



Department of Social Work

Field Education Manual

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COPPIN STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FIELD EDUCATION MANUAL

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BACCALAURATE SOCIAL WORK PROGRAM

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INTRODUCTION TO FIELD EDUCATION AT COPPIN STATE UNIVERSITY

Field Education at Coppin State University (CSU) is the cornerstone of the Social Work Department. Inclusive of both a field placement and field seminar, the field education program is an integral component of the undergraduate social work student's academic journey. Field education often referred to as the internship, is considered the Signature Pedagogy, where students are able to integrate learning with direct practice in an established agency or organization.

MISSION OF THE SOCIAL WORK PROGRAM

The Department of Social Work is committed to excellence in educating a diverse student population to become generalist social work practitioners. Through the use of a competency-based curriculum, students acquire social work knowledge, values and skills to work effectively with individuals, families, groups, organizations and communities, especially those within ethnic and urban environments. By employing appropriate pedagogical and practice methodologies, infusing cutting edge technology, providing cultural-emersion experiences, and cultivating research opportunities, the department prepares students to work as competent entry-level practitioners and global leaders.

COMPONENTS OF THE FIELD INSTRUCTION PROGRAM

A. DESCRIPTION

Overall, the social work major at Coppin State University prepares undergraduate students for entry into the beginning level of practicing social work. Students learn to use professional knowledge, values, and skills to implement problem-solving strategies designed to address the needs and problems of diverse populations.

The CSU social work program meets the highest professional standards for undergraduate social work education. It is fully accredited by the Council on Social Work Education (CSWE), thus the program is framed by the Educational Policy and Accreditation Standards (EPAS). This assures students that the program meets national standards and offers preparation for state licensing and direct practice as a BSW social worker. Students who complete the requirements for a major in social work earn a BSW degree. Social work majors also complete 18-21 credits in a selected secondary sequence of courses. The sequence may be either a minor in a related discipline or an approved plan for elective courses. Furthermore, students who complete the social work major with a GPA of 3.0 or above are eligible for consideration at the advanced standing level in master's degree social work programs. Social work majors at CSU are eligible for membership in the Phi Alpha National Social Work Honor Society and the National Association of Social Workers.

The Social Work curriculum builds upon and integrates a liberal arts foundation. The basic course of study in the social work major involves the completion of 50 credits in required social work courses. These courses include social welfare policy, human behavior and the social environment, social work practice methods, social research, and professional issues seminars. In their senior year, students undertake a supervised two-semester field work experience in a community based agency or institution. The field work experience is framed by the goals of the field instruction program and supports the overall objective of the undergraduate program to equip social work students with the necessary skills, behaviors, and knowledge demonstrated by the inclusion of all EPAS competencies and practice behaviors of social work as outlined by CSWE for bachelor of social work programs.

GOALS OF FIELD INSTRUCTION

The goal of the field instruction program is to engage the student in supervised direct and indirect service activities, and provide practical experience in the application of the theory and skills acquired in all the foundation areas. This

effort is accomplished through the partnership of participating agencies, the specification of required learning experiences, and the provision and content of orientation and training for field instructors.

Placements occur in a variety of agencies and organizations in which students actively participate in the delivery of social services. Agencies are expected to accept the validity of a generalist approach and to provide the student opportunity to work both directly with clients and indirectly on their behalf using a range of intervention strategies. A variety of learning experiences are expected for all students. As field instruction is an integral part of the curriculum, each student’s field assignment is expected to include practice opportunities that will develop the following practice behaviors required of all graduates of the program:

<i>COMPETENCIES</i>	<i>PRACTICE BEHAVIORS</i>
Competency 1: Demonstrate Ethical and Professional Behavior	Social workers: <ol style="list-style-type: none"> 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 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication 4. Use technology ethically and appropriately to facilitate practice outcomes 5. Use supervision and consultation to guide professional judgment and behavior
Competency 2: Engage Diversity and Difference in Practice	Social workers: <ol style="list-style-type: none"> 1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels 2. Present themselves as learners and engage clients and constituencies as experts of their own experiences 3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Social workers: <ol style="list-style-type: none"> 1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

	<ol style="list-style-type: none"> Engage in practices that advance social, economic, and environmental justice
<p>Competency 4:</p> <p>Engage in Practice-informed Research and Research-informed Practice</p>	<p>Social workers:</p> <ol style="list-style-type: none"> Use practice experience and theory to inform scientific inquiry and research Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings Use and translate research evidence to inform and improve practice, policy, and service delivery
<p>Competency 5:</p> <p>Engage in Policy Practice</p>	<ol style="list-style-type: none"> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services Assess how social welfare and economic policies impact the delivery of and access to social services Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
<p>Competency 6:</p> <p>Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<ol style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
<p>Competency 7:</p> <p>Assess Individuals, Families, Groups, Organizations, and Communities</p>	<ol style="list-style-type: none"> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
<p>Competency 8:</p> <p>Intervene with Individuals, Families, Groups,</p>	<ol style="list-style-type: none"> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies Apply knowledge of human behavior and the social environment, person-in-environment, and other

Organizations, and Communities	<p>multidisciplinary theoretical frameworks in interventions with clients and constituencies</p> <ol style="list-style-type: none"> 3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes 4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies 5. Facilitate effective transitions and endings that advance mutually agreed-on goals
<p>Competency 9:</p> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<ol style="list-style-type: none"> 1. Select and use appropriate methods for evaluation of outcomes 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes 3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes 4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

The development of these practice behaviors is informed by the knowledge and skills reinforced in the methods courses that are completed concurrently with fieldwork. The field curriculum requires that students work both directly with client systems and indirectly on their behalf, using a range of intervention strategies. While most student assignments are within the agency, special learning in related settings may be helpful. Students must successfully demonstrate these practice behaviors by graduation with a BSW degree.

FIELD WORK PREREQUISITES

Students entering the social work major must have a cumulative GPA of 2.5 or better and have completed the following prerequisites:

- Social Work 210-Introduction to Social Work
- Social Work 260-Introduction to Social Welfare, Social Policy, and Social Work
- Social Work 379-Social Work Methods I
- Social Work 388-Human Behavior and the Social Environment I

Students are encouraged to speak with their instructor, faculty liaison, and classroom instructors as appropriate about career questions or problems arising within class or field work.

FIELD INSTRUCTION MODEL

The generalist model on which field instruction is based at CSU complements the core courses taught in the classroom and is consistent with CSWE curriculum standards. Baccalaureate social work education prepares students for generalist social work practice rather than the specialized practice at the Master’s level. The generalist method of practice follows an orderly, systematic procedure that is appropriate for work with individuals, families, groups, organizations, and communities. Learning in class with a diversity of people and problems, field instruction is always taken concurrently with a social work Methods course.

Agencies selected as field placement sites provide opportunities for students to work directly with clients as well as indirectly on their behalf. Agencies may have a variety of missions or a primary mission such as the delivery of

services to individuals, groups, families, or neighborhoods. For example, departments of social services, general hospitals, schools, community action agencies, mental health programs, nursing homes are examples of agencies often used for field instruction.

An attempt is made to recognize individual student needs and interests and to match them with educationally sound field instruction settings. Students are required to participate in the field placement process by identifying their own learning needs and career goals and joining with the field instructor in establishing a learning contract. Learning contract guidelines are provided for this purpose (see Appendix G).

