

ANGELO STATE UNIVERSITY

Department of Social Work and Sociology



# Bachelor of Social Work Field Education Handbook 2024-2025

DEPARTMENT OF SOCIAL WORK AND SOCIOLOGY

# Bachelor of Social Work Field Education Handbook

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## **Introduction**

**T**he purpose of field education in social work education is to provide opportunities for students to apply social work knowledge, skills, values, and cognitive and affective processes learned in the classroom to real-life situations with clients “in the field”. Students are able to observe the benefits and challenges of working within various organizational settings with diverse client populations. Students are supervised by a professional social worker or related degreed individual in the field agency (the Field Instructor) and by field faculty (Field Education Liaison and Field Education Director) at the University. This dual perspective is intended to facilitate the integration of classroom learning with agency-based practice, and to provide support to field education students as they engage in this dynamic process. Additionally, field agencies often benefit from the presence of a social work field education student; however, the primary focus of the field education experience is on the learning process of the student. The monitoring and management of field is done with two online platforms available to both online and on-campus students. The first is Angelo State University’s Blackboard platform for accessing field assignments for field seminar, such as journals, reflections, or process recordings. The other is InPlace, an online field management program designed to assist in placement and tracking of required field hours, supervision, and midterm and final evaluations.

The Social Work Department Chair, B.S.W Program Director, B.S.W Field Director and other faculty of the B.S.W program collaborate to develop the policies and procedures necessary for the implementation, continuation, and evaluation of students’ performance in the various field education placement sites. Currently, there are numerous field agencies in San Angelo, Texas and across the whole of Texas and beyond contracted with the Department of Social Work and Sociology at

Angelo State University with more being added continuously to meet the needs of the students and the community.

The policies, regulations, procedures, and fees in the Field Education Handbook are subject to change without prior notice, if necessary, to keep the program in compliance with:

- The current *Angelo State University Undergraduate Catalog*;
- Accreditation standards for B.S.W. programs required by the Council on Social Work Education (CSWE);
- The rules and regulations of the Texas Tech University System Board of Regents;
- Applicable laws of the state of Texas; and/or
- The educational objectives of Angelo State University, the Archer College of Health and Human Services, the Department of Social Work and Sociology, or the B.S.W. program.

The program reserves the right to change curricula, rules, fees, admission prerequisites, and other requirements without notice. The provisions of this *B.S.W. Field Education Handbook* do not constitute a contract, express or implied, between any applicant, student, faculty member, or any other person, and Angelo State University.

## **Department Mission Statement**

The mission of the Department of Social Work and Sociology is to provide professional social work and social science education to a diverse student body for a global society.

## The Core Competencies of the B.S.W. Program

The core competencies (as taken directly from the Council on Social Work Education's 2022 Educational Policy and Accreditation Standards) of the Social Work Program at Angelo State University, Department of Social Work and Sociology include:

### **Competency 1: Demonstrate Ethical and Professional Behavior**

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

lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

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. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
3. use technology ethically and appropriately to facilitate practice outcomes; and
4. use supervision and consultation to guide professional judgment and behavior

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.



Social workers:

5. advocate for human rights at the individual, family, group, organizational, and community system levels; and
6. Engage in practices that advance human rights to promote social, economic, and environmental justice.

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological,

and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

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

8. 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**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to

a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

9. apply research findings to inform and improve practice, policy, and programs; and
10. 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**

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

11. 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

12. 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**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

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

14. 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**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

15. 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
16. 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**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand

theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

17. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
18. 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**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

19. select and use culturally responsive methods for evaluation of outcomes; and
20. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

## Field Education Program: Social Work's Signature Pedagogy

### Signature Pedagogy

According to the CSWE, field is the signature pedagogy of the social work profession. The CSWE EPAS (2022) states, “Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student



demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology" (CSWE, 2022, p. 20).

## **Purpose of the Field Education Program**

As the signature pedagogy of the social work profession outlined by CSWE (2022), the field education program applies the theoretical and conceptual foundations identified, defined, and discussed throughout the B.S.W. online and on-campus program's curriculum. These foundations are established in the theory-based and practice-based courses and internalized through student immersion in a real-world workplace environment during field placement. Theories and conceptual frameworks, (such as systems theory, person-in-environment and the ecological perspective, strengths perspective, and the generalist intervention model) are introduced in the on-campus and virtual classroom setting through a variety of methods, including class discussions, assigned readings, written papers, journal writing, and case studies. The B.S.W. curriculum at Angelo State University prepares generalist social work practitioners and uses the ecological perspective as the theoretical foundation of generalist practice.

Generalist social work practice includes the provision of social work services with individuals, couples, families, groups, organizations, and communities. Regardless of the area (e.g., child and family welfare, corrections, health/mental health, aging, etc.) or level of practice (i.e., micro, mezzo, or macro), social workers seek to promote social and economic justice and to improve functioning of individuals,

couples, families, groups, organizations, and communities. Social work practitioners support individual self-determination and respect the dignity and worth of all people regardless of their age, disability, color, race, ethnicity, family structure, gender, sexual orientation, culture, national origin, religious preference, and socioeconomic status. Social work practitioners advocate for those who have experienced various social problems that cut across cultural groups such as poverty; crime and victimization; oppression; discrimination; mental illness; substance abuse; chronic physical illness; physical, emotional, or sexual abuse; and neglect.

However, given the breadth of the social work profession, social work practitioners also work with those who may not have experienced such social problems. Regardless of population served, social workers recognize their legal and ethical responsibilities to clients and provide competent social work services. It is to this end that the B.S.W. program at Angelo State University strives to educate a future generation of social work practitioners.

## **Philosophy of the Field Education Program**

The Social Work Program at Angelo State University utilizes the ecological perspective as the theoretical foundation of generalist practice, which includes the provision of social work services with individuals, couples, families, groups, organizations, and communities. This perspective is reinforced through the knowledge, values, skills, and cognitive and affective processes content taught in the social work courses for both the online and on-campus programs.

