Social Work
Field Education Manual
2018 - 2019

University of Mary Hardin-Baylor
Social Work Program
“Caring…Preparing…Serving”
Welcome to the social work field education program and your field practicum experience. Field practicum is the culmination of your academic preparation and, for many students, the highlight of their social work educational process. This is an opportunity to take the knowledge, skills, and the values of our profession and apply them to the "real world." We hope that it will be an exciting and satisfying experience for you.

This manual is designed to provide you and agency field instructors with information about the social work program, the practicum experience, field education policies and procedures, and to answer questions that may arise as part of the field experience. The manual summarizes the Social Work Program in general and provides details of the field education program.

We are grateful for the capable social service and social work professionals located in agencies throughout the Central Texas region who provide our field placements. It is primarily through their capable and professional service that you will complete your education and preparation for professional entry-level, generalist social work careers.

May you, as a student and our field instructors and agency staff, enjoy and learn from this experience!

Sincerely,

____________________________  __________________________
David Myers, EdD, LCSW        Isaac V. Gusukuma, PhD, LMSW-IPR, ACSW
Director of Field Education    Director, Social Work Program
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Revised 8/31/2018
The UMHB Social Work Program

Mission Statement of the Social Work Program
The UMHB Social Work Program prepares students for ethical, competent entry-level generalist social work practice, life-long learning, community service and/or graduate education through the integration and application of knowledge, values, skills and experiences relating to diverse client populations, system sizes and practice settings through a commitment to excellence and scholarship within a Christ-centered learning community.

Goals of the Social Work Program
In order to achieve its mission, the Social Work Program has identified the following goals.
Students completing the BSW program will be able to:

1. Apply generalist social work knowledge and skills in practice using a strengths-oriented, ecological systems perspective that demonstrates respect for human diversity and cultures.
2. Use critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Use conceptual frameworks to understand development and behavior across the life course, the interactions among individuals, families, groups, organizations, communities, and larger systems.
4. Understand the forms and mechanisms of privilege and oppression, and apply strategies of advocacy and social change that advance social and economic justice globally.
5. Demonstrate a developing social work identity that includes self-awareness, professional use of self, use of supervision and consultation, and an appreciation of the profession’s values and history.

Competencies of the Social Work Program
Upon completion of the University of Mary Hardin-Baylor’s Social Work Program, graduates are able:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights, social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

In addition, the Social Work Program is able to:

10. Develop social work knowledge and practice through excellence in teaching and learning, and scholarly work.
11. Contribute to the social service delivery system of the community.
Generalist Social Work Practice and Field Education

The University of Mary Hardin-Baylor Social Work Program seeks to prepare students for beginning generalist practice of social work. The program defines generalist practice as the ability to use a range of prevention and intervention methods with all levels of social work clients: individuals, families, groups, organizations and communities. Applying a systems and person-in-environment framework, generalist social workers incorporate diversity in practice and advocate for social and economic justice. Grounded in social work values and evidence-based practice outcomes, generalist practitioners utilize a strengths perspective and seek to empower clients in their ability to resolve problems and enhance their lives.

Field education is the “Signature Pedagogy” for social work education. As such, bachelor level social workers are expected to demonstrate the competencies and practice behaviors of generalist social work practice. It is important, therefore, for the field education experience, to provide baccalaureate students, the opportunity to experience social work practice with all size systems and to apply theories associated with generalist social work practice.

Retention of Students in the Social Work Program

Once admitted to the social work program, a student must maintain a 2.5 GPA in all course work in order to continue in the program. A grade of “C” or better is required in all core social work courses, as is a 2.5 GPA in all core social work courses.

The Social Work Program at the University of Mary Hardin-Baylor has an ethical obligation to ensure that students pursuing and completing the program meet certain ethical and minimal competency standards. Acceptance of less than competent performance poses a potential threat to the clients to be served.

A part of the admission procedures for the Social Work Program (criteria 3, 4, 5, and 6) is designed to help the student evaluate the appropriateness of social work as a career choice. Students receive advising by the social work faculty each semester throughout their program. Immediate attention is provided by the faculty when areas of difficulty are identified.

A student’s enrollment in the Social Work Program may be terminated for any one of the following reasons:

1. Failure to abide by the Code of Ethics of the National Association of Social Workers.
2. Failure to maintain an overall 2.5 G.P.A.
3. Failure to maintain a 2.5 G.P.A. in all core social work courses.
4. Suspension or dismissal of the student from the university.
5. Exhibiting mental or emotional disabilities such that, with reasonable accommodation, a student is unable to meet the academic and technical qualifications for continued participation in the program.
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships (e.g., unable to demonstrate nonjudgmental attitude, unable to allow client self-determination).
7. Failure to fulfill the agreements in the field/agency contract.
8. Failure to interact appropriately with colleagues, faculty, field instructors, administrators, staff, clients and fellow students.

If a problem arises related to the above criteria, a conference is held with the student and member(s) of the social work faculty. In that conference, an assessment is made of the severity and extent of the problem and the advisability of the student continuing in the program. The faculty may decide to take no action, to specify corrective action, to place a student on
probation, to suspend or to terminate the student. If corrective action is indicated, a written statement is prepared for the student indicating the problem, what must be done to address the problem, the timeframe for the action and the result if the problem is not resolved. If the student does not meet the requirements specified, the student may be suspended or terminated from the program. Any decision concerning suspension or termination of a student from the Social Work Program must be presented to the entire full-time social work faculty for discussion. Once a decision is made to suspend or terminate a student from the program, that decision is conveyed to the student in writing. Efforts are made to assist the student in considering other academic and career options.

**The Field Practicum Experience**

Field practicum is the culmination of the students’ academic experience in social work. It is this experience, under the direction of a qualified Agency-based Field Instructor that allows them to test skills and learn to serve clients effectively. Educationally directed field learning is an essential ingredient of social work education. It provides the opportunity to engage in helping and/or problem-solving activities with clients of social service agencies, and it allows students to experience the discipline of maintaining professional relationships. It becomes the arena for applying and testing out the social work principles, techniques and values that the students have learned. Finally, it enables the student to develop the self-awareness necessary for professional performance as a social worker.

