

*Department of Social Work*

*Policies and Procedures*

*for*

*Field Practicum*

*Weber State University*

## **Introduction**

This manual was developed to codify the policies and guidelines that direct student learning experiences in the field placement agency. It reflects our awareness of the investment of executives, field instructors, and other agency personnel in social work education, and our appreciation for their contributions to the professional development of students. We recognize that social work education does not flourish without close collaboration between the university and the social work practice community.

The objectives of Weber State University's Social Work Program are consistent with the ethics and values of social work and are designed to provide high quality educational preparation for entry into beginning generalist social work practice with individuals, families, groups, communities and organizations. The purpose of social work, as outlined by the Council on Social Work Education, is discussed in the following section.

## **The Purpose of Social Work**

The profession of social work is committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The social work profession received its sanction from public and private auspices and is the primary profession in the provision of social services. Within its general scope of concern, professional social work is practiced in a wide variety of settings and has four related purposes:

1. The promotion, restoration, maintenance, and enhancement of the social functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources.
2. The planning, formulation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities.
3. The pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action, to empower groups at risk and to promote social and economic justice.
4. The development and testing of professional knowledge and skills related to these purposes.

## **Mission-Objectives Statement**

### **Mission of Weber State University**

The mission of Weber State University is to provide learning opportunities appropriate to a comprehensive institution of higher education, welcoming participants from all region, nation, and cultures. The mission of the university is to meet the educational needs of Utah through roles assigned by the State Board of Regents in the liberal arts and sciences and a variety of vocations and professions. Primarily committed to quality undergraduate education, the university offers programs, which include advanced professional preparation. The Unique Mission of Weber State University gives focus and direction to the social work program. From this mission, flow the goals of the program that translate into nineteen educational outcomes. The mission of Weber State University is as follows:

1. Prepare students for immediate employment or further study.
2. Equip them through liberal education for lifelong learning in a changing world.
3. Cultivate opportunities for faculty and students to transcend disciplinary boundaries.
4. Teach through innovative and conventional instruction.
5. Engage in scholarship, research, artistic expression, and other professional pursuits
6. Serve as cultural center to meet the needs of diverse students
7. Engage in learning oriented partnership with the community.

### **Mission of the Social Work Program** **Weber State University**

The mission of the Social Work program at Weber State University is to prepare undergraduate students beginning generalist social work practice. Within this focus, the principle mission of the program is to prepare undergraduate students for social work practice with diverse people and systems in a wide variety of setting and contexts. Specifically, emphasis is placed upon the development of skills, ethics, and knowledge required of bachelor-level practitioners rather than preparation for graduate study. This mission, preparation for ethical generalist social work practice with diverse people and systems in a wide variety of settings and contexts, is built upon an underlying value of service to individuals, families, groups, communities, organizations, and institutions. Graduates of the social work program are charged with a commitment toward the future development of human well-being and to the alleviation of poverty and oppression.

### **Goals of the Social Work Program**

The mission of Weber State University sets the philosophical framework for all academic programs, especially those within the College of Social and Behavioral Sciences. The mission, goals and objectives of our program are directly linked to those of the university. They include:

1. An understanding of and appreciation for the uniqueness of the individual in quest to accomplish life tasks.
2. Respect and appreciation for human diversity.
3. An understanding of the complex network of systems that impact and are impacted by individual, families, groups, and organizations.
4. The capacity for a commitment to the implementation and delivery of social services that are designed to enhance the individual, families, groups, and the community functioning.

### **Objectives of the Social Work Program**

1. To prepare students for generalist entry-level social work practice.
2. To expose students to a curriculum that integrates general, liberal arts, and professional knowledge with the ability to empower human systems.
3. To graduate students who are committed to the values and ethical standards of the social work profession.
4. To graduate students who are committed to the promotion of social and economic justice and to serve diverse, oppressed, and special population-at-risk groups.
5. To graduate students who are committed to the values and ethical standards of the social work profession.
6. To prepare students for graduate social work education.
7. To prepare students to take the Social Service Licensing Examination.
8. To provide continuing educational opportunities for the baccalaureate and para-professional social work practitioners.

## **Educational Outcomes of the Social Work Program**

The nineteen outcomes for our graduates originate in the mission of the university, the mission and goals of the social work program and the social work profession. Within these educational learning objectives, are infused the twelve outcomes that are required by all baccalaureate programs as identified by the council on Social Work Education.

