



Bachelor of Social Work (BSW) Program

Field Manual

2025 – 2027



*Accredited by the Council on Social Work Education (CSWE) June 2007
Reaffirmed through 2027*

This Field Manual is designed to serve as a resource and guide for students pursuing the Bachelor of Social Work (BSW) Degree at ECSU. The Field Manual is not a contract. It is primarily for informational purposes only. This Field Manual does not replace the University Catalogs. Students should use this Field Manual in conjunction with the University Catalogs. The Social Work Program reserves the right to revise any section or part of this Field Manual at any time.

BACHELOR OF SOCIAL WORK PROGRAM

SOCIAL WORK FACULTY

Kim S. Downing, PhD, LCSW, ACSW
Professor | Director of the Social Work Program

Professor Olivia Bridges, MSW, LCSW
Lecturer | Director of Field Education

Dr. Andre' Stevenson, Ph.D.
Professor | Director of Admissions

Accredited by the Council on Social Work Education (CSWE) June, 2007

This Handbook is designed to serve as a resource and guide for students pursuing the BSW degree at ECSU. The Handbook contains the policies and guidelines of the Social Work Program. It outlines the policies, procedures, and expectations of the Social Work Program and provides important information to support students throughout their academic and professional development.

The Social Work Program reserves the right to revise, amend, or update any section of this Handbook at any time to reflect changes in university policies, accreditation standards, or program requirements.

SACS ACCREDITATION STATEMENT

Elizabeth City State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, professional and master's degrees. Elizabeth City State University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Elizabeth City State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

UNIVERSITY NON-DISCRIMINATION STATEMENT

Elizabeth City State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability.

Elizabeth City State University supports the protection afforded to all members of its community by all applicable state and federal laws - including, but not limited to, Title VI and Title VII of the Civil Rights Act (CRA) of 1964, as amended by the Civil Rights Act of 1991, the Americans with Disabilities Act (ADA) of 1990 as amended; Section 504 of the Rehabilitation Act of 1973; the Equal Pay Act (EPA) of 1963; the Discrimination in Employment Act (DEA) of 1967; Executive Order 11246; Title IX of the Education Amendments of 1972; Sections 799A and 845 of the Public Health Service Act; the Family Educational Rights and Privacy Act (FERPA) of 1974 - Part of PL 93-308; and the Family and Medical Leave Act (FMLA) of 1993.

SOCIAL WORK PROGRAM NON-DISCRIMINATION STATEMENT

All students are required to acknowledge and uphold the program's non-discrimination policy, which states:

The Social Work Program does not discriminate on the basis of race, color, ethnicity, national origin, age, gender, gender identity or expression, sexual orientation, disability, political affiliation, religion, or socioeconomic status. The program is committed to fostering a learning environment that embraces *fairness, respect, and belonging* to eliminate all forms of maltreatment.

This acknowledgment reinforces the program's mission to prepare students for ethical and culturally responsive social work practice with all people.

TABLE OF CONTENTS

Purpose of the Field Manual	Page
Mission of Elizabeth City State University	54
Mission of the Social Work Program.....	54
Goals of the Social Work Program	55
Non-Discrimination Policy	55
Overview of Field Education	
Field Education – Signature Pedagogy	55
Integration of Theory and Practice	57
Competencies and Behaviors	57-58
Generalist Social Work Practice	58
Rural Social Work.....	59
Field Education Roles and Responsibilities	
Director of Field Education.....	60-62
Roles and Responsibilities Related to Administration	
Roles and Responsibilities Related to Field Agencies	
Roles and Responsibilities Related to the Students	
Roles and Responsibilities of the Field Liaison	63
Roles and Responsibilities of the Field Instructor.....	64
Roles and Responsibilities of the Agency	65
Roles and Responsibilities of the Students.....	66
Roles and Responsibilities of the Field Education Advisory Committee.....	66-67
Field Education Policies and Procedures	
Field Education Admissions Criteria	68-69
Pre-Field Meeting/Orientation	69-70
Application for Field Education Placement.....	71-72
Background Checks and Mental Health Screenings	72-73
Students with Disabilities	72-73
Hours for Field Education.....	73-74
Holiday and Closings	74
Professional Liability Insurance	74

Professional Dress and Behavior	74-75
Tattoos and Facial Piercings	75-76
Safety.....	76-78
Technology and Social Media	78
Sexual Harassment.....	79
Gifts and Gratuities	79
Transportation	79
Field Education Grievance Procedure	79-81
Termination from Field Education Placement.....	81
Request for Change of Placement.....	82
Repeating Field Education Courses	82
Field Education Placement and Student Work Experience Policy	82
Selection Process of Student Field Education Placement.....	83-87
Selection of Field Education Agencies	
Selection of Field Instructors	
Training and Orientation of Field Instructors	
Employment-based Field Placement	88-90
Frequently Asked Questions	90-93
Student Evaluations and Assessments	94-95
Appendices	
Appendix A – Application for Admission to Field Education	96-100
Appendix B – Field Education Placement Interview Form	101
Appendix C – Field Agency Agreement Form	102-104
Appendix D – Field Instructor Information Form	105
Appendix E – New Field Instructor Orientation.....	106
Appendix F – Field Agency Visitation Form	108-109
Appendix G – Field Experience & Seminar Additional Hours Form.....	110
Appendix H– Field Experience & Seminar Absence Form.....	111
Appendix I – Time Sheet	112
Appendix J – SOWK 444 & 445 Bi-Weekly Activity Journey	113
Appendix K –SOWK 444 & 445 Weekly Supervisory Conference Report	114

Appendix L – SOWK 444 Learning Contract	115-119
Appendix M –SOWK 445 Learning Contract	120-126
Appendix N – SOWK 444 & 445 Midterm Field Evaluations	127-132
Appendix O – SOWK 444 Final Field Evaluation	133-138
Appendix P – SOWK 445 Final Field Evaluation.....	139-144
Appendix Q – Generalist Intervention Model (GIM)	145-146
Appendix R – Psychosocial Assessment	147-148
Appendix S – SOWK 445 Rubric – Capstone Presentation	149-155
Appendix T – Student Evaluation of Field Instructor and Agency.....	155-156
Appendix U – Evaluation of the Implicit Curriculum.....	157-158
Appendix V – Student Self-Assessment of the Competencies.....	159
Links.....	160

Purpose of the Field Manual

The Field Education Manual serves as a resource guide for social work faculty, students, and field instructors regarding the policies and procedures of the Social Work Program at Elizabeth City State University (ECSU). Field education is built on a collaborative partnership among the Social Work Program, students, and community human service agencies. Social work faculty and field instructors work together to provide high-quality field education, professional supervision, and meaningful learning experiences that prepare undergraduate students for generalist social work practice. The University recognizes the unique and essential role of human service agencies and field instructors and values their significant contributions to the education and professional development of social work students.

The Field Education Manual includes the following:

- An Overview of Field Experience and Seminar I and II
- Mission and Goals of the Program
- Competencies and Behaviors
- Criteria used for selection of Field Agencies
- Field Education requirements, roles, and responsibilities
- The evaluation of students' performance in Field Experience and Seminar
- Information on policy and procedures of Field Education

In addition, the Field Education Manual outlines the roles, responsibilities, and expectations of community agencies, field instructors, social work students, faculty field liaisons, and the Director of Field Education. A collaborative partnership and shared understanding among all participants foster a positive and supportive learning environment that enhances the quality of the field education experience.

Mission of Elizabeth City State University

Elizabeth City State University will empower students to achieve social and economic mobility through innovative learning, scholarly inquiry, and meaningful engagement that strengthens communities.

As a constituent institution of The University of North Carolina System, Elizabeth City State University offers baccalaureate, professional, and master's degrees for a diverse student body. We promote economic, social, and environmental progress for the people of northeastern North Carolina, the state, and the nation.

We achieve our commitment to the highest quality education by maintaining a rigorous focus on academic excellence through liberal arts programs and using innovative and flexible technology-based instruction models to enhance our signature areas: integrating technology with education, improving human health and wellness, and advancing the natural and aviation sciences.

Through teaching, research, and community engagement, the institution's rich heritage and its current multicultural student-centered focus provide a firm foundation for its endeavors. This foundation serves the needs and aspirations of individuals and society, producing graduates for leadership roles and life-long learning.

Mission Statement of the Social Work Program

The mission of the Social Work Program is to prepare competent, effective, and professional social workers who promote human and community well-being. The program emphasizes service delivery to individuals, families, groups, organizations, and communities, with particular attention to the needs of rural and developing communities. Grounded in scientific inquiry and human rights principles, the program prioritizes vulnerable populations and is guided by a person-in-environment perspective within a global context. Through these commitments, the program fosters hope, a sense of individual belonging, and sustainable social change.

The Social Work Program prepares students with the knowledge, values, skills, and cognitive and affective processes necessary for competent, ethical, and effective generalist practice, with particular emphasis on serving rural and developing communities. These communities often experience disparities related to social, economic, environmental, political, cultural, and educational conditions. Common challenges may include persistent poverty, unemployment and underemployment, limited access to affordable housing, homelessness, shortages of behavioral health and human service professionals, inadequate healthcare resources, transportation barriers, and inequitable educational and economic opportunities.

Through mastery of specific competencies and behaviors, students are uniquely prepared to effectively and ethically serve diverse populations in these communities and other contexts. Students are also prepared to engage in practices that demonstrate their commitment to the eradication of poverty, unemployment, discrimination, oppression, and other forms of social injustice, as well as the commitment to continuous professional growth and lifelong learning.

Goals of the Social Work Program

The Social Work Program goals are derived from the program's mission. Therefore, the Social Work Program has the following four goals:

Goal 1	To prepare students to practice ethically and competently as generalist practitioners with individual, families, groups, organizations, and communities.
Goal 2	To prepare students to engage with diverse populations to advance human rights and promote social, economic, and environmental justice in rural, developing, and global communities.
Goal 3	To provide practice opportunities for students to serve the community.
Goal 4	To prepare students for graduate study and lifelong learning.

Non-Discrimination Policy

All students are required to acknowledge and uphold the program's non-discrimination policy, which states:

The Social Work program does not discriminate on the basis of race, color, ethnicity, national origin, age, gender, gender identity or expression, sexual orientation, disability, political affiliation, religion, or socioeconomic status. The program is committed to fostering a learning environment that embraces *fairness, respect, and belonging* to eliminate all forms of maltreatment.

This acknowledgment reinforces the program's mission to prepare students for ethical and culturally responsive social work practice with all people.

Overview of Field Education

Field Education – Signature Pedagogy

Field education is the cornerstone of the Social Work Program, providing students with opportunities to integrate classroom learning with supervised practice in a variety of professional human service settings. Through experiential learning, students apply knowledge, values, skills, and cognitive and affective processes while working with individuals, families, groups, organizations, and communities. Under the guidance of qualified Field Instructors and faculty, students develop the competencies necessary for ethical, culturally responsive, and evidence-informed social work practice.

The field placement experience is an essential component of students' professional development and preparation for entry into the profession. Through collaborative partnerships between the Social Work Program and community-based human service agencies, students engage in meaningful learning experiences that promote social justice, advance human rights, and enhance the well-being of individuals, families, groups, organizations, and communities.

The Council on Social Work Education (CSWE) identifies field education as the signature pedagogy of social work education. According to the 2022 Educational Policy and Accreditation Standards (EPAS):

"Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. In social work, field education serves as the signature pedagogy by connecting the theoretical and conceptual contributions of the classroom with the practical world of practice. Field education is intentionally designed, supervised, coordinated, and evaluated to ensure students demonstrate the competencies required for professional social work practice."

Field education and classroom instruction are complementary and interdependent components of the curriculum. Together, they provide students with opportunities to demonstrate mastery of the CSWE Social Work Competencies through intentional learning activities, ongoing supervision, reflective practice, and competency-based evaluation. The Social Work Program is committed to providing high-quality field education experiences that prepare graduates for competent, ethical, anti-racist, anti-oppressive, and culturally responsive practice across diverse settings and populations.

Integration of Theory (Classroom) and Practice (Field)

The BSW Program prepares students for generalist social work practice through a foundation curriculum that emphasizes practice at the micro, mezzo, and macro levels. The curriculum intentionally integrates classroom instruction with experiential learning in the field, enabling students to apply theoretical knowledge, professional values, and practice skills in community-based human service settings. Field education serves as the signature pedagogy of the program, providing the essential link between academic preparation and generalist social work practice.

Throughout the field education experience, students integrate and apply the program's core content areas, including social work practice, human behavior in the social environment, social welfare policy and services, values and ethics, social, economic, and environmental justice, populations at risk, and research. All nine CSWE competencies are introduced, emphasized, and reinforced throughout the classroom curriculum and are demonstrated and evaluated during field education. The integration of classroom learning and field practice is further strengthened through field education orientation for students and field instructors, ongoing communication among students, field instructors, and faculty field liaisons, and continuous collaboration between the Social Work Program and its community agency partners.

2022 EPAS Competencies and Behaviors	
Competency	Behaviors
1: Demonstrate Ethical and Professional Behavior	a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; b. demonstrate professional behavior; appearance; and oral, written, and electronic communication; c. use technology ethically and appropriately to facilitate practice outcomes; and d. use supervision and consultation to guide professional judgment and behavior.
2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
4: Engage In Practice-informed Research and Research-informed Practice	a. apply research findings to inform and improve practice, policy, and programs; and b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the

	purposes of social work.
5: Engage in Policy Practice	a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
6: Engage with Individuals, Families, Groups, Organizations, and Communities	a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
7: Assess Individuals, Families, Groups, Organizations, and Communities	a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
8: Intervene with Individuals, Families, Groups, Organizations, and Communities	a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	a. select and use culturally responsive methods for evaluation of outcomes; and b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Generalist Social Work Practice

The Social Work program adopts CSWE's definition of Generalist Practice (CSWE, 2022 EPAS, p. 17).

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

Rural Social Work

The Social Work Program at ECSU places emphasis on knowledge, values, and skills essential for practice with individuals, families, groups, organizations, and communities in the rural context. According to the Social Work Dictionary, 6th Edition, rural social work is "social work

practice oriented to helping people who have unique problems and needs arising out of living in agricultural, non-metropolitan, or sparsely populated areas or small towns. These people face many of the same problems and needs as do urban clients; in addition, they often encounter difficulties because of limited services and resource systems, are less accepting of any variations from the social norms prevalent in the area and have fewer educational and economic opportunities” (Barker, 2014, p. 377).