**Relationship Between the Degree Plan and Field Practicum**

Educational outcomes and competencies are attained through a combination of learning experiences in course work and field learning. The program requirements have been organized to provide sequential, cumulative, and non-repetitive experiences. Since the field practicum is scheduled for the senior year, the student(s) will have completed all of the following courses before enrolling in practicum:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>BCIS 1301</td>
<td>Tech Solutions</td>
</tr>
<tr>
<td>BIOL x3xx/x1xx</td>
<td>Biology Lab Course (4 credit hours)</td>
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<tr>
<td>COMM 1310</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>ENGL 1321</td>
<td>Rhetoric and Composition I</td>
</tr>
<tr>
<td>ENGL 1322</td>
<td>Rhetoric and Composition II</td>
</tr>
<tr>
<td>ENGL 23xx</td>
<td>English Literature</td>
</tr>
<tr>
<td>MATH 1304</td>
<td>Quantitative Reasoning or a higher math course</td>
</tr>
<tr>
<td>POLS 2311</td>
<td>State and Federal Government II</td>
</tr>
<tr>
<td>PSYC 1301</td>
<td>General Psychology</td>
</tr>
<tr>
<td>PSYC 3315</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>SOCI 1311</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOCW 2311</td>
<td>Introduction to Social Work</td>
</tr>
<tr>
<td>SOCW 2312/2314</td>
<td>Human Behavior and the Social Environment I and II</td>
</tr>
<tr>
<td>SOCW 2305</td>
<td>Statistics for the Behavioral Sciences</td>
</tr>
<tr>
<td>SOCW 3311/3314</td>
<td>Social Work Practice I and II</td>
</tr>
<tr>
<td>SOCW 3313</td>
<td>Policies and Issues in Social Work</td>
</tr>
<tr>
<td>SOCW 3315</td>
<td>Human Diversity</td>
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**Criteria for Field Practicum Participation**

To enter the field practicum program, the student must meet the following criteria:

1. Have met all qualifications for acceptance to and retention in the Social Work Program as described in the *Social Work Handbook* with particular emphasis on:
a. Possess a cumulative G.P.A. of 2.5 or higher
b. Demonstrate sufficient emotional/mental stability, with or without reasonable accommodation, to meet the academic and technical qualifications of the Social Work Program.
c. Demonstrate commitment to the NASW Code of Ethics.
d. Maintain the status of a student in good standing in the Social Work Program and with the University of Mary Hardin-Baylor.

2. Have successfully completed prerequisite and core social work courses listed above in “Relationship Between the Degree Plan and Field Practicum” (see p. 29).
3. Complete the Application for Field Practicum and Field Practicum Preference Form (Appendix A and B).
4. Attend practicum orientation sessions and field placement interviews with Director of Field Education.

Field Organization and Structure
The administration of the field education program is conducted through several components: the Director of Field Education, Faculty Field Liaisons, Agency-based Field Instructors and Students in Practicum – each with specific qualifications, responsibilities, and expectations.

The Director of Field Education
The Director of Field Education is a full-time faculty member who holds a MSW degree from a CSWE accredited university, has a minimum of two years practice experience and is licensed by the State of Texas.

Responsibilities of the Director of Field Education
1. Develop new field placement sites that enhance the educational experiences available to students.
2. Review and assess currently affiliated placement sites.
3. Assess potential Agency-based Field Instructors.
4. Develop and maintain resources by which students may become familiar with available agencies and client populations.
5. Develop and implement the student field practicum application process.
6. Review student practicum applications and agency choice forms; determine eligibility.
7. Assign students to agencies.
8. Design, review and revise materials such as the Field Education Manual and other field forms.
9. Organize and conduct (with Field Liaisons) field practicum orientation meetings for students.
10. Organize and conduct (with Field Liaisons) orientation and training sessions for Agency-based Instructors
11. Consult with Field Liaisons and students regarding student performance, field-related problems and provide support as needed.
12. Evaluate student attainment of competencies and assign field grades.
13. Evaluate practicum program to ensure that professional competencies are met.
14. Conduct practicum seminar sessions.
15. Teach courses as assigned.

Faculty Field Liaison
The Field Liaison is a faculty member (full-time or adjunct) currently teaching and/or practicing in the social work field. The individual must be a licensed by the State of Texas, hold a MSW from a
CSWE accredited university, and have a minimum of two years practice experience. The liaison functions as part of the educational team, working together with the Agency-based Field Instructor and student toward the realization of the student’s educational goals. The Faculty Field Liaison provides a link between the school program and the field agency. The liaison contributes to the development of the student’s learning contract, focuses on monitoring the student’s educational progress and performance and consistently maintains a working relationship between the student, program, and field agency.

Responsibilities of the Faculty Field Liaison
1. Assist the Agency-based Field Instructor and the student in developing the learning experience.
2. Maintain regular contact with the Agency-based Field Instructor and student (make a minimum of two agency visits per semester).
3. In the rare instance when the assigned field instructor(s) does/do not hold a social work degree, make additional agency visits or provide seminars/conferences for the individuals.
4. Serve as a resource person to student and Agency-based Field Instructor on integrating classroom and field knowledge, practice and skills.
5. Consult with the Director of Field Education in relation to initiating, continuing, or terminating a field placement site.
6. Monitor student performance and discuss with student, Agency-based Field Instructor and Director of Field Education any difficulties.
7. Assign student grades based on Agency-based Field Instructor’s evaluations, discussion with student and observations.
8. Participate in orientation and training session for Agency-based Instructors and students.
9. Facilitate practicum seminar sessions.

Agency-Based Field Instructors and Task Supervisors
Agency-based Field Instructors are social workers on staff in social service agencies where practicum students are placed. They are dual roles as practitioners and educators, enabling students to bridge the gap between theoretical concepts and practice realities. Agency-based Field Instructors embody the professional mentor role for the student and directs students in their understanding of the responsibilities and rewards of professional social work practice. Specific qualifications for Agency-based Field Instructors are listed elsewhere in this document.

Agency-based Task Supervisors are staff in social service agencies who are not licensed social workers and do not have a social work degree from a social work program accredited by CSWE. Task Supervisors embody the social work profession in their practice, though they may not have the educational background. In those agency settings where the student’s direct supervisor is an agency task supervisor, the agency and the program must insure the student receives appropriate social work supervision.

Responsibilities of Agency-based Field Instructors and Task Supervisors
1. Orient the student to purpose, policies and procedures of the agency and expectations for student performance.
2. Provide meaningful social work practice experiences for the student including assigning tasks to meet student’s educational needs.
3. Secure accommodation of the student role within the agency and access for the student to agency information, equipment, etc. as appropriate.
4. Become familiar with the basic curriculum content of the Social Work Program, particularly the expected content of practicum placement.
5. Provide weekly supervision to student at a regularly scheduled time (minimum of one hour weekly).
6. Participate in field orientation and training sessions as offered by the Social Work Program.
7. Participate in agency visits by the Faculty Liaison to evaluate student progress.
8. Complete four evaluation forms per year, discuss with student and submit to Field Liaison.
9. Keep the Faculty Liaison and/or Director of Field Education informed of any problem areas in regard to the student’s placement.

Field Practicum Students
Students are placed in practicum settings during their senior year after having completed the prescribed courses delineated earlier in this manual. Agency field hours are completed concurrently with course work on campus. Students arrange field hours with their Agency-based Field Instructor with due consideration of both the student’s schedule and the needs of the particular agency.

Students complete a minimum of 225 field hours per semester for a total of 450 hours over two semesters.

As soon-to-be professionals, students are expected to assume responsibility (along with the Agency-based Field Instructor and Faculty Field Liaison) for their learning as well as for evaluating their skills and progress.