One of the fundamental components to the B.S.W. program's theoretical foundation is the use of the Generalist Intervention Model (GIM) (Kirst-Ashman & Hull, Jr., 2018), a step-based generalist practice system that is designed to accommodate an eclectic knowledge base while maintaining utility with a diverse range of target system sizes. Thus, the GIM may be employed with all client system sizes (individuals, couples, families, groups, organizations, or communities). The steps of the GIM include the following: 1) engagement; 2) assessment; 3) planning; 4) implementation; 5) evaluation; 6) termination; and 7) follow-up. Students are encouraged to build upon the critical thinking skills gained during their undergraduate education and professional experience to apply this model regardless of the setting or context of practice.

Kirst-Ashman and Hull (2012) define the GIM as "a practice model providing step-by-step direction concerning how to undertake the planned change process, which is generally directed at addressing problems" (p. 32).

\*Kirst-Ashman, K. K., & Hull, G. H. (2012). *Understanding generalist practice* (6<sup>th</sup> Ed.). Belmont, CA: Brooks/Cole.

## **Goals of the Field Education Program**

The primary goal of field education is to provide students with opportunities to apply advanced generalist social work knowledge and develop advanced skills which reflect the profession's values and ethics with clients at all levels (micro, mezzo, and macro). The following are the goals of the field education B.S.W. program:

1. to help students apply social work knowledge, skills, values, and ethics to enhance the well-being of people through supervised generalist practice experiences;

2. to help students utilize social work knowledge, skills, values, and ethics in a supervised generalist practice experience in order to ameliorate the environmental conditions that negatively impact the client and the client's ecology;
3. to enable students to utilize appropriate research methodologies in order to evaluate the effectiveness of their own intervention, agency, and programs within ethical guidelines, and to use practice knowledge to inform research;
4. to enable students to work effectively with diverse client groups, especially populations vulnerable to discrimination and oppression;
5. to facilitate the professional socialization process by encouraging the demonstration of professional behavior and the application of social work values and ethics;
6. to help students assess, utilize, and employ their potential for advanced social work practice through encouragement and feedback from social work field instructors and faculty;
7. to help students develop self-awareness through the process of intervention at all levels (micro, mezzo, and macro) of practice;
8. to enable students to utilize professional oral and written communication skills appropriate to their field setting; and
9. to enable students to use professional supervision to enhance learning and practice skills.

## The Field Education Organizational Structure

The field education component of Angelo State University's Bachelor of Social Work program requires two semesters of Field Education (SWK 4371 Social Work Field Education I and SWK 4372 Social Work Field Education II), consisting of a total of 500 hours. Students must complete 250 hours during Field Education I and 250 hours during the Field Education II semester at the same agency, or at a different agency. The ability to allow students the freedom to choose a secondary placement is in place to expose the student to the breath of social work practice. Also, this flexibility is to allow the program to meet the needs of students and the community social and human service agencies that provide a field education opportunity for our students.

Additionally, students participate in Field Seminar, which is designed to assist the student in transitioning into their field placement, integrating classroom learning with the practice setting, developing their learning contract, and providing an opportunity to process weekly field education experiences. Students will submit assignments and regularly engage with faculty as part of this learning experience. This will also allow students an opportunity to express any success and any difficulties they have experienced at their Field Education placement.

## **Administration of the B.S.W. Field Education Program**

The Field Education Director has the overall responsibility for directing the B.S.W. Field Education Program. The Field Education Director is responsible for: the development, utilization, and evaluation of field placement agencies; screening and placement of potential field education students; development, implementation, and evaluation of field education policies, development of data bases and reporting systems; evaluation of the field education program activities; development and evaluation of field instructor training; monitoring students' progress in the field, and the coordination of faculty (Field Liaisons) which interface with various aspects of the field education program in collaboration with the B.S.W. Program Director. The Field Education Director will appoint Field Education Liaisons who will work directly with the students and the agency.

## **Specific Responsibilities of the Field Education Director**

The Social Work Field Education Director functions as a link between the university, the student, and the field agency. The Field Education Director monitors and evaluates students' progress and performance in conjunction with the Field Liaisons. The specific responsibilities of the Social Work Field Education Director include (but are not limited to):

1. providing support and training to Field Instructors/Task Supervisors and agencies in the effective use of supervision with field students, through an annual orientation before the Fall semester; one orientation will be recorded and saved on the department website for use by all field instructors;
2. participating in faculty meetings related to curriculum development; coordination, assessment, screening and review of field students; and other planning issues;
3. updating field education manuals, paperwork, evaluations, etc.;

4. communicating with the social work faculty (Field Liaisons) on students' progress in their field agencies, including any problems, issues, or concerns which need to be addressed by the field program;
5. developing and securing a collaborative relationship with community agencies so that social work students have settings for the field education experience; and
6. organizing a yearly field education fair where the field agencies and field education students can meet.

## **Specific Duties of the B.S.W. Field Education Liaison**

The Social Work Field Education Liaison (ASU faculty and distance contracted personnel) will work directly with the Social Work B.S.W. Field Director to ensure a quality learning experience for the field education student. The Field Education Liaison monitors and evaluates students' progress and performance in the field and assumes primary responsibility for assigning students' grades for the semester in all Field Seminar courses. The specific duties of the Social Work Field Education Liaison include (but are not limited to):

1. teaching and facilitating the Field Seminar and Practicum courses (ASU faculty) which processes the students' experiences in the field, integrating theoretical and conceptual information with the practice setting fostering the implementation of evidence-informed practice;
2. monitoring and evaluating the students through weekly assessments of students' work in the field (reflected in journals or written summaries and time sheets); the appropriateness of the students' field agency

descriptions and learning contracts; participating in face to face, collaborate, and/or telephone visits with agency field instructors and the students (at least twice per semester, and more if necessary); and overall review of the students' performance in the field as reflected in the verbal and written evaluation (midterm and final evaluation) processes; communication with the Field Education Director of any issues related to students and the agency where he or she may be placed for field education is essential.