Field Education Roles and Responsibilities

Role and Responsibilities Related to Administration:

1. Ensure that the Social Work Program, Field Instructors, Field Agencies and Students meet the program criteria and educational standards set by CSWE regarding Field Education.
2. Maintain an up-to-date case file on each student enrolled in Field Education in order to document and evaluate the field education placements. Information includes, but is not limited to Agency Agreement Forms, Time Sheets, Learning Contracts, Student Evaluations, Student Attendance, and Seminar Assignments.
3. Maintain current information on approved field agencies for students to consider when interviewing for placement sites (Resource Guide/Data Base)
4. Ensure compliance with university policies by documentation of student liability insurance and Field Education Placement Agreement Forms.
5. Maintain a current field education manual that includes the mission, expectations, and standards for field education. Review and revise the field education manual and all field education documents including evaluation tools, as necessary.
6. Monitor students for compliance with standards and guidelines for Field Education component of the Social Work Program.
7. Attend National and State conferences to remain current on policies, criteria and standards regarding social work and field education, and for professional growth and development.
8. Identify, recruit, and approve new agencies and qualified Field Instructors for field education placements.
9. Recommend field-related policy changes to the Director of the Social Work program.
10. Organize and serve as Chair of the Field Education Advisory Board.
11. Meet with the social work faculty to report progress with field education and to glean suggestions and recommendations to enhance the field education program.
12. Document and confirm field education placements with approved agencies for social work students for each academic year.

Role and Responsibilities Related to Director of Field Education:

1. Ensure that the Field Instructors and agencies meet the criteria and standards set by the CSWE and the Social Work Program at ECSU.
2. Plan, implement, provide, and evaluate training and orientation to Field Instructors at least once during each semester of the academic year.
3. Recruit and evaluate returning agencies as well as new agencies for field education placements for the upcoming academic year.

4. Establish and maintain a collaborative relationship between the Social Work Program and the field education agencies by personal visits, mail correspondence, telephone contacts, e-mails, conferences, and workshops.
5. Inform Field Instructors by dissemination of information and new changes relevant to the standards, policies, procedures, and curriculum of the Social Work program and CSWE.

Role and Responsibilities Related to the Students:

1. Ensure that students in field education placements follow the guidelines, policies and procedures set by the University, the Program, and CSWE.
2. Monitor the adjustments of students currently enrolled in field education placements and immediately address any problems and concerns.
3. Identify students in the Spring semester of their junior year that meet the academic criteria to enter the field education placements.
4. Inform students of the field education process and conduct three pre-field orientation meetings to explain the application and admission process.
5. Disseminate the field education application to all eligible students and set schedules for individual interviews.
6. Interview students to determine their learning objectives, preferences, suitability, and availability for an approved field education placement.
7. With the assistance from the field team, determine placement sites for students eligible for field education placements.
8. Refer students to field agencies to complete the interview process for acceptance into practice settings for internship opportunities.
9. Disseminate Social Work Agency Agreement forms and get final approvals for field education placements from the Field Instructors.
10. Coordinate senior symposiums for students to be exposed to continuing education opportunities.

Role and Responsibilities of Field Liaison:

1. Teach a weekly Seminar class whereby students can share practical experiences and also discuss problems and concerns surrounding placement issues.
2. Evaluate course content and develop the syllabus for the seminar class.
3. Submit a grade for each student enrolled in SOWK 444 & 445 - Field Experience and Seminar I and II.
4. Ensure that students placed in field education follow the guidelines, policies, and procedures set by the University, the Program, the agency, and CSWE.

5. Monitor the adjustments of the students currently enrolled in field education placements and immediately address any problems and concerns.
6. Complete a minimum of two face to face site visits at each agency per semester and communicate with Field Instructors regarding the integration of class (theory) and field (practice) content. Address concerns regarding student adjustment issues, learning contracts, student evaluations and BSW Competencies.
7. Assist the Field Instructors with student assessments and evaluations of the field experience during the midterm and final grading periods.
8. Coordinate field education activities with the Director of the Social Work Program and the Director of Field Education.
9. Teach the “Social Work Perspective” to social work students with Field Instructors without BSW or MSW degrees.

Role and Responsibilities of the Field Instructor:

The Field Instructors have a significant role in the field education experience. They provide guidance, structure, and feedback needed to enhance the students' learning in field education and experience. Field Instructors have the following role and responsibilities:

1. Provide direct supervision of social work student interns.
2. Meet with the students on a weekly basis for a supervisory conference to provide guidance and feedback regarding performance.
3. Participate in meetings with the Director of Field Education.
4. Attend the Annual Field Orientation Meeting and other training to obtain current information about the Field Education Program.
5. Schedule an evaluation conference with the students during midterm and final grading periods.
6. Complete and submit field education documents as requested.
7. Assist students to achieve the goals outlined in the Learning Contracts.

Role and Responsibilities of the Agency:

1. The Agency shall designate a person to be the field instructor with responsibilities to supervise, instruct, and evaluate the student, in addition to other duties and responsibilities as may be mutually agreed upon between the Agency and ECSU.
2. The Agency shall provide necessary facilities and supplies to enable students to handle assignments, including an Agency vehicle or mileage if travel is expected of students.
3. The Agency shall provide meaningful tasks for students to develop skills and knowledge, including but not limited to, direct client involvement, general social work practice, ethnic sensitive practice, and professional development.
4. The Agency shall assign increasingly complex tasks as students gain confidence and competence.
5. The Philosophy of providing service shall be compatible with the educational objectives of social work which embraces the values and ethics in accordance with the general basic standards set forth by the CSWE and the Social Work Profession.
6. The Agency shall make reasonable accommodations for the student's physical status required by the provisions of the Americans with Disabilities Act in order to enable students to fulfill the objectives set forth by the Agency and ECSU.
7. The Agency shall provide the student with a safe, secure, and supportive environment that is conducive for optimal learning and development.

8. The Agency may request the withdrawal of the student from the Agency by first contacting the Director of Field Education.

Role and Responsibilities of Students:

Students are expected to fulfill the following roles and responsibilities while enrolled in Field Experience and Seminar I & II:

1. Students shall adhere to all tenets of the NASW Code of Ethics, including maintaining confidentiality in all aspects of client and Agency contacts and records.
2. Students shall be required to follow all rules, regulations, and procedures of the Agency as required of Agency employees; these rules, regulations, and procedures shall be made available to the student through the Field Instructor.
3. Students shall be involved in professional social work development through regular self-assessment of their academic and personal aptitude, knowledge, skills and values, for a profession in social work.
4. Students shall represent the University while in the agency and exhibit behavior consistent with the responsibility and trust afforded by the guidelines of the Social Work Program.
5. Students shall dress in a professional manner that meets the requirements of the field education agency and the Social Work Program guidelines.
6. Students shall obtain professional liability insurance through the university.
7. Students shall not be involved in paid employment or volunteering at their internship during the duration of the Field Education Placement except for the scheduled internship hours or an Employment-Based internship which have been approved the Field Liaison.
8. Students shall obtain approval from the Director of Field Education before engaging in any volunteer activities during the academic year, including holidays and Fall, Winter, and Spring breaks.
9. Students shall enroll in and participate in the required integrated seminar course, which is taken concurrently with the field education placement.
10. Students shall not use any form of social media to interact with clients or post any information regarding clients or the agency.
11. Students shall not email clients from their personal and/or the University's emails.

Students Acknowledgement of Expectations in Field Education

I understand that, in order to enroll in SOWK 444 – Social Work Field Experience and Seminar I, all **required** General Education, Liberal Arts, and Social Work courses must be completed.

I understand that, in order to enroll in SOWK 444 – Social Work Field Experience and Seminar I, I must submit my payment to the Director of Field Education for liability insurance.

I understand that I must earn a grade of C or better in SOWK 444 – Social Work Field Experience and Seminar I and maintain a 2.50 cumulative GPA before enrolling in SOWK 445 – Social Work Field Experience and Seminar II.

I understand that if I am rejected for placement by two agencies after referrals by the Director of Field Education during the admissions process for reasons related to appropriateness (behavior, attitude), readiness for placement or other personal matters, I may be dismissed from the Social Work program.

I understand and agree to comply with all policies, procedures, and guidelines of ECSU, Social Work program and my Field Education Agency and I further agree to act professionally and ethically by adhering to the NASW Code of Ethics and to maintaining client confidentiality at all times.

I agree to authorize the Director of Field Education and Field Liaison to discuss my progress with other faculty members, Field Instructors, and Task Coordinators as they deem necessary for my academic success.

All students must sign to acknowledge the Memorandum of Understanding for field education placement at the time of applying for the field education and seminar experience.

Role and Responsibilities of the Field Education Advisory Committee:

To support and facilitate the reciprocal relationship of the student intern, the field education community and the Social Work Program at ECSU.

1. To promote and advocate for the Field Education Program within the community.
2. Assist with strategic planning to enhance the Social Work Field Experience and Seminar components of Field Education.
3. Make recommendations to the Social Work Program as deemed necessary for field activities.
4. Make recommendations for new and/or modifications to current policies based upon current trends in the Profession.
5. Address concerns and challenges regarding the students/field instructors in field education.
6. Assist with training and orientation for new field instructors.
7. To enhance field and job placement for students and graduates.

Membership

- Members shall represent varied levels of expertise and experience within the human services field.
- Members shall demonstrate a commitment to supporting and promoting social work education within the communities served by ECSU.

- Membership shall include social workers, educators, governmental and mental health professionals, a social work faculty representative, and two graduating seniors.
- Members shall be appointed for a two-year term, with the option for renewal for up to three consecutive terms.
- The Advisory Board shall meet once during the Fall and Spring semesters and as needed throughout the academic year.

Field Education Policies and Procedures

Students in the Social Work Program are required to complete a minimum of 400 hours of supervised field education experience. Prior to enrolling in SOWK 444 and SOWK 445, Field Experience and Seminar I & II, students must successfully complete the liberal arts, general education, pre-professional, and professional social work courses outlined in the social work curriculum. Across all program options, the Social Work Program utilizes a concurrent placement model for field education. The concurrent placement model requires students to

complete 200 hours of supervised field education experience during the Fall semester and 200 hours during the Spring semester.

Students enrolled in the traditional face-to-face program complete their field education experience at their selected field agencies two days per week (Tuesday and Thursday) for approximately 13 hours per week. Students enrolled in the off-campus program options can complete their internships weekends and evenings.

SOWK 444 and SOWK 445, Field Experience and Seminar I & II, must be completed within the same academic year with a grade of “C” or higher. Failure to successfully complete both courses within the academic year requires the student to repeat the field placement process, including completion of the application process, attendance at pre-orientation meetings, and participation in the interview process for agency placement. Students are not required to repeat an individual course; however, they will be assigned to a new field agency placement.

In addition to agency-based field placement hours, students are required to attend and participate in a weekly seminar class. The seminar class is instrumental in guiding students through the field education process and provides opportunities for students to discuss their agency experiences and integrate social work knowledge, values, skills, cognitive and affective processes, and program competencies with their field experience.

Students also participate in monthly group supervision to strengthen their professional development, enhance reflective practice, and support the integration of classroom knowledge with field education experiences. Group supervision provides students with opportunities to discuss field-related challenges, share experiences, receive feedback from peers and faculty, and further develop their professional identity as emerging social workers. Through this collaborative process, students enhance their ability to apply social work values, ethics, skills, and competencies within diverse practice settings.

Field Education Admission Criteria

To be formally accepted as a candidate for Field Education, the student will submit a completed application packet to the Director of Field Education demonstrating the following:

- Completion of the Field Education Application
- A current resume
- A grade of “C” or better in all required pre-professional and professional social work courses.
- A cumulative GPA of 2.50 or higher
- Payment of Professional Liability Insurance Premium
- Background Check

The Field Education Application is generated electronically to the Social Work Program Canvas course shell. The Field Education Program admits only those students who have met the program’s specific criteria listed above. The Director of Field Education reviews the application packets and confirm that all admissions requirements have been met. All application materials

are held confidential and shared only with faculty directly involved with the admission process. All records and documents become property of the Social Work Program at ECSU.

Course Requirement

In addition to basic General Education courses, each social work major must satisfactorily complete the following required courses in sequential order with a grade of “C” or higher before being admitted to Field Education:

Pre-Professional Courses	Professional Foundation Courses
SOWK 205 – Introduction to Social Work	SOWK 364 – Statistics in Social Work
SOWK 210 – Fundamentals of Interviewing	SOWK 367 – Social Work Practice I: Individuals, Families, and Groups
SOWK 220 – Human Diversity	SOWK – 370 Social Welfare Policy
SOWK 247 – Rural Social Work Practice	SOWK 372 – Human Behavior in the Social Environment II
SOWK 250 – Introduction to Social Welfare	SOWK 390 – Research Methods in Social Work
SOWK 260 – Human Behavior in the Social Environment I	SOWK 443 – Social Work Practice II: Organizations and Communities

Pre-Field Meeting/Orientation

The Director of Field Education will conduct three mandatory orientation sessions to inform students of the requirements, expectations, and responsibilities related to the Field Education internship. These orientations are specifically for students who have met the eligibility criteria to enter Field Education. Make-up sessions will be offered for students who are unable to attend the scheduled orientations. The sessions are held in-person for students in the traditional face-to-face program. However, the sessions are held virtually for the students enrolled in the off-campus program options. The chart listed below highlights the activities that are conducted in each scheduled pre-field orientation meeting.

First Pre-Field Orientation Meeting Held during the Spring semester of the Junior year	Review the requirements for Field Education: • Required GE and Social Work courses and cumulative Grade Point Average of 2.50 • Review other requirements: Resume along with the application, Liability Insurance, Background Check, and additional requirements from certain agencies. Review Frequently Asked Questions regarding placements
Second Pre-Field Orientation Meeting Held during the Spring semester of the Junior year	• Review information from the Initial meeting • Discussion of Support Systems (Field instructor, Director of Field Education, Field Liaison) • Discussion of the placement process to include the individual interview and any accommodations • Review Field Education Application and submit a deadline for submission.
Third Pre-Field	• Review Field Education Manual

Orientation Meeting Held the Monday prior to the beginning of internship in the Fall semester	• Discussion of Liability Insurance • Discussion of the importance of communication with the Field Instructor, Field Liaison, and Director of Field Education • Discuss Signature Pedagogy and link of classroom and Field Education • Discussion of the Competencies and connect them to Field Education • Review NASW Code of Ethics, confidentiality, safety, etc. • Review Academic Calendar and special dates
Mandatory Meeting Held the Monday prior to the students returning to the agency in the Spring semester	Review the following items: • Graduation Application • Adverse Weather – Inclement Weather Days • Expectations – 2nd semester for SOWK 445 only • Forms • Learning Contract • Hours for Spring Semester – Spring Break only • Capstone Presentation • Field Manual • Syllabus • Group Supervision • Policies • Protocol - If you cannot attend your internship

Application for Field Education Placement

Students must submit an application for Field Education to the Director of Field Education. While students may express interest in specific agencies, final placement decisions are made based on several factors, including the student's learning needs, prior experience, and overall "goodness of fit" with the agency. Although specific agency placements cannot be guaranteed, students will identify their top three populations of interest, and these preferences will be given thoughtful consideration to support alignment with their educational and professional goals.

Students may submit placement recommendations or request a specific agency for their field experience. Students **will not** have the responsibility to secure their own internship.