STANDARDS FOR THE FIELD INSTRUCTION PROGRAM

The social work department at CSU implements the Curriculum Policy Statement for Baccalaureate Degree Programs established by the Council on Social Work Education (see Appendix B). This is done by setting forth the division of responsibility between field agencies and the Social Work Department regarding the administration of the field practicum, the establishment of criteria for the selection of field settings, and the appointment of field instructors.

Requirements for Field Instructors

- Field Instructors must hold a CSWE-accredited baccalaureate or master's social work degree.
- Field Instructors not holding a CSWE-accredited degree must provide another person within the agency who does hold an MSW from a CSWE-accredited program to serve as their Task Supervisor, or a person external to the agency who holds an MSW from a CSWE-accredited program (ie. contracted person, Director of Field, etc.) to supervise the student.
- Those providing supervision of students in field are asked to provide the Department with their resumes/CVs which note their MSW from a CSWE-accredited program.
- Those not having an MSW from a CSWE-accredited program work with the Director of Field to ensure that an alternative arrangement is provided so that the student is supervised by someone with an earned MSW from a CSWE-accredited program.
- These requirements are also noted in the Field Instructor's training.
- The Coppin State University Social Work Program does not grant social work course credit for life experience or previous work experience.

AGENCY-SCHOOL RELATIONSHIPS

Field instruction necessitates close cooperation among the agency, the field instructor, the school, and the student. Each has a part in the development of a learning contract that establishes the parameters of these relationships. Each also plays a role in the ongoing assessment of the field instruction experience.

The prime requirement of an agency affiliated with the school is commitment to active participation as a partner in professional social work education. This involves acceptance of the basic objectives of the school's educational programming and a readiness to invest time and effort in working with students, the school, and its faculty.

The workload for agency-based field instructors is expected to be adjusted to ensure adequate time to meet the learning needs of students. Any agency considering affiliation with the school should assess its capability to assume

the obligations involved and the advantages derived from the affiliation. A substantial agency investment is the crux of assuming the responsibility for students.

A. Expectations of Field Agencies

1. The agency should provide an appropriate variety of learning experiences at beginning level practice for students.
2. The agency will provide the physical facilities necessary to accommodate students. These include: desk space, facilities for privacy in interviewing and tutorial instruction, resources for necessary travel, including reimbursement for home visits if students use their own cars, and provisions for dictation and other essential clerical services.
3. Agency field instructors must have a BSW or MSW and two years social work experience beyond the master's degree; they must have worked at the agency for at least six months. If the field instructor is not a social worker, he/she must make arrangements for the student to have his/her one hour weekly session with a social worker. This social worker must be approved by field Director at Coppin. The field instructor must send a resume to the Director of Field Instruction at the time he/she is accepted as field instructor.
4. The Director of Field Instruction will arrange an appointment with the field instructor at an agency for a pre-placement interview. The field instructor may accept the student or determine that the student is not suitable for the placement. Likewise, a student may accept the placement or determine that he/she is not suited for the identified placement. If the agency accepts the student, the Field Instructor and student must complete required paperwork or forms.
6. New field instructors must be willing to participate in mandated orientation seminars provided at the beginning of the Fall semester during the academic year. Attendance is voluntary at other educational seminars and workshops offered to field instructors during the school year. All attendees to the training are eligible for continuing education units.
7. It is important that field instructors be willing to commit themselves to the following:
 - Becoming familiar with the field education curriculum;
 - Developing learning opportunities related to the curriculum and determine specific assignments in consultation with the student and, in some cases, the faculty liaison;
 - Providing one hour of weekly supervision and ongoing feedback during the course of the student's field placement.
 - Requiring students to submit a conference agenda for each Supervision session. This encourages students to take responsibility for their own learning. Agendas should be submitted by the end of the field day preceding the conference.
 - Requiring students to complete process recordings, two per semester, with a minimum of four for the academic year.
 - Involving students in the preparation of a learning contract at the beginning of each semester;
 - Communicating any problems in meeting the learning contract objectives to the student first and then to the school liaison if necessary;
 - Evaluating the student's performance at midterm and end of each semester (evaluation forms will be provided by the school);
 - Permitting the student to attend monthly group meetings with the faculty liaison as part of field instruction

A. Expectations of Students

- Students accepting a field placement must take seriously their commitment to clients, field instructor, agency, and school. Students will interact with staff and clients professionally.
- Students are expected to conform to the working hours, dress code, rules, regulations, and policies of the field work agency. These should be incorporated into the learning contract as appropriate.
- Students should be flexible in the scheduling of their hours at an agency when the demands of client services require it. When evening hours are a condition of the agency, such a requirement must be clarified and agreed upon by the student before the placement begins. If students will be late or need to be absent from field, they must notify their field instructor in a timely manner. Students are advised to call their instructor personally, rather than having a third party make the call. Speaking directly with the field instructor allows the student to inform the field instructor of any appointments that must either be canceled or covered by another student or social worker.
- If there are problems in the placement, the student should discuss them first with the field instructor. If the situation is not resolved, the student should inform the faculty liaison. If the problem persists, the student should contact the Director of Field Instruction.
- The use of process recordings is particularly emphasized and encouraged by the school as a learning experience for the students. A minimum of two process recordings must be handed in to the field instructor during each semester. Appropriate written materials are expected to be shared with the faculty liaison as an introduction of the student's performance in the generalist social work role.

B. Expectations of the School

1. The school's field instruction staff will consult with agency and Administrator, Department Head, or Field Instructor in the placement process in an effort to provide an appropriate match of student and agency.
2. The school will maintain ongoing communication with the agency. This function will be carried out by the Field Instruction staff, and Faculty Liaisons who will make a minimum of one visit to the agency during the academic year.
3. The Faculty Liaison will become familiar with the nature of the field experience within the particular agency.
4. The faculty liaison will provide prompt assistance in dealing with all concerns that the agency may have in relation to the field placement.
5. As warranted, the school will provide feedback to the field instructors as to the student's evaluation of the field experience.
6. At the end of the year, an evaluation of the field experience by the school and the agency will be conducted.
7. As resources permit, the school will provide additional educational supports for field instructors such as, special seminars, consultations with classroom faculty, short-term loan of textbooks, etc.
8. The school will explore ways in which it can engage agency personnel in fulfilling the overall goal mission of the school and field instruction program.

D. Learning Contract

A learning contract is an agreement between the student and field instructor about what the two parties will do in the field setting to achieve specific learning objectives.

During the fall semester, the field instructor may need to be more active in helping some students understand the purpose and construction of a learning contract. By the spring semester, all students should be able to identify their own learning objectives, devise their own learning contracts, and then submit them to their field instructors for input and approval.

In social work field education, learning contracts have been used to improve performance and satisfaction of field instruction for students and field instructors. A learning contract can reduce the subjectivity and ambiguity of field instruction goals, objectives, experiences, and evaluations. It also allows students to be more self-directed and responsible in determining their learning needs. The contract will also facilitate locating information and learning resources and critiquing their own performance. The underlying premise is that a student learns better, and more willingly, when he or she participates in designing the learning program.