## **Social Work Community Advisory Committee**

The Social Work Community Advisory Committee works in concert with the B.S.W. Social Work program in evaluating the policies and procedures for the field education experience as well as the overall Department of Social Work and Sociology. The committee also provides an additional link and a valuable resource between the Social Work Field Education B.S.W. Program and the community. Based on the members' expertise, it may also provide input into the development of new field education sites and the review of existing sites. The committee may also provide input on training needs or other appropriate issues related to field instruction.



## Agency-Based Field Education: Field Agencies and Field Education Instructors

**F**ield Education agencies provide students the opportunity to apply classroom knowledge to real problems of client systems of all sizes. Students, in turn, provide agencies the opportunity to bring new ideas and challenges to service delivery. To become affiliated with the Angelo State University Department of Social Work and Sociology, agencies must meet the following criteria:

1. the agency's philosophy of service should be compatible with the philosophy, values, and ethics of the social work profession; the primary purpose of the organization (or program) must be to address human needs;
2. services provided by the agency must be appropriate for undergraduate, generalist social work practice and there must be a sufficient caseload of clients (and work) for students to gain "hands on" experience;
3. supervision--there must be availability of appropriate supervision, namely at least one staff member who is licensed for social work practice in Texas and/or, has a BSW or MSW, to serve as the Field Instructor for the student. A staff member with a related degree or related role can serve as the Field Instructor with the Social Work Field Education Director or other Angelo State University social work faculty member providing supervision when necessity dictates;

4. agencies must support the field education process by providing release time for Field Instructors to carry out field instruction responsibilities and to attend field-related meetings;
5. agencies must provide students with adequate work space, office supplies, access to a telephone, transportation or travel reimbursement for travel required by the agency and information regarding transportation policies and liabilities, and access to client and agency records appropriate for the learning experience;
6. agencies should not engage in discriminatory practices in the hiring of personnel, the acceptance of students, or the provision of services to clientele regardless of race, color, national origin, gender, disability, age, religion, or sexual orientation; and
7. agencies must agree to participate in various processes of the field program, including field orientation, periodic field agency updates, interviews with prospective field students, and communication with the field faculty. Out of town agencies, will attend trainings through Blackboard Collaborative, email, phone calls, and updates and forms will be provided through email using InPlace field management

Contact regarding a student field education student may be initiated by the university or the agency. The affiliation process begins with communication between the agency and the Social Work Field Education Director to determine that the agency meets the above stated criteria. If the agency is appropriate as a field education site, an agency application form, a biographical data form for the field instructor(s), and a contract setting forth the agreement with the university are sent to the agency. The Social Work Field Education Director reviews the completed forms and upon approval of the agency as a field placement site, and Affiliation Agreement is signed by authorized representatives of both the agency and the university.

Because Angelo State University field education students come from such a widespread geographic base, the university is working to have contracts with a large number of field agencies in order to best meet the needs of the social work field education students. Depending upon the number of students in field education and their geographic preferences, some agencies may not have students placed with them every semester. However, all active field agencies will receive an Agency Profile Form to be updated every two years in order to provide the Social Work Field Education Director with current information.

## Responsibilities of Field Agencies

As an approved field agency, affiliates are committed to the educational process of the social work students. Through agency experiences and supervision, students have the opportunity to learn and become socialized into the profession. Agencies are expected to provide designated field instructors and other resources stated in the criteria for agency selection. Field agencies are asked to work cooperatively with the Social Work Department (and the Social Work Field Education Director and Liaisons) in creative problem-solving and efforts to enhance the learning experience for field students. As an approved affiliate with the ASU Social Work Department, agencies agree to:

1. Participate in the pre-placement process, which includes participating in the yearly field education fair, completing an interview with the prospective field student and providing an assessment of the appropriateness of a respective student for that agency;
2. provide opportunities for students to participate in agency programs and activities which will enhance the students' learning experience;
3. appoint appropriate personnel to serve as field instructors and provide the necessary agency support for field instructors to provide necessary supervision and attend field orientation and training provided by the University as well as participate in all other field-related functions (supervision, evaluation, conferences, etc.);
4. provide students the use of facilities necessary to successfully complete required field assignments, including office space, office supplies, access to a telephone, and access to client and agency records appropriate to the learning experience;
5. inform the Field Director and/or Liaisons as soon as possible regarding staff or organizational changes which affect the field placement; and
6. work in partnership with the Field Faculty (Field Education Director and Liaisons) to maximize the field education of social work students.

## Selection of Field Education Instructors

The Field instructor plays one of the most critical roles in the educational process of the field practicum. In order to be approved by the University as a Field Instructor, an agency employee should meet the criteria listed below. Exceptions to any of the following criteria must be granted by the Social Work Field Education Director.

1. BSW or MSW degree from an accredited Social Work Department;
2. current social work license from the state of Texas (LBSW or LMSW);
3. at least two year's post BSW or post MSW work experience in a social service agency, including at least six months of employment at the field agency;
4. ability to supervise and instruct undergraduate social work students;
5. acceptance of the generalist social work model and the educational philosophy of ASU's Social Work Department;
6. commitment to work cooperatively with Field Education Director, Field Liaisons, and the field education program; and
7. demonstrates professional social work values, knowledge, skills, and behaviors in relation to clients, agency co-workers, and with social work field education students.

There may be unique situations when agencies do not have a B.S.W. or M.S.W. available to directly provide field supervision, but they do have qualified professionals with the interest, expertise, and ability to provide supervision of social work tasks. Such individuals will be identified as "Task Supervisors," and will be eligible to provide direct oversight of the daily educational activities of the field student. Task Supervisors must be approved by the program's Field Education Director based upon their educational background, values and ethics compatible with the social work profession, supervisory ability, and understanding of social work education and practice principles, and work experience. Students working under a Task Supervisor will be provided with social work supervision through an assigned B.S.W. Field Instructor from another program within the assigned agency, another agency, or from the ASU Social Work Faculty. Assigned University Field Instructors to Task Supervisors will meet at least once a month with each Task Supervisor; and document this with a progress note in the student's Field

Education file. The Task Supervisor and assigned Field Education Instructor will work collaboratively in designing student assignments, guiding student activities, and evaluating student performance.