The following is a step-by-step process for the student to secure a field education placement:

- The Field Education Application will be uploaded in the Canvas shell.
- Students will complete the application and submit it by the designated deadline.
- With the field application, the students will submit a current resume.
- Students must have attained a minimum 2.50 GPA and a "C" grade or higher in all pre-professional and professional social work courses.
- The Director of Field Education will identify an agency placement for the students based on the population, faculty assessment of student needs and experiences, and availability of placements.

- Student will schedule an interview with the Field Instructor.
- Simultaneously, the Director of Field Education will forward the students' names to the Field Instructors and email the Field Education Agency Interview form.
- During each interview, the students shall dress in accordance with professional standards and conduct themselves in a responsible manner, which is set forth by the field education guidelines of the ECSU Social Work program.
- Following the interview, the Field Instructor will complete the Field Education Placement Interview Form and email it to the Director of Field Education regarding the outcome of the interview.
- Upon being accepted for the placement, students will be required to complete a background check and purchase liability insurance.
- If a Field Instructor does not approve or accept a student placement following the interview, the Director of Field Education will meet with the student to discuss interview techniques, address areas for improvement, and explore strategies for future success. The student will also be asked to share their perspective on the interview and provide feedback on what occurred during the interaction.
- The Director of Field Education will provide the student with information regarding a second potential placement.
- If a student is not accepted for placement after the second interview, the Director of Field Education, in collaboration with the Director of the Social Work Program, will meet with the student to discuss concerns related to interview performance, professional readiness, and any barriers to placement. The meeting will also be used to determine next steps, which may include additional coaching, support resources, or evaluation of the student's preparedness for field education.
- The Director of Field Education will provide the student with information regarding a third and final potential placement.
- If a student is not accepted after the third interview, the Director of Field Education, in collaboration with the Director of the Social Work Program will meet with the student to discuss the inability of the student to be placed for that academic year and explore alternative options to include additional preparation or other academic pathways.

Background Checks and Mental Health Screenings

All students are required to complete a criminal background check prior to beginning field education. Students are responsible for the cost of the background check and must use the vendor designated by the Social Work Program.

Individual field agencies may have additional screening or eligibility requirements for placement. Students are expected to disclose accurate and complete information regarding their background on the Field Education Application and during the agency interview process.

Providing false, misleading, or incomplete information may result in denial or termination of a field placement and may lead to dismissal from Field Education and the Social Work Program. In addition, if a student is dismissed from a field placement due to unethical conduct, regardless of intent, the student will be required to appear before the social work faculty to discuss the circumstances. The Director of Field Education, in consultation with the social work faculty, will determine whether the student may continue in the Field Education.

Once a student is placed at a field agency, a background check, drug screening, or mental health assessment may be required at any time during the internship. Students who appear to be impaired or otherwise unable to safely perform their field responsibilities may be required to undergo a drug screening and/or mental health assessment to evaluate their level of functioning and to ensure the safety and well-being of themselves, agency personnel, clients, classmates, and faculty. Failure to comply with a required background check, drug screening, or mental health assessment may result in termination from the field agency and/or dismissal from the Social Work Program. All requests and decisions will be made in accordance with applicable local, state, and federal laws to ensure that students' rights are respected and protected.

Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), the Social Work Program is committed to protecting the rights of students with disabilities and ensuring equal access to educational opportunities. The Social Work Program is committed to providing reasonable accommodations that enable qualified students with disabilities to successfully participate in field education.

Students requesting accommodations for a field education placement must register with the Office of Student Accessibility and provide appropriate documentation of their disability. Students are encouraged to contact the Office of Student Accessibility at the beginning of each semester to discuss accommodation needs and ensure that appropriate arrangements can be made in a timely manner.

Students who require accommodations during field education should indicate this need on the Field Education Application. When accommodations are requested, the Director of Field Education will collaborate with the student and the Office of Student Accessibility to identify a field placement that is appropriate, accessible, and capable of providing reasonable accommodations while meeting the educational requirements of the Social Work Program.

Hours for Field Education

Across all program options, students are required to complete a minimum of 200 clock hours over 16 weeks per semester and a total of 400 clock hours over 32 weeks of field education. At the beginning of each semester, students must submit a field education schedule identifying the days and times they will be present at their assigned field agency. Upon successful completion of Field Experience and Seminar I, students are eligible to enroll in Field Experience and Seminar II to complete the remaining 200 clock hours required to satisfy the 400-hour field education requirement. Students are expected to complete all required field education hours. Failure to complete the required clock hours will result in a failing grade for the course.

Additional agency activities that enhance student learning, such as workshops, conferences, community events, and special projects, may occur outside of regularly scheduled field placement days or during evening hours. These activities provide valuable learning opportunities and may count toward required field education hours with prior approval from the Faculty Field Liaison. Students may not change their assigned field placement schedule without prior approval. Hours completed without prior approval will not be counted toward the required field education hours. Students who complete more than 200 clock hours during a semester may not apply the

excess hours toward the following semester; any additional hours will be considered volunteer service.

Students may not begin their field placement prior to the official start of the academic semester. Students requesting a modified field schedule due to medical or other documented extenuating circumstances must submit a written request and appropriate documentation from a qualified professional to the Director of Field Education. The request must include a plan for completing any missed field hours. Students are expected to follow the field education calendar and maintain their approved field placement schedule throughout the semester.

Students are required to maintain accurate weekly timesheets documenting all field education hours. All absences must be approved by the Faculty Field Liaison, and any missed field or seminar time must be made up. Missed time must also be documented on the timesheet. Timesheets must be reviewed and signed by the Field Instructor. Unsigned timesheets will not be accepted, and the documented hours will not be counted toward the field education requirement.

Students who are at their field placement for 6.25 hours or more in a single day are required to take a 30- to 60-minute unpaid lunch break in accordance with agency policy. The lunch period does not count toward required field education hours and should generally be taken between 11:00 a.m. and 2:00 p.m. Lunch breaks may not be used to arrive late or leave early. Exceptions will be considered only under special circumstances and must receive prior approval from the Director of Field Education. Completed timesheets must be submitted according to the field education calendar. Each timesheet must be placed in a sealed envelope, signed across the seal by the Field Instructor, and submitted during the seminar course.

Holidays and Closings

University holidays will be observed as part of the field education schedule. Students are required to make up all field education hours missed due to University closures or agency closures. Students shall not report to their field agency when the University is closed unless prior approval has been granted by the Faculty Field Liaison. Likewise, if a field agency observes a holiday that is not recognized by the University, students are required to make up the missed field education hours.

University closures resulting from emergencies or inclement weather will also be observed by students. Students may receive credit for up to 14 field education hours per semester due to inclement weather, provided they were scheduled to be at their field placement on the day the agency or University was closed. Any additional hours missed due to inclement weather must be made up to fulfill the required field education hours. The 14-hour inclement weather allowance applies only to closures resulting from inclement weather and may not be used for absences due to illness, personal circumstances, absenteeism, or tardiness.

All absences must be reported immediately to the Faculty Field Liaison for approval and then to the Field Instructor. Absences must be discussed and documented with the Faculty Field Liaison and Field Instructor. Students are required to develop a written plan for making up missed hours, which must be approved and signed by all parties.

With prior approval, students may adjust their field placement schedule to observe religious holidays. Students are responsible for making up any missed field education hours to ensure completion of the required number of hours during the semester.

Professional Liability Insurance

Students enrolled in Field Education are required to obtain professional liability insurance. The cost of the insurance is established by the University and will be communicated to students during the initial field education orientation. Payment for professional liability insurance must be submitted directly to the University. Students will not be referred to a field agency for an interview until proof of payment has been received.

Any student involved in an incident or situation that may result in a liability concern must immediately notify both the Field Liaison and the Field Instructor.

Professional Dress and Behavior

Why do we have a dress code?

The Social Work Program's dress code was established in response to feedback from community field agencies indicating that some students were not consistently presenting themselves in professional attire. At the request of our agency partners, the Program developed a dress code that reflects professional standards expected in practice settings. The dress code is modeled after the policies of one of our local partner agencies and is reviewed and updated periodically to remain aligned with current professional expectations.

Professional appearance should support, rather than distract from, a student's knowledge, skills, and abilities. The purpose of the dress code is to help students present themselves as competent professionals and to ensure that the focus remains on their academic preparation and professional performance.

Students are expected to present themselves as professional social work student interns representing ECSU in both their field agency and seminar class. Professional attire and appearance are required throughout the field education experience. Students shall adhere to the dress code established by the field agency, provided it does not conflict with the standards of the Social Work Program.

Professional attire includes business or business casual clothing appropriate for the agency setting. Examples include dress shirts and ties for students that identify as male and dresses, skirts, full-length slacks with blouses, or pantsuits for students that identify as female. Reasonable modifications to the dress code will be made to accommodate religious practices, gender identity, disability-related needs, and other legally protected circumstances.

Clothing should be clean, neat, professional, and not excessively tight or revealing. Students should avoid attire and accessories that may interfere with professional practice or create safety concerns, excessively high heels, or overly large or distracting jewelry. Students are also expected to maintain a professional appearance and grooming that is appropriate for the agency and the populations they serve. Students must adhere to professional appearance regarding hair color and style. Only *natural hair* colors and a single hair color (not multiple colors) are considered professional for the field education setting. Students may not wear denim jeans or

clothing made from denim material while at the field agency. Any exceptions or deviations from the established dress code must receive prior approval from the Faculty Field Liaison.

Students are expected to maintain professional conduct and communication at all times while participating in field education and seminar classes. Students shall not use profane language or engage in disrespectful communication at the field agency or during seminar. Students are expected to demonstrate respect toward the Director of Field Education, Faculty Field Liaison, Field Instructors, classmates, clients, and themselves.

Professional behavior will be evaluated based on the NASW Code of Ethics, CSWE Competencies, University policies, and Social Work Program policies and procedures. Students who fail to adhere to these professional standards may be subject to removal from the field education placement and/or dismissal from Field Education due to unethical, inappropriate, or unprofessional behavior. Please refer to the course syllabus for an additional list of professional behaviors and expectations.

Tattoos and Facial Piercings

Tattoos should not be visible in the workplace and must be covered while students are at their field education placements and seminar classes. All facial piercings, including tongue rings and lip piercings, must be removed and may not be worn during field education placements or seminar classes. The only accepted piercings are up to two earrings and one nose ring.

Safety

Students are expected to become familiar with the agency's safety policies, procedures, and security protocols related to office-based activities, community work, and home visits with clients. In the absence of formal written policies, Field Instructors and students should discuss potential safety concerns and establish appropriate procedures for addressing safety issues within the field education setting.

If an incident occurs in which a student experiences a serious/traumatic event, the Field Instructor must notify the Faculty Field Liaison to determine the appropriate response and next steps. The agency and Social Work Program will work collaboratively to ensure the student's safety, provide appropriate support, and address the student's emotional well-being following the incident.

Policy

Students enrolled in SOWK 444 and 445, Field Experience and Seminars I and II must adhere to all policies governing their safety as outlined by the University, Social Work Program, and the Field Agency.

During the Third Pre-Field Orientation Meeting, the Director of Field Education will address safety protocols including reviewing that section of the Field Manual.

The Social Work Program has a responsibility to ensure that all students are placed in safe, appropriate field education settings and are prepared to navigate safety-related concerns in their internships. Through these expectations, internship sites share responsibility with the Social Work Program for ensuring that students are placed in safe environments where they can learn,

practice, and develop professionally without compromising their physical or emotional well-being.

Requirements for Student Safety as outlined in the Field Manual:

Field Liaison/Director of Field Education

- In the seminar courses, safety issues are revisited. In SOWK 444, Chapter 6, Personal Safety, is reviewed and discussed.
- In the weekly seminar course, the Field Liaison monitors students' perceptions and understanding of safety at their internship sites through class discussions and written assignments. The Field Liaison also assesses agency practices through ongoing contact, including agency visits and participation in meetings and trainings. Through these combined efforts, the Social Work program ensures that student safety is consistently prioritized before, during, and throughout the internship experience.

The Social Work program's responsibilities to ensure student safety at internship sites include the following:

- Pre-Placement Safety Education: Providing structured safety instruction during the third pre-field orientation meetings including a formal review of the Field Manual's safety policies and expectations.
- Ongoing Safety Instruction in Coursework: Reinforcing safety concepts throughout seminar and field education courses.
- Curriculum Integration of Safety Content: Embedding personal safety and risk management content within required courses, such as SOWK 444, where Chapter 6: Personal Safety is specifically reviewed and discussed.
- Clear Communication of Safety Expectations: Providing students with explicit expectations regarding professional conduct, agency policies, boundaries, and appropriate use of supervision in safety-related situations.
- Field Manual Review: Ensuring students understand and acknowledge safety policies outlined in the Field Manual, including procedures for reporting concerns and accessing support.
- Collaboration with Field Agencies: Working closely with internship sites to confirm that appropriate safety protocols are in place and that agencies are prepared to support student safety.
- Monitoring and Support During Placement: Maintaining ongoing contact with students and field instructors to identify and address any safety concerns that arise during the internship experience.
- Incident Response Procedures: Establishing clear procedures for students to report safety concerns or incidents, along with defined program responses to ensure timely intervention and support.

Field Instructors

It is the expectation that all internship agencies provide a safe, professional, and supportive learning environment for students that is free from any form of discrimination, harassment, or inappropriate behavior. Agencies play a critical role in ensuring that students are oriented to safety expectations and supported in following established protocols throughout their placement.

In addition, students should never be placed in situations that exceed their level of training or comfort, and appropriate supervision and support must always be available.

- Field Instructors are responsible for orienting students to the safety policies and procedures and security protocol of that agency. This orientation should include safety considerations in the community, the agency building, and with clients.
- Field Instructors will monitor students, address any issues, and provide training as needed.
- It is the expectation that the agency will provide a safe environment for the students that is free from any forms of discrimination or inappropriate behavior.

Responsibilities of internship sites to ensure student safety include:

- Provision of a Safe and Inclusive Environment: Maintaining a workplace that is free from discrimination, harassment, exploitation, and any form of inappropriate or unprofessional behavior.
- Safety Orientation for Students: Providing students with a thorough orientation to agency specific safety policies, procedures, and emergency protocols at the beginning of the internship.
- Field Instructor or Designee as Primary Safety Contact: Ensuring students understand the process to contact the Field Instructor in the case of an emergency while in the field.
- Clear Emergency Procedures: Ensuring students are informed of and understand agency protocols for responding to emergencies, unsafe conditions, or critical incidents.
- Adherence to Professional Boundaries: Reinforcing appropriate professional boundaries between staff, clients, and students to ensure ethical and safe practice.
- Collaboration with the Social Work program: Communicating promptly with the Director of Field Education regarding any safety concerns, incidents, or changes in student assignment that may affect student well-being.