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research finding to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

## Relationship of Program Goals to Educational Learning Objectives

<b><i>MISSION OF THE SOCIAL WORK PROGRAM</i></b>	<b><i>EDUCATIONAL OUTCOMES OF THE SOCIAL WORK PROGRAM</i></b>
1. To prepare students for generalist entry-level social work practice	<u>Objectives:</u> 1-2-3-4-5-6-7-8-9-10-11-12
2. To expose students to a curriculum that integrates general, liberal arts, and professional knowledge with the ability to empower human systems.	<u>Objectives:</u> 1-2-3-4-5-6-7-10
3. To graduate students who the values and are committed to the values and ethical standards of the social work profession.	<u>Objectives:</u> 1-2-3-4-5-6-8-9
4. To graduate students who are committed to the promotion of social and economic justice and to serve diverse, oppressed, and special population-at-risk groups.	Objectives: 1-2-3-4-6-7-9-10-11-12
5. To graduate students who are committed to the values and ethical standards of the social work profession.	Objectives: 1-2-3-4-5-6-7-9-11-12
6. To prepare students for graduate social work education.	Objectives: 1-2-3-4-5-6-7-8-9-10-11-12
7. To prepare students to take the Social Service Licensing Examination	Objectives: 1-2-3-4-5-6-7-8-9-10-11-12
8. To provide continuing educational opportunities for the baccalaureate and para-professional social work practitioners.	Objectives: 1-2-3-4-5-6-9-10

## **Weber State University's Conceptual Framework of Generalist Practice**

The Social Work Program at Weber State University's definition of beginning generalist perspective is characterized by an ecological systems model used to understand human beings in their interactions with the social environment. The Social Work program at Weber State reflects the growing realization that people do not exist in isolation from their social and physical environment. It is a way of viewing the art of helping "holistically". From the ecological systems perspective, the scope of attention or intervention may extend from the person to society at large. While focusing on the problems within the context of the person-in-environment, the whole range of possible causes and solutions is perceived as interrelated.

The curriculum design we have selected in the Department of Social Work at Weber State University to fulfill the beginning generalist perspective focuses the curriculum design around "*Social Work Practice*" and "*Field Practicum*". (See table 1.1)

Exhibit 1

**Model for Social Work Practice  
Weber State University  
“Signature Theme”  
Centered On Social Work Practice  
and Field Practicum**

Human Behavior and the  
Social Environment  
Soclwk 2100-3100,  
3910, 3920, 3930,  
4860, 4861.

<p><b>Social Research</b> Soclwk 3700 or Geront. 3400 Soclwk 3910, 3920, 3930 1010, 2100, 2200, 3500.</p> <p style="text-align: center;">↓</p>	<p><b>Social Welfare Policy and Services</b> Soclwk 1010, 3500, 2200, 3200, 3700, 3900, 3910, 3920, 3930, 4860, 4861, 4500.</p> <p style="text-align: center;">↓</p>
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<p><b>Social Work Practice</b> Soclwk 3910 (MICRO), 3920 (MEZZO), 3930 (MACRO)</p>	<p>→ ←</p>	<p><b>Field Practicum</b> Soclwk 4860 (Beginning), 4861 (Intermediate)</p>
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<p style="text-align: center;">↑</p> <p><b>Social Work Economic Justice</b> Soclwk 1010, 2100, 3500, 3910, 3920, 3930, 3100, 4860.</p>	<p style="text-align: center;">↑</p> <p><b>Promotion of Social and Values and Ethics</b> Soclwk 1010, 2100, 2200, 3500, 3600, 3700, 3900, 3100, 4860, 4861, 4500.</p>
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<p style="text-align: center;">↑</p> <p><b>Diversity</b> Soclwk 1010, 2100, 2200, 3900, 3910, 3920, 3930, 4860, 4861, 3200, 4500.</p>	<p style="text-align: center;">↑</p> <p><b>Population-at-Risk</b> Soclwk 1010, 2100, 2200, 3100, 3200, 3500, 3700, 3910, 3920, 3930, 4500, 4860, 4861.</p>
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## Essential Practice Principles

The following essential principles characterize the Weber State University Social Work Program design and are integrated throughout the generalist curriculum:

- A. **An Ecological Systems Perspective**: This element builds on general systems theory with major emphasis on the concept of person in environment and the transactions that take place at the boundary where person and environment meet.
- B. **Strengths Perspective Focus**: This refers to the access of the multiple strengths that the people with whom we work bring to the social work interaction.
- C. **Empowerment Perspective**: This refers to the process of helping individuals, families, groups, organizations and communities to increase their personal, interpersonal, socioeconomic and political strength and to develop influence toward improving their circumstances.
- D. **A Problem-Solving Process**: The problem solving process of generalist social work practice is designed around a problem solving methodology. It is a nine step process that guides the actions of the generalist practitioner as follows:
  - i. Definition of issues;
  - ii. Collection and assessing data;
  - iii. Planning and contracting;
  - iv. Identifying alternative interventions;
  - v. Selecting and implementing appropriate course of action;
  - vi. Using appropriate research to monitor and evaluate outcomes;
  - vii. Applying appropriate research-based knowledge and technological advances; and
  - viii. Terminating
- E. **A Multi-level Approach**: This refers to the various sized systems that generalist practitioners may work with, such as individuals groups, families, communities, institutions, and organizations. It requires that the social worker assess the situation with the client and decide which system is the appropriate unit of attention, or focus of the work, for the change effort. It also refers to the social worker's working with these systems individually, sequentially, or concurrently.
- F. **An Open Selection of Theories and Interventions**: The generalist is not constricted in assessment or intervention by an area of specialization. The particular problem of focus directs the worker's use of theory and intervention strategies. The generalist practitioner frequently refers clients to specialists or