## **Responsibilities of Field Education Instructors**

Field Instructors engage in the dual role of agency practitioner and social work educator. Since the primary goal of field instruction is social work education rather than agency service, the teaching role of the Field Instructor is critical. Conversely, the primary task of the field student is that of learning rather than serving.

**The specific responsibilities and duties of the Field Instructor include:**

1. **Pre-placement interviews and assessment of prospective students.** Field Instructors are asked to meet with a prospective student to discuss what a field placement at their agency would entail and to assess the student's appropriateness for that setting. Field Instructors are expected to complete a post-interview evaluation form, which provides feedback for placement decisions.
2. **Orientation of field education students.** Field Instructors are responsible for orienting the assigned field student to their agency. For example, students need to learn about the agency's mission, policies and procedures, expectations regarding work rules, dress codes, and supervision. The most effective form of orientation is participatory; therefore, rather than relying on manuals to orient the student, Field Instructors are encouraged to discuss relevant policies and allow the student to observe first-hand the way in which business is conducted by the agency.
3. **Establishing a learning contract and job description.** Field Instructors are expected to work with the assigned field student in the development of a learning contract and job description for their field education placement. Input from the Field Instructor is critical to the identification of realistic and appropriate expectations for the placement. Ongoing communication with the student about roles, responsibilities, duties, and accountability during the field placement can be facilitated by these instruments.
4. **Supervision of field education student.** Field Instructors shall provide at least one hour per week of direct supervision. While most field instructors spend much more time than this each week working directly with students, there is a need for a designated time strictly set-aside for

discussing and processing the student's learning needs, identifying strengths and areas for work, updating learning goals, and giving feedback on the student's performance.

5. **Serve as a professional role model.** Field Instructors should reflect and model professional social work values, skills, and behavior. Students are keenly aware of how their field instructor interacts with clients, co-workers, and other community contacts. Field Instructors should be open to discussing questions the students may have regarding different communication styles and contexts, agency politics, and balancing "real life" dynamics compared to text-book ideals.
6. **Provide appropriate learning experiences:** Field Instructors should structure the students' learning experience in such a way that students are exposed to a wide range and variety of opportunities, including but not limited to direct client contact, agency staffing and staff meetings, board meetings, community meetings, and court hearings. Students should be increasingly challenged in their role and involvement as the semester progresses, beginning with observational roles and working towards direct responsibility for specific experiences intake, intervention, and group facilitation. In addition, the Field Instructor is responsible for coordinating the student's involvement with other agency staff that function in various roles.
7. **Evaluation of the student:** Field Instructors should provide the students with ongoing feedback regarding his or her work and progress. The evaluation process includes completion of the evaluation form at mid-semester and the end of the semester. The Field Instructor is responsible for completing the form and discussing it with the student in conjunction with the Social Work Field Education Director's field visits during the semester. The field instructor may elect to have the student complete a self-evaluation as well in order to compare perceptions. Regardless of the format chosen, the Field Instructor should regard the evaluation as an integral part of the field instruction process and critical component to the student's learning experience.
8. **Participation in the field education experience:** Field instructors are expected to attend field education orientations provided at the beginning of each semester. In addition, input and participation from field instructors is appreciated in order to continue to upgrade and enhance the field education experience, the curriculum and the entire Social Work Department.

- 9. Communication with social work field education director:** Field Instructors should contact the social work field education director as soon as possible should problems arise in the field setting. In addition, field instructors are asked to communicate with the Social Work Field Education Director regarding any agency changes, which may impact the placement.

While there is no monetary compensation for serving as a Field Instructor for the university, Field Instructors do receive 5 Continuing Education Units (CEUs) for social work licensing requirements for each semester they supervise an intern, with a maximum of 10 CEUs per calendar year for field supervision.

## **Expectations for the Social Work Field Education as a Learning Experience**

The field education experience is the highlight of the student's social work education and is considered the "signature pedagogy" in social work education by the CSWE (CSWE, 2022). The university is dependent upon community agencies to carry out this component of the learning process. Because social work is a practice-based profession, the student learns by doing, not from being told how to do it. By working under the supervision and instruction of a competent professional social worker (or other qualified professional), students can initially observe the skills and processes and then begin to demonstrate their own ability to provide social work services.

The field education experience will provide opportunities for students to integrate classroom learning and skill development through closely supervised social work practice in a variety of situations. Rather than teaching a specialized approach to working with a given population, emphasis should be on generalist practice implemented in a specific setting. Therefore, students are able to translate the knowledge and abilities gained in one agency to any other setting.

Field education will allow the student to engage in both short-term and long-term client contact, a range of client situations, varied practice approaches, and diverse agency activities. While there are many societal changes that are influencing the service delivery system (such as managed care systems, increased specialization, professional liability, accreditation standards, etc.), the field education experience continues to offer a somewhat insulated experience where the emphasis and

priority should be on maximizing the student's learning opportunities. Field Instructors need to become increasingly creative and flexible in structuring the placement for their assigned student in order to ensure the student is able to receive the fullest range of experiences – perhaps even allowing the student to become involved with other agencies or programs in order to fulfill this need.

As stated previously, the field education is a mechanism for students to become socialized to the profession. Field education students can indeed be a wonderful resource to community agencies and bring a wealth of energy, enthusiasm, and commitment with them to the field education experience. However, the primary focus should always be on the field education student's learning.



## Teaching Methods Used in the Social Work Field Education

Because Field Instructors are typically agency practitioners, each may have an approach to field instruction based on their individual educational background and experience. Field Instructors should be sensitive to the diversity of learning styles and characteristics of field students and should utilize the most appropriate approach for the particular student. The following methods are listed as suggested tools for field instructors to utilize to meet the educational needs of their field students.