Learning contracts usually include the following components:

1. Learning goals and objectives
2. Specific learning strategies
3. Evaluation criteria
4. Target dates for the goals to be accomplished
5. Client confidentiality policy
6. Schedule of student and field instructor conferences
7. Make-up requirements for missed time
8. Effective dates and signature of student and field instructor

Students and field instructors are required to negotiate an individualized learning contract at the beginning of each semester and to send a written copy to the Director of Field Instruction. **The learning contract does not replace the student evaluation form** but is to be used in conjunction with it. The Field Director will forward the learning contract to the faculty liaison.

THE ROLE OF THE FACULTY LIAISON

A. Activities Related to Field Instructors and Field Agencies

1. Share information about the Social Work program with the field instructor, and other appropriate agency staff.
2. Schedule a minimum of one visit to the agency each year, unless otherwise indicated, to confer with field instructor and the student.
3. Help field instructors design meaningful learning experiences for students placed in the agency.
4. Provide consultation to the field instructor regarding the student's progress in the field.
5. Assign final grades based on the field instructor's evaluation, assessment of written materials, and information derived from liaison conferences.

6. Provide ongoing evaluation of the placement agency and field instructor's willingness and ability to provide learning opportunities and field instruction. These must be consistent with the learning objectives of the social work curriculum and with the curriculum standards set forth by the Council on Social Work Education (see Appendix B)
7. Identify, visit, and evaluate potential field instruction agencies.

B. Activities Related to Students

1. Provide students with field instruction manual.
2. Orient students to the field course by leading/attending field orientation session(s).
3. Meet bi-weekly with student liaison group(s) to help students integrate field work with classroom learning.
4. Read process recording and other records or materials provided by the student to gain firsthand impression of the student's progress in the field instruction.
5. Provide feedback to students regarding their progress in the field.
6. Be available to students during office hours or by telephone for consultation and problem-solving.
7. Provide written feedback to students when there are difficulties, including a plan for remediation.

POLICIES GOVERNING FIELD INSTRUCTION

A. Field Instruction Policy Statement

Field instruction policies take into consideration both the interests of students and the requirements for the field placement. Group and individual meetings are held to discuss the process and engage students in an educational exchange that will assist them in preparation for field placements.

Field work begins in August after participating in the mandatory meeting for the fall semester and continues through the spring semester to early May. The time required for field work is 16 hours per week for students beginning field in the fall. The total number of hours required for the field placement per the course of the academic year is a **minimum** of 480 **hours** specified in the CSWE Curriculum Policy Standards. The expectation is that students will remain in the same agency for the entire academic year.

Toward the middle of the spring term, the Director of Field Instruction holds a meeting for all students field applicants who have qualified for a field placement. The field instructor may then accept the student or determine that the student is not suitable. Likewise, the student may accept the placement or decide that he or she is not suited for it and that another placement is preferable.

Each field work course is six credits. The required field courses are SOWK 480 (Beginning Field Experience in Social Work) and SOWK 482 (Advanced Field Experience in Social Work). Permission to pre-register for SOWK 480 and SOWK 482 is required. Field Instruction and Methods are linked courses and are taken concurrently. If students drop either Field Instruction or Methods, they must also drop the linked course.

A requirement for Coppin State social work students engaged in field work is that they have professional liability insurance through a group plan offered by the University of Maryland System. The University pays for the insurance.

All social work students enrolled in field work must also have health insurance. Any illness that requires medical attention or hospitalization during field placement is the responsibility of the student and her or his family.

B. Eligibility for Field Instruction

Students are responsible for becoming familiar with the requirements of the social work major as described in the Coppin State University catalog. To qualify for field placement, students must:

1. Complete SOWK 210, SOWK, 260, SOWK 379, and SOWK 388 with a grade of “C” or better by the end of the spring semester prior to beginning field work.
2. Have a cumulative GPA of at least 2.50, including transfer credits by the end of spring semester that preceded the fall placement.
3. Be able to graduate within three semesters of beginning field work.
4. Submit all application materials by March 15th including an acceptable resume and profile of experiences and learning needs for fall placement.
5. In addition to meeting the above requirements for field instruction, students must have demonstrated responsible, professional conduct at Coppin State University prior to beginning field work. This includes, but is not limited to:
 - a. The student’s having a record of regular class attendance.
 - b. Punctuality with respect to class arrival and the timely submission of course.
 - c. Professional behavior consistent with the high standards of the social work profession.

Faculty views these prerequisites as very important. Students in their field placement are expected to assume significant responsibilities with respect to helping real clients in need. They also represent Coppin State University to the social community and the community at large. Near the end of each spring semester, faculty approves or denies permission to enter a field placement to those students who submitted a completed application by the announced deadline. Students who fail to meet one or more of the above requirements may not be permitted to register for the field experience until any deficiencies are corrected.

Students who are denied permission to enter field work are notified either by the Director of Field Instruction or by the student’s faculty advisor. Routine course advising authorization to pre-register of SOWK 480 and SOWK 481 should not be interpreted as the pre-requisite approval to participate in the Field Instruction and Methods II courses since pre-registration usually occurs prior to the faculty’s review of field placement applications.

C. Field Placement Procedures

1. In the spring semester students attend meetings where the field placement process is explained and information shared about field instruction. Field application packets are distributed to students at these meetings.
2. During the orientation, the students should have an acceptable resume and profile of experiences and learning needs.
3. The application packet includes:
 - Completion of forms
 - An appointment with the advisor to review and sign the curriculum plan
 - An appointment with a tutor in the Academic Resource Center to review and sign-off on the resume and Profile of Experiences and Learning Needs.
4. By March 15th, field application packets are due to the Director of Field Instruction.
5. In April the Director reviews each student’s application packet to determine if eligibility requirements for a field placement have been satisfied for the January placement and April for the fall placement. The Director also analyzes responses from agencies to determine the pool of available placement slots.

D. Assignments

The following is a suggested guide for developing specific student assignments and of the learning contract. Ideally, students should have all of the following experiences during the course of two semesters in field.

1. The student should have some direct case work with individuals and/or families.
2. Participation in staff meetings and case conferences, including appropriate presentations by the student.
3. Opportunities to participate in research as part of the practice experience.
4. Participation in activities related to the formulation and evaluation of agency policies such as board meetings or staff committees.
5. Resource mobilization using the community as well as the agency in serving the clients.
6. Involvement in the network of social agencies serving clients of the field placement agency.
7. Collaboration and consultation with other staff.
8. Appropriate record-keeping to meet agency requirements for records, summaries, referrals, as well as the school's requirement for process recording.

E. Evaluation and Grading of Student Performance

1. Evaluation

An ongoing evaluation process is the key element for both the student and field instructor in the field experience. It is the process by which the student and field instructor monitor the student as a developing social work professional. The Field Curriculum and Evaluation form as well as the Learning Contract (see Appendix F, G) provide the specific educational objectives against which the student is evaluated.

The program stipulates that twice each semester there should be a formal review of the student's performance and an identification of further learning needs and objectives. It is important that the evaluation be based on the student's actual performance in field work rather than on his or her potential for future practice. The field instructor should complete the midterm and final evaluations of each semester on the same form so that the school has a clear assessment of that student's growth throughout the semester.

2. Grading

The faculty field liaison, in consultation with the field instructor, is responsible for assigning the student's grade for the field instruction course. The student must pass both Beginning Field Instruction and Methods II in the fall semester in order to be eligible to continue in both Advanced Field Instruction and Methods III in the spring semester. See syllabi for grading instructions.

C. Withdrawal from Field Instruction

An exception to the college policy (See Student Handbook) is made in regards to administrative Withdrawal (W) from a field instruction course.

