; N/A- not applicable

	VG	S	N	N/A
Organizes time				
Accepts criticism				
Asks appropriate questions for understanding and clarification				
Shows initiative in performing duties				
Is aggressive in seeking to learn beyond the specific task				
Able to recognize barriers to communication				
Demonstrates self-discipline				
Demonstrates knowledge and understanding of human diversity in growth and development and implications for various social relationships (primary, secondary, institutions, society)				
Works well with participants (leaders/non-leaders) regarding task centered goals and functions				

Field Instructor's Evaluation of student - FINAL

Page 2

	VG	S	N	N/A
Use knowledge and understanding of group processes				
Knowledge and understanding of accountability in terms of completing job related tasks				
Able to start where client is				
Able to communicate effectively and identify client(s) needs and potential problem-solving alternatives that are available				
Prepares adequately for conferences				
Submits reports promptly and neatly				
Maintains accurate written records of all clients and other related information				
Interviews client(s) and their families demonstrating professional values, techniques, and skills				
Able to assist potential clients by answering questions and providing information about agency's policies and services				
Works with client(s) in developing plan, goals, and intervention strategies				
Able to describe person, problem, and environment adequately to agency staff				
Able to interview client(s) and acquire appropriate information				
Identifies with and functions as Liaison between client, agency, and other agencies in the immediate and/or greater community				
Initiates and implements appropriate actions that are beneficial to client				
Able to locate community resources and make appropriate referrals				
Able to establish rapport with clients from various cultures				
Prepares adequately for conferences with client				
Prepares adequately for conferences with supervision, other staff, other agencies				
Uses and applies the General Method without assistance from Field Instructor				

Field Instructor's Evaluation of student - FINAL

Page 3

How do you evaluate this student's performance, professionalism, use of techniques, values and skills, task abilities, and capabilities as a future social worker?

Field Instructor's Evaluation of student - FINAL
Page 4

If this student applied to your agency for employment, would you hire him/her?			Yes	No
Why?				
Student Comment:				
Do you think that this field experience has provided you with enough practice for you to begin seeking employment?			YES	NO

Field Instructor's Evaluation of student - FINAL
Page 5

Would you apply to this agency for employment?	YES	NO
Was your agency supervisor helpful to you during this placement?		
Please give comments to explain.		

Field Instructor:	
Student:	
Facility Liaison:	

FORM G

**PROGRAM OF SOCIAL WORK
LEMOYNE-OWEN COLLEGE
FACULTY LIAISON INSTRUCTOR'S EVALUATION OF STUDENT DURING AGENCY VISIT**

Name of Student:			
Field Placement Agency:			
Person(s) Contacted:			
Date of Contact:		Type of Contact:	

Comments on Student Performance

Purpose of Contact:
Progress of Student (identify any new assignments):
Problems (identify and discuss):
Decision Made:
Other Comments:

Field Instructor Signature		Date:
-------------------------------	--	-------

SOWK 449 and 450**STUDENT ASSIGNMENTS AND EXPECTATIONS**

Description of actions:	Points
1. Email summary of weekly activities to LOC Field Instructor and Field Liaison (i.e., supervisor and director) every Friday by 5:00pm until internship is completed	8 points each
2. Develop work schedule which positions the Intern to complete the 432 clock hours (required). A minimum of a 40-hour work week is preferred. Please submit your schedule to Field Instructor immediately after the initial week of the internship. Please submit all changes to work schedule to Field Instructor as they occur.	100 points
3. Each student will present an oral and written case study assignment or project, which they are engaged in during the internship each Friday to demonstrate knowledge of the Generalist approach to providing social work practice. The Intern will receive feedback from peers and faculty. (Fridays, 1-3pm)	8 points each
4. The student will submit a copy of their written daily contact log each Friday until the internship is complete.	8 points each
5. Email weekly summary to Social Work Director/Advisor and Field Instructor by 5:30pm each Friday	
6. Failure to comply with the above expectations and assignments may result in a failing grade for the course.	