1. Assign, evaluate, and discuss process recordings.
2. Review and discuss case documentation.
3. Allow field education student to observe the field instructor's client interaction and discuss such interactions.
4. Directly observe the field education students' client interactions and discuss such interactions.
5. Videotape client interactions (individual, couple, family, group, and so forth).
6. Conduct role plays with the field education student.
7. Allow the field education student to observe and participate in agency staff meetings.
8. Ask the field education student to visit other agencies to gather information.
9. Arrange for the field education student to participate in various staff roles (receptionist, intake worker, therapist, direct-care staff, administration, etc.).
10. Assign films, readings, and/or other assignments and discuss their relevance with the field education student.
11. Allow field education students to participate in the orientation/training process normally provided to full-time staff.
12. Research and help with writing grants for the agency.
13. Research current policies related to the agency and its services and have the field student engage in policy advocacy.
14. Have students prepare educational presentations about the agency or social justice issues related to clientele of the agency.

The above are just a few suggested teaching methods. Field Instructors should feel free to utilize other approaches which are effective for them.

# 6

## **The Social Work Field Education: Integrating Theory with Practice**

### **Requirements for Student Admission to the Field Education**

Students entering the field education program must be fully admitted to the Social Work Department and have completed all prerequisites with a grade of “C” or higher in all social work classes and pre-major classes. They must have a GPA of 2.5 in the major and a 2.0 overall, and must have completed the application process for the field education experience. Field Education are required to obtain malpractice insurance (1m/3m policy coverage) and have reliable transportation. All social work field education students must purchase their own malpractice insurance and provide evidence of such to the social work field education director prior to beginning their field education experience. The Field Education student understands that if they do not purchase malpractice insurance they will not be allowed to meet with any clients or complete their field education.

Students who have successfully completed their university required core education requirements and prerequisite social work courses must attend a field education orientation during the Spring semester and then again in the beginning of the Fall semester and must submit an application for field education by the designated deadline.

## Summary of Procedures for Student Placement into a Field Education Placement

The following steps describe the sequence of events for placement in field education:

1. eligible students attend an orientation for field education;
2. prospective field students attend a field mixer with current field students to allow an opportunity to receive feedback from students currently placed in various field education settings;
3. students complete and submit (through InPlace) a field education application, by the specified deadline;
4. students will attend a field education fair, where they will meet the field instructors;
5. social work Field Education Director reviews the applications for eligibility and completeness;
6. the social work Field Education Director determines tentative field placements for all students who are approved for placement and notifies students and agencies in writing;
7. students schedule and complete interviews with assigned agencies;
8. students and field instructors submit interview evaluations to the social work field education director;
9. the social work field education director confirms and finalizes assigned placements and notifies students and field education agencies;
10. alternative placements are made at the request of students or field instructors following the initial interview if necessary; and
11. prior to the beginning of field education, an orientation is provided to all field instructors, then two subsequent meetings are held for the field instructors during the Spring semester.

Monitoring of students during the field education experience will be conducted by the Field Education Liaison. The Field Education Liaison will observe and monitor the students during the one hour a week seminar time scheduled for Field Education I and Field Education II. This also allows for the Field Education Liaison to reinforce the social work values and ethics, when there is not a social worker (BSW, MSW, LBSW, LMSW and/or LCSW) employed at an agency.

## Sequence of the Field Education Experience

The following describes a general overview of experiences, which are appropriate for most field education students:

**Orientation of agency.** As specified under responsibilities of the Field Agency and Field Instructor, students should receive adequate orientation to the agency and its services. This phase should include tours of the facility, introductions to staff, overview of the agency (particularly for large agencies with multiple programs), overview of the relevant agency procedures and services to clients, and specific expectations of the agency (such as parking, dress code, work schedules, etc.). This information is best transmitted in a personal or interactional process rather than simply reading agency policy and procedure manuals.

**Orientation/Observation of client services.** By the third week of field, students should be involved in opportunities with client systems. This may include sitting in on intakes, conduct intakes directly, observe agency staff as they conduct social assessments or social histories, observing group sessions, sitting in on staffing or treatment team meetings, etc. As the student completes the orientation phase, they should have developed a good understanding of the agency's procedures for working with clients, documentation, and the organizational structure.

**Provision of services to clients.** Because undergraduate students are being prepared for generalist practice, there should be opportunities for extensive client systems contact, a range of client situations, varied practice approaches, and diverse agency activities/assignments. It is expected that the placement should include the following: working one-on-one with clients and/or client systems to assess their needs and determine resources to meet these needs; working with people in families and groups; participation in staffing; documentation or a case records; research, assessment, or intervention within an agency setting and community or committee work. Field Education students should be given as much direct responsibility as they are capable of and comfortable with.

**Conclusion of placement.** Field Education students should address the conclusion of their placement with clients, staff, co-workers, and the field instructor. The termination process should include evaluation of clients' progress and accomplishments, providing for follow-up or aftercare, summarizing and evaluating their own leaning and performance, and addressing feelings regarding termination. Because the end of the semester typically comes "so quickly," this phase is often overlooked as a part of the field education process. Attention to

this time should be given by both the field education student and the field instructor.

## **General Expectations, Responsibilities, and Requirements for the Field Education**

Field Education students are expected to assume responsibility for their own learning, for self-evaluation, communication with co-workers and supervisors, providing critical feedback regarding the field placement, completing the required hours, adhering to their job description, and fulfilling their learning contract. Part of the learning experience which takes place during field education is experiencing the frustration which may occur when working in an organization structure, working with different personalities, or working under a supervisor (the Field Instructor) who may not be what the student thinks he or she should be; therefore, students are expected to demonstrate maturity and utilize good communication and problem-solving skills when encountering challenges in the placement. *The most difficult situations do not usually involve clients; they involve agency staff.* Consequently, learning to effectively operate within an agency is an important part of the field education experience.