Students

- Students will review the policy handbook at the agency and have a discussion with the Field Instructor prior to conducting any home visits.
- Students will not be required to conduct independent community/home visits until they feel comfortable and will have a contact person at the agency should a need arise.
- If an incident occurs in which a student is personally threatened or harmed, it is the student's responsibility to notify the Field Instructor immediately. The Field Instructor, agency contact person, or agency Director should contact the Director of Field Education immediately to determine the necessary steps to ensure the student's physical and emotional well-being.
- The Director of Field Education will document the incident and immediately contact the Director of the Program to address next steps to ensure the well-being of the student and to assess the appropriateness of maintaining the internship site.
- It is important for students to know the agency safety policies, procedures and security protocol for office and home visits with clients. In the absence of a formal written policy, the Field Instructors and students should discuss any issues and concerns related to safety and security in the field education setting.
- Students enrolled in SOWK 444 and 445, must adhere to all policies governing their safety as outlined by the University, Social Work program, and the Field Agency.

Technology and Social Media

Students are expected to demonstrate professional behavior and judgment at all times while participating in field education. Students may not use personal cell phones or make personal calls during field placement hours, except in emergency situations. Students are prohibited from recording class discussions, colleagues, clients, or any agency-related activities without appropriate authorization. Students may not post, share, or make any references about their field placement, agency, clients, or internship experiences on social media platforms in a manner that violates confidentiality, professionalism, or agency policies.

Sexual Harassment

Sexual harassment is defined as unwanted sexual or gender-based behavior that occurs when one person has formal or informal power over another person. Sexual harassment may occur in relationships where there is a power difference, such as between a Field Instructor and student intern, faculty member and student, or between peers.

The following elements characterize sexual harassment:

1. The behavior is unwanted or unwelcome.
2. The behavior is sexual in nature or related to a person's gender.
3. The behavior occurs within a relationship where one person has formal power over another (e.g., Field Instructor over an intern or faculty member over a student) or informal power (e.g., one peer over another).

Students who experience or witness behavior that may constitute sexual harassment should:

1. Report the situation immediately to the Field Liaison.
2. Work with the Field Liaison to determine appropriate next steps, including reporting the incident to the Field Instructor or appropriate university personnel.
3. Understand that sexual harassment is not the student's fault.
4. Report concerns without fear of intimidation or retaliation. Retaliation for reporting concerns is not permitted.

Gifts and Gratuities

Students may not give or accept gifts, gratuities, or personal favors from Field Instructors, clients, or agency personnel. Students should maintain appropriate professional boundaries and follow the ethical standards established by the NASW Code of Ethics and agency and program policies regarding gifts and relationships.

Transportation

Students are responsible for arranging their own transportation to and from the field agency. Transportation assistance is not the responsibility of the Field Instructor or agency staff during the student's field education experience. Unless prohibited by law, agency policy, or other applicable regulations, field agencies are expected to cover expenses associated with agency-assigned activities that require travel.

The Social Work Program does not reimburse students for field education-related travel expenses. Students may be asked to use their personal vehicles for approved field-related activities, such as home visits, community outreach, or attending meetings. **However, the ECSU**

Social Work Program does not permit students to transport agency clients in their personal vehicles.

Field Education Grievance Procedure

Resolutions of Student Problems, Issues, and Concerns

Students that experience problem, issues, and concerns involving matters related to field education should adhere to protocol and the following steps:

Grievance Process and Procedures Guidelines

- Social work students enrolled in Field Education and Seminar courses who believe they have grounds for a grievance should make an attempt in good faith to resolve the problem through early informal discussion of the matter with the student academic, administrative, or staff member directly involved.
- The social work student may request a meeting with the field instructor for Field Education and Seminar courses to resolve the complaint.
- If the matter remains unresolved, the student may request a meeting with the Field Liaison.
- If the matter remains unresolved, the student may request a meeting with the Director of Field Education.
- If the matter is not resolved at the levels listed above, the student may request to meet with the Director of the Social Work Program to report the complaint. The Director of the Social Work Program will advise the student of policies, procedures, and rights of those involved in the process. Also, students will present their concerns to the social work faculty for review and consideration. The faculty will evaluate the complaint and provide a recommendation to the Director of the Social Work Program.
- If the matter involves an alleged violation of the University's Student Code of Conduct, the student will be referred to the Dean of Students Office for adjudication through the Student Conduct process. The outcome of that process may be considered in the Social Work Program's review and any subsequent decisions regarding the student's status in the program.
- If the matter is not resolved at the Director level, the student may request to meet with the Chair of the Department to resolve the complaint.
- If the matter is not resolved at the Chair level, the student may request to meet with the Dean of the School to resolve the complaint.
- If the matter is not resolved at the Dean level, a student may request to meet with the Provost and Vice Chancellor of Academic Affairs to resolve the complaint.
- If the matter is not resolved at the Provost level, the student may request to meet with the Chancellor.

Appeal of termination from the program

Students enrolled in the Social Work Program have the right to appeal any decision related to termination from the program. Students seeking to file an appeal must follow the procedures outlined below and adhere to all applicable University and Program policies governing appeals.

- If a concern is raised regarding ethical or professional behavior, the student will follow the steps outlined above to discuss the concern and potential consequences. The student and (identified party – faculty member, field instructor, or field liaison) will make a good-faith effort to resolve the matter through informal discussion.

- If the matter cannot be resolved informally, the next step is for the faculty member to present the concern to the social work faculty. Both the faculty member and student will be present to address the concern presented.
- The Director of the Social Work program will provide the student with a written response regarding the outcome of the faculty review within seven (7) business days.
- If the matter remains unresolved, the student may submit a formal written complaint and proceed to the next step in the grievance process by requesting a meeting with the Chair of the Department.
- If the matter remains unresolved at the department level, the student may request a meeting with the Dean of the School.
- If the matter remains unresolved at the Dean's level, the student may request a meeting with the Provost and Vice Chancellor for Academic Affairs.
- The Provost may choose to review and decide the matter directly or refer it to a committee composed of faculty representatives from across the University for review. The decision of the Provost or the committee shall be final.

Students are encouraged to exercise their rights if they have any problems, issues, and/or concerns; however, they are asked to follow each step in the process.

Field Instructors are required to notify the Field Liaison of any concerns related to misconduct involving social work students placed at their agencies. Examples of student misconduct may include violations of the NASW Code of Ethics, sexual harassment, criminal activity, breaches of confidentiality, or involvement in agency-related controversies.

If a student enrolled in Field Education commits a serious violation of the NASW Code of Ethics, is arrested, or becomes involved in a significant incident at the field agency, the Field Liaison will report the incident to the Director of Field Education who will review the situation and determine the appropriate course of action. Consequences will be based on the nature and severity of the incident and may include removal from the field placement, a failing grade in Field Education, and/or dismissal from the Social Work Program.

Students will be provided an opportunity to share information and respond to concerns regarding the incident. If, after review, a decision is made that results in an adverse action against the student, the student has the right to appeal the decision by following the standard grievance procedure outlined in the formal grievance process.

Termination from Field Education Placement

Students placed in field education that violate the NASW Code of Ethics, falsify their timesheets, commit an illegal act, or engage in a violation of professional conduct with clients or colleagues may be dismissed from the field education placement. The student has the right to pursue appropriate grievance procedures as outlined above. If the reasons for termination are found to be unjustifiable, the student will be assigned to a new field placement during the semester.

A student may terminate his/her placement for medical or personal reasons. In that instance, a written notification must be provided to the Director of Field Education within two weeks in advance of the release from the Field Education Placement. The Director of Field Education will contact the Field Instructor to facilitate a smooth termination for the student, clients, and the

agency. **Upon early termination from his/her field education placement, the student will forfeit any clock hours earned.** If the student is out of the field education placement more than one academic semester the student will be required to reapply for admission to Field Education and follow the process to secure a field education placement.

Request for Change of Placement

When a student has a desire for a change of field education placement, he/she should document their request and forward it to the Director of Field Education. The student must include in the request a justification and rationale for a change in placement. The Director of Field Education will review the request by the student and schedule an appointment with the student within 14 days. After meeting with the student, a decision will be made based on the perceived needs of the student, the justification, and the availability of field placements. The student will be notified in writing of the decision by the Director of Field Education. Once a decision is made, the Director of Field Education will notify the Field Instructor.

Repeating Field Education Courses (SOWK 444 or 445)

Students are expected to complete Field Experience and Seminar I and II as outlined in the curriculum for each program option. It is expected that students will maintain an overall cumulative GPA of 2.50 during the entire duration of his/her field education placement. If a student does not pass Field Experience and Seminar I with a 'C' or higher, he/she cannot enroll in Field Experience and Seminar II. Students who are unable to complete Field Education and Seminar II after passing Field Education and Seminar I must reapply at the next academic cycle. Field Education and Seminar I and II can be repeated only once and failure to meet this requirement will result in the student being terminated from the Social Work program. Incomplete (I) grades are not allowed for Field Experience and Seminar I and II.

Student Work Experience Policy

The Social Work Program **does not** grant academic credit for life experience or previous work experience.

Selection Process for Students Field Education Placements

Selection of Field Education Agencies:

The selection of field agencies is a critical component in providing students with a comprehensive education in generalist social work practice, particularly within rural communities. Field agencies provide students with opportunities for professional growth through supervised practice, skill development, and ongoing support. The Social Work Program places significant emphasis on the careful selection of field agencies and qualified Field Instructors to ensure students receive a meaningful and educationally appropriate field education experience.

Field agencies are located throughout rural Northeastern North Carolina and are selected based on their ability to provide students with diverse learning opportunities that align with the goals and competencies of the Social Work Program. The following criteria serve as a guide in the selection of field education agencies:

Policy

Students enrolled in SOWK 444 and 445, Field Experience and Seminar I and II will be placed at human service agencies selected and approved by the Social Work Program. The Director of Field Education will approve all internship sites based upon the criteria and procedures below.

Identifying field education settings:

The application process for prospective field education settings is listed below.

- The Director of Field Education will contact an agency to inquire about interest and/or receive a request from a prospective agency.
- The Director of Field Education will schedule a site visit with agency personnel.
- The Director of Field Education will schedule an interview with the field instructor.
- The Director of Field Education will conduct orientation.

Students may submit placement recommendations or request a specific agency for their field experience. Students **will not** have the responsibility to secure their own internship. All Field Instructors are required to participate in interviews, site visits, orientations, trainings, and ongoing monitoring activities. These activities are offered both in-person and virtually to accommodate all program options.

Approving field education settings:

The Director of Field Education has the responsibility to vet and approve all field education settings. The selection of field education settings will be guided by the criteria listed below. Field instructors will:

- Possess at least a BSW degree from a CSWE-accredited program with at least two years of post-social work experience in social work
- Express interest in working with the ECSU Social Work program and its students.
- Demonstrate commitment to provide generalist practice opportunities (GPO) that align with the 2022 EPAS.

- Demonstrate respect for the values and ethics of social work as demonstrated by agency policies, procedures, and service delivery.
- Agree to adhere to the NASW Code of Ethics.
- Recognize that students are not an additional staff person and will require work assignments that allow time for training and evaluation of practice.
- Commit to provide time for individual one-hour weekly supervision.
- Agree to provide a work environment conducive to the learning experience, which will include a private workspace, telephone access, parking space, and clerical assistance.
- Commit to provide training to social work students that addresses social work practice with individuals, families, groups, organizations, and communities.
- Commit to attend orientation and ongoing training provided by the Director of Field Education and/or designee.

Engaging with field education settings:

The Field Liaison will conduct a minimum of two agency visits per academic semester, totaling at least four visits per academic year. In addition to these visits, the field liaison will maintain ongoing communication with field instructors through orientations, trainings, emails, phone calls, and text messages, ensuring consistent support and collaboration.

Orienting field instructors:

All **new** field instructors are mandated to participate in orientation prior to assuming their role. The orientation will be offered both in-person and virtually. The orientation will be scheduled to accommodate the field instructors' schedules. Key topics that will be covered include program policies and procedures, expectations, the academic calendar, competencies and behaviors, the Learning Contract and assignments, required forms, as well as mid-term and final evaluations. Additionally, the orientation will review the NASW Code of Ethics, CSWE Competencies, and the mission and goals of the ECSU Social Work program.

Engaging with field instructors:

Field Instruction Training

Throughout the academic year, field instructors will participate in training/workshops facilitated by the Director of Field Education and/or designee. The trainings will be held at least once per semester and delivered in-person and/or virtually. The trainings will cover topics such as supporting student learning, addressing challenges in field placements, and exploring innovative approaches to social work field education supervision and services. In addition to the required sessions, Field Instructors will be invited to attend supplemental trainings and workshops offered by the Social Work program throughout the year. Annually, workshops/trainings are offered during National Professional Social Work Month (March), when the program hosts a series of special events and training sessions. Field Instructors may also be invited to serve as guest speakers, sharing their professional expertise with students and faculty. Depending on the training content, Continuing Education Units (CEUs) may be offered to participants.

Continuing Dialog with Field Education Settings and Field instructors

The Program maintains a strong professional relationship with field agencies. The Director of Field Education and the Field Liaison will maintain regular contact with field instructors throughout the academic year. Communication will be maintained through various electronic platforms such as email, FaceTime, Zoom, and Microsoft Teams, as well as by telephone and text messages. The Field Liaison will conduct periodic check-ins during the placement and complete at least two formal site visits each semester to support students in integrating academic content with their field practice experience.

In the Fall semester, visits will be scheduled before the mid-term and final grading periods. During these visits, the Field Liaison will review the student's professional behavior and GPOs, discuss supervision conferences conducted by the Field Instructor, assess progress toward competency mastery and attainment of Learning Contract goals, and address any areas of concern.

In the Spring semester, the first visit will occur prior to the mid-term evaluation, and the second visit coincides with the Capstone Presentation, which takes place between March and May. Additional meetings may be scheduled as needed throughout the semester to address any emerging issues or concerns.

Evaluating field instructor effectiveness:

The program evaluates field instructor effectiveness through a structured and ongoing process designed to ensure high-quality supervision and support for student learning.

Field Instructors receive orientation and training on the program's expectations, competency-based field education, and generalist practice requirements. Their effectiveness is assessed through multiple measures, including

- At the end of each academic year, students complete an evaluation of their field instructors. Feedback from students regarding supervision quality, clarity of expectations, and support for competency development is systematically collected and reviewed.
- The Field Liaison/Director of Field Education also monitors instructor performance through regular communication, observations, and meetings, providing guidance and coaching as needed. The Field Liaison/Director of Field Education conducts a minimum of two agency visits per semester, typically during the midterm and final evaluation periods. These visits provide opportunities to meet with students and field instructors to assess student performance, review progress toward competency development, discuss learning opportunities within the agency, and address any concerns related to the placement experience. The visits also allow the program to evaluate the agency's ability to provide appropriate educational experiences, professional supervision, and opportunities for students to engage in generalist social work practice across system levels.

This comprehensive evaluation process allows the program to recognize exemplary instruction, address areas for improvement, and maintain high standards for field education supervision.

Evaluating field education setting effectiveness:

Students will have the opportunity to evaluate field education setting effectiveness.