uses teamwork when it becomes apparent that the intervention needed is beyond the competencies of the generalist.

**The Social Work faculty has selected the following policy on nondiscrimination:**

The Social work Program is committed to providing an environment free from harassment and other forms of discrimination bases upon race, color, ethnic background, political orientation, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging to all people in the environment.

## Field Instruction Objectives

Field instruction is an integral component of professional social work education. Curriculum policies and accreditation standards established by the Council on Social Work Education and its Commission on Accreditation mandate and provide structure for the field component of the social work curriculum. The objectives of field instruction reflect the objectives of the Social Work Program and parallel the sequential learning objectives of the two field practicum classes. Upon completion of field instruction, students are expected to utilize knowledge, values and skills in such a way as to demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.

A	<b>Assesses practice behavior and pursues additional study to improve practice skills and accountability.</b>
B	<b>Articulates and builds upon the generalist perspective in the context of agency practice within the student's chosen domain of study.</b>
C	<b>Understands the influence of the organizational environment upon both worker and client functioning.</b>
D	<b>Uses professional knowledge, values, skills, and experiences as the basis for action.</b>

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

A	<b>Adheres to the NASW Code of Ethics and demonstrates identification with the professions' values.</b>
B	<b>Respects and supports client right to self-determination.</b>
C	<b>Critically examines areas of potential conflict between personal, agency, client and/or professional values.</b>
D	<b>Takes appropriate steps to safeguard confidentiality within the practicum setting.</b>

3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

A	<b>Engages clients, including those distinguished by ethnicity, gender, race, national origin, culture, age, ability, socio-economic, class, religion, and sexual orientation in effective working relationships.</b>
B	<b>Appropriately individualizes client and client issues in a culturally competent manner</b>
C	<b>Demonstrates awareness of the impact of one's own personal style, biases, and reactions upon clients and make adjustments as needed.</b>
D	<b>Advocates to ensure that social services are culturally relevant and appropriate.</b>

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

A	<b>Advocates for and promotes the equal participation of oppressed groups in society.</b>
B	<b>Promotes prevention, normalization, social development, and empowerment.</b>
C	<b>Identifies strategies to address institutional and societal barriers to service delivery.</b>

5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

A	<b>Applies an understanding of local, national, and global issues to client intervention.</b>
B	<b>Evaluates the agency history and associates the history of social work to the agencies service delivery system.</b>

6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.

A	<b>Clearly and specifically identifies client and worker roles and intervention approaches that will be followed.</b>
B	<b>Mutually involves clients in negotiating contracts that specify goals, tasks, roles, intervention methods, time frames and other relevant factors</b>
C	<b>Demonstrates knowledge of community resources and seeks to expand this knowledge and to engage relevant community resources.</b>
D	<b>Assumes various social work roles (broker, advocate, mediator, counselor, collaborator, researcher, administrator, planner, etc.) according to the needs of the client.</b>

7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families groups, organizations, and communities.

A	<b>Demonstrates understanding of relevant theories and is able to select them and prepare clients appropriately.</b>
B	<b>Recognizes and focuses on strengths and personal resources as well as dysfunctional patterns.</b>
C	<b>Plans and develops interventions utilizing a variety of evidence based practice models and employing change-oriented strategies which meet client needs.</b>
D	<b>Recognizes manifestation of inadequate motivation and ambivalence and demonstrates skill in enhancing motivation.</b>

8. Analyze, formulate, and influence social policies.

A	<b>Articulates the understanding of relevant state and federal policies applicable to the population that is being served.</b>
B	<b>Demonstrates awareness of the impact of social policy on the agency (ie through funding, hiring, services provided, etc).</b>
C	<b>Demonstrates basic knowledge of social policy and service system context in which the agency operates.</b>
D	<b>Demonstrates awareness of how change in social policy effect the client, worker, agency, and community.</b>

9. Evaluate research studies, apply research finding to practice, and evaluate their own practice interventions.

A	<b>Evaluates the effectiveness of interventions employed and makes modifications as needed.</b>
B	<b>Synthesizes and critiques results of research effectively</b>
C	<b>Applies relevant research findings to professional activities.</b>