Field Education students are expected to abide by the *NASW Code of Ethics*; ASU BSW Field Education Roles and Responsibilities; the ASU BSW Field Education Handbook; the Texas Behavioral Health Executive Council (BHEC) Code of Conduct; the TSBSWE Scope of Practice; required reporting for abuse, neglect, or exploitation for children, the elderly, and persons with disabilities; appropriate duty to protect practices; all federal, state, and local policies governing privacy and confidentiality, especially the Health Insurance Portability and Accountability Act (HIPAA); and all other applicable federal, state, and local policies pertaining to social work and their particular agency.

**Hours and Supervision.** Social Work Field Education I consists of 250 hours. This averages out to 16 hours per week. Social Work Field Education II consists of 250 hours, which averages out to 16 hours per week. Both placements may or may not be completed at the same agency. Field Education students are required to record completed hours in InPlace, which must be approved by the student's Field Instructor and Field Liaison. Field Education students can work out a schedule of days and times they will be in field at the agency, with the approval of the field instructor. However, students are not to work less than four-hour segments and should work during regular agency office hours when their field instructors or other staff is available. The field education student should generally work during the same schedule or shift as the field instructor and/or task supervisor; therefore, if a Field Instructor typically works weekdays, 8:00 am to 5:00 pm, then the field

education student should not regularly work evenings or weekends if there are no alternative social workers on duty during these times. Field Education students should not complete their field education hours any earlier than one week prior to the end of the semester. If a student does complete their hours one week before the end of the semester, he or she is expected to continue to attend required minimum hours at the agency for the allotted time-period. **Supervision:** Students should obtain one hour of supervision per week, which should be reflected in your logbook entries. If the student does not obtain supervision for any given week then the hours for that week do not count towards their total hours. Students need to speak to their field instructors and explain that if the field instructor will be out of the office on vacation/sick/family leave then a replacement supervisor must be left in charge of the student to conduct supervision, attend to field tasks and questions, and to sign required documents.

**Learning plans.** All field education students are expected to develop learning as a part of their Field Education. This assignment is to be done by the field education student with input from the field instructor. The learning contract should reflect mutually-agreed upon learning goals for the semester. The job description should realistically reflect the duties and responsibilities of the field education student at the agency. The learning plan will be utilized as a part of the evaluation process.

**Logbooks.** Students are expected to maintain documentation regarding their weekly field experiences and supervision. The student is responsible for completing logbooks in a timely manner, and logbooks submitted more than two weeks after the completion of logged hours will not be accepted. Logbooks must include documented supervision with the field instructor totaling 60 minutes each week for hours for the corresponding week to be approved.

## Field Education Evaluation Process

**By Field Education Student.** The field education student is expected to assume responsibility for evaluation as a part of his or her professional development and growth. The three tools, which are utilized to guide the student in developing evaluation skills, include: the learning contract, the performance evaluation of the student, and the evaluation of the field agency. The learning contract allows the student to establish measurable goals and use this format to facilitate supervisory conferences and self-evaluation. The student completes a self-evaluation by completing the same mid-term and final evaluation form as the Field Instructor. This is not a process, which is “done to” the student, but is done with the student. The student should critically assess his or her performance and discuss self-

perceptions along with those expressed by the Field Instructor. The field education student is also asked to complete an evaluation of the Field Agency and Instructor at the end of the semester. This provides feed back to the Social Work Department and the Field Agency regarding the field site and allows the student to have input into improving the quality of future placements at this agency.

**By Field Instructor.** Field Instructors are encouraged to regard the evaluation forms and process as a tool for supervision as well as a measurement of progress. The Field Instructor and student should complete the field evaluation form at mid-semester and at the end of the semester. Many Field Instructors find it helpful to complete the evaluation with the student or by asking the student to rate themselves and compare it with the Field Instructor's rating. Attention should also be given to evaluating how well the field education student has performed according to his or her job description and the learning contract. The evaluation form consists of measurements that address the CSWE's 9 core competencies and practice behaviors.

The Social Work Field Education Liaisons will physically visit and/or do a phone or virtual conference on each student at his or her agency at least twice during the semester, usually at the mid-term and final evaluation. This will provide an opportunity for the Field Education Liaison to meet with the Field Instructor and student, to address particular concerns, problems, and issues which need to be addressed.

Field Instructors are asked to use the evaluation form to rate students on their performance as objectively as possible. Often, field instructors who have a good relationship with the student are reluctant to give critical feedback or to give anything but the highest of ratings. However, it is essential that even students who perform exceptionally well in the field are challenged to grow in new areas. While final grades are calculated incorporating evaluation scores as outlined in the course syllabus, Field Liaisons (faculty) are ultimately responsible for determining final grades.

**By the Social Work Field Education Liaison.** The social work field education liaison is continually assessing and evaluating students based on information from the students' written summaries and/or process recordings, assignments, participation in field seminar, and feedback from field instructors. The social work field education liaison is responsible for determining the final grade for the Fall and Spring semester's based on performance both in the field and in the classroom.

However, the assigned grade is not as significant as the learning and growth, which takes place for the student during the field education.



## General Field Education Policies

### Completion of Hours and Attendance

Field Education students are expected to complete a total of 500 hours to satisfy the requirements for both Social Work Field Education I and II. This is about 16 hours per week on average during both field placements. Specific work schedules are to be worked out between the field education student and the Field Instructor. If the agency requires training or in-service hours, up to 20 hours may be counted towards the field education hours with prior approval from the Field Education Director. If training occurs before the semester begins, permission from the Social Work Field Education Director should be granted in advance. Travel time to and from the field agency may not be counted towards the students' field hours, but travel which is incurred during the placement is appropriate to be included such as home visits, travel to other offices of agencies, and so forth.