- Students are given opportunities to evaluate the effectiveness of the field agencies:
 - A formal evaluation is conducted at the end of each field placement, the Spring semester. Students complete a survey to provide feedback regarding the quality/effectiveness of the agencies.
- Students are given opportunities to provide informal evaluations of the agencies during the interactive classroom discussions. These discussions serve as a space for students to share their perceptions of the field setting and evaluate the overall effectiveness of the agency.
 - Students discuss their views about the field setting and the effectiveness of the agency. If student expresses concern about the quality of the agency and/or their experiences, the Field Liaison schedules an appointment to assess/discuss the situation.
 - If it is determined that there are issues at the agency that disrupt the students learning, the agency is given a specific time to correct the matter.
 - If there is any egregious and/or unethical behavior, the placement will be terminated immediately, and the student will be reassigned to another agency to ensure a safe and supportive learning environment.

Field Liaison/Director of Field Education will also evaluate the effectiveness of field education settings. Evaluation methods include regular communication with field instructors and students, agency visits, review of student learning contracts, process recordings, activity journals, and midterm and final evaluations. The Field Liaison/Director of Field Education conducts at least two site visits each semester to assess the quality of the learning environment, the appropriateness of assignments and practice opportunities, the effectiveness of supervision, and the agency's ability to support student competency development. During these visits, the Field Liaison/Director of Field Education meets with both the student and field instructor to discuss student progress, review achievement of CSWE competencies and practice behaviors, and identify strengths and areas for improvement within the placement setting.

Required field instructor qualifications

The Field Education program has a structured process to ensure that field supervision is provided by individuals with the required credentials and practice experience. Field instructors will possess at least a BSW degree from a CSWE-accredited program with at least two years of post- work experience in social work.

The program has established criteria for Field Instructors that specify the qualifications and experience necessary to supervise students and support their demonstration of program competencies. Field Instructors provide instruction, guidance, and mentorship to enhance student learning and professional development. Required qualifications for Field Instructors include:

- A BSW or MSW degree from a CSWE-accredited social work program,
- A minimum of two years of post-graduate practice experience

- Commitment to an educational process that actively engages students in learning
- Commitment to the values and ethics of the Social Work profession

How required field instructor qualifications are reviewed

All field instructors are required to submit an application that includes information regarding their academic degrees, relevant practice experience, and a current résumé. The application materials are reviewed and approved by the Director of Field Education. In addition, each prospective field instructor meets with the Director of Field Education for an interview to ensure appropriate vetting and confirmation of qualifications.

Process/mechanism for providing alternative field instruction/supervision for students without a qualified field instructor at their field setting

In rural communities, it can be challenging to secure a BSW-level social worker at every human services agency, therefore, a Task Supervisor may have to be utilized. However, employees in rural human service agencies often demonstrate longevity in their positions, providing agencies with staff who possess extensive work histories, consistency of services, and years of professional experience.

In situations where a field placement does not have a qualified Field Instructor with at least a BSW degree on staff, but the agency offers a valuable learning experience, the program provides alternative supervision to ensure students receive appropriate guidance and support.

- The Task Supervisor must possess at least a bachelor's degree in a related field, however, a master's degree is preferred.
- In addition, the Task Supervisor must have a minimum of four years of post-degree professional experience.
- The Task Supervisor at the agency will oversee the student's day-to-day activities and ensures meaningful engagement in agency operations.
- The Field Liaison provides monthly group supervision, focusing on discipline-specific issues, integration of social work theory into practice, reinforcement of social work values and ethics, and addressing any ethical concerns that arise.
- All students enrolled in Field Education are required to participate in the monthly group supervision, which reinforces the social work perspective and ensures students have the opportunity to demonstrate the program's competencies. This process ensures that students receive consistent supervision aligned with social work standards, even when a fully qualified Field Instructor is not available on-site.
- The Seminar class consists of a very small, intimate cohort, typically enrolling fewer than 15 students. This structure fosters meaningful discussion, individualized feedback, and close faculty supervision. The seminar is designed to reinforce the integration of social work knowledge, values, ethics, and practice skills learned in the classroom while providing ongoing supervision, professional reflection, and support as students apply these competencies in their field placements.

How alternative field instruction/supervision is provided

The Field Liaison conducts monthly group supervision sessions. All students enrolled in Field Education are required to attend the group supervision. These sessions are designed to

reinforce the social work perspective and to ensure that students are able to demonstrate the social work competencies. In addition, they provide continuity of supervision for all students, promote consistency in applying social work values and ethics, and offer a forum for addressing questions, integrating theory with practice, and discussing discipline-specific challenges.

Employment-based Field Placements

The Social Work Program will accept and review requests from students to complete their internships at agencies where they are also employed. The program will only accept requests for human service agencies. The Director of Field Education and Director of the Social Work Program will make a joint decision regarding all agency requests.

Students may be placed at an internship site where they are also employed at a human service agency. Students may engage in co-occurring field education and employment and be compensated for their internship hours. The internship must demonstrate that the field education hours meet the requirements for competency-based social work education.

Alignment with Social Work Competencies

- The program will ensure that student assignments/tasks are directly linked to the nine core social work competencies in the 2022 EPAS as outlined by CSWE.
 - All students enrolled in SOWK 444 & 445 have a standard Learning Contract for each course that include a list of required GPO and/or assignments for each of the nine competencies.
 - The student must complete all the identified Generalist Practice Opportunities (GPO) and all assignments on the Learning Contract to be successful in each course.
 - The student may engage in additional activities but must demonstrate how they are aligned with the 2022 EPAS.
 - Upon approval of the Employment-based Field Placement, students must provide a list of their job duties and/responsibilities. The Field Liaison will review and identify the duties/responsibilities approved for internship hours
 - The student will only receive internship hours for the assignments linked to 2022 EPAS and demonstrating competencies of social work practice at the generalist level.

Separate Field Education and Employment Supervision

- The Field Instructor will provide a minimum of one hour per week of supervision. Field education supervision must be distinct from employment supervision, even if both roles are fulfilled by the same individual. To maintain this distinction:
 - Supervision sessions for field education must be clearly defined as separate from employment-related supervision and must focus on the student's progress toward mastering social work competencies, integration of theory into practice, and professional development.

- The field director will ensure that both the student and the field instructor understand the distinction between field and employment supervision and will monitor adherence to this policy.
- Documentation of distinct supervision sessions, such as meeting logs and supervision notes, will be required to verify that field education supervision occurs weekly and remains separate from employment supervision.

Continuation or Change in Situation in Case of Employment Change

- If a student becomes unemployed and/or the placement disrupts at an organization where employment and field education are co-occurring, the Social Work Program will assist the student to locate another placement.
- The internship hours will be transferred to the new placement to ensure continuation of the learning experience.
- If the disruption is due to inappropriate behavior on the part of the student, that behavior will be accessed, addressed, and the most appropriate action taken. Each situation will be evaluated on a case-by-case basis to determine the appropriate next steps and support for the student.

Approval Process for Employment-Based Placements

- Students seeking an Employment-based Field Placement must submit a written request to the Director of Field Education for approval prior to the start of the internship.
- The request must include:
 - The student must be employed for at least six months to qualify for an Employment-based Field Placement.
 - Information regarding the agency, position (including a job description), and employment history.
 - A detailed description of the student's employment duties and describe how they align with the Learning Contract.
 - A plan for ensuring that field assignments and regular employment tasks are linked to the required social work competencies for generalist practice.
 - A supervision plan (name of the Field Instructor, who will provide supervision; how will the supervision be distinct from employment supervision).
 - The final approval is at the discretion of the Director of Field Education and Director of the Social Work Program.

Frequently Asked Questions About Field Education

1. Is Field and Seminar a Graded Course?

Yes, this program uses the same grading system for field education and seminar as all other courses throughout the curriculum.

2. How many hours am I expected to complete?

Students are required to complete 200 hours per semester (Fall and Spring) and a total of 400 hours for the academic year of the field education experience.

3. Can my placement be arranged for the evening and weekends?

Program Option 1: Main Campus - students are at their assigned field agencies two days per week for approximately 14 hours for 16 weeks.

Program Option 2: Off-Site Campuses - students are at their assigned field agencies evening and weekends.

4. Do I find my own placement?

No, all field education placements must be arranged by the Director of Field Education. Students must not contact agencies to arrange field education placements. Your placement is based on an individualized interview with the Director of Field Education, input from other social work faculty members, your preference and learning needs, and availability of approved placements.

5. Do I need a new placement each semester?

No, the Social Work Program at ECSU allows for one field education placement for the entire academic year.

6. Do I interview at several agencies before I select one?

No, the placement is not competitive. The Director of Field Education will use his/her professional judgement to refer you to an agency following the completing of the interview process.

7. What are the Field Education Placement Days?

Program Option 1: Main Campus - students intern at their agencies two days per week (Tuesdays and Thursdays).

Program Option 2: Off-Site Campus - students are at their assigned field agencies in the evening and weekends. Students will provide a schedule with the specific days and hours that they will complete the internship hours.

8. How far will I have to travel for my Field Education placement?

Program Option 1: Main Campus - most of the placements are within a 25-mile radius of the University.

Program Option 2: Off-Site Campuses – every effort is made to place students within their local community. However, due to the limited agencies that meet the standards set by the Social Work program, geographical locations vary, and students may have to travel beyond their local community.

9. Can I be paid for my placement?

The program does not currently offer paid field placements, however, paid placements may be available when funding is provided by the partnering agency.

10. Can my place of employment serve as my field education placement?

Yes, Employment-based Field Placements are available. Please see pages 88-90 in the Field Manual for the specific requirements.

11. Do agencies hire students when they graduate?

Yes, students have been hired at their field education placements following graduation.

12. Am I required to obtain professional liability Insurance?

Yes, students are **REQUIRED** to obtain professional liability Insurance through the University prior to beginning their field education placement. Students will be notified regarding the cost of the insurance at the first pre-orientation meeting.

13. Should I disclose my internship status at my field education placement?

Yes, students should disclose that they are interns at the field agency placement with staff members as well as clients.

14. Can I work in an agency where I have a family member as a worker or a client?

Ideally, to avoid conflicts of interest students will not be placed at agencies where they will interact with a family member. However, due to the nature of rural communities, a student's family member may be a client at the agency where he/she is placed. The information must be disclosed, and steps will be taken to prevent the student from providing direct services to his/her family member.

15. Do I need a car for field education placement?

Program Option 1: Main Campus - no, and students will be placed on campus or within walking distance from the campus. However, not having a car will limit the field education placement options. Many agencies require students to make home visits, outreach, and community work. Public transportation is not readily available in the Elizabeth City area.

Program Option 2: Off-Site Campuses – yes, because the student must travel from his/her home to the agency.

Students **ARE NOT** allowed to transport clients in their private vehicles.

16. Is there an Admission Criteria?

Yes, the admission criteria include completion of the field education application and interview with the Director of Field Education and/or Field Education Team, admission into the Social Work Program, maintain 2.50 GPA, complete all GE requirements, attend the three Pre-Orientation meetings, and complete an interview at the potential field education agency.

17. When can I expect to be contacted to begin the process?

The process begins in the second semester of the junior year.

Student Evaluations and Assessments

Learning Contracts

The Learning Contract is a document which consists of specific tasks that must be completed to measure the students' knowledge and skills of the nine Competencies and 20 Behaviors.

Bi-Weekly Activity Journal

The Bi-Weekly Activity Journals reflect the students' generalist practice opportunity at the agency and their application of knowledge, values, and skills in generalist social work practice. It provides students with the opportunity to reflect upon significant learning experiences as well as their feelings about these experiences during the field education placement.

Process Recordings

Process Recordings provide students with the opportunity to evaluate, assess, and examine their work on multiple levels and give the Field Liaison and Field Instructor a means by which to assist the student with enhancing and developing their skills and techniques in the practice of social work.

Process recordings are detailed accounts and analysis of a social work contact which records an exchange between a student and the client or client system. It is a tool with which to record their thoughts, feelings, and analysis of the session. It is also an excellent opportunity to examine the student's ability to integrate the theories that are being taught in the classroom and apply theory to practice.

Mid-Term Evaluation

The Mid-Term Evaluation is a tool used to measure students' performance in the field education placement and provides an assessment of their mastery of the competencies and behaviors at the mid-point in the semester or eight weeks. During the midterm semester, an evaluation completed by Field Instructors is required to assess students' progress.

Final Evaluation

The Final Evaluation is a tool used to measure students' performance in the field education placement and provides an assessment of their mastery of the competencies and behaviors at the end of the semester or 16 weeks.

Weekly Supervision Conference

Students are required to participate in weekly supervisory conferences and consultations with their Field Instructors. The conferences allow students the opportunities to discuss his/her progress in the field agency setting.

Capstone Presentation - Spring Semester

The Capstone Presentation requires students to present a structured and professional agency case presentation in their field education placement. The Capstone Presentation provides students the opportunity to integrate theory with practice in client case assessments.

Student Self-Evaluation of Competencies

Students are required to complete a self-evaluation of his/her assessment and understanding of the competencies experienced in the field education agency at the end of their field experience.

Student Evaluation of Field Education

Students are required to complete an evaluation of his/her agency at the end of their field experience.



**ELIZABETH CITY STATE UNIVERSITY
SOCIAL WORK PROGRAM
APPLICATION FOR ADMISSION TO FIELD EDUCATION**

Section I: Student Information

(Last Name) (First Name) (Middle Name)

(ECSU Student ID/Banner Number)

Campus/Local Address: _____
(Street)

City: _____ State: _____ Zip Code: _____

Permanent Address: _____
(Street)

City: _____ State: _____ Zip Code: _____

Telephone: (Home) () _____ (Cell) () _____

E-mail Address: (**ECSU Only**) _____

Emergency Contact: _____
(Name) (Phone Number)

Relationship: _____

Section II. Field Education Interests

Please identify the top three client populations that you are interested in working with at your internship. Please make your selection by number 1, 2 or 3 with one being your top choice.

_____ Children	_____ Individuals	_____ Women
_____ Adolescents	_____ Families	_____ Men
_____ Young Adults	_____ Groups	_____ Couples
_____ Middle-Aged Adults	_____ Organizations	_____ Cultural/ Ethnic Groups
_____ Older Adults	_____ Communities	_____ Gay/Lesbian
_____ Other (Please Specify): _____		

Field Education Agency Placements (Check as many as you Desire)

Please identify the top three types of agencies that you are interested in working at for your internship. Please make your selection by number 1, 2 or 3 with one being your top choice.

_____ Administration	_____ Aging/Gerontological Social Work
_____ Child Welfare	_____ Community Planning and Community Organizations
_____ Corrections/Criminal Justice	_____ Crisis Intervention
_____ Department of Social Services	_____ Developmental Disabilities
_____ Domestic Violence	_____ Faith Based
_____ Health	_____ Housing/Homelessness
_____ Mental Health	_____ School Social Work
_____ Other (Please Specify): _____	

Section III. General Information

Do you have a valid driver's license? _____ Yes _____ No

Do you have access to a car? _____ Yes _____ No

Do you have auto insurance coverage? _____ Yes _____ No

Do you have any transportation concerns?