10. Use communication skills differentially across client populations, colleagues, and communities.

A	<b>Consistently perceives non-verbal cues and skillfully draws out and identifies emotions and hinder the helping process.</b>
B	<b>Responds to client aggressiveness, hostility, or criticism without defensiveness.</b>
C	<b>Maintains focus and continuity with clients within and between meetings.</b>
D	<b>Initiates and develops interpersonal and professional relationships with colleagues and other agency personnel.</b>

11. Use supervision and consultation appropriate to social work practice.

A	<b>Assumes responsibility for bringing to the attention of the field instructor perceived needs and interests, and works collaboratively to enhance one's educational experiences.</b>
B	<b>Makes appropriate use of field instruction on a regular basis to develop knowledge, skills, and values for the optimal benefit of client systems.</b>
C	<b>Under supervision, evaluates practice related to the Laws and Ethics of Social Work</b>
D	<b>Consistently follow through on assignments with appropriate supervisory assistance.</b>

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

A	<b>Utilizes instruction to appropriately assess current professional skills and identify learning goals and objectives on a micro, mezzo, and macro level of practice.</b>
B	<b>Utilizes instruction to appropriately assess current professional skills and identify learning goals and objectives in the areas of community organization and administrative change.</b>
C	<b>Organizes and develops resources for program development through collaboration, mediation, and/or networking</b>
D	<b>Attends staff meetings and evaluates the function of each provider in the service delivery system.</b>

## **The Field Sequence**

Field instruction in the Social Work Program consists of two sequential courses: SoclWk 4860 (Social Service Field Experience I) and SoclWk 4861 (Social Service Field Experience II).

All students will meet every three (3) weeks during each semester for an integrative seminar. A detailed syllabus will be given to students at the beginning of the practicum, but, in general, this should be treated as an academic course embedded within the practicum. Readings will be assigned and one written paper will be due for each section. Each seminar may be counted for one hour and the hour spent in the seminar may be counted in the minimum 400 clock hours required for the practicum. Attendance at these seminars (as well as other scheduled activities) is required. No excuses will be accepted!

### **Admission to Field Instruction**

Application for field instruction can be made after students complete SoclWk 3910. Applications are available in the social work office (room SS140). They are to be completed and returned to the department secretary. Advisors have an active role in this process ensuring that the students have completed their core requirement to be eligible for field placement.

Once the application is received there is a second review to determine whether the student can continue into the field courses. In this second review the Field Practicum Coordinator must verify that courses and grade requirements for the field practicum have been met. In addition, the Director of Field Practicum will determine if the student has a sufficient grasp of the knowledge, values and skills to begin the field practicum by conducting a preliminary interview and assessing the students' skill level, and area of interest to coordinate field placement.

After the preliminary interview, the field coordinator contacts the field supervisor to coordinate the placement of the student and assess the agencies willingness and interest in providing supervision and training.

Students and agencies will receive notification of the assignment by mail and/or phone. It is the student's responsibility to schedule a second pre-placement interview immediately to coordinate supervision, schedule, background checks, drug screens when required, immunizations when required, and evaluate the goodness of fit for the student and the agency.

A third interview is then scheduled between the student, Field Supervisor, and Field Director. As the final decision rests with the agency, no placement is considered finalized until after this third pre-placement interview in which the agency indicates its acceptance of the student in writing by signing the field contract. In the event there is not a goodness of fit between the student and/or the agency, the student will interview with a different agency until placement is made as outlined above.

## **Defined Rights and Responsibilities**

### **1. Field Coordinator:**

- A. Administers the field instruction program and makes all decisions that affect the progress of the student, e.g., grades, field instruction hours.
- B. Selects the students to be referred to agencies for field instruction placement.
- C. Maintains an information system for the purpose of effective field education planning.
- D. Provides pertinent information on students to the placement agency.
- E. Provides consultation to agencies (and staff) with regard to the general development of the agency's field instruction program.
- F. Recruits and develops new field placement sites and appropriate field instructors within those agencies.
- G. Evaluates all components of the field instruction program including field instructors, liaisons and agencies.
- H. Is informed of and intervenes as appropriate in all field instruction situations which are problematic from the perspective of any of the following participants: student, field instructor, field liaison, other faculty or agency staff.
- I. Studies issues in field education, including those problems and opportunities which emerge in our own program.
- J. Offers meetings, institutes and seminars for the professional development of field instructors and other agency staff.
- K. Acquaints agency directors and field instructors with the educational objectives of the total curriculum and the policies of the field department.