Responsibilities of Practicum Students
1. Abide by the NASW Code of Ethics.
2. Attend field orientation(s).
3. Read, know and follow the practicum policies as outlined in the Field Education Manual.
4. Read, understand and abide by agency policies.
5. Spend at least the required hours per week/per semester in the assigned agency.
6. Adhere to scheduled hours in the agency and notify agency of an unexpected absences.
7. Participate with Agency-based Field Instructor and Field Liaison in regular evaluation practice.
8. Report any problems in placement immediate to Agency-based Field Instructor, Field Liaison and/or Director of Field Education.
9. Participate in weekly practicum seminars.
10. Complete agency and classroom assignments in a timely manner.
11. Complete evaluation of practicum at end of second semester.
12. Keep a positive attitude - the practicum experience is what the student makes it.

The Field Placement Process
Students apply for their field practicum, in the spring semester of their Junior year. Each student must apply for admission to field practicum by completing and submitting Appendix A Application for Field Practicum. Early in the spring semester a “Field Fair” is hosted by the Social Work Program where agencies set up tables with information about their agency and programs. Students “browse” the information tables, taking time to collect information and talk with agency representatives.

Students are provided with field application material prior to the “Field Fair,” including a list of agencies where students have been previously placed and those agencies with whom there are Affiliation Agreements. Students complete and submit their application and submit a Field Practicum Preference Form (Appendix B) with their application.
Field applications are reviewed by the Director of Field Education. Students, upon submission of their application and preference form, schedule a meeting with the Director of Field Education to discuss their application, the student’s readiness for field and their placement preferences. The names of students applying to field are forwarded to the Director of the Social Work Program who certifies that each student meets the requirements for field education. If additional material is needed or a student does not meet the minimum requirements for field, the student is notified in writing about the status of their application and what they need to complete or submit to meet the requirements for field. Once the required items are received, the Director of Field Education and the Program Director reconsider the applicant’s status and the student is either admitted to field or additional material is noted and the student informed of their application status. Students who do not meet the minimum requirements for field may appeal in writing to the Director of the Program for admission to their field practicum and/or for a waiver of one or more requirements.

Upon their admission to field, the Director of Field Education discusses with the student any requirements for screening and/or criminal background checks at the agencies designated by the student as field placement preferences. The Director of Field Education arranges with agencies for student interviews. Copies of the student's Application for Field Practicum are forwarded to the appropriate agencies, after which the student will arrange an interview with agency personnel.

Each student interviews with at least two agencies. Agencies after completion of the interview with the student may decline acceptance of a student. Students upon acceptance by an agency for their field placement can accept placement with the agency and if accepted by another agency must notify the agency of their decision to accept their placement or that they have elected to complete their practicum at another agency.

Once a student has been accepted by an agency for practicum and the student agrees to a placement, the student contacts the agency and completes any required screening and background checks. Although some field agencies may pay the costs of a drug screen and/or background check, students should be aware that UMHB’s Social Work Program does not pay for any costs associated with a drug screen and/or background check. Therefore, if not paid for by the field agency each affected student will have responsibility for paying for any costs associated with a background check and/or drug screen. The Social Work Program and/or the proposed field agency may provide the student with a list of resources for the drug screen and/or background check. During the summer months prior to the start of their field placement, students are encouraged to remain in contact with their agency and to provide them with any schedule updates or changes as the fall semester approaches. Field begins the first week of classes in the fall semester. An orientation for students entering field practicum is conducted by the Social Work Program prior to the start of classes.

As the fall semester approaches, the Director of Field Education will contact each agency and each student to determine if there have been changes on the part of either party since the formalizing of the agreement. If not, the Director of Field Education or Field Liaison will meet with appropriate agency personnel and formalize the contract. If there has been a change on the part of either student or agency, the process would begin again.

In summary, the placement of students in their agencies involves the following:

1. Field placements involve agencies with whom there is an Affiliation Agreement and with qualified field instructors to provide supervision for students in their field practicum.
2. Students submit required application forms for their field placement, including their
agency preferences for field (a student’s expressed preferences will be given serious consideration in field assignments; however, the final determination is the responsibility of the Director of Field Education, based on the student’s interests, strengths, and educational needs.)

3. Students conduct interviews with agencies prior to the end of the Spring Semester as part of the application process and in consultation with the Director of Field Education receive their agency assignments.

4. Field practicum begin with the start of the fall semester.

Additional Considerations When Placing a Student in Field
Special factors that may be considered in the placement of students include the following:
1. Available transportation and distance of agency from school/home.
2. Placement of a student with special needs or an accommodation.
3. Special language requirements.
4. Special circumstances of student and/or placement (evaluated on a case-by-case basis).
5. Specific hours required by the agency as related to student availability.
6. Circumstances in which a student may complete their practicum in an agency where their field seminar instructor may also be their field instructor or in the line of authority with their field instructor.

Placement in Agencies Where the Student is Employed
Placement of a student where the student is employed will be granted only in exceptional circumstances and under strict criteria noted in the accreditation standards established by the Council on Social Work Education (CSWE). Criteria for placements of this nature include:
1. The agency must meet all requirements of any agency site for field placements including qualifications of agency-based supervisors.
2. The student must have unpaid release time for course and field instructions as well as actual practicum required hours.
3. The field placement must have a clearly identifiable education focus guided by the learning contract.
4. The agency must provide the student a qualitatively different experience from that provided by his/her regular employment.
5. The student should not be supervised by his/her employment supervisor.

The Social Work Program has established criteria for the utilization of a student’s work setting as field instruction placement. These are:
1. The field placement must have social work as a primary function. The organization must be one in which social work practice is clearly distinguishable from the practice of other disciplines.
2. The organization must provide social work students with a qualitatively different experience from that provided by regular employment.
3. The student must answer to a different supervisor than the day-to-day work supervisor.
4. The field placement must have a clearly identifiable education focus guided by the learning contract and unencumbered by workload of regular employment.
5. The agency must support the student’s obligations for academic coursework and assignments related to the field integration seminar.
6. The agency must meet all requirements of any agency site for field placements including affiliation with University and Social Work Program.
7. The employment work hours and practicum hours must be clearly “spelled out” and
readily differentiated.

In addition to the Learning Assessment Form (Appendix D) developed to guide the student’s educational experience, the student, agency-based field instructor, and field liaison must complete the “Agreement for Field Placement at Place of Employment” form located in Appendix M.

Criteria for Field Practicum

The primary concerns in selecting agencies for the field practicum are that the agency understands Council on Social Work Education guidelines for demonstrating generalist social work practice competencies and that social work and delivery of social services are the main focus of the student’s experience. The program’s guidelines for the selection of field agencies are:

1. Commitment to the profession of social work and the provision of social services. An employee of the agency, with a BSW, and two years practice experience, or MSW from CSWE accredited social work program, is available to assume responsibility for supervising the student. In those instances when the assigned field instructor does not hold a social work degree, the Field Liaison will assume the responsibility for reinforcing a social work perspective.
2. Ability to provide a comprehensive view of social work and, where possible, experiences working with diverse size systems.
3. Commitment to racial, ethnic and cultural diversity and non-discrimination in the provision of services.
4. Practicum instructor permitted to attend the annual orientation and training sessions provided by the Social Work Program.
5. Ability to provide learning experiences that are consistent with the Social Work Program’s competencies, practice behaviors, and educational outcomes.
6. Agreement by the agency to the conditions outlined in the Practicum Contract and the University of Mary Hardin-Baylor's Social Work Program Field Education Manual.
7. Employs or has a potential to employ bachelor level social work professionals.