If yes, please explain: _____

Do you require any special accommodations or special considerations for your agency placement?
(**Medical concerns, mental health issues, physical disabilities, criminal history, family issues, job constraints, or any other limitations or restrictions**)

If yes, please explain: _____

Section IV. Volunteer Experience(s)*

Please list volunteer and intern experience(s) within the last five years.

Date and Year: _____

Name and Location of Agency: _____

Volunteer Position: _____

Date and Year: _____

Name and Location of Agency: _____

Volunteer Position: _____

Omission of any volunteer or work experience could result in termination of your internship due to conflict of interest and the hours earned will not count.

Section IV: Essay

The two questions below are the types of questions that may be asked in your interview. Please be thoughtful in your responses to demonstrate your readiness for an interview with the field instructor.

A. Please provide a brief description of your strengths as a student and future social worker.

What personal characteristics will help you to be successful at your internship?

- B. Write a brief description of your challenges as a student and future social worker. What personal characteristics may be problematic at your internship?

Section V. Signatures

Students Acknowledgement of Expectations in Field Education

I understand that I will not be allowed to complete my internship where I am employed.

I understand that, in order to enroll in SOWK 444 – Social Work Field Experience and Seminar I, all required General Education, Liberal Arts, and Social Work courses must be completed.

I understand that, in order to enroll in SOWK 444 – Social Work Field Experience and Seminar I, I must submit my payment to the Director of Field Education for liability insurance.

I understand that I must earn a grade of C or better in SOWK 444 – Social Work Field Experience and Seminar I and maintain a 2.50 cumulative GPA before enrolling in SOWK 445 – Social Work Field Experience and Seminar II.

I understand that if I am rejected for placement by three agencies after referrals by the Director of Field Education during the admissions process for reasons related to appropriateness (behavior, attitude), readiness for placement or other personal matters, I may be dismissed from the Social Work Program.

I understand and agree to comply with all policies, procedures and guidelines of ECSU, Social Work Program and my Field Education Agency and I further agree to act professionally and ethically by adhering to the NASW Code of Ethics and to maintaining client confidentiality at all times.

I agree to authorize the Director of Field Education and Field Liaison to discuss my progress with other faculty members, Field Instructors, and Task Coordinators as they deem necessary for my academic success.

By signing below, I attest that all of the information in this application is true and correct to the best of my knowledge.

Cumulative GPA _____

Social Work GPA _____

Non-discrimination Statement

As part of the application process, all students are required to acknowledge and uphold the program's non-discrimination policy, which states:

"The Social Work program does not discriminate on the basis of race, color, ethnicity, national origin, age, gender, gender identity or expression, sexual orientation, disability, political affiliation, religion, or socioeconomic status. The program is committed to fostering

a learning environment that embraces fairness, respect, and belonging to eliminate all forms of maltreatment."

This acknowledgment reinforces the program's mission to prepare students for ethical and culturally responsive social work practice with all people.

Student Signature:

Date

Director of Field Education Signature:

Date



ELIZABETH CITY STATE UNIVERSITY
Social Work Program
Field Education Placement Interview Form

Instructions: The Field Instructor will complete and email the form to Marvetta G. Price Director of Field Education at mgprice.ecsu.edu. Upon receipt, the Director of Field Education will inform the student and finalize the placement process.

Name of Student: _____

Name of Agency Field Instructor: _____

Name of Agency: _____

Address: _____

Telephone Number: _____

Student accepted for a placement at your agency: Yes _____ No _____

If yes, are there any reservations or concerns?

If no, please explain:

Agency Requirements	Yes	No
Criminal Background Check		
Child Abuse/Neglect		
Drug Screening		
TB Test		
Other		

Signature: _____ **Date** _____

ELIZABETH CITY STATE UNIVERSITY

Social Work Program

Field Agency Agreement Form

Name of Agency: _____

The Field Education Placement Agreement is between the Elizabeth City State University (ECSU) Social Work Program and the above-mentioned agency for the purpose of cooperation in providing Field Agency Placements for students of the University. Field education placements serve as an educational experience for students and enhance agency services.

This agreement is signed by the student as an acknowledgment of the conditions of the agreement.

This agreement is entered into on the 15th day of August by and between ECSU Social Work Program and the agency named above and terminates on the 3rd day of May.

RESPONSIBILITIES OF THE SOCIAL WORK PROGRAM

1. The Social Work Program assumes responsibility for the academic preparation of its students and guarantees that students shall have satisfactorily completed such preparation prior to being assigned to Field Education.
2. The Social Work Program will provide information regarding students' levels of preparation and prior experience and will provide materials for the evaluation of students.
3. The Social Work Program shall assign a faculty member who shall assist the Agency, the Field Instructor, and the Student in developing educational experiences which are consistent with national social work accreditation standards and respond to the individual student's professional growth and development.
4. The Director of Field Education shall consult with the agency and the student on the specific tasks and educational objectives in the field learning experience in preparation for the written agency/student learning contract.
5. The Social Work Program shall provide ongoing consultation and instruction for Field Instructors. This will include orientation and faculty development workshops.
6. The Social Work Program will provide integrative seminars for students in which assignments, experiences, problems, etc. may be shared and discussed as they relate to their field education placements.
7. The Director of Field Education will conduct on-site visits for the purpose of planning and evaluating the program, discussing student performance, and arranging for additional educational experiences.

RESPONSIBILITIES OF THE AGENCY

1. The Agency will designate a person to be the agency field instructor with responsibilities to supervise, instruct, and evaluate the student, in addition to other duties and responsibilities as may be mutually agreed upon between the Agency and ECSU Social Work Program.
2. The Agency will provide necessary facilities and supplies to enable students to handle assignments, including an agency vehicle or mileage if travel is expected of students.
3. The Agency will provide meaningful generalist practice opportunities/tasks for students to test and develop skills and knowledge, including but not limited to, direct client involvement, general social work practice, ethnic sensitive practice, and professional development.
4. The Agency will assign increasingly complex tasks as students gain confidence and competence.
5. The Philosophy of providing service shall be compatible with the educational objectives of social work which embraces the values and ethics in accordance with the general basic standards set forth by the Council on Social Work Education and the Social Work Profession.
6. The Agency shall make reasonable accommodations for the student's physical status required by the provisions of the Americans with Disabilities Act in order to enable students to fulfill the objectives set forth by the Agency and ECSU.
7. The Agency will provide the student with a safe, secure and supportive environment that is conducive for optimal learning and development.
8. The Agency may request the withdrawal of the student from the Agency by first contacting the Director of Field Education.

RESPONSIBILITIES OF STUDENTS

1. Students shall adhere to all tenets of the NASW Code of Ethics, including maintaining confidentiality in all aspects of client and agency contacts and records.
2. Students shall participate with the Field Instructor and coordinate with the Director of Field Education in developing specific learning objectives, plans, and methods to meet their field education internship requirements.
3. Students shall be required to follow all rules, regulations, and procedures of the agency as required of agency employees; these rules, regulations, and procedures shall be made available to the student through the field instructor.

4. Students shall be involved in professional social work development through regular self-assessment of their academic and personal aptitude, knowledge, skills and values, for a profession in social work.
5. Students shall represent the University while in the agency and exhibit behavior consistent with the responsibility and trust afforded by the guidelines of the Social Work Program.
6. Students will be responsible for professional liability insurance and will not be placed in any field education agency before coverage by professional liability insurance.
7. Students shall not be involved in additional volunteer work as an employee of his/her assigned agency or unscheduled workdays during the duration of the Field Education Placement, including semester breaks.

Director of Field Education
Olivia Bridges, LCSW, MSW

Date

Director of Social Work Program
Kim S. Downing, Ph.D., LCSW, ACSW

Date

Field Instructor
Name

Date

Social Work Student
Name

Date



Elizabeth City State University
Social Work Program
Field Experience and Seminar
Field Instructor Form

Date_____

Name of Field Instructor_____

Title of Field Instructor_____

Name of Agency_____

Address of Agency_____

Field Instructor's Phone Number_____

Field Instructor's Email Address_____

Role with Student (Please Check One): Director Supervisor_____ Coordinator_____

Educational Information

Name and Location of College	Years Attended	Degree	Specialized Areas

Have you previously supervised ECSU social work students in field education?

Yes_____ No_____ If Yes, Number of Years_____

Have you previously supervised social work students from other universities in field education?

Yes_____ No_____ If Yes, Number of Years_____

Number of Years in Present Position_____

Number of Years of BSW or MSW Social Work Experience_____

Number of Years in Human Services_____

**ELIZABETH CITY STATE UNIVERSITY
SOCIAL WORK PROGRAM
New Field Instructor Orientation**

1. Field Education as “Signature Pedagogy”
 - a. Purpose of Field Education
 - b. CSWE Competencies (9 competencies and 31 practice behaviors)
2. Role of Field Instructor
3. Policies and Procedures
 - A. Field Education Manual
 - a. Concurrent Model
 - b. Days of Placement
 - c. Hours of Placement
 - d. Time Sheets
 - e. Professional Conduct
 - f. Dress Code
 - g. Tattoos/Facial Piercings/hair color and length
 - h. Confidentiality
 - i. Professional Liability Insurance
 - j. Safety
 - k. Transportation of Clients
 - l. Attendance for Field
 - m. Grievance Procedure
 - n. Termination From Field
 - o. Memorandum of Understanding
 - B. Field Education Placement Evaluations
 - a. Supervision Meetings
 - b. Midterm Evaluations
 - c. Final Evaluations
 - d. Learning Contract
 - e. Special Assignments and Activities
 - C. Questions and Answers



**ELIZABETH CITY STATE UNIVERSITY
SOCIAL WORK PROGRAM**

Field Agency Visitation Form

Student Name _____ Date _____ Time _____

Name of Agency _____

Name of Field Instructor _____

Purpose of Visit _____

Professional Behaviors	Yes	No
Student Has Daily Attendance at the Agency		
Student Is Punctual		
Student Displays Appropriate Behaviors		
Student Display Differential Communication Skills		
Student Dresses Appropriately for the Practice Setting (as outlined in the Program's Dress Code)		
Student Actively Participates in Weekly Agency Supervision		

1. List Some of the Generalist Practice Opportunities (GPO) Conducted by Student.

2. Discuss Knowledge, Abilities, and Skills Utilized in the Agency.

3. What Do You Perceive to be the Student's Strengths and Challenges for Areas of Continued Growth?

4. Observations of the Student During the Agency Visit.

5. Notes/Areas of Concern

Field Liaison's Signature_____

Date_____



**Elizabeth City State University
Social Work Program
Field Experience and Seminar
Additional Hours Form**

This form is to request permission to attend a training/workshop or additional hours to complete the 200 hours for field education in each academic semester. **Permission must be granted by Olivia Bridges prior to completing the hours.**

Student _____

Activity _____

Date _____

Location _____

Duties that you will perform _____

Student's Signature _____ Date _____

Field Instructor's Signature _____ Date _____

Official Use – Field Education Office

_____ Approved

_____ Denied

Comments _____

Director's Signature _____ Date _____



Elizabeth City State University
Social Work Program
Field Experience and Seminar
Absence Form

This form is to provide documentation of hours/days that a student is absent from his/her internship.

Student _____
Date/Hours _____
Reason _____
Student's Signature _____ Date _____



Elizabeth City State University
Social Work Program - Field Experience and Seminar I and II
Time Sheet _____

Name of Student _____
Name of Agency _____
Name of Field Instructor _____
Academic Semester _____

Day	Date	Time In	Time Out	Time In	Time Out	Total Hours
Mon						
Tues						
Wed						
Thu						
Fri						
Sat						
Sun						

Total Hours for the Week _____ Student's Signature _____

Field Instructor's Signature _____ Date _____

Day	Date	Time In	Time Out	Time In	Time Out	Total Hours
Mon						
Tues						
Wed						
Thu						
Fri						
Sat						
Sun						

Total Hours for the Week _____ Student's Signature _____

Field Instructor's Signature _____ Date _____

Your signature is documentation that the information provided is the actual time worked on the days specified and your understanding of falsifying this information is a direct violation of the NASW Code of Ethics, Agency, and Social Work Program Policy. Students must perform their duties and complete the clock hours at the assigned agency unless special assignments are approved in advance for hours performed away from the duty station and the assigned Agency.



Elizabeth City State University
Social Work Program
SOWK 444 & 445 – Field Experience and Seminar I and II
Bi-Weekly Activity Journal

Name of Student _____

Week _____ Date (From/To) _____ - _____

Part I

Date	Learning Contract Goals	Generalist Practice Opportunities	Competency and Behavior

Part II (select one General Practice Opportunity (GPO) from above and answer the four items below; ideally the GPO should be direct client contact)

1. Address one significant Generalist Practice Opportunity and relate it to **Knowledge, Values, and Skills** of the Social Work Profession.
2. Discuss major issues or concerns regarding the Generalist Practice Opportunity and/or activity.
3. Identify a relevant theory that was used to address the Generalist Practice Opportunity and practice behavior.
4. Take the time to reflect upon your field education experience this week and provide your professional and personal perceptions and impressions.

Weekly Supervisory Conference Report

Please provide the following information in your supervisory conference report:

1. Purpose/Agenda /Goals (Focus of the Session)
2. Content of the Session (Brief Narrative Summary of the Session)
3. What were the accomplishments of the Session? If the session did not achieve the purpose why not?
4. In what ways did you engage in the session?
5. Are there any unresolved issues/concerns not covered during the session?
6. What do you want the focus of your next session to be?