- L. Participates actively in curriculum work that contributes to the integration of classroom and field learning.
- M. Has ultimate responsibility for the direction and coordination of the field instruction program.
- N. Takes action as necessary to maintain the educational quality of all components of the field instruction program.
- O. Identifies and recommends to the university those agencies with whom a formal contract will be signed.
- P. Assigns liaison responsibilities to each faculty member designated as a faculty field liaison.
- Q. Directs faculty liaisons in their role.
- R. Chairs faculty field liaison committee.
- S. Reports to the Chairman of the Department of Social Work and Gerontology.

**2. Faculty Liaison:**

The faculty field liaison will be an adjunct faculty member of the Department of Social Work. Faculty field liaisons carry out many of the responsibilities of the department as they coordinate with the placement agency. Field faculty are primarily responsible for facilitating field teaching and student learning, monitoring student progress and agency educational opportunities, fostering interchange between the department and the field, and evaluating student achievements and field instructor efforts. They carry out these responsibilities through the following activities:

- A. Make a minimum of two visits per semester to each placement agency to confer with field instructors and students.
- B. Read process recording and/or other records or materials provided by students to gain a first hand impression of student progress in field instruction.
- C. Provide consultation to the field instructor regarding student progress in the field.
- D. Help orient students to the field course, being available on a regular basis during office hours for consultation, and providing feedback to students regarding their progress in field.
- E. Help field instructors design meaningful learning experiences for students placed in the agency.
- F. Inform student advisors if students are experiencing difficulty in field instruction or are at risk of receiving a grade of C- or lower.



- G. Share with the field instructor and other appropriate agency staff information about the Social Work Program through meetings, workshops and resource materials.
- H. Bring current practice developments to the attention of department faculty to ensure that the department's curriculum is responsive to trends in professional social work practice.
- I. Assign final grades based on field supervisor evaluations, assessments of written materials, and information derived from liaison conferences.
- J. Identify, visit and evaluate potential field instruction agencies.
- K. Provide ongoing evaluation of the placement agency and field instructor's willingness and ability to provide learning opportunities and field instruction consistent with the learning objectives of the Social Work Program curriculum and with the curriculum standards set forth by the Council on Social Work Education.

**3. Rights and Responsibilities of the Field Placement Agency:**

**A. The agency has the right to:**

- i. A signed written formal agreement with the Department of Social Work.
- ii. Identify their setting as an approved Weber State University Social Work Field Practicum site.
- iii. Interview all prospective students and complete the Placement Decision Form, retaining the right to reject individual students who can not function in the agency's program.
- iv. Regular contact with the Social Work Department through faculty field liaison visits and other consultations as requested.
- v. Assure that its field instructors attend all field practicum educational seminars.
- vi. Ask that students be removed from the agency for cause.

**B. The agency accepts the following responsibilities to:**

- i. Designate qualified agency personnel to serve as field instructors.
- ii. Structure the workload of those field instructors in order to make time available to provide field instruction, i.e., it takes approximately two hours per week to meet field instruction responsibilities for one student.

- iii. Conduct initial interviews with all assigned students regardless of race, ethnic origin, gender, age, religion, disability, sexual orientation, or political belief.
- iv. Facilitate the development of a climate in the agency conducive to field instruction and student learning.
- v. Provide appropriate work space, an accessible telephone, clerical assistance and reimbursement for expenses if possible.
- vi. Provide students with an orientation to the agency.
- vii. Provide students the opportunity to participate in the overall agency program and activities, as appropriate to educational needs, educational preparation, and practice competency.
- viii. Balance service delivery needs with students' learning needs, e.g., it is important to avoid using students to fill staffing deficits.

**4. Rights and Responsibilities of the Field Instructor:**

**A. Field instructors have the right to:**

- i. Receive appropriate information from the Social Work Department on students assigned to their agencies.
- ii. Participate in interviewing the prospective student.
- iii. Two on-site conferences each semester with an assigned faculty field liaison and consultation with other Social Work Department personnel as requested.
- iv. Participation in workshops given by the department's field practicum office.
- v. Use of the university library and discounts at the university bookstore.
- vi. Information about the Social Work Program curriculum.

**B. Field supervisors are expected to:**

- i. Attend training seminars for field supervisors.
- ii. Select and assign tasks which are appropriate to student's individual learning needs and competencies and which are consistent with the defined objectives of field instruction.
- iii. Plan appropriate orientation activities and beginning tasks for students prior to the first day of placement.

- iv. Hold an individual weekly conference with students for the purpose of reviewing their work and providing field instruction.
- v. Give ongoing feedback to students about their performance in the field instruction course.
- vi. Provide the school with written and oral evaluation of students at the end of each semester.
- vii. Attend meetings arranged by the school and meet regularly with the faculty field liaison (twice a semester).
- viii. Notify the liaison immediately if a student's performance is less than satisfactory.
- ix. Make specific arrangements with another agency staff member (MSW) to assume the field instructor's responsibilities to students [if the field instructor is to be away from the agency for any significant period of time] the university faculty liaison should be notified.