Selection of Agency-Based Field Instructors

The primary concern in selecting Agency-based Field Instructors is that Council on Social Work Education guidelines are followed and social work is the main focus of the educational experience.

The following guidelines are identified, with an appreciation of individual strengths of both agencies and field instructors.

1. Commitment to the profession of social work.
2. BSW (with two years practice experience) or MSW from CSWE accredited social work program. In the rare instance when the assigned field instructor does not hold a social work degree, the Field Liaison will assume the responsibility for reinforcing a social work perspective.
3. Ability to provide the student a comprehensive view of social work, including experiences with individuals, families, groups, communities and organizations.
4. Commitment to racial, ethnic and cultural diversity.
5. Knowledge of current developments in social work.
6. Ability to be flexible in light of student differences.
7. Commitment to the NASW Code of Ethics.

Selection of Agency-Based Task Supervisors

The Field Education Program will coordinate with agencies to identify, designate and prepare Task Supervisors in those situations where a licensed or social work educated field instructor is not
available. The primary concern in selecting Agency-based Task Supervisors is that Council on Social Work Education guidelines are followed and social work is the main focus of the educational experience. The following guidelines are identified, with an appreciation of the strengths of both agencies and task supervisors.

1. Commitment to the profession and values of social work.
2. Bachelor’s degree in a related field with two years practice experience in their field of practice.
3. Availability of a licensed BSW, MSW or a person with a BSW or MSW from a CSWE accredited social work program who can provide social work supervision.
4. Ability to provide the student a comprehensive view of social work, including experiences with individuals, families, groups, communities and organizations.
5. Commitment to racial, ethnic and cultural diversity.
6. Ability to be flexible in light of student differences.
7. Commitment to NASW Code of Ethics.

Orientation and Training for Agency Field Instructors and Task Supervisors
The University of Mary Hardin-Baylor Social Work Field Education Program will conduct orientation and training sessions at least annually, prior to the start of the Fall semester. The orientation will acquaint the Agency-based Field Instructors and Task Supervisors with the various requirements of the social work Field Education Program, emphasizing the senior field practicum experience. All field instructors and task supervisors are strongly encouraged to attend these sessions.

These sessions will include the following as appropriate: program competencies; program outcomes; program expectations, curriculum conceptualization and implementation; admission procedures; social work values and ethics; and demonstration and evaluation of practice behaviors. During these sessions the practicum contract and evaluation form will be discussed and the field education manual will be distributed. Input from field instructors will also be encouraged.

The training sessions will incorporate, as needed, basic orientation and materials related to current developments in social work education, professional values and ethics expected of students and their development as professional social workers, evaluation of practice, to include the inclusion of evidence-based practice (research in practice and practice in research), and timely professional social work topics/issues.

On-going Communication with Agency Field Instructors and Task Supervisors
Continuing communication with Agency-based Field Instructors will be accomplished in several ways in addition to the orientation/training sessions.

1. Field liaisons visit placements sites and Agency-based Field Instructors a minimum of two times a semester (with additional visits and/or seminars/training sessions for non BSW or MSW instructors). Phone contacts and email correspondence supplement these visits.
2. A number of Agency-based Field Instructors serve on the program’s Social Work Advisory Council which provides contact with the faculty three times a year, as well as advisory input into the Social Work Program including field matters.
3. Agency-based Field Instructors are encouraged to attend the Program’s annual Senior Pinning Ceremony where the seniors are recognized and student awards are presented
4. Many Agency-based Field Instructors are members of NASW and have contact with both faculty and students at meetings of that organization. Agency-based Field Instructors are also involved in the self-study of the Social Work Program prior to reaffirmation and at
the time of reaffirmation site visits.

5. Indirect contact with Agency-based Field Instructors is achieved through their completion of the Field Instructor’s Evaluation of Practicum form (Appendix K).

**Evaluation of Students and Grading**

Students will be evaluated by the Agency-based Field Instructor at mid-semester and at the end of each semester. Copies of the written evaluations will be placed in the student's field file. The Agency-based Field Instructor is able to recommend a grade for the student for each semester of the practicum course. However, the assigned Faculty Field Liaison will be responsible for assigning the final grade. If a student disagrees with the recommended grade, he or she is provided the opportunity (on the evaluation form) to express the reasons for the disagreement and also has available the appeal process as described in the university's Student Handbook. (Evaluation forms appear in Appendix G, H, I & J)

**Student Evaluation of the Practicum**

At the end of each practicum placement, each student will evaluate the learning experience by the completion of the Student Evaluation of Practicum (see Appendix J). The form will be placed on file and the information may be shared with the agency. The information will be used as a basis for evaluating further field practicum placements in specific agencies.

**Field Instructor Evaluation of Practicum**

At the end of each practicum placement, the Agency-based Field Instructor will evaluate the practicum experience (Appendix L). The form will be placed in the university's file for that agency and will be used as a basis for evaluating further practicum in the agency.

**Program Evaluation of Agencies and Agency-Based Field Instructors and Task Supervisors**

At the end of each practicum year, the field liaison will complete a written evaluation of each practicum placement site and instructor. Evaluation will be based on fulfillment of Criteria for Selection of Practicum Agencies (p. 24), Criteria for Selection of Agency-based Field Instructors (pp. 24-25) and overall performance (see Appendix M).

Additionally, a report on all agencies will be compiled by the Director of Field Education and submitted to the Program Director. Criteria will include those mentioned above and ratings will be scaled on each item.

These evaluations will be used as a basis for evaluating the potential for further practicums in the agencies and under the direction of specific instructors.

**Student Self-Evaluation of Practice**

It is important that social workers evaluate their own practice. Without knowledge of how effective they are in practicing social work, social work professionals will not know how to improve or change their methods of intervention. Social work students at the University of Mary Hardin-Baylor are introduced to the importance of evaluating practice in the Introduction to Social Work course.

Students receive a more in-depth study of evaluation of practice in Social Work Practice I and II and Social Work Research I and II. In Senior Seminar and in Social Work Field Practicum I and II, the concept of evaluation of practice is taught again and students are actually involved in evaluating their practice in their practicum. Students further evaluate their practice through the use of a learning/goals agreement completed as part of their practicum experience. This form, completed with the assistance of their Agency-based Field Instructor and Field Liaison, allows the students to both plan their learning experiences and evaluate their progress as they move through
Field Practicum Policies

Admission to the Practicum Experience
Admission to the practicum experience is contingent upon the student’s adherence to the standards for retention in the Social Work Program, the successful completion of the required prerequisite courses, and the submission and subsequent approval of the Application for the Field Practicum Form.