1. Students may not withdraw from a field instruction course without prior consultation with, and approval from, their field liaison and their advisor.
2. Consultation must include the development of an alternate plan for completion of the course that meets the requirements of the curriculum.
3. At the time of withdrawal, the reasons for withdrawal and the plan for completion of the course must be submitted, in writing, to the Director of Field Instruction and the Chair of the Social Work Department. The faculty liaison's signature is required to indicate approval of the plan.

A student, who has withdrawn from field (prior to the official withdrawal deadline for that semester) for reasons related to documented poor performance, will be replaced only one time. If the student withdraws from a second field placement for reasons again related to documented poor performances, he/she will not be placed again.

1. Rearrangements of the student's program to complete field instruction in a later semester.
2. Providing one additional field placement opportunity.
3. Not permitting the student to enroll again in Field Instruction.

G. Procedures for Appeal of Grades

Coppin State University has established procedures for review and appeal of grades (see Student Handbook). These policies apply to field instruction grades as well as classroom grades. The procedures provide the student with a means for an independent review of course grades that the student considers to be arbitrary and capricious. The student should first attempt to resolve such grievances informally. Normally this informal process includes consultation first with the faculty liaison responsible for assigning the field grade, then with the Director of Field Instruction if the matter cannot be resolved after contacting the field liaison. When the informal process does not resolve the matter to the student's satisfaction, he or she may request that the Social Work Field Appeals Committee reviews the decision. If the student is still dissatisfied, the decision of the Committee may be appealed to the Chair of the Social Work Department. If the matter is not then resolved to the student's satisfaction, at the department level, the student may appeal to higher levels as outlined in the Coppin State University Student Handbook.

Field Work Appeals Committee: The Field Work Appeals Committee was established to ensure greater objectivity in decisions related the assignments of Fail (F) grades or removal of a student from a field agency for non-academic reasons. This safeguard is important as the implications of a Fail (F) grade in a field course are even more serious than a regular academic course. Field course are six (6) credits each, and students may not continue in the major after failing field course. The Field Work Appeals Committee consists of all full-time social work faculty except for the Chair of the Social Work Department.

H. Procedures for Dismissal of a student from a Field Agency

The request for dismissal of a student may be initiated by the field instructor, the agency executive, the faculty field liaison, or the student. In all cases the person initiating the request should prepare a written statement that documents the applicable issues and/or concerns.

1. Dismissal at request of the Agency, Field Instructor, or Faculty Liaison

A student may be dismissed from the field placement agency for documented unprofessional conduct or a demonstrable lack of progress in attaining the learning objective for field instruction.

Procedures for Dismissal:

- a. The student will be apprised, orally or in writing of the specific concern(s) about his or her behavior, progress in learning, general in performance.
- b. The field instructor and faculty liaison, as applicable, will be informed of the concern(s). The faculty liaison will alert the Director of Field Instruction.
- c. A meeting will be held with the student, and the faculty liaisons staff. The student's academic advisor and the Director of field instruction may also attend as appropriate. The purpose of this meeting is to ascertain the facts provide all parties an opportunity to raise their concerns and to explore possible means of resolving the problem. The potential dispositions include:
 - Continuation in the agency with a specific plan, including time limits, to correct the areas identified as deficient.
 - Removal from the agency, without grade penalty, and replacement in another agency to complete the course requirements.
 - Removal from the agency for documented cause, resulting in a Fail (F) grade.
- d. The student may request a meeting with the Director of Field Instruction in the event the situation has not been resolved to his or her satisfaction.
- e. Steps "a" to "d" should be completed within a three-week a period.
- f. If said student is not satisfied with the outcome after the meeting the Director of Field Instruction, he or she may request a meeting with the Field Work Appeals Committee to review the decision. The student may submit documentation in support of his or her case. Materials must be submitted at least two school days prior to the meeting. The decision of the committee is recorded by the chair of the meeting.
- g. The last appeal at the department level is to the Chair of the Department of Social Work. An appeal must be filed (5) school days following the student's meeting with the Field Work Appeals Committee. The Committee will forward all materials and their decision to the Chair of the Department of Social Work. The Chair of the Social Work Department will then issue a decision on the grievance to all parties involved within (10 days). Procedures for filing an administrative appeal to higher administrative levels are found in the Coppin State Student Handbook.

2. Dismissal at Request of Student Due to Serious Obstacles to the Student's Learning at the agency.

Procedures for Dismissal

- a. The student should first discuss the situation with the field instructor and attempt to resolve the problem(s)
- b. If the issue remains unresolved, the student should consult with the faculty liaison to discuss why he or she wants to be placed in another agency. The Director of Field Instruction will be informed of the student's request.
- c. If the matter has not been resolved to the satisfaction of all parties after the student's meeting with the faculty liaison, the faculty liaison will convene a meeting with the student, the field instructor and Director of Field Instruction. The student's academic advisor may also be included as appropriate. The purpose of this meeting will be to ascertain the facts, provide all parties an opportunity to voice their concerns, and basis for the Director of Field Instruction to determine the outcome of the student's appeal.
- d. The Director of Field Instruction will then make a decision in this matter. The possibilities include:
 - Continuation in the agency, with a specific plan (including time limits) for the areas identified as deficient.
 - Dismissal from the agency, without grade penalty, and reassignment to another field agency to complete the course requirements.
 - Dismissal from the agency, for documented cause, resulting in a Fail (F) grade.
- e. Steps "a" to "d" should be completed in a period not to exceed three weeks.
- f. If as a result of these procedures, a student is removed from the field placement for documented unprofessional conduct or demonstrated failure to progress in attaining field objectives, grade of Fail (F) will be assigned in the course.
- g. A student who is removed from the field placement agency for the reasons stated in "f" *above), under such circumstances, and for whom a grade of Fail (F) is assigned for a field instruction course, will be removed immediately from the social work program, without regard to cumulative grade-point average.

I. **Field Instruction Schedule**

Students are in the field from September until May. This includes the January winter session. Students must complete 16 hours of field weekly, usually on a Monday/Wednesday or Tuesday/Thursday schedule. When possible, students keep the same hours as those kept by the field instructor. Variations, when necessary, should be worked out by the field instructor and student with the approval of the faculty liaison of the Director of field instruction. Student participation in field during the winter session does not require registration or additional payment of fees or tuition.

1. Holidays/personal leave

Students can observe their own religious holidays without making up the time. Absences for religious observances should be cleared in advance with the field instructor.

Students observe regular school holidays, i.e., **Labor Day, Thanksgiving, Christmas Recess, Martin Luther King's Birthday, and Spring Break**. In State of Maryland agency holidays are observed by field students. Students observe regular school holidays, i.e., agencies, students do not have time off from field on "floating holidays," but they do have time off on state holidays when the agency's social work department is closed.

Students are permitted to serve on jury duty without being required to make up missed time if the jury date occurs on a field work day.

2. Unscheduled Absences

Students are expected to be in the field on a regular schedule and are expected to notify the field instructor promptly in case of an unexpected absence. Students must make up time they miss from field work, except for religious holidays and jury duty. In the role of social worker, students are important to their clients and the agency's dependable delivery of service. Unscheduled absences interfere with effective practice and the operation of the agency itself. Extended absences from field instruction must be reported to the faculty liaison and the Director of Field Instruction because they adversely affect the learning experience and the quality of services provided. Excessive absenteeism can be grounds for dismissal from the agency.