**5. Rights and Responsibilities of the Student:**

**A. All students are entitled to:**

- i. Field instruction which focuses on their learning needs.
- ii. Meet with their field instructors individually at least one hour a week.
- iii. On-going feedback on their progress in the field placement.
- iv. Meet with the faculty coordinator for signing of contract in the agency.
- v. Meet with their field liaison three times a semester, completing the student evaluation in the final meeting at the agency.
- vi. Access to the Coordinator and/or Assistant Coordinator of the Field Practicum for consultation.

**B. All students are responsible for the following:**

- i. Adherence to agency norms and standards governing professional practice, including professional presentation of self.
- ii. Adherence to the Social Work Code of Ethics in their practice at the placement agency.
- iii. Strict observance of the principles and rules of confidentiality. Specifically:

- a. No identifying client information is to be shared with anyone except the field instructor and other appropriate agency staff.
- b. When case material or agency material is to be used by students for classroom purposes, permission of the agency must be obtained.
- c. When case material or agency material is used in class or in process recordings all identifying information must be disguised.
- iv. Knowing about policies and procedures regarding field instruction and adhering to them.
- v. Active participation in their own learning in the field placement including identification of learning goals and taking initiative in identifying and working through, with appropriate field personnel, any learning difficulties which may arise.

**6. Field placement at work settings, the following must occur:**

- A. Students who choose to arrange placement at their place of employment may do so. The agency must agree to the availability of release time for course and field instruction. Student assignments and fieldwork supervision should differ from those associated with the student's employment.
- B. In processing such requests, the faculty field liaison will seek assurance that there will be no reduction of the Social Work Program's established class and field practicum requirements, that field instruction is educationally focused rather than centered on agency services, that the field practicum conforms to the policies and standards set for all students, and that the agency under consideration meets the same criteria as all other field agencies.

**7. Health insurance and accidents:**

- A. Health insurance is necessary for all students in the event of accidental injury or serious illness requiring hospitalization. Students who are not covered under the health insurance policy of a parent or spouse should consider the student insurance policy sponsored by the university.
- B. The university is not responsible for accidents occurring to students in connection with class, laboratory, field work, athletics, student activities, travel, or other activities.

## Policies Related to Field Instruction

### Attendance:

- A. Students are to be present and engaged in the work of the field agency for 15 hours a week for each semester of field work for which they are registered, for a total of 200 hours per semester. There may be some variation of this requirement during the summer term due to length of the semester.
- B. Students are to notify field instructors when they must be absent because of illness or other reasons; if the absence is expected to last more than one week, they must also notify the faculty field liaison.
- C. All absences, except for official university holidays and required meetings arranged for by the department, are to be made up in a manner mutually agreed to by students, field instructor, and the faculty field liaison.
- D. Absences due to observance of religious holidays, attendance at professional meetings, or participation in professional conferences may be excused with the approval of field instructors and the faculty field liaison.

### Written Work:

The assignments in the field are designed to demonstrate achievement of specific program and field educational outcomes. They are reflective of the generalist framework.

Major assignments that are required in the practicum include the following activities:

- A. **Learning Contract:** Field Placement Coordinator requires students to develop a learning contract with their field supervisors within the first two (2) weeks of the semester. The practicum contract will be drawn up and agreed upon by students and field supervisors (with consultation from the faculty liaison as needed). This contract may be modified during the course of the field practicum. A copy of the contract is to be given to the field faculty liaison.

The contract form consists of two major divisions: "Educational Outcomes" and "Action Steps" in an Addendum. The category of "Educational Outcomes" is derived from the list of educational outcomes as listed in the Department's Mission Statement. For each "educational outcome" there is a list of "objectives" which, if accomplished, will lead the student to the attainment of the educational outcome. The field supervisors and students are to list specific "action steps" (or activities) which, when accomplished, are intended to lead students to integrate academic preparation with practical experiences. When both are combined, students will have achieved the educational outcome specified. (This assignment is to be completed in SoclWk 4860 and 4861.)

- B. **Written Contact Sheets:** Students are to prepare written contact sheets for documentation of field instruction and faculty conferences. (SoclWk 4860 and 4861)

- C. **Journals:** Students are required to maintain a journal, written on a daily basis, which will be used by students to help process their experience. The journal entries are an opportunity to express critical thinking, feeling, and reactions to daily experiences in order to more effectively integrate the academic learning with the experiential content of the practicum. Personal insights, feeling, and evaluations are important and should be recorded. It is appropriate and would be beneficial to relate these daily experiences to previous classroom situations and learning experiences. Any material or topics of interest (e.g., interactions with clients, topics, to be explored with field instructor or the university liaison, etc.) are appropriate for inclusion in the journal entries. Caution: Students must maintain appropriate standards of confidentiality in preparing these journals. (This assignment is to be typed and will be completed in SoclWk 4860 and 4861.)
- D. **The Senior Capstone Field Paper:** Students are expected to complete the senior paper during the practicum experience. Part one and part two are to be completed in field practicum 4860, and part three will be completed in field practicum 4861.