Termination from a Specific Practicum Agency
Students are placed in a field agency for a period of two semesters of an academic year. Only in exceptional cases may students be moved to a new agency during their placement. Prior to any change, the student and university faculty must determine one of the following:

1. The agency is unable to provide learning experiences that will be conducive to continued student growth.
2. The student/Agency-based Field Instructor relationship is such that continued learning will be difficult.
3. Student’s failure to abide by the NASW Code of Ethics (refer to Appendix O).
4. Student’s attempt to harm self or someone else.
5. Excessive tardiness or absences from the agency, especially without notification.
6. Inappropriate or unprofessional behavior in connection with the field placement.
7. Inability, because of illness or other circumstance, to meet the necessary job requirements of the placement in spite of any appropriate accommodations made.

Before any change are implemented, the student, Agency-based Field Instructor and Faculty Liaison will meet to discuss the situation. All efforts will be made to rectify any problems before removing the student from the agency.

In the situation where a student is to be withdrawn from an agency placement, the following process will be followed:

1. The Agency-based Field Instructor shall notify the university Field Liaison (or vice versa) regarding the specific problem.
2. The Field Liaison will meet with the Agency-based Field Instructor and student.
3. The Field Liaison and Director of Field Education will meet with the student to notify the student that withdrawal from the placement is necessary.
4. A decision regarding the student's future, a new placement or another arrangement will be made and recorded in the student's file.

Termination from the Field Practicum Experience
A student may be removed entirely from the practicum experience for any of the following reasons:

1. Failure to adhere to the NASW Code of Ethics (refer to Appendix O).
2. Failure to maintain the status of a student in good standing at the University of Mary Hardin-Baylor.
3. Failure to demonstrate sufficient emotional/mental stability to meet the academic and technical qualifications of the Social Work Programs (and the practicum placement) with reasonable accommodation for any documented disabilities.
4. Failure (beyond corrective means) to demonstrate effective interpersonal skills necessary for forming professional helping relationship.
5. Student’s attempt to harm self or someone else.
6. Excessive tardiness or absences from the agency, especially without notification.
7. Inappropriate or unprofessional behavior in connection with the field placement.
8. Failure to fulfill the agreements in the field/agency contract.
9. Failure to interact appropriately with colleagues, faculty, field instructors, administrators, staff, clients and fellow students.

Before any permanent removal of a student from the practicum program is initiated the Agency-based Field Instructor, Field Liaison, and the Director of Field Education will meet to discuss the situation and make a recommendation to the Director of the Social Work Program.

Students wishing to challenge the decision regarding termination from the practicum agency may follow the Right of Appeal for any academic decision believed to be arbitrary, capricious, or unfair as outlined in the current UMHB Student Handbook.

Note: In instances wherein a student is suspended, not terminated from the practicum experience, an agreement may be developed listing the requirements for readmission. Upon completion of the requirements, the student may petition the Director of the Social Work Program and the Director of Field Education for readmission to the Field Education Program.

**Orientation to the Field Practicum Experience**

Prior to beginning field practicum, all students must attend a field practicum orientation and training session. The orientation and training includes a presentation of field policies, discussion of field requirements and evaluation policies and procedures, grading procedures, a description of the field faculty/liaison system, a description of the current practicum sites and information about the relationship between their field placement, field integration seminar, the faculty field liaison, their agency field supervisor (task supervisor) and the Director of the Field Education Program. The date, time and location of the field orientation are provided to the students prior to the end of the previous Spring semester and a reminder is forwarded to each student during the summer. For those students who may miss the orientation meeting for field, an Orientation Examination is conducted and the student meets individually with their assigned faculty field liaison to discuss the policies and procedures for the field practicum. This examination covers the material in the *Social Work Field Education Manual*. A score of 85 or above substitutes for the missed field orientation and training session.

**Record of Hours Completed**

Each student is expected to keep a daily record of the number of hours completed towards meeting the required 450 hours for their field practicum experience (see Appendix E). This form is to be signed by the student, Agency-based Field Instructor and the assigned Faculty Field Liaison. A copy should be kept by the student and the Field Education Program. The original will be kept in the student’s permanent field file.

**Logs and Journals**

Each student will maintain a log/journal of field activities and submit that log to their Field Liaison at assigned times. Content expectations regarding the logs are noted on the log sheets provided to the student and due dates are in the syllabus for the field practicum seminar (see Appendix F).

**Administrative Policies**

**Hour Requirements**

Students should spend approximately 16 hours per week in the practicum placement agency. They
must accumulate a minimum of 225 hours each semester for at least 450 hours for the two semesters of the practicum experience. This represent the minimum amounts of time in the practicum experience.

Students may work out a flexible schedule with the field instructor around their class schedule. Whatever the pattern, the student should be at the agency not less than two hours on any one day and at least two days per week. It is preferable that more than two hours be scheduled for any day in placement. It is expected that the student will set up a schedule in coordination with the agency field instructor and the faculty field liaison.

Substitution of Days
There may be certain meetings or tasks required by the agency or by the university which call for changing or substituting field days. There is no problem with substitution as long as it has been worked out with the Agency-based Field Instructor in advance. When substituting days, make sure that all necessary tasks are completed and the appropriate people (including clients) informed.

Holidays
Students are not required to go to the agency on official university holidays (they may, with prior approval from the agency and from the social work faculty). The students should inform the agency and their clients ahead of time that any such absences will occur. Students also are not allowed to go to the agency on any agency holidays when agency personnel will not be present. Students should be alert to making up time for any days missed due to agency closings, etc.

Additional Hours
Academic semesters are generally 15 weeks in duration. Students who complete an average of 16 hours of field practicum each week will complete more than 225 hours of field practicum in the semester. No practicum placement should be completed earlier than two (2) weeks prior to the last day of scheduled classes for a semester. Care should be taken to arrange field hours at the agency so that this policy is observed.

Length of Placement
Many agencies will provide the opportunity to attend workshops and conferences. Attendance at such conferences may count toward total field hours, contingent on this being agreeable with the Agency-based Field Instructor. The UMHB social work Field Liaison and course instructors should be informed prior to the students attending any such events.

Occasionally, the Social Work Program will schedule activities which may be applied toward field practicum hours, such as the annual Spring Ethics Workshop for social workers. The agency and clients should be notified prior to the student’s being absent from field for such events.

Inclement Weather
In the event of inclement weather that restricts travel, the student shall follow the university’s ruling (as broadcast on radio and television). If the university and the agency are closed, the student is excused from his/her placement and is not required to make up the hours. If the university is closed, but the agency is open, the student may elect, with the permission of the
Agency-based Field Instructor not to go to the agency, but the time missed must be made up. If the agency is closed, but the university is open, the student is required to make up missed time. Student safety should rule in all discussions and decisions.

**Days Missed Due to Illness or Other Emergencies**

In the case of illness necessitating absence from the field setting, students shall notify their Agency-based Field Instructor and take responsibility for canceling or rescheduling appointments and/or meetings. Hours missed must be made up. The students shall follow the policies of the agency regarding working when ill or temporarily disabled.

**Travel**

The student is responsible for securing transportation to and from the field setting. It is also the student’s responsibility to provide his/her own liability insurance coverage for agency-related travel, if no such coverage is provided by the agency. The university assumes no responsibility for student travel. Agencies are encouraged but not required to reimburse students for mileage for agency business. Students in their field practicum are strongly encouraged not to transport clients in their own vehicles but doing so is at their own risk and under their own automobile insurance.