3. Snow Days

In the event of an agency closing due to inclement weather, students are to abide by the decision of their field placement agency, not the University. In other words, if the field placement agency is open for business, the student must attend field work even though classes may be canceled at Coppin State University.

If a student is unable to travel to an agency that is open during inclement weather, the absence must be made up by the student. Field instructors are encouraged to adopt a "liberal leave" policy for students who cannot safely travel to the agency because of snow or ice.

J. Field Instruction Expenses

Students pay their own transportation costs for commuting to and from the agency. Agencies are required to pay transportation costs incurred by field assignments during the course of the field day and other petty cash expenses which may be incurred in the course of carrying out field assignments. Students must follow agency procedures regarding reimbursement.

K. Professional Liability Insurance

Students engaged in field work are required to have professional liability insurance through the group plan offered through the University System of Maryland. There is no charge to Coppin students for paying the insurance premium. Below is a brief description of the plan:

1. Individual limits/coverage applies to each insured of: 1, 000, 000 per incident and 3,000,000 annual aggregate.
2. Legal fees and other related defense costs are covered even if a claim is without merit.
3. Coverage will apply individually under a master scheduled policy on file in the Administrative Offices of the school.

4. Coverage does not apply:

- a) Professional activities not recognized as part of the academic training, or without approval of the school authorities.
- b) Acts in conflict with State, Federal, or Municipal Laws
- c) Reporting of Claims Incidents:
The policy requires a written narrative description of the sequence of events associated with the alleged act or omission, including the name, address, and telephone number of all involved parties. The original is to be forwarded to the program administrator and one copy retained by the insured

L. Health Insurance

Health insurance is required of all students enrolled in the field program. Coverage is necessary in the event of accidental injury or serious illness requiring hospitalization. Students commonly obtain health insurance as a dependent on their parents'/caregivers'/ spouse's family policy or through the University-sponsored policy for students, or through their individual plan. Any illness that requires medical attention or hospitalization during field placement is the responsibility of the student and his/her family.

ELEMENT OF RISK

Students need to be aware that when working with mentally impaired individuals there is an element of risk related to violent behavior and other problems. Students should review their field placement agency's policies regarding safe procedures for making home visits. Students, who have concerns for their safety, or the safety of others in relation to particular clients or circumstances, should discuss these concerns with their instructor. Together, they can determine the best course of action. If concern for safety persists, students should discuss the situation with their faculty liaison or the Director of Field Instruction. Students should not take extraordinary or unnecessary risks in the course of their field work.

CONCLUSION

Field placement is often the most meaningful part of the social work curriculum for students. It is challenging because it represents a real test of skill, commitment, and knowledge. It is the time when students first assume professional responsibility for intervening in other people's lives. While recognizing that field experiences may be stressful and challenging at times, we hope that it will be a satisfying experience for all students. Hopefully, it will provide direction, confidence, and great increase in skill.

APPENDICES

**NATIONAL ASSOCIATION OF
SOCIAL WORKER (NASW)
CODE OF ETHICS OVERVIEW**

National Association of Social Workers (NASW) Code of Ethics

Overview

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

For the complete code of ethics please visit:

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

COUNCIL ON SOCIAL WORK EDUCATION



Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally. Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes. The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate. EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

For the complete EPAS please visit:

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

COPPIN STATE UNIVERSITY

SOCIAL WORK DEPARTMENT

AGENCY FIELD PLACEMENT PLANNING FORM

Date: _____

Field Instructor _____

Agency Name _____

Address _____

Phone _____ Fax _____ E-mail _____

() I am willing to accept students(s) from the COPPIN STATE UNIVERSITY BSW Social Work program for the coming academic year.

The number of student that I am willing to accept for field placement next year is _____.

The best days for students to be in field work in my agency are on the following

Days:

Mondays and Wednesdays _____

Tuesday and Thursdays _____

No preference _____

Are evening hours available? _____

Is the use of a car required? _____

Are there any special considerations regarding the students to be placed in your agency?

() It is too soon for me to make a commitment at this time to accept students for field work beginning in September. Contact me after the following date _____.

() I cannot accept students from COPPIN STATE UNIVERSITY Social Work Program for the coming Academic year. Please give a reason if you wish:

Return form to:

Halcyon Francis

(410) 951-3537 or hfrancis@coppin.edu

Department of Social Work

COPPIN STATE UNIVERSITY

2500 w. North Avenue

Baltimore, MD 21216



Baccalaureate Social Work Program

Field Internship Learning Contract

Field Internship is a time for blending classroom lecture and assignments to actual practice in the social work field. The Learning Contract is intended to be a working document that will guide your activities in internship.

Guide to Completing the Learning Contract in Fall Semester:

1. During agency orientation and your first few weeks of practicum, make a list of activities that you and/or your Field Instructor have identified as potential practicum tasks.
2. During supervision meetings during your first 4-5 weeks of practicum, discuss the Competencies and Practice Behaviors with your Field Instructor. Document specific activities that connect with the Competencies and Practice Behaviors identified in the contract.
 - a. Please see the Sample Learning Contracts for examples of activities.
3. Complete your Learning Contract.
 - a. You **do not** need to document at least one activity per Practice Behavior, but remember that your Field Instructor will have to evaluate you on each behavior based on the activities you complete.
 - b. We recommend completing the contract with your Field Instructor.
 - c. Since your evaluation will be completed on the same form, we recommend completing the contract electronically so your Field Instructor can add to it later.
4. Submit your Learning Contract to your Field Liaison by the due date.
5. Your Liaison will provide you with feedback and may request that you revise and re-submit the Learning Contract.

Guide to Completing the Learning Contract Revision in Spring Semester:

1. Review your learning contract during the mid-year evaluation. During supervision meetings with your Field Instructor, identify any practice behaviors you still need to address in order to gain competence.
2. Revise and/or identify additional activities to include for the Spring Semester.
3. Send your learning contract revision to your field liaison by the due date.
4. Your liaison will provide you with feedback and may request that you revise and re-submit the learning contract.

5. NOTE: Helpful resources for completing the Learning Contract can be found at the websites listed below.
6. http://www.ssw.umaryland.edu/media/ssw/field-education/Learning_Contract.pdf
- 7.
8. **EVALUATIONS:**
- 9.
10. The evaluation should reflect the student's actual performance in field education, not the student's potential. Please rate the student's level of proficiency for each expected practice behavior noted in column 1 in consideration of the specified learning activity noted in column 4. The fall semester evaluation emphasizes the need for students to have established a basic foundation for generalist social work practice.
- 11.
12. Based on the following scale, the field instructor is asked to evaluate the extent to which the student has met each educational objective. Space is provided for comments to give more specific feed back to the student relative to learning needs of the remainder of the semester or academic year.
- 13.
14. X –Not Know The field instructor does not have evidence needed to make a judgment. The student may or may not have met this competency and/or practice behavior.
15. 1 – Lacking The student has not yet met this competency and/or practice behavior.
16. 2 – Superficial The student grasps the idea and is beginning to understand it.
17. 3 – Novice The student meets this objective at a beginning level. Performance is uneven. Needs time and practice.
18. 4 – Competent The student meets this objective quite consistently but there are gaps, ex. Not used with some clients or some feelings are avoided, etc.
19. 5 - Outstanding The student has integrated this objective into his/her stance and style.
- 20.
21. After evaluating the student's progress toward achieving the expected educational outcome, the field instructor is requested to rate the student's performance with regard to professional work habits, professional interactions, communication proficiency, and general performance. Finally, the field instructor is asked to write a brief narrative statement describing the student's overall performance at the mid-term and the end of the semester.