### **Field Practicum Seminar**

The classroom field seminar is a component of field placement. The seminar provides an integrated experience where discussions, peer interactions, and speakers are used to enhance the student's skill development, strengthen the knowledge base and enhance students' abilities to critically evaluate and internalize the values and ethics of the profession.

### **Senior Seminar**

The senior seminar course (SoclWk 4990) for social work majors is taken concurrently with the advance field placement (SoclWk 4861). This seminar enables students to explore issues arising from the field experience, including relationships with clients, colleagues, and field instructors; to integrate relevant principles and concepts by exploring their application to field practice; and to further develop and/or refine selected communication and problem-solving skills. This class also provides students the opportunity to review the major outcomes of the Social Work Program.

### **Grading**

1. The faculty field liaison, in consultation with the field supervisor, is responsible for assigning students a grade for the field practicum course.
2. The grade for field instruction is based on:
  - A. An evaluation form completed by the field supervisor reflecting attainment of students learning objectives which are based on the outcomes listed in the field instruction syllabi. Although heavily influenced by the field supervisor's evaluation of students, the university has the sole and final responsibility for awarding a practicum grade which must be at least "C" level to be acceptable in the Social Work Program. (Overall GPA must be maintained at the 2.5 level to remain in good standing with the Social Work Department.)

- B. Faculty field liaison assessment of process recordings and other materials submitted by students to illustrate the level of their progress and current level of social work practice knowledge and skill.
  - C. Conferences with field liaison, field instructor and students which reflect students' abilities to engage in an examination of their work and their own professional development.
3. Clarification of grading standards:
- A. A = EXCELLENT: student performance consistently exceeds the usual expectations and is outstanding in a number of areas.
  - B. B = VERY GOOD: student performance is consistently above average in most areas.
  - C. C = SATISFACTORY: student consistently performs at an acceptable level in all areas.
  - D. D = MARGINAL: student does not consistently perform at an acceptable level in one or more area.
  - E. F = FAILURE: student fails to perform at an acceptable level in one or more area.

### **Problem Solving/Grievance Procedures Reassignment to another Agency**

The following procedures are designated to promote communication and constructive problem solving among university and agency participants in dealing with the issues which may arise during the practicum experience.

1. If students experience any kind of difficulty (*from his/her perspective*) with the field placement, the following steps are to be followed:
  - A. After the identification of a problem by the student, he/she will be encouraged to discuss the problem in an issue-oriented way with the field supervisor.
  - B. If the issue remains unresolved, the Coordinator of Field Practicum will next be involved in the discussion with the student.
  - C. If a satisfactory solution cannot be achieved, the Director of Field Practicum will make recommendations in conjunction with the student's faculty advisor in the Social Work Program as to the student's continuance with the agency or another agency setting.
2. If students experience any kind of difficulty (*from the agency supervisor perspective*) with the field placement, the following steps are to be followed:

- A. The agency supervisor will be instructed to discuss the issues and concerns with the student in an issue-oriented way for problem resolution.
- B. If the issue remains unresolved, the Director of Field Practicum will next be involved in the discussion. This will include the field supervisor, the student and the Director of Field Practicum.
- C. If a satisfactory solution cannot be achieved, the Director of Field Practicum will make recommendations in conjunction with the student's faculty advisor in the Social Work Program as to the student's continuance with another agency or termination from the Social Work Program

### **Students with Disabilities**

Any student requiring accommodations or services due to disability must contact Services for Students with Disabilities (SSD), Student Service Building, room 181, telephone 626-6413. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

### **Criteria for the Selection of Field Instruction Agencies and Field Instructors**

#### **1. Field Instruction Agencies:**

- A. Discussion of the possible use of a social agency for field instruction may be initiated either by the agency or the Coordinator of Field Practicum. Initial discussions explore the agency's interest and ability to provide the range of learning opportunities necessary to carry out the purposes of the field instruction courses.
- B. Following the initial discussion, a site visit is usually made to the agency by the Coordinator of Field Practicum. The purpose is to meet with agency representatives to discuss and review the learning opportunities available in the agency, potential field instructors, the professional climate of the agency, and its identification with the social work profession.
- C. As a result of these discussions the agency decides whether it wishes to accept students for field work and the department determines whether the required educational expectations and standards for field instruction can be met.
- D. When an agency becomes a field instruction site, a contract, in the form of a Memorandum of Agreement between the department and the agency, is executed and the agency then becomes an affiliate of the department.