Student _____ Date _____

ELIZABETH CITY STATE UNIVERSITY
SOCIAL WORK PROGRAM
SOWK 444 FIELD EXPERIENCE AND SEMINAR I
LEARNING CONTRACT

Rating Scale:

1 - 2 – did not meet expectations

3 - met expectations

4 - 5 – exceeded expectations

Competency 1: Demonstrate Ethical and Professional Behavior			
Behaviors	a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; b. demonstrate professional behavior; appearance; and oral, written, and electronic communication; c. use technology ethically and appropriately to facilitate practice outcomes; and d. use supervision and consultation to guide professional judgment and behavior.		
Activity	Target Date	Score	Signature of Evaluator
Students will identify any potential ethical dilemmas.	By the end of the semester during weekly supervision and Seminar interactive discussions		Field Instructor
			Olivia Bridges
Students will discuss any issues with ethical dilemmas and/or managing personal vs. professional values.	By the end of the semester during weekly supervision and Seminar interactive discussions		Field Instructor
			Olivia Bridges
Students will adhere to dress code	By the end of the semester		Field Instructor
			Olivia Bridges
Students will demonstrate proficiency in oral and written communication	By the end of the semester		Field Instructor
			Olivia Bridges
Students will demonstrate professional use of technology at the internship	By the end of the semester		Field Instructor
			Olivia Bridges
Competency Cumulative Score		Comments: Olivia Bridges	

Rating Scale:

1 - 2 – did not meet expectations

3 - met expectations

4 - 5 – exceeded expectations

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice			
Behaviors	a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		
Activity	Target Date	Score	Signature of Evaluator
Students will identify at least two advocacy events held in North Carolina and report orally on the events.	By mid-term Discussion in Seminar class		Olivia Bridges
Students will attend at least one local or state advocacy event.	By the end of the semester		Olivia Bridges
Competency Cumulative Score		Comments:	

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice				
Behaviors	a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.			
Competency 4: Engage In Practice-informed Research and Research-informed Practice				
Behaviors	a. apply research findings to inform and improve practice, policy, and programs; and b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.			
Activity		Target Date	Score	Signature of Evaluator
Students will identify a population i.e., race, gender, class, socioeconomic status, religion, and sexual orientation served at their agency. Students will research any specific best practices for intervening with that population.		By mid-term		Olivia Bridges
Students will submit a one-page paper regarding their findings.		By mid-term		Olivia Bridges
Competency Cumulative Score		Comments:		

Rating Scale:

1 - 2 – did not meet expectations

3 - met expectations

4 - 5 – exceeded expectations

Competency 5: Engage in Policy Practice			
Behaviors	a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		
Activity	Target Date	Score	Signature of Evaluator
Students will review the agency and/or program's handbook.	Within the first 4 weeks		Field Instructor
Students will adhere to all policies at the internship.	By the end of the semester		Field Instructor
Competency Cumulative Score		Comments:	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities			
Behaviors	a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		
Students will demonstrate engagement and attending skills.	By the end of the semester Observation by Field Instructor and Faculty Liaison		Field Instructor
	Discussion - during weekly supervision and Seminar interactive discussions		Olivia Bridges
Competency Cumulative Score		Comments:	

Rating Scale:

1 - 2 – did not meet expectations

3 - met expectations

4 - 5 – exceeded expectations

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities				
Behaviors	a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.			
Students will complete at least one Psychosocial Assessment.		By the end of the semester		Olivia Bridges
Students will integrate Erickson Psychosocial Stages of Development into the assessment.		Observed by the Field Instructor and Faculty Liaison		
Competency Cumulative Score		Comments:		

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities			
Behaviors	a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		
Students will complete the GIM	By the end of the semester		Olivia Bridges
	Observed by Field Instructor and Faculty Liaison		
	Discussion - during weekly supervision and Seminar interactive discussions		
Students will identify intervention strategies and theories to be utilized with clients.	By the end of the semester		Field Instructor
	Discussion - during weekly supervision and Seminar interactive discussions		Olivia Bridges
Students will observe and/or co-facilitate at least one group if applicable.	By the end of the semester		Field Instructor
			Olivia Bridges
Competency Cumulative Score		Comments:	

Rating Scale:

1 - 2 – did not meet expectations

3 - met expectations

4 - 5 – exceeded expectations

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities				
Behaviors	a. select and use culturally responsive methods for evaluation of outcomes; and b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.			
Students will research effective methods to evaluate their own practice at the BSW level.	By the end of the semester			Olivia Bridges
Students will identify an evaluation tool to determine their clients' progress.	Discussion - during weekly supervision and Seminar interactive discussions			Field Instructor
				Olivia Bridges
Competency Cumulative Score		Comments:		



SOCIAL WORK PROGRAM

SOWK 445 FIELD EXPERIENCE AND SEMINAR II

LEARNING CONTRACT

Rating Scale:

1 - 2 – did not meet expectations

3 - met expectations

4 - 5 – exceeded expectations

Competency 1: Demonstrate Ethical and Professional Behavior			
Behaviors	a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; b. demonstrate professional behavior; appearance; and oral, written, and electronic communication; c. use technology ethically and appropriately to facilitate practice outcomes; and d. use supervision and consultation to guide professional judgment and behavior.		
Activity	Target Date	Score	Signature of Evaluator
Students will discuss any issues with ethical dilemmas and/or managing personal value vs. professionals.	Ongoing – May 2024 during weekly supervision and Seminar interactive discussions		Field Instructor Olivia Bridges
Students will adhere to dress code	Ongoing – May 2024		Field Instructor Olivia Bridges
Students will demonstrate proficiency in oral and written communication	Ongoing – May 2024		Field Instructor Olivia Bridges
Students will discuss professional use of technology at the internship	Ongoing – May 2024 during weekly supervision and Seminar interactive discussions		Field Instructor Olivia Bridges
Students will meet weekly for 60 minutes with the Field Instructor for supervision.	Ongoing – May 2024		Field Instructor
Competency Cumulative Score		Comments:	

Rating Scale:

1 - 2 – did not meet expectations

3 - met expectations

4 - 5 – exceeded expectations

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice				
Behaviors	a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.			
Competency 4: Engage In Practice-informed Research and Research-informed Practice				
Behaviors	a. apply research findings to inform and improve practice, policy, and programs; and b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.			
Activity		Target Date	Score	Signature of Evaluator
Students will identify any challenges or unique situations they have experienced while working with clients in regard to race, gender, class, socioeconomic status, religion, and sexual orientation.		Ongoing – May 2024		Field Instructor
				Olivia Bridges
Students will submit a one-page paper and specifically address what were the challenge(s), how they were resolved, and how the Field Instructor was instrumental to address the matter.		Mid-term		Olivia Bridges
Competency Cumulative Score		Comments:		

Rating Scale:

1 - 2 – did not meet expectations

3 - met expectations

4 - 5 – exceeded expectations

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice				
Behaviors	• advocate for human rights at the individual, family, group, organizational, and community system levels • engage in practices that advance human rights to promote social, racial, economic, and environmental justice.			
Activity		Target Date	Score	Signature of Evaluator
Students will define advocacy. Students will attend at least one local or state advocacy event.		By Midterm		Olivia Bridges
Student will identify a client that needs advocacy and complete the following: 1. Discuss the client and the problem in seminar class to ensure it is an appropriate selection. 2. Upon approval by the Field Liaison and Field Instructor, the student will engage in steps to advocate on behalf of the client. 3. Submit a one-page paper outlining what he/she did and the outcome.		By Midterm		Olivia Bridges
Competency Cumulative Score		Comments:		

Rating Scale:

1 - 2 – did not meet expectations

3 - met expectations

4 -5 – exceeded expectations

Competency 5: Engage in Policy Practice

Behaviors	a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.			
Activity		Target Date	Score	Signature of Evaluator
Students will adhere to all policies at the internship.		Ongoing – May 2024		Field Instructor
In seminar class, each student will lead a 10-minute discussion regarding a social welfare policy enacted under the Trump or Biden administrations.		TBA 2024		Olivia Bridges
Student must give his/her policy to Olivia Bridges for approval		TBA 2024		
Competency Cumulative Score		Comments:		

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Behaviors	a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		
Students will complete at least two Psychosocial Assessments.	Mid-term & TBA Observed by the Field Instructor and Faculty Liaison		Olivia Bridges
Competency Cumulative Score	Comments:		

Rating Scale:

1 - 2 – did not meet expectations

3 - met expectations

4 - 5 – exceeded expectations

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities				
Behaviors	a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.			
Students will complete GIM with at least two clients	Mid-term & TBA, 2024 Observed by Field Instructor and Faculty Liaison Discussion - during weekly supervision and Seminar interactive discussions			Olivia Bridges
Students will identify intervention strategies and theories to be utilized with clients.	Ongoing – May 2024 Discussion - during weekly supervision and Seminar interactive discussions			Field Instructor
				Olivia Bridges
Students will observe and/or co-facilitate at least one group.	Ongoing – May 2024			Field Instructor
				Olivia Bridges
Competency Cumulative Score		Comments:		

Rating Scale:

1 - 2 – did not meet expectations

3 - met expectations

4 - 5 – exceeded expectations

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Behaviors	a. select and use culturally responsive methods for evaluation of outcomes; and b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		
Students will evaluate their client's progress.	Discussion - during weekly supervision and Seminar interactive discussions		Field Instructor
			Olivia Bridges
Students will identify an evaluation tool to assess how the client is progressing. This tool should be utilized in the Capstone Presentation.	TBA Prior to Midterm 2024		Olivia Bridges
Students will identify what they are doing well at the internship and areas for growth. Submit a one-page paper.	TBA Prior to end of semester 2024		Olivia Bridges
Competency Cumulative Score	Comments:		



ELIZABETH CITY STATE UNIVERSITY
Social Work Program

SOWK 444 & 445 - Field Experience and Seminar I and II

Midterm Field Evaluation

Student's Name _____ **Semester** _____

Agency _____

Field Instructor _____

Date _____

Total Cumulative Field Hours _____

Field Instructor's Assessment of Mastery of the Competencies

Please rate the student's **overall performance** based on the following rating scale listed below. The ratings are explained to so that you may have a clearer understanding of the meaning of the practice behaviors reflected on the evaluation. Please, remember that the student is required to demonstrate entry level generalist social work practice in the field education experience. If you are unable to rate the student in the specific categories, you may justify your responses in the comment section on the last page. You may also list strengths, achievements and initiatives shown by the student in the performance of his/her duties and assignments.

The Rating Scale is:

5= Strongly Agree

The student has demonstrated knowledge and exhibited performance skills of the highest quality and has practiced well above the expected level of a beginning generalist social work student.

4=Agree

The student has demonstrated knowledge and exhibited performance skills of a high level and has practiced above the expected level of a beginning generalist social work student.

3= Neutral

The student has demonstrated knowledge and exhibited performance skills without deficiencies, but is not performing above the expected level of a beginning generalist social work student.

2= Disagree

The student has demonstrated knowledge but has displayed deficiencies in practice and has exhibited performance skills below the expected level of a beginning generalist social work student.

1= Strongly Disagree

The student is unable to demonstrate knowledge and is clearly exhibiting performance skills well below the expected level of a beginning generalist social work student.

0= N/A-Student has not mastered this behavior (for mid-term evaluation only)

ELIZABETH CITY STATE UNIVERSITY
Field Instructor's Assessment of Student Competencies

(Please Check the Appropriate Box)

Competency 1: Demonstrate Ethical and Professional Behavior	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context						
Demonstrate professional behavior; appearance; and oral, written, and electronic communication						
Use technology ethically and appropriately to facilitate practice outcomes						
Use supervision and consultation to guide professional judgment and behaviors						
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Advocate for human rights at the individual, family, group, organizational, and community system levels; and						
Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.						
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels						
Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.						

Competency 4: Engage In Practice-informed Research and Research-informed Practice	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Apply research findings to inform and improve practice, policy, and programs;						
Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.						
Competency 5: Engage in Policy Practice	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services						
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice						
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies						
Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies						
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0

Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies						
Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan						
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals						
Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies						
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Select and use culturally responsive methods for evaluation of outcomes						
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities						



Field Instructor's Comments

Student Comments

Student's Signature

Date

Field Instructor's Signature

Date

Revised June 27, 2023 (MGP)

ELIZABETH CITY STATE UNIVERSITY
Social Work Program

SOWK 444 – Social Work Field Experience and Seminar I
Final Field Evaluation

Student's Name _____ **Semester** _____

Agency _____

Field Instructor _____

Date _____ **Total Cumulative Field Hours** _____

Field Instructor's Assessment of Student Competencies

Please rate the student's **overall performance** based on the following rating scale listed below. The ratings are explained to so that you may have a clearer understanding of the meaning of the behaviors reflected on the evaluation. Please, remember that the student is required to demonstrate entry level generalist social work practice in the field education experience. You may also list strengths, achievements and initiatives shown by the student in the performance of his/her duties and assignments.

The Rating Scale is:

5= Strongly Agree

The student has demonstrated knowledge and exhibited performance skills of the highest quality and has practiced well above the expected level of a beginning generalist social work student.

4=Agree

The student has demonstrated knowledge and exhibited performance skills of a high level and has practiced above the expected level of a beginning generalist social work student.

3= Neutral

The student has demonstrated knowledge and exhibited performance skills without deficiencies but is not performing above the expected level of a beginning generalist social work student.

2= Disagree

The student has demonstrated knowledge but has displayed deficiencies in practice and has exhibited performance skills below the expected level of a beginning generalist social work student.

1= Strongly Disagree

The student is unable to demonstrate knowledge and is clearly exhibiting performance skills well below the expected level of a beginning generalist social work student.

0= N/A-Student has not mastered this behavior

Reaffirmed by the Council on Social Work Education (CSWE) 2011 - 2027

ELIZABETH CITY STATE UNIVERSITY

Field Instructor's Assessment of Student Competencies

(Please Check the Appropriate Box)

Competency 1: Demonstrate Ethical and Professional Behavior	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context						
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication						
Use technology ethically and appropriately to facilitate practice outcomes						
Use supervision and consultation to guide professional judgment and behaviors						
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Advocate for human rights at the individual, family, group, organizational, and community system levels						
Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.						
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;						
Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.						

Competency 4: Engage In Practice-informed Research and Research-informed Practice	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Apply research findings to inform and improve practice, policy, and programs						
Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.						
Competency 5: Engage in Policy Practice	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;						
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.						
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies;						
Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.						
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional						

conceptual frameworks, when assessing clients and constituencies;						
Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.						
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;						
Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.						
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	5	4	3	2	1	0
Select and use appropriate methods for evaluation of outcomes						
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.						



Field Instructor's Comments

Student Comments

Student's Signature

Date

Field Instructor's Signature

Date

Revised 6/27/2023 (MGP)

ELIZABETH CITY STATE UNIVERSITY
Social Work Program

SOWK 445-Field Experience and Seminar II
Final Field Evaluation

Student Name _____ **Spring**

Field Agency _____

Field Instructor _____

Date _____ **Total Cumulative Field Hours** _____

The student's signature indicates that the student has read the evaluation but does not necessarily mean that he/she is in agreement with the evaluation. The student may request, through the Director of Field Education, a conference to discuss those evaluation issues unsuccessfully resolved with the Field Instructor.

Field Instructor's Assessment of Student Competencies

Please rate the student's **overall performance** based on the following rating scale listed below. The ratings are explained so that you may have a clearer understanding of the meaning of the behaviors reflected on the evaluation. Please, remember that the student is required to demonstrate entry level generalist social work practice in the field education experience. You may also list strengths, achievements and initiatives shown by the student in the performance of his/her duties and assignments.

The Rating Scale is:

5= Strongly Agree

The student has demonstrated knowledge and exhibited performance skills of the highest quality and has practiced well above the expected level of a beginning generalist social work student.

4=Agree

The student has demonstrated knowledge and exhibited performance skills of a high level and has practiced above the expected level of a beginning generalist social work student.

3= Neutral

The student has demonstrated knowledge and exhibited performance skills without deficiencies but is not performing above the expected level of a beginning generalist social work student.

2= Disagree

The student has demonstrated knowledge but has displayed deficiencies in practice and has exhibited performance skills below the expected level of a beginning generalist social work student.

1= Strongly Disagree

The student is unable to demonstrate knowledge and is clearly exhibiting performance skills well below the expected level of a beginning generalist social work student.