COPPIN
STATE UNIVERSITY
EST. 1900

Student _____ Agency _____
 Field Instructor _____ CSU Faculty Liaison _____
 Year/Semester _____ Mid-Term Eval. Date _____ Final Eval. Date _____

Legend: 5=Outstanding 4=Competent 3=Novice 2=Superficial 1=Lacking X=Not Known

1. Demonstrate Ethical and Professional Behavior : Student is able to	<u>Mid-term Evaluation</u> (5-1)	<u>Final Evaluation</u> (5-1)	<u>Specified Learning Activities</u>
1.1 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;			
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;			
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;			

1.4 Use technology ethically and appropriately to facilitate practice outcomes			
1.5 Use supervision and consultation to guide professional judgment and behavior			
MID-TERM COMMENTS			
FINAL COMMENTS			
2 Engage Diversity and Difference in Practice: Student is able to	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels			
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences			
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies			
MID-TERM COMMENTS			

FINAL COMMENTS			
3 Advance Human Rights and Social, Economic, and Environmental Justice: Student is able to	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels			
3.2 Engage in practices that advance social, economic, and environmental justice			
MID-TERM COMMENTS			
FINAL COMMENTS			
4 Engage in Practice-informed Research and Research-informed Practice: Student is able to	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
4.1 Use practice experience and theory to inform scientific inquiry and research;			
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;			
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery			

MID-TERM COMMENTS			
FINAL COMMENTS			
5 Engage in Policy Practice:	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
Student is able to			
5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;			
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services;			
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice;			
MID-TERM COMMENTS			
FINAL COMMENTS			



6 Engage with Individuals, Families, Groups, Organizations, and Communities: Student is able to	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;			
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies;			
MID-TERM COMMENTS			
FINAL COMMENTS			
7 Assess Individuals, Families, Groups, Organizations, and Communities: Student is able to	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;			
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;			

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;			
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies;			
MID-TERM COMMENTS			
FINAL COMMENTS			
8 Intervene with Individuals, Families, Groups, Organizations, and Communities: Student is able to	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;			
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;			

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;			
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;			
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals;			
MID-TERM COMMENTS			
FINAL COMMENTS			
9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
Student is able to:			
9.1 Select and use appropriate methods for evaluation of outcomes;			
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;			
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes;			

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels;			
MID-TERM COMMENTS			
FINAL COMMENTS			

Legend: 5=Outstanding 4=Competent 3=Novice 2=Superficial 1=Lacking X=Not Known

Professional Work Habits

<u>WORK HABITS</u>	MID-TERM	FINAL	<u>COMMENTS</u>
Attendance*			
Punctuality			
Reliability			
Initiative			
Organization			

Follow-Through			
Dress			
Hygiene/Grooming			
Demeanor			

***Student must make up any missed field education time.**

Professional Interactions

<u>Interactions with</u>	MID-TERM	FINAL	<u>COMMENTS</u>
Supervisor			
Colleagues			
Clients			
Support Staff			

Communication Proficiency

Type of Communication	MID-TERM	FINAL	<u>COMMENTS</u>
Written			
Oral: Clients			
Oral: Colleagues			
Listening			
Physical (body language, touching, personal space)			
Countenance (eye contact & expressions)			

Countenance (eye contact & expressions)			
Timing & Parameter (Appreciation of how much time to spend interacting in various situations)			

General Performance

Performance Area	MID-TERM	FINAL	<u>COMMENTS</u>
Attitude			
Quality of Work			
Quantity of Work			
Ability to Prioritize			
Judgment			
Maturity			



**COPPIN STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

APPLICATION FOR FIELD INSTRUCTION

Please refer to CSU's website to download a copy of the field placement application:

<https://www.coppin.edu/sowk/field>

CONFLICT OF INTEREST POLICY

Please refer to CSU's student manual for a copy of the conflict of interest policy for field placement.

The intent of the Conflict of Interest Policy is to ensure Social Work majors the most objective environment for learning and the evaluation of student performance in the practicum setting. Students are required to sign a conflict of interest statement prior to beginning a practicum experience.

Students should not undertake a practicum experience in an agency where prior relationships exist. Prior relationships exist if a student:

1. Is a former or current client of the agency
2. Is a former or present employee of the agency
3. Has relatives or other close prior relationships among the staff in the agency

Students are expected to notify the Coordinator of Field Instruction immediately when they become aware of such conflicts of interest. Students are asked to sign a statement indicating they understand that they have the responsibility for notifying the program of potential conflict of interests.

CONFLICT OF INTEREST STATEMENT

A conflict of interest is any condition that might lead to competing loyalties or conflict in the performance and/or evaluation of a student during the practicum. Prior relationships with supervisors, relatives, or close friends MAY constitute a conflict of interest. Students have the responsibility to let the Coordinator of Field Instruction know if such conflicts exist.

I have read and understand this statement.

Student Signature: _____

Witness: _____

Date: _____



Coppin State University

Process Recording A Tool for Student Education

Process Recording is a specialized, highly detailed form of recording everything that takes place in an interview, as opposed to summary recording where only highlights are noted. Process recording is used almost exclusively as a teaching/learning tool in field instruction.

Some purposes and uses of process recording:

1. Allows the field instructor to get an idea of how the student is functioning and to identify where effective techniques are being used and where guidance may be needed.
2. Helps the student conceptualize his/her approach to professional practice;
3. Increases the student's self-awareness and helps him/her differentiate between factual data and his/her own gut-level reactions and judgments as to what is occurring in relation to the client.
4. Provides students with an opportunity to develop an objective analysis of what took place during an interaction with a client.
5. Assists students in concentrating on what clients say and how they behave throughout the interview.
6. Helps develop student's assessment skills and conscious use of self.
7. Helps alleviate some student anxiety about having responsibility for a client by keeping the field instructor informed of work with clients.
8. Permits the field instructor to be aware of key dynamics that may affect the entire case situation if the beginning student is required to even record transactions that she/he considers to be unimportant.
9. Permits the field instructor to intervene in situations that a beginning student may be unable to handle.
10. Allows student, field instructor, and faculty liaison to observe and evaluate the student's progress over time.

**COPPIN STATE UNIVERSITY
SOCIAL WORK DEPARTMENT**



**PROCESS RECORDING
PROCESS RECORDING FORM FOR SOCIAL WORK PRACTICE
WITH INDIVIDUALS, COUPLES, OR FAMILIES**

Date of Interview _____

Student _____

Field Instructor _____

Agency _____

Liaison _____

Client _____

Presenting Problem (s If New Client) _____

Purpose of Interview _____

Impressions of the Physical/Emotional Climate _____

Number of Interviews: (Circle) 1, 2, 3 4 5, or more

PROCESS RECORDING (page 2)

CONTINUED

Student _____

Date of Interview _____

Client _____

Number of Interview: (Circle) 1, 2, 3, 4, 5

Supervisor Comments	Interview Content	Gut-Level Reactions	Analysis

PROCESS RECORDING PAGE 3

Student _____

Date of Interview _____

Client _____

Number of Interview (Circle) 1, 2, 3, 4, 5

Supervisor Comments	Interview Content	Gut-Level Reactions	Analysis & Skills Used
			<p><u>SKILLS USED:</u></p>

PROCESS RECORDING (Page 4)

- I. Assessment /Summary of Student's Impression of Client's Situation and What Went on During the Entire interview.