#### **2. Field Instructors:**

- A. Field supervisors are recommended by the agency and approved by the Director of Field Placement.
  - i. The Field Supervisor is expected to have, at minimum:



- a. An earned Master of Social Work degree from a school accredited by the Council on Social Work Education,
  - b. Completed two years of post-master's, supervised social work practice. It is preferable that at least one year has been in the agency where field instruction will be provided, and
  - c. In those exceptional cases where the field instructor does not hold a master's in social work degree, the social work program faculty should assume responsibility for identifying the specific areas that will require additional faculty involvement to ensure that a social work focus and identification are sustained, and for providing whatever involvement is judged necessary to achieve this objective. The program should be accountable for carrying out this responsibility. Faculty involvement includes frequent and sustained liaison visits to the agency to coordinate and monitor field learning assignments.
- ii. The person recommended as a field instructor is required to complete a curriculum vitae and/or application for the Field Instructor (form furnished by the department).
- B. The person recommended as a field supervisor is interviewed by the Coordinator of Field Practicum to review expectations and ensure:
    - i. An interest in teaching and supervising students in the field setting.
    - ii. A potential for providing students with knowledge of social work concepts, principles, and values, and capacity for stimulating and supporting students in the learning process.
  - C. New field instructors are required to attend an orientation and training seminar prior to supervising students in the field.

## **Discrimination Policy**

It is the policy of Weber State University to provide equal opportunity in all its programs and activities in compliance with Title VI and Title VIII of the Civil Rights Act of 1964, Title IX of the Educational Amendments, of 1972, Section 504 of the Rehabilitation Act of 1973 and the Vocational Amendments of 1976.

Accordingly, all Weber State University's sponsored programs and activities will be open to all students or candidates for admission without regard to race, age, color, religion, sex, national origin, handicap, sexual orientation, and veteran or marital status. Individuals who believe that they have been discriminated against should contact the Office of Equal Opportunity, Administration Building, Room 105, Weber State University, Ogden, Utah 84408, telephone 626-6239, or the Office for Civil Rights, Department of Education, Denver Region, Federal Building, 19th and Stout Street, Denver, Colorado 80294.

## **Professional Licensing**

Professional licensing in social work is a function of state agencies and national professional organizations. Licensing laws vary from one state to another and different professional organizations have different criteria for licensing and membership. Students should consult specific states and/or organizations to determine the specific requirements for licensure in areas of their interest. Some forms of licensure may require special consideration in planning academic programs. What follows is information about the license from DOPL's Internet Homepage <http://www.dopl.utah.gov/>

### **State of Utah - Social Service Worker (Baccalaureate Level)**

Utah Social Work Law and Ethics Examination  
Social Service Worker Examination

### **Registering for the Examination**

A student may register for the ASWB Bachelors Level Examination upon completing all their course work and graduating with a Bachelors Degree in Social Work at Weber State University.

#### **To register for your social work examination by phone:**

Call ASWB Candidate Registration Center: 1-888-5SW-EXAM (toll free)

#### **Hours of operation:**

Monday - Thursday,  
8:30 a.m. - 6:30 p.m., eastern time

Friday, 8:30 a.m. - 5:30 p.m., eastern time

ASWB provides support for telephone communications with the hearing impaired. Hearing impaired candidates may contact the CRC through their local relay service by dialing 1-888-579-3929 (toll free).

#### **To register for your social work examination online:**     <http://aswb.org>

ASWB offers an online registration system that allows you to sign up for the examinations from your computer, and pay the exam fee through a major credit card (Visa, Mastercard, Discover).

In order to take an ASWB examination, you must register with ASWB and pay the **required exam fee of \$230**. Please allow three business days to receive email registration status.

The testing site for your examination is located at

**Salt Lake Community College**  
9750 South 300 West  
Miller Campus Miller Free Enterprise Ctr  
Sandy, UT 84070

A testing handbook is available from ASWB listing the various rules and regulations on testing, rescheduling, etc at <http://www.aswb.org/pdfs/handbook.pdf>

### **Licensure Process**

Upon completion of all licensure requirements, including passing the examination, submit a complete application for licensure to:

#### **Mail Complete Application to:**

##### **By U.S. Mail**

Division of Occupational & Professional Licensing  
P.O. Box 146741  
Salt Lake City, Utah 84114-6741

##### **By Delivery or Express Mail**

Division of Occupational & Professional Licensing  
160 East 300 South, 1st Floor Lobby  
Salt Lake City, Utah 84111

### **Examination and Licensure Fees**

ASWB Bachelors Examination	\$175.00
Division of Occupational and Professional Licensing Social Service Work Licensure	\$ 85.00

### **End of Document**

*See folder on diskette named MS Word Field Files for individual field forms.*