**Professional Liability and Other Insurance**

The University of Mary Hardin-Baylor provides liability insurance for students registered completing their field practicum requirements. Students should also ask the agency about liability coverage for their activities although many agencies do not provide this for students. Additionally, students are responsible to verify they have sufficient auto and medical insurance. The liability insurance provided by the university only covers incidents related to a student’s field practicum assignment related to student tasks and assignments that are part of their practicum experience.

**Professional Dress**

The practicum student should dress in a professional manner when in the practicum setting. Additionally, the student must adhere to the University of Mary Hardin-Baylor dress code as located in the UMHB Student Handbook (p. 56). Some agencies are less restrictive regarding dress and the student may follow their policies as long as they do not conflict with UMHB policies. Students with questions concerning appropriate dress should consult with their Agency-based Field Instructor and Field Liaison.

**Safety**

Students are encouraged to be aware that social work practice includes some potential for risk to personal safety. It is the responsibility of the student to assess the risk of environmental factors and take precautions for personal safety. Students should always let someone in the agency know where he/she will be when working outside the agency offices. Students, Field Instructors and Field Liaisons will consciously work to develop “situational awareness” in students as a measure of personal safety. “Safety Guidelines for Social Work Students in Practicum” is available through the UMHB Field Education website at: [http://undergrad.umhb.edu/socialwork/field-education](http://undergrad.umhb.edu/socialwork/field-education). Agency safety policies should be periodically reviewed by the student.

**Harassment, Sexual Harassment, and Stalking**

The University of Mary Hardin-Baylor describes its policies on harassment, sexual harassment, and stalking in the current UMHB Student Handbook, which is available to download at: [http://students.umhb.edu/student-handbook](http://students.umhb.edu/student-handbook)
Notice of Nondiscriminatory Policy as to Students

The University of Mary Hardin-Baylor (UMHB) admits qualified students of any race, color, gender, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not unlawfully discriminate on the basis of race, color, gender, religion, age, nationality, and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, UMHB does not unlawfully discriminate on the basis of handicap in the recruitment and admission of students and the operation of any of its programs and activities, as specified by federal laws and regulations.

UMHB is authorized under federal law to enroll non-immigrant alien students. The university is a private institution and reserves the right to deny admission to an applicant for any lawful reason.

The designated coordinator for university compliance with nondiscrimination policies is the Associate Vice President for Human Resources, Sanderford Administrative Complex, 900 College Street, Belton, Texas 76513, 254-295-4527, susan.owens@umhb.edu.
APPENDIX A

Application for Field Placement
UNIVERSITY OF MARY HARDIN-BAYLOR  
SOCIAL WORK PROGRAM  
APPLICATION FOR FIELD PRACTICUM

Name:  
Current address:  
Permanent address:  
Home phone: (   )  
Cell phone: (   )  
Email:  
GPA for all courses:  
GPA for social work courses:  
Expected semester/year of graduation:  

(NOTE: You are not required to respond to the next three questions. The information you provide will enable the faculty to engage in a discussion with you about the impact past actions may have on future licensure as a social worker in Texas. Ultimately, the Texas State Board of Social Work Examiners (TSBSWE) (http://www.dshs.state.tx.us/socialwork/default.shtm) will determine your eligibility for social work licensure, based on the information you provide to the board. Positive responses to the questions in this section will not result in denial of your application to the field practicum program.)

Have you ever been convicted of a misdemeanor?  
Yes ☐  No ☐

Have you ever been convicted of a felony?  
Yes ☐  No ☐

Are you aware of any circumstance that may prevent you from becoming a licensed social worker in the State of Texas?  
Yes ☐  No ☐

Will you have a car available for your use when in field practicum?  
Yes ☐  No ☐

Are there any special needs or accommodations you will require for field practicum?  
Yes ☐  No ☐

If “Yes,” please explain:
Why did you choose social work as your major field of study?

What are your career/professional goals?

What are your expectations about the practicum experience (what do you hope to learn/gain)?

Describe any previous work/employment experiences. (Company/Agency; dates of employment; duties and responsibilities)

Describe any previous volunteer experiences. (Agency/Program; dates of service; responsibilities)

Describe previous experiences involving ethnic, cultural, and/or lifestyles that were different from your own.

What strengths or personal attributes do you believe you will be bringing into field practicum?

What limitations or personal challenges do you believe you will be bringing into field practicum?

When placed in an agency/program for field practicum, I, (your name) ______ will adhere to the NASW Code of Ethics.

Signature: _______________________________  Date: _______________________________

Your electronic signature also indicates granting permission to share the above information with prospective field placement agencies and field instructors.
In Case of an Emergency

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<th>Emergency Contact Name # 1</th>
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This information will not be shared with your Field Agency. It will be on file with the Field Education Program and will be destroyed upon completion of your Field Placement.
APPENDIX B

Field Practicum Preference Form
UNIVERSITY OF MARY HARDIN-BAYLOR
SOCIAL WORK PROGRAM

FIELD PRACTICUM PREFERENCE FORM

(Note: This form will not be shared with field instructors prior to or during practicum placement.)

Name: _____

List your first, second, and third AREAS OF PRACTICE that reflect your interest regarding your future (post-BSW) social work practice (e.g., advocacy, child welfare, elderly, health/mental health, school social work, policy, etc.).

1. _____
2. _____
3. _____

List your first, second, and third AREAS OF PRACTICE (i.e., community, medical, school, etc.) regarding your senior field practicum experience. (OK to change or repeat the list from above.)

1. _____
2. _____
3. _____

List your first, second, and third AGENCY or PROGRAM of choice regarding your senior field practicum (those agencies you would like to do your practicum with for your senior year).

1. _____
2. _____
3. _____

Field Practicum placements will be made based on 1) expressed preferences as noted above, 2) availability of the agency as a field practicum site, and 3) the completion of interviews between the student and the agency field instructor. Ultimately, the UMHB Social Work Program reserves the right to make placements as deemed appropriate for the student and the agency.
APPENDIX C

Student Agreement for Field Practicum
UNIVERSITY OF MARY HARDIN-BAYLOR
SOCIAL WORK PROGRAM

STUDENT AGREEMENT FOR FIELD PRACTICUM

This placement of a student by the University of Mary Hardin-Baylor Social Work Program in an agency brings a number of reciprocal responsibilities into action. In a contract sense, this agreement denotes that all parties (university, agency, and the student) will perform specified components of the total field work process. This document is not intended to be a legally binding contract between the parties but rather an expression of expectations for the cooperation of each participant in the practicum program. This cooperative effort is delineated as follows:

UNIVERSITY OF MARY HARDIN-BAYLOR WILL:

1. Assume initial responsibility for the selection of students to be placed in an agency, with the student's educational needs and goals as the primary consideration in this decision.
2. Remain cognizant that the agency has the final decision regarding student placement.
3. Provide academic information and other pertinent information concerning the student, as it is requested, with the permission of the student.
4. Provide advisory services for students through the faculty advisory plan: specifically to facilitate the student's ability to define educational competencies and to specify learning experiences desired.
5. Provide the agency with evaluation instruments to be used as criteria for assessment of student's work. Incorporated within this requirement is the role of providing the agency and field instructor with the educational goals of the Social Work Program and university, so as to further facilitate the continuity of the learning process.
6. Assume final responsibility for the administration of the field practicum program; including decisions which affect the progress of the student, such as grades, credits, and minimum number of field work hour requirements, with final grading including consideration of agency and field instructor recommendation.