VI. Intervention Plan

VII. Student's Role(s) During the Interview

VIII. Questions for Conference



**PROCESS RECORDING GUIDE FOR SOCIAL WORK PRACTICE
WITH SMALL CLIENT GROUPS**

1. Information about the Group

Group Name or Type _____

Meeting Number _____ Date _____

Group Members Present:

_____	_____
_____	_____
_____	_____

2. Purpose of the Meeting

a. Write a brief statement on the overall purpose of the group

(1) This statement is included only in the first process recording, or if there is an agreed upon change in the group's overall purpose.

b. Write a concise statement about the goals of the meeting of the group being recorded.

(1) How were these goals perceived by the group?

(2) How did you perceive these goals?

(3) What are the similarities or differences between the group's perception of these goals and yours?

3. Group Process at the Meeting

a. Initial Observations

- (1) Describe briefly, in general terms, the physical and emotion climate at the beginning of the group meeting.
- (2) Describe briefly your initial impressions of the attitudes and feelings of the group members at the beginning of the meeting.
- (3) Describe any significant changes in the appearance or feelings or attitudes of the group members since the last meeting.

b. Group Member Interaction (Group Process)

- (1) Describe the means of interaction, e.g., program activity, discussion, debate, tasks, etc.
 - (a) Describe the means of interaction, e.g., program activity discussion, debate ,task ,etc.
 - (b) Describe the feeling reactions of the members to this interaction
 - (c) Describe your feeling reactions to this interaction
- a. Describe the effectiveness, vitality, and responsibility of the group's members during Interactions.
- b. Describe your role in the group's interaction
- (4) Describe the ways the group moved forward
- (5) Describe how the group's members deal with obstacles to attain the meeting's goals

4. Analysis of the Group Meeting

- a. Describe your understanding of the nature of the interaction of the group members, including you, at this group meeting.
- b. Indicate the theoretical, or other, knowledge learned in your other courses that helps you to understand the process and content of this group meeting.

C. On the basis of your analysis, what is your current assessment of:

- (1) The state of the group's development
- (2) The commitment of the group members to the group's purpose
- (3) The climate and tone of the group
- (4) If relevant, discuss specific roles played by individual group members and how they impact the group process .

5. Plan for the Group's next Meeting

- a. Write a brief statement of the plan for the next meeting of the group.
 - (1) Explain how the members of the group, including you, arrived at this plan.
 - (2) Explain how the plan relates to the purpose of the group.
- b. Describe what you and the other group members are to do prior to, and in preparation for, the next group meeting.

6. Analysis of the Student Social Worker's Practice

- a. Discuss your use of social work practice knowledge and skills during the group meeting.
 - (1) What specific social work skills and/or techniques learned in your practice courses, did you use during the group meeting?
 - (2) What were the strengths and weaknesses in your practice during the group meeting?



COPPIN STATE UNIVERSITY

STUDENT MONTHLY FIELD INSTRUCTION REPORT

BACCALAUREATE SOCIAL WORK PROGRAM

STUDENT _____ MONTH _____ YEAR _____

AGENCY _____

FIELD INSTRUCTOR _____ Liaison _____

Students should return these forms to the faculty field liaison either at the monthly field liaison meeting or by the 1st of each month student is in field placement.

Number of current assignments (as of 1st day of month)

_____ Individual Clients _____ Referrals to community Resources

_____ Family Assignments

_____ Group Assignments

_____ Non-client group

_____ Other (Specify type and number) _____

_____ Community Organization Assignments(s) _____

_____ Research Assignment(s)

_____ Intakes/Assessments

_____ Administrative Assignment (Specify types)

Summary of monthly contacts

Interview with clients/patients in office _____ Home _____

Visits _____

Meetings (Specify)

Supervision this month:

Nature and frequency of planned instructional conferences (e.g., one-hour individual or group conference (s), weekly.

Unusual assignments or special accomplishments during the month:

Comments: (indicate learning needs- positive or negative feedback.)

Date of last contact with liaison:

A. Agency _____

B. School _____

C. Telephone_____

(From the University of Maryland Baltimore County Social Work Manual)



Coppin State University
SOCIAL WORK DEPARTMENT

STUDENT EVALUATION OF FIELD EDUCATION EXPERIENCE

NOTE: Student evaluation of the field education experience provides very important feedback for the program at Coppin State University and individual field instructors. Your evaluation would be shared with your field instructor and your faculty liaison after your field placement has ended, and your grade has been recorded. If you wish for confidentiality regarding any part of this evaluation, please make a note at the end of this form (age 3, question 6). Thank you for your valuable cooperation.

Name of Agency: _____ Title IVE ____yes ____ no

Name of Field Instructor: _____ Name of Liaison: _____

I.	<u>Evaluation of Agency</u>	<u>Disagree</u>			<u>Agree</u>	
1.	I received an adequate orientation to the overall agency, including an explanation of the agency's policies and procedures.	1	2	3	4	5
2.	I received an adequate orientation to the specific service or department to which I was assigned.	1	2	3	4	5
3.	I received an adequate orientation to my specific assignments.	1	2	3	4	5
4.	I received an adequate explanation of my role as a student in training.	1	2	3	4	5
5.	There was an acceptance of social workers as professionals in my agency.	1	2	3	4	5
6.	I felt accepted as a student social worker and	1	2	3	4	5

supported in my work by the interdisciplinary team.

- | | | | | | | |
|----|--|---|---|---|---|---|
| 7. | I felt physically safe while providing service for my agency. | 1 | 2 | 3 | 4 | 5 |
| 8. | I felt emotionally safe while providing service for my agency. | 1 | 2 | 3 | 4 | 5 |

II.	<u>Evaluation of Field Instructor</u>	Disagree			Agree	
1.	My field instructor was accessible and available.	1	2	3	4	5
2.	My field instructor was helpful in translating concepts and theories into actual practice	1	2	3	4	5
3.	My field instructor was helpful in facilitating awareness of how to use my “self” consciously in relation to clients.	1	2	3	4	5
4.	My field instructor was helpful in facilitating my work with non-social work staff	1	2	3	4	5
5.	My field instructor was helpful in facilitating my gaining an understanding of and carrying out my social work roles and tasks.	1	2	3	4	5
6.	My field instructor encouraged my own initiative and creativity.	1	2	3	4	5
7.	My field instructor was helpful in facilitating An awareness of my own values in relation to my client’s values.	1	2	3	4	5
8.	My field instructor conveyed expectations clearly.	1	2	3	4	5
9.	I had a regular weekly tutorial conference with my field instructor.	1	2	3	4	5
10.	My field instructor assisted me in implementing	1	2	3	4	5

the objective of my individual learning contract.