Reaffirmed by the Council on Social Work Education (CSWE) 2022

ELIZABETH CITY STATE UNIVERSITY

Field Instructor's Assessment of Student Competencies

(Please Check the Appropriate Box)

Competency 1: Demonstrate Ethical and Professional Behavior Tasks: demonstrate professional and ethical behavior at the internship; do use their personal values to judge clients, uses correct grammar in written and oral communication, adheres to dress code set by the Social Work Program, and use supervision appropriately	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context					
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication					
Use technology ethically and appropriately to facilitate practice outcomes					
Use supervision and consultation to guide professional judgment and behavior					
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice Tasks: demonstrate knowledge about human, social, economic, and environmental rights of clients; understand advocacy and the need to protect vulnerable populations	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
Advocate for human rights at the individual, family, group, organizational, and community system levels					
Engage in practices that advance social, economic, and environmental justice					
Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice. Tasks: demonstrate the ability to work with all clients regardless of diversity or differences; and aware of any biases and/or values when working with others	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1

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

Competency 4: Engage In Practice-informed Research and Research-Informed Practice Tasks: conduct a research activity while at the internship i.e., statistics regarding the population or information regarding an issue that impacts the clients that are served	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
Apply research findings to inform and improve practice, policy, and programs					
Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work					
Competency 5: Engage in Policy Practice Tasks: read and comprehend the agency's policy manual; understand the different levels of policy that impact the agency.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services					
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice					
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Tasks: complete the psychosocial assessment and GIM and interact and engage with clients from micro, mezzo, and macro systems as appropriate	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1

Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies					
Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies					
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Tasks: complete the psychosocial assessment and GIM	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies					
Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.					
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Tasks: complete the psychosocial assessment and GIM, interact with clients from all size systems, and utilize theories to intervene with clients	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals					
Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies					
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Tasks: complete the psychosocial assessment and GIM and demonstrate the ability to evaluate his/her own outcomes and practice effectiveness	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
Select and use culturally responsive methods for evaluation of outcomes					

Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities					
--	--	--	--	--	--

Field Instructor’s Comments

Student’s Comments

Student’s Signature

Date

Field Instructor’s Signature

Date

Generalist Intervention Model

Identified Client: _____

Presenting Problem: _____

Actual Problem: _____

Step 1: Engagement

What would you do to engage with this client? (Be Specific)

Step 2: Assessment

Identify the Presenting Problem – problem history {onset and duration}

Identify the Actual Problem

Data Collection (Psychosocial Assessment)

Step 3: Planning

Identify problems that the client may want to work on. Please, list the problems based upon priority.

Step 4: Implementation

Develop Goals, Objectives, and Action Plan

Goal 1:

Objectives:

Goal 2:

Objectives:

Who	Will do what?	By when?	How will measure?

Step 5: Evaluation

In this section, you document if the goal was met or not. For the mid-term you can determine if the goal will be met or not. Beside each goal, put a yes or a no.

Goal	Goal met yes or no

Step 6: Termination

In this section, if you put the goal was met or not met in Step 6, how you would terminate.

Step 7: Follow Up

In this section, if you put the goal was met or not met in Steps 6 & 7, what you would do to follow up.

***Elizabeth City State University Social Work Program
1704 Weeksville Road, Elizabeth City, NC 27909
252-335-3135***

=====

PSYCHOSOCIAL ASSESSMENT

Name:		Date: (of interview)
DOB:	Age:	Race: Gender:

Information was gathered from the following: (who you received information from and how it was obtained face to face interview, telephone interview, or from a report)

Identified Client's History:

Date of referral, reason for the referral, and who made referral.

Demographic information (put in paragraph format information in the block except date and date of birth)

Any significant information not covered in any of the categories below:

Address; Marital status; Family Composition (who lives in the home)

Family History:

Names: Parents (biological and step/adopted) & siblings; Strength of relationship; Cultural or ethnic influences

Employment History:

Current employer (date started, location, salary); Previous places of employment (date started/ended, location, salary, reason for termination); Veteran Status

Educational History:

Current educational placement: Highest grade completed; Name of last school attended

Substance Use History:

Document use or misuse; drug(s) of choice (marijuana, cocaine, alcohol, heroin, etc.); History of use, onset, frequency, and quantity

Criminal/Legal History:

Any history of arrests/incarceration (past or present); Age when entered the legal system, consequences; Currently on probation or parole; Any history of restraining orders obtained or other court mandates such as CPS, or Family Court

Mental Health History:

Any history of mental illness or hospitalization (clinical diagnosis – DSM V-TR); Therapist

name/agency (timeframe); types of services received (In-Patient, Outpatient, Partial Hospital Program, Intensive Outpatient)

Any current or past thoughts of suicide? If yes when and do they have a current plan; Any attempted suicide, if yes when; how was it handled/addressed.

Developmental Milestones (age walked, talked, toilet trained); if client does not remember inquire if there were any delays (if yes document specific delay; if no document - client achieved all developmental milestones at the appropriate stage of developmental).

Medical History:

Any medical issues or illnesses (diabetes, cancer, hypertension, etc.); Has the client had a physical within the past 12 months?

Spiritual History:

F: Faith or Beliefs I: Importance and influence C: Community A: Address

F: What is your faith or belief? Do you consider yourself spiritual or religious? What things do you believe that give meaning to your life?

I: Is it important in your life? What influence does it have on how you take care of yourself? How have your beliefs influenced your behavior during this illness? What role do your beliefs play in regaining your health?

C. How does your faith, religious practice or spirituality support you?

A: How would you like me, your case manager/social worker/provider, to address these issues in your care, treatment, or services?

Information collected from other significant family members, social workers, etc.

RECOMMENDATIONS:

(Your strategies/recommendations for services)

Signature

Date of referral

Date submitted

**Elizabeth City State University
Social Work Program
SOWK 445 - Field Experience and Seminar II
Rubric – Capstone Presentation**

NAME OF STUDENT: _____

FIELD INSTRUCTOR: _____

Please rate the student's **overall performance** based on the following rating scale listed below.

The Rating Scale is:

5= Strongly Agree

The student has demonstrated knowledge and exhibited performance skills of the highest quality and has practiced well above the expected level of a beginning generalist social work student.

4=Agree

The student has demonstrated knowledge and exhibited performance skills of a high level and has practiced above the expected level of a beginning generalist social work student.

3= Neutral

The student has demonstrated knowledge and exhibited performance skills without deficiencies but is not performing above the expected level of a beginning generalist social work student.

2= Disagree

The student has demonstrated knowledge but has displayed deficiencies in practice and has exhibited performance skills below the expected level of a beginning generalist social work student.

1= Strongly Disagree

The student is unable to demonstrate knowledge and is clearly exhibiting performance skills well below the expected level of a beginning generalist social work student.

Reaffirmed by the Council on Social Work Education (CSWE) 2011 – 2027

(History of the Agency, Mission, Purpose, Organizational Chart, and Rural Context)

I. Agency Profile (Describe the diversity within your agency)

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

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels

1 2 3 4 5

- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

1 2 3 4 5

II. Case Presentation (client information, presenting and actual problems, past history of the problem, referral source, and gaps in services)

Complete the Psychosocial Assessment, the Generalist Intervention Model (GIM), Ecomap, and Genogram

Demonstrate Application/Integration of one theory in relationship to your client. Some theories are: Ecological Theory, General Systems Theory, Empowerment Theory, and Strengths Theory. You must identify the theory, at least one concept, and demonstrate application (how you used the theory).

Utilize Erickson Developmental Theory to explain the client's developmental level.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities and associated behaviors:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies

1 2 3 4 5

- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

1 2 3 4 5

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities and associated behaviors:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies

1 2 3 4 5

- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

1 2 3 4 5

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities and associated behaviors:

- engage with client and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals

1 2 3 4 5

- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

1 2 3 4 5

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities and associated behaviors:

- select and use appropriate methods for evaluation of outcomes

1 2 3 4 5

- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

1 2 3 4 5

III. While working with the client identified in section III, explain how you applied the six core values (service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence). Also, identify any values that may have surfaced while intervening with the client. Lastly, how were any issues/concerns resolved and did you utilize supervision?

Competency 1: Demonstrate Ethical and Professional Behavior and associated behaviors:

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

1 2 3 4 5

- demonstrate professional behavior; appearance; and oral, written, and electronic communication

1 2 3 4 5

- use technology ethically and appropriately to facilitate practice outcomes
- use supervision and consultation to guide professional judgment and behaviors

1 2 3 4 5

IV. Identify any issues with the Advancement of Human Rights and Social, Economic, and Environmental Justice

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

- advocate for human rights at the individual, family, group, organization, and community system levels; and

1 2 3 4 5

- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

1 2 3 4 5

V. Identify an area of research related to your agency and/or population, review a peer reviewed journal article, and provide a brief overview/summary

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

- apply research findings to inform and improve practice, policy, and programs

1 2 3 4 5

- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

1 2 3 4 5

VI. Identify a social welfare policy at the Federal, State, or Local level that impacts your agency and/or population and provide a brief overview/summary

Competency 5: Engage in Policy Practice and associated behaviors:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services

1 2 3 4 5

- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

1 2 3 4 5

VII. Communication Skills - Verbal and Nonverbal (articulates clearly, uses terminology appropriate for the Social Work Profession (no jargon), eye contact, and voice tone that keeps the attention of the audience) – also demonstrates professional dress

Competency 1: Demonstrate Ethical and Professional Behavior and associated behaviors:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context

1 2 3 4 5

- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

1 2 3 4 5

- use technology ethically and appropriately to facilitate practice outcomes;

1 2 3 4 5

- use supervision and consultation to guide professional judgment and behavior

1 2 3 4 5

VII. Demonstrate a well-organized PowerPoint presentation and appropriately respond to questions

Competency 1: Demonstrate Ethical and Professional Behavior and associated behaviors:

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

1 2 3 4 5

- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

1 2 3 4 5

- use technology ethically and appropriately to facilitate practice outcomes

1 2 3 4 5

- use supervision and consultation to guide professional judgment and behavior

1 2 3 4 5

TOTAL SCORE: _____

Proficiency Level: _____

Evaluator's Comments _____

Evaluator's Signature: _____ **Date:** _____

Revised June 2023 (MGP)

Student Evaluation of Field Instructor and Agency

Name of Student: _____

Name of Field Instructor: _____

Name of Agency: _____

Date: _____

Rating Scale:

5= Strongly Agree 4=Agree 3= Neutral 2= Disagree 1= Strongly Disagree

Questions – Field Instructor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
The Field Instructor demonstrated social work ethics and values in the agency.					
The Field Instructor was knowledgeable about professional social work practice.					
The Field Instructor provided direction for me to develop social work knowledge, values, and skills.					
The Field Instructor ensured that my field experiences were aligned with my academic experiences (what was taught in class).					
The Field Instructor assisted me to complete the assignments on my learning contact.					
The Field Instructor provided weekly supervision.					
The Field Instructor provided me with ongoing feedback about my performance at the internship.					
The Field Instructor made himself/herself available to me for questions or concerns.					
The Field Instructor treated me with dignity and respect.					
Overall rating of the Field Instructor.					
Questions – Agency	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

	5	4	3	2	1
The Agency provided me with an adequate space to complete my duties.					
The Agency provided an opportunity for me to work with individuals.					
The Agency provided an opportunity for me to work with families.					
The Agency provided an opportunity for me to work with groups i.e. facilitate a group, teach a class, or present at a workshop.					
The Agency provided an opportunity for me to work with organizations i.e. attend interdisciplinary meetings.					
The Agency provided an opportunity for me to work with communities i.e. interact with clients and/or other agencies in the local community.					
Overall rating of the Field Instructor.					

Do you recommend that the Social Work Program continue to use this agency as a Field Placement? Yes _____ No _____

Give explanation:

Evaluation of the Implicit Curriculum:

(Student's Rating of the Social Work Program)

Student's Classification: _____

Date: _____

Rating Scale:

5= Strongly Agree 4=Agree 3= Neutral 2= Disagree 1= Strongly Disagree

Please Rate the Social Work Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
Rating of Social Work Professors					
The professors were knowledgeable about the subject matter taught in the courses.					
The professors were accessible during office hours and/or as needed for assistance with course work.					
The professors set high standards for academic performance.					
The professors used technology to enhance the learning environment.					
Overall rating of professors in the Social Work Program.					
Diversity					
The faculty members were respectful to all students in the class regardless of. race, gender, class religion, sex orientation, disability/ableness, etc.					
The faculty members created an environment where diversity and difference were addressed in a positive way, i.e. as a student you felt comfortable sharing your opinion.					
The Program covered all the diverse groups i.e., race, gender, class religion, sex orientation, disability/ableness, and etc.					

Please Rate the Social Work Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
Program Policies					
The Program informed the students about the Admission's Process for the BSW Program.					
The Program informed the students about the Admission's Process for Field Education.					
Overall Feelings about the Program					
The Social Work Program is doing an excellent job of preparing me to practice as a Generalist Social Worker.					

Additional Comments/Recommendations:

[illegible]

Student Self-Assessment of the Competencies:

Name of Student: _____

Date: _____

Rating Scale:

5= very 4=somewhat 3= Neutral 2= not very

1= not at all

Questions					
Part I: Complete only if you are going to graduate school.					
Please rate your satisfaction with your preparation to apply the Competencies in graduation school.	5	4	3	2	1
How prepared do you feel to apply the competencies at an advanced level?					
Questions					
Part II: Complete only if you are going directly into the workforce.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please rate your satisfaction with your preparation to apply the Competencies the workforce.	5	4	3	2	1
How prepared do you feel to apply the competencies at your job with clients?					

Questions:

1. Which competencies do you feel most confident that you can easily apply (in graduate school or in the workforce)? List and explain why.

2. Which competencies do you feel will be the most challenging for you to apply (in graduate school or in the workforce)? List and explain why.

Links

- **2022 Educational Policy and Accreditation Standards**
<https://www.cswe.org/accreditation/policies-process/2022epas/>
- **Curricular Guide for Licensing and Regulation**
https://www.cswe.org/getmedia/636daa0a-b8f5-4bd3-8318-a9a35ae77e77/6617-B-cswe_2015EPAS_Licensing-Regulation_WEB_REV1-11-26_Watermark.pdf
- **International Federation of Social Workers Statement of Ethical Principles**
www.ifsw.org/statement-of-ethical-principles/
- **NASW Code of Ethics**
<https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>
- **NASW Standards and Indicators for Cultural Competence in Social Work Practice**
<https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-and-Indicators-for-Cultural-Competence-in-Social-Work-Practice>
- **NASW Technology in Social Work Practice**
<https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-for-Technology-in-Social-Work-Practice>
- **Specialized Practice Curricular Guide for Macro Social Work Practice**
<https://www.cswe.org/products/specialized-practice-curricular-guide-for-macro-social-work-practice/>
- **Specialized Practice Curricular Guide for Military and Veteran Social Work**
https://www.cswe.org/getmedia/afb6458f-dbe0-4530-997c-08b741f135ae/8353-cswe_MilitaryandVeteranSW_web_REV1.pdf
- **Specialized Practice Curricular Guide for Gero Social Work Practice**
<https://www.cswe.org/products/specialized-practice-curricular-guide-for-gero-social-work-practice/>