THE AGENCY WILL:

1. Provide the University of Mary Hardin-Baylor Social Work Program with a description of the placement and social work tasks involved, so as to further enhance the educational competencies and professional interests of the students.
2. Work in close coordination with the Social Work Program faculty in planning the student's educational experience. This entails designating a BSW or MSW to serve as field instructor on a continual basis during the student's placement, thereby reinforcing the integration of the program's coursework with the field placement.
3. Provide students with opportunity to become involved in the total agency operation as is appropriate and refrain from assigning students "busy work" which is not a part of or related to the social work field experience.
4. Encourage contact between the student and the total agency staff so as to broaden the student’s knowledge base to include administration, planning, community interest, research, and other social work methods or interventions which are unique to the agency.

5. Comply with deadlines for the preparation of reports and evaluations needed in evaluating the student's field work performance.

6. Permit students the use of agency facilities during the field placement, including adequate space, access to a telephone, access to clerical materials, etc. This should be as appropriate to the student's defined role and tasks and as permitted by the agency's operational standards.

7. Allow students to evaluate their own practice in order to assess their effective use of social work intervention methods.

8. Provide a diversity of social work experiences that include work with individuals, families, groups, communities, and organization.

THE STUDENT WILL:

1. Accept the responsibilities and rules consistent with the field agency and appropriate to social work practice.

2. Provide his or her transportation to and from the agency.

3. Keep a daily journal of activities, assignments, plans and experiences throughout the field placement to integrate experiential learning and coursework.

4. Be punctual and responsible in his or her dealings with the field work placement, notifying the agency field instructor of illness or tardiness as is necessary.

5. Participate in his or her performance and field evaluation in the manner requested by both field instructor and Social Work Program faculty, and be available for field instruction coordination visits.

6. Conduct self in a professional manner and in a manner reflecting the Christian orientation of the university.

7. Dress in a professional manner in accordance with agency policy and university dress code. (no shorts, tank tops, etc.)

8. Adhere to the NASW Code of Ethics.

A field placement may be terminated by the mutual decision of all participating parties. The university or the agency may terminate a field placement for the reasons set out in the university's Social Work Field Manual.

These guidelines and agreements are intended to facilitate interaction and cooperation and to avoid unnecessary conflict due to misunderstanding of mutual expectations and responsibilities. Therefore, we the undersigned agree to adhere to the above guidelines to the best of our abilities.
STUDENT AGREEMENT FOR SOCIAL WORK PRACTICUM

The Student Agreement is intended to facilitate interaction and cooperation in the field practicum experience.

I agree to comply with the responsibilities and terms set forth in this Agreement.

___________________________________________  ____________________________
Student Signature                          Date

(Electronic signature and date is acceptable.)
APPENDIX D

Practicum Learning Assessment Form
UNIVERSITY OF MARY HARDIN-BAYLOR
SOCIAL WORK PROGRAM

PRACTICUM LEARNING ASSESSMENT FORM

Student: [_____]  Semester: [_____]  Year: [_____]
Agency: [_____]  Supervisor: [_____]

The outcomes listed below represent the competencies of the Field Practicum curriculum and the expected educational outcomes for students participating in the field practicum courses. Space is provided for the individualized goals to be added by either the student, field instructor or field liaison.

Each outcome should be accompanied by specific learning tasks which will facilitate development of that competency.

<table>
<thead>
<tr>
<th>DESIRED OUTCOME</th>
<th>LEARNING TASKS</th>
<th>DATE ACCOMPLISHED</th>
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<tbody>
<tr>
<td>1. Demonstrate ethical and professional behavior. *</td>
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<td>2. Engage diversity and difference in practice.</td>
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<td>3. Address human rights and social, economic, and environmental justice.</td>
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<td>4. Engage in practice-informed research and research-informed practice.</td>
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<td>5. Engage in policy practice.</td>
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<td>6. Engage with individuals, families, groups, organizations, and communities.</td>
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<td>7. Assess individuals, families, groups, organizations, and communities</td>
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<td>8. Intervene with individuals, families, groups, organizations, and communities.</td>
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<td>DESIRED OUTCOME</td>
<td>LEARNING TASKS</td>
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<td>9. Evaluate practice with individuals, families, groups, organizations, and</td>
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<td>communities.</td>
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<td>10. Develop social work knowledge and practice through excellence in teaching</td>
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<td>and learning, and scholarly work.</td>
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<td>11. Contribute to the social service delivery system of the community.</td>
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* Refer to Appendix G Eleven Core Program Competencies and 31 Behavioral Outcomes for further explanation of the competencies and identification of the outcomes.

Student: [_____]
Agency Supervisor: [_____]
Faculty Field Liaison: [_____]

Date: [_____]
Date: [_____]
Date: [_____]
APPENDIX E

Field Practicum
Record of Student Participation
UNIVERSITY OF MARY HARDIN-BAYLOR  
SOCIAL WORK PROGRAM

Field Practicum  
Record of Student Participation

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<th>Cumulative Hours</th>
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<td>TOTAL</td>
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</tbody>
</table>

Minimum Hours Required: BSW/450 hours (225 hours per semester)

STUDENT SIGNATURE: [ ]  
DATE: [ ]

FIELD INSTRUCTOR’S SIGNATURE: [ ]  
DATE: [ ]

* Students are required to submit a completed participation record at the end of the term. The signature of the field instructor and the student reflects that the student has completed the required 225 minimum hours for the term. If the student has less than 225 hours for the semester, the faculty field liaison, agency field instructor, and student will develop an appropriate agreement to complete the required hours.
APPENDIX F

Daily Field Practicum Activity Log
### UNIVERSITY OF MARY HARDIN-BAYLOR
SOCIAL WORK PROGRAM
Daily Field Practicum Activity Log

Name of Student: ______
Field Practicum Agency: ______

<table>
<thead>
<tr>
<th>Activity/Content</th>
<th>Learning</th>
<th>Thoughts/Emotions Related to Learning</th>
<th>Applicable Theories or Skills</th>
<th>Applicable Values and Ethics</th>
<th>Behavioral Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ______</td>
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</tbody>
</table>

Supervisor Initials: ______
APPENDIX G

Eleven Program Competencies and 33 Behavioral Outcomes
Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning (CSWE EPAS, 2015, p. 6).

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 inter-professional teams. Social workers recognize the importance of life-long 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:

- 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;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2 — Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class,
color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3 — Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice

**Competency 4 — Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.
Competency 5 — Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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:
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse 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:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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 recognize the importance of evaluating
processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

In addition to the nine core competencies, the UMHB Social Work Program has the following two program competencies.