Field Education students are responsible for accurately documenting their hours, with signed verification on a time sheet from their Field Instructor. Field Education students are expected to demonstrate professional work habits, such as being punctual and regular in work attendance. In the event that a field education student must be late or absent from their regularly scheduled field hours, he or she should call their Field Instructor. Excessive tardiness or absences are considered a serious problem and may necessitate a conference with the Social Work Field Education Liaisons, Field Instructor, and Field Education Director.

If field education students must miss their regular field placements hours, they may schedule make-up time with the approval of their Field Instructor. If a student gets seriously behind on their hours due to circumstances beyond their control (illness, personal emergency, death in the family, etc.), they should discuss this with the Social Work Field Education Liaisons and Field Director in order to develop an outcome that is in the best interest of the agency, university, and student. Field Education students may not, typically, receive an incomplete for a

field education course. If the required hours or assignments are not completed by the end of the semester, students will receive an “F” and be expected to repeat the field education experience (usually at another agency). Exceptions to this policy are made for only the most extenuating circumstances and must be approved by the Field Education Director. If a student is not satisfied with the action taken by the Field Education Director, the student may appeal the decision to the B.S.W. Program Director.

## **Change of Field Education Placement**

The Social Work Field Education Liaisons and Field Director should be contacted if problems arise in the placement. Most concerns can be resolved through a conference with the Social Work Field Education Liaisons, student and Field Instructor. If the problem is not resolved then the Field Education Director may be called to a meeting with all the necessary parties. Changes in the field placement are only made when agency changes dictate the termination of the placement (programs closing, field instructors leaving the agency, etc.) or when problems between the student and the placement are determined to be irreconcilable by the Social Work Field Education Director. If circumstances necessitate a change in placement, the Social Work Field Education Director should be contacted as soon as possible to make alternative arrangements for the field education student’s placement. Hours may be transferred for the initial placement to the new placement, with the approval of the Social Work Field Education Director.

## **Removal of Field Education Student from a Field Education Placement**

A field education student may be removed from the field education agency at any time by request from the Field Instructor and/or agency for unprofessional conduct or for significant lack of progress in achieving field learning objectives. If a student’s performance is deemed unsatisfactory, the Field Instructor should contact the Social Work Field Education Liaisons immediately. This contact is needed in order that a conference can be arranged between the student, the Social Work Field Education Liaison, and Field Instructor. The Social Work Field Education Director will be called in when all parties feel that the relationship may not be remedied.

The Field Education Liaisons and Field Director also may remove a field education student from the field for unprofessional conduct or lack of progress or participation. The grounds for removal for of a student from field may include, but are not limited to failure to abide by: the *NASW Code of Ethics*; ASU BSW Field Education Roles and Responsibilities; the ASU BSW Field Education Manual/Handbook; the Behavioral Health Executive Council (BHEC) Code of Conduct; the TSBSWE Scope of Practice; required reporting for abuse, neglect, or exploitation for children, the elderly, and persons with disabilities; appropriate duty to protect practices; all federal, state, and local policies governing privacy and confidentiality, especially the Health Insurance Portability and Accountability Act (HIPAA); and all other applicable federal, state, and local policies pertaining to social work and their particular agency.

Other reasons why a field education student may be removed from their field placement include but are not limited to: attempts to harm oneself or someone else; repeated tardiness or absences at the agency; repeated changes in scheduled field hours without approval; and/or other behavior that is incompatible with accepted professional conduct. The final decision to remove a student from their field placement will be made, after consultation with the social work faculty, by the Social Work Field Education Director, with required documentation from the Field Instructor or agency, and may be based on objective and/or subjective professional judgment. If a student is removed from a placement for the reasons stated above the student is advised to drop the course (if applicable) or the student will receive a failing grade for the course. Exceptions will only be considered in exceptional cases at the discretion of the B.S.W. Field Director and B.S.W. Program Director. If the student is not satisfied with the decision of the Social Work Field Education Director, the student may appeal the decision to the Social Work Department Chair

## **Supervision of Field Education Student Activities and Work**

Field Education students shall not be left alone in the agency or in any field-related setting without professional staff supervision. Leaving students alone or in charge is not an appropriate situation for students. Field Education students, no matter how competent or skilled do not yet have the required credentials for assuming

staff responsibilities. It is also inappropriate for students to make home visits alone without their supervisor or other staff.

## **Monitoring of Students in Field Education Placement**

Monitoring of students during the field program will be conducted by the faculty Field Liaison and on-site Field Instructor. Field Liaisons make observations and monitor the students during the one hour a week class time scheduled for Social Work Field Seminar I and II (SWK 4371 and SWK 4372). During the weekly one-hour seminar, the Field Liaison reinforces social work knowledge, values/ethics, and skills that are being learned and emphasized by the Field Instructor. Students' performance is also being monitored through the weekly class discussions and written assignments. All Field Instructors are informed through the orientation process about the ability to contact faculty Field Liaisons and the B.S.W. Field Director at any time throughout the semester should emergent and/or unique situations arise. Field Liaisons contact Field Instructors by phone, collaborate on blackboard, or in-person at least three times during the semester: once at the beginning of the semester to discuss any logistical or important matters about the upcoming semester; once at the midterm period of the semester to discuss the student's midterm evaluation; and once at the end of the semester to discuss the student's final evaluation and any concluding semester issues.

## **Safety Issues/Emergencies/Sentinel Events**

The orientation sessions held at the beginning of each new field education period are an opportunity to discuss the importance of student safety at any field placement location with online and on-campus cohorts. Students and Field Instructors are required to attend field orientation in order to be given the procedures for safety and contact information of Field Liaison and Field Director.

Students and Field Instructors are informed to contact Field Liaisons and/or the Field Director in specific situations where safety is expected to be, known to be, or experienced as an unsafe situation (e.g., an unexpected violent client outburst or sexual harassment by an agency employee). Students and Field Instructors are also notified to review agency-specific or location-specific rules and policies regarding safety in the workplace and safety issues related to job-performance during their first days of field. Students will discuss safety procedures of their respected agencies during their first scheduled field seminar class and review the NASW Guidelines for Social Work Safety in the Workplace (available via the NASW website).