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 11. | My field instructor provided regular feedback about my learning throughout the semester(s) | 1 | 2 | 3 | 4 | 5 |
| 12. | My field instructor required me to complete process recordings or tape recordings of interviews on a regular basis throughout the semester(s). | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|------|--|-----------------|---|---|--------------|---|
| III. | <u>Evaluation of Assignments</u> | Disagree | | | Agree | |
| 1. | I received an adequate number of assignments to meet my learning objectives. | 1 | 2 | 3 | 4 | 5 |
| 2. | The case assignments I received promoted a learning of social work practice. | 1 | 2 | 3 | 4 | 5 |

Students: For question 3, rank the extent of your experiences in the following areas:

- | | | | | | | | |
|----|----|-------------------------------------|------------|---|---|-------------|---|
| | | | Low | | | High | |
| 3. | A. | Group Assignments | 1 | 2 | 3 | 4 | 5 |
| | B. | Family Assignments | 1 | 2 | 3 | 4 | 5 |
| | C. | Individual Clients | 1 | 2 | 3 | 4 | 5 |
| | D. | Intake/Assessment | 1 | 2 | 3 | 4 | 5 |
| | E. | Discharge/Aftercare Planning | 1 | 2 | 3 | 4 | 5 |
| | F. | Community Involvements/Contacts | 1 | 2 | 3 | 4 | 5 |
| | G. | Opportunities of Engage in Research | 1 | 2 | 3 | 4 | 5 |
| | H. | Other _____ | | | | | |

4. To what extent do you think your Interventions influenced your clients' lives? 1 2 3 4 5

IV. Overall Evaluation (Please feel free to use the back if you need additional space.)

1. Please describe the major strengths that you think this agency has to offer as a learning setting for students:

2. Please describe any major weaknesses that you see in this agency as a field setting:

3. Please describe your field instructor's major strengths as a teacher:

4. Please describe any areas in which you think your field instructor might improve as a teacher:

5. Do you have any suggestions regarding the overall operation of the Field Education Program for orientation to final evaluation?

6. Do you have any specific statements that you wish to be held confidential, that is, not be shared with the field instructor, and/or the faculty liaison?



**COPPIN STATE UNIVERSITY
SOCIAL WORK DEPARTMENT**

(Note: Please prepare an individual report for each student)

FIELD LIAISON REPORT

AGENCY _____
FIELD _____
INSTRUCTOR _____
STUDENT _____
FACULTY LIAISON _____ DATE OF VISIT _____

I. Discussion with: (Circle all that apply.)

1. Field Instructor
2. Student
3. Joint conference with field instructor and student
4. Other (specify)

II. Please specify field materials reviewed (i.e., process recordings, audio or video tapes, case records, contracts, agency analysis, projects, etc.):

III. Field instruction meets the criteria as stated in Manual:

1. Yes
2. No (if "No," please give details.)

IV. Assess the quality of instruction:

V. Student assignments include:

1. Work with individuals

2. Work with groups

3. Work with families

4. Work with a community

5. Work with other entities, such as, organizations, committees, etc.

6. Problem areas: (Please give details about any problems related to the student's field experience.)

7. Follow-up needed for next liaison visit:

Additional Comments:



COPPIN STATE UNIVERSITY

Sexual Misconduct Policy

Sexual Misconduct Policy

Coppin State University (CSU) is committed to providing a working and learning environment free from Sexual Misconduct, including sexual and gender-based harassment, sexual violence, dating violence, domestic violence, sexual exploitation, and sexual intimidation. CSU prohibits and will not tolerate Sexual Misconduct. Sexual Misconduct is a form of sex discrimination prohibited by state and federal laws, including Title IX of the Education Amendments of 1972 as amended (“Title IX”) and Title VII of the Civil Rights Act of 1964, as amended, and also may constitute criminal activity.

Please click the following link to learn more about CSU’s sexual misconduct policy:

<https://www.coppin.edu/hr/sexualmisconduct>



COPPIN STATE UNIVERSITY

POLICY ON NON DISCRIMINATION ON BASIS OF HANDICAP

In Compliance with the provisions of Section 504 of the Rehabilitation Act of 1973, COPPIN STATE UNIVERSITY is committed to the policy of nondiscrimination of students and employees on the basis of handicap.

The institution does not discriminate in the recruitment, admission, or general treatment of students because of handicapping conditions. While admission inquiries are not permitted in regard to handicapping conditions, voluntary information by such students in advance of enrollment would enable the University to better provide necessary services. Coppin is determined to insure accessibility of programs and activities to handicapped students by selecting and administering test in a way that physical impairments will not distort the results in respect to aptitude or achievement level and by providing or informing the students of available sources of auxiliary aids needed for academic performance. If necessary, modification of academic regulations will be made to further insure full education requirements, whereby permitting a student, and extending the time for such students to complete a certificate or degree program

COPPIN STATE UNIVERSITY further affirms that it will not refuse to hire or promote qualified handicapped persons and will make reasonable accommodations to such disabilities, if needed. Pre-employment physical examinations will not be permitted unless required of all applicants no will inquiries about the handicapping condition be permitted unless it is specifically related to the individual's ability to perform the job to which he or she is to be assigned.

Any disabled student or employee at COPPIN STATE UNIVERSITY who feels his or her rights under Section 504 have been violated, may register a formal complaint with the University's Affirmative Action Officer. The Officer, in turn, will submit such complaint, with the observations for consideration, to the Committee for Handicapped Students and Staff which monitors the University's compliance with the federal regulations concerning the handicapped.



COPPIN STATE UNIVERSITY SUGGESTED PRECAUTIONS TO FOLLOW-IN MAKING HOME VISITS

1. Review the agency's written policies regarding home visits as well as all other issues related to safety. Ask a staff member familiar with the community to orient you personally to the areas in which you will make home visits.
2. Be familiar with the environment: entrances, exits, places to avoid. Project an image of knowing where you are going and what you are doing, even if you do not know. Beware of "looking lost."
3. Observe how clients are dressed. Are they wearing coats, jacket, or other clothing that can conceal a weapon?
4. Always be sure you have enough gas in your car.
5. Visit at high activity times, such as 8:00 -10:30 a.m. or 2:30 – 4:00 p.m. (when children are getting out of school).
6. Be aware that your own clothing does not misrepresent you or put you at risk of being a "target", e.g., flashy jewelry, provocative clothing, a "salesperson" look.
7. If it seems appropriate in the community, ask clients to walk around the neighborhood or sit on the porch with you from time to time so that others can see that you are there with the client's permission.
8. Without violating confidentiality, be prepared to answer questions simply and directly about who you are and what you are doing. The purpose is to demonstrate to neighbors that you are not a salesperson, a police officer, or a new drug dealer.
9. Always let staff know where you are going and when you will be back.
10. Call clients to let them know to expect you at a certain time. Ask them to contact the agency if you are late.
11. At the door of the home, listen before you knock. If you hear sounds of a threatening situation going on, leave immediately, Stand to one side of the door when you knock, not directly in front. Do not accept invitations such as "Is that you? Just come on in." Identify yourself and ask the occupant to come to the door to let you in.



**COPPIN STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

Attendance Sheet

Please submit your signed timesheet to the Director of Field Instruction based on the timesheet submission dates on the field instruction calendar.

Student Name: _____

Week of: _____

Month: _____

Day	Date	Time In	Time Out	Total Hours
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Comments:				Total Hours:

Week of: _____

Month: _____

Day	Date	Time in	Time Out	Total Hours:
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Comments:				Total Hours:

Student Signature: _____ Date: _____

Field Instructor Signature: _____ Date: _____