Field education agencies, instructors, and students should be aware of safety issues related to the activities of the field education student. Field Education students should be thoroughly oriented to the agency's policies and procedures to ensure their health and safety during their field education experience. In any cases of an emergent nature, students will contact the Field Liaisons and/or B.S.W. Field Director and the Field Instructor immediately. Students will be provided with consultation and support until the safety concerns are alleviated or the student will be provided with an alternative field placement for their safety.

## **Malpractice/Liability Insurance**

Field Education students have to obtain coverage for malpractice liability insurance purchased through an independent company, such as NASW Assurance company or other such company. The field education student must provide proof to the Field Education Director of such malpractice insurance, at the 1 million/3 million level, coverage prior to beginning their field education experience. If the student does not provide this information the student will not be allowed to start their field education hours.

## **The Provision of Credit for Life Experience, Work Experience, and Prior Field Education**

Field Education students will not be given any academic credit, including credit towards the field education experience, for prior work or life experience, as stipulated by the CSWE.

### **Field Education at Place of Employment**

In accordance with CSWE guidelines, BSW Field Students may be approved to complete their field hours at their places of employment under conditions outlined below and with approval from the Field Director. Approval will be considered when the agency and the student's role within the agency provides opportunities for the student to practice the competencies and practice behaviors outlined by CSWE. To obtain approval to complete field hours at a place of employment, the student must:

1. Submit a written request to the Field Director, including a description of the agency and an official job description for the student's position in the agency.
2. Meet with the Field Director to discuss.
3. Sign a form provided by the Field Director stating that the student understands risks associated with completing field hours at a place of employment.

### **Night and Weekend Placements**

Most traditional social service agencies do not have qualified supervisory staff available during non-traditional hours. While the social work faculty is sensitive to students' scheduling needs, students should be aware that no evening or weekend hours will be approved that compromise the programs' educational objectives or the quality of the student's field education experience. If an agency provides adequate and appropriate supervision during non-traditional hours, a student may schedule up to eight hours with approval from the Field Director, Field Liaison, and Field Instructor.

## Travel and Mileage Reimbursement

It is the Field Education student's responsibility to secure reliable transportation to and from the field education. It is also their responsibility to provide their own automobile liability insurance coverage for agency-related travel. All students should remember that their liability insurance covers them not clients. **Students are not to give rides to clients in personal vehicles.** Reimbursement for agency-related expenses, such as travel compensation should be the responsibility of the agency and should be congruent with the agency reimbursement policies and rates for regular staff. The agency policies and procedures for the travel compensation should be discussed with field education students as a part of their orientation. It is the responsibility of the field instructor and agency to verify that the student's vehicle insurance coverage is adequate for the job required before allowing the student to engage in agency activities involving transportation.

## Holidays

Field Education students are entitled to observe holidays as designated by the university and their field education agency. However, if a field education student's regularly scheduled hours occur on a holiday, they are still responsible for completing those hours on another day. Field Education students should communicate the university's holiday schedule to their field instructor and make plans accordingly.

## Sick Days

If a Field Education student is unable to attend field education due to personal illness or the illness of a dependent family member, they should contact their field instructor and assume responsibility for rescheduling any appointments or work requirements. The field education student shall make up any missed hours at a time agreed upon by the field student and field instructor. If the field education student's absences exceed 24 hours or three full field days, the student should notify the Social Work Field Education Liaisons and/or Director and propose a plan to remediate the time missed.

## **Conflicts of Interest**

Field Education students, Field Instructors, Field agencies, and Social Work Faculty should all be aware of potential conflicts of interests. Field Education students and Field Instructors, particularly, should make known to the Social Work Field Education Liaisons and/or B.S.W. Field Director any potential conflicts of interest. Field Education students shall not be placed at agencies where relatives or family members are employed or serve on the board of directors without the approval of the Social Work Field Education Director.

## **Requests for Documentation**

The social Field Education Director and/or field agencies may request that field students applying for field education placements or participating in the field education experience provide documentation regarding their physical health, mental health, drug use, alcohol use, and/or provide information for a criminal background check. Such information may be requested if required by the agency or when it is deemed necessary to ensure the wellbeing of the social work student and/or clients in the field. Decisions related to the information obtained will be made on an individual basis.

## **Accommodation for Field Education Students with Disabilities**

Angelo State University is committed to the principle that no qualified person shall, on the basis of disability, be excluded from the participation in or be denied the benefits of the services, programs, or activities of the university, as required by the *Americans with Disability Act of 1990*. However, Angelo State University does not waive the published degree requirements for students. To the extent practical, the faculty and administration will make reasonable accommodations to assist qualified individuals with disabilities meet their degree requirements, consistent with the applicable provisions of Texas statutes. The Social Work Department will work with students and other support services to enable a student to work towards a successful field education experience. It is recognized that students may choose not to disclose a disability. In such cases, the student shall not receive special accommodation in class or for field work if the disability is to known to the university or its faculty.



## **Nondiscrimination Policy**

The Social Work Department at Angelo State University is committed to a policy of nondiscrimination. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by Angelo State University, on any basis prohibited by applicable law, including, but not limited to, race, color, national origin, religion, sex, and/or disability.

## **Grievance Procedures**

The Social Work Department's *B.S.W. Student Handbook* details students' rights and explains complaint and grievance procedures. Social work students have the right to appeal course grades and adverse decisions relating to the Social Work Field Education Program according to the appeal process outlined in the Social Work Department's *Student Handbook*.

## **B.S.W. Field Education Faculty**

Thomas Starkey, Ph.D., M.S.W., LCSW  
*Department of Social Work and Sociology Chairperson and Professor*

Taten Albright, D.S.W., M.S.W., LCSW  
*Bachelor of Social Work Program Director and Associate Professor*

Jaci Wright, M.S.W., LCSW  
*Field Education Director and Clinical Instructor*

Andrew Rivera, M.S.W., LMSW  
*Clinical Instructor*