**Competency 10 – Develop social work knowledge and practice through excellence in teaching and learning, and scholarly work.** Social workers:

- fully participate in learning and actively engage in scholarship.

**Competency 11 – Contribute to the social service delivery system of the community.**

Social workers:

- Social workers seek to improve community service delivery systems.
APPENDIX H

First Semester Midterm Evaluation
First Semester Midterm Assessment

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date:</th>
</tr>
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<tbody>
<tr>
<td>Name of Agency</td>
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<tr>
<td>Program Name</td>
<td></td>
</tr>
<tr>
<td>Agency Field Instructor</td>
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</tr>
<tr>
<td>Evaluation Period</td>
<td>Semester/Year:</td>
</tr>
</tbody>
</table>

Evaluation Factors (circle the appropriate quality for each evaluation factor)

Use comments to describe student's strengths and accomplishments that meet and exceed expectations as well as areas needing improvement. Evaluation factors should be based on the student’s Learning Contract, expectations discussed in supervision, and the level of performance expected of an entry level generalist social worker. The examples provided may or may not apply to a particular student’s agency or practicum tasks and responsibilities. Ratings of Superior, Needs Improvement, and Unacceptable must be substantiated by comments.

**SU = Superior** – consistently exceeds expectations and requirements, performing at the highest attainable level

**XE = Exceeds Expectations** – frequently exceeds expectations and requirements; all planned objectives were achieved above established standards and other accomplishments were made in unexpected areas as well

**ME = Meets Expectations** – able to perform 100% of duties satisfactorily; normal guidance and supervision are required

**NI = Needs Improvement** – occasionally fails to meet requirements; performance must improve to meet expectations of field practicum

**UA = Unacceptable** – consistently fails to meet placement requirements; performance must improve to meet expectations of field practicum

**NA = Not Applicable** - Evaluation Factor was not relevant, not appropriate or could not be evaluated

<table>
<thead>
<tr>
<th>1</th>
<th>Quality of Field Practicum Tasks (Check a Rating Box)</th>
<th>SU</th>
<th>XE</th>
<th>ME</th>
<th>NI</th>
<th>UA</th>
<th>NA</th>
</tr>
</thead>
</table>

Examples: demonstrates knowledge, values and skills to complete tasks assigned • is accurate and neat • performs tasks thoroughly • demonstrates flexibility to accomplish tasks • uses good judgment

Comments: Traits personally observed upon which evaluation is based. Use separate page if more space is needed.

Action: Indicate actions necessary for student to improve in this area, including timeframe for completion.
<table>
<thead>
<tr>
<th></th>
<th>Quantity of Tasks</th>
<th>(Check a Rating Box)</th>
<th>SU</th>
<th>XE</th>
<th>ME</th>
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</table>

**Examples:** completes tasks assigned • completes tasks on time • manages a variety of tasks/projects • demonstrates initiative

**Comments:** Traits personally observed upon which evaluation is based. Use separate page if more space is needed.

**Action:** Indicate actions necessary for student to improve in this area, including timeframe for completion.

<table>
<thead>
<tr>
<th></th>
<th>Habits</th>
<th>(Check a Rating Box)</th>
<th>SU</th>
<th>XE</th>
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</tbody>
</table>

**Examples:** is punctual for field practicum as scheduled • complies with instructions • demonstrates knowledge of agency and program policies and procedures • organizes and completes tasks in allotted time • shows enthusiasm • demonstrates appropriate attire and grooming

**Comments:** Traits personally observed upon which evaluation is based. Use separate page if more space is needed.

**Action:** Indicate actions necessary for student to improve in this area, including timeframe for completion.

<table>
<thead>
<tr>
<th></th>
<th>Personal Relations</th>
<th>(Check a Rating Box)</th>
<th>SU</th>
<th>XE</th>
<th>ME</th>
<th>NI</th>
<th>UA</th>
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</table>

**Examples:** gets along with others in the agency/program • demonstrates effective teamwork • demonstrates willingness to help others in a cordial demeanor • effectively resolves difficult situations • builds effective relationships • accepts constructive feedback • exhibits positive, professional behavior with agency employees and clients

**Comments:** Traits personally observed upon which evaluation is based. Use separate page if more space is needed.

**Action:** Indicate actions necessary for student to improve in this area, including timeframe for completion.
<table>
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<tr>
<th>5</th>
<th>Initiative</th>
<th>(Check a Rating Box)</th>
<th>SU</th>
<th>XE</th>
<th>ME</th>
<th>NI</th>
<th>UA</th>
<th>NA</th>
</tr>
</thead>
</table>
| Examples: understands and accepts new situations • performs field practicum tasks well with minimal instruction • makes sound decisions in absence of detailed instructions or direct supervision • keeps supervisor informed of status of assigned tasks • gets things done • alert to opportunities to improve methods and skills
| Comments: Traits personally observed upon which evaluation is based. Use separate page if more space is needed. |
| Action: Indicate actions necessary for student to improve in this area, including timeframe for completion. |

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<thead>
<tr>
<th>6</th>
<th>Communication</th>
<th>(Check a Rating Box)</th>
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<th>XE</th>
<th>ME</th>
<th>NI</th>
<th>UA</th>
<th>NA</th>
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</thead>
</table>
| Examples: listens attentively • seeks clarification to ensure understanding • communicates effectively with supervisors, peers, and clients • is courteous, respectful, and tactful in communications • shares information and resources • displays appropriate written, verbal, and nonverbal communication skills
| Comments: Traits personally observed upon which evaluation is based. Use separate page if more space is needed. |
| Action: Indicate actions necessary for student to improve in this area, including timeframe for completion. |

<table>
<thead>
<tr>
<th>7</th>
<th>Diversity</th>
<th>(Check a Rating Box)</th>
<th>SU</th>
<th>XE</th>
<th>ME</th>
<th>NI</th>
<th>UA</th>
<th>NA</th>
</tr>
</thead>
</table>
| Examples: treats all others with respect • understands the impact of race, gender, culture, economic status, belief systems and background on the behaviors of others • respects differences within the agency/program environment • demonstrates inclusive behavior
| Comments: Traits personally observed upon which evaluation is based. Use separate page if more space is needed. |
| Action: Indicate actions necessary for student to improve in this area, including timeframe for completion. |
### Leadership (as applicable) (Check a Rating box)

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<tbody>
<tr>
<td>SU</td>
<td>XE</td>
<td>ME</td>
<td>NI</td>
<td>UA</td>
<td>NA</td>
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</tbody>
</table>

**Examples:**
- Sees opportunities for collaboration with other internal and external personnel, programs and agencies • understands and supports the values, organization, culture and strategic direction of the agency/program • perceives problems and is able to develop action plans to resolve them • effectively uses the organization/agency decision-making structures and procedures • seeks to enhance personal leadership skills

**Comments:** Traits personally observed upon which evaluation is based. Use separate page if more space is needed.

**Action:** Indicate actions necessary for student to improve in this area, including timeframe for completion.

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### Supervisory Skills (as applicable)

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<td>XE</td>
<td>ME</td>
<td>NI</td>
<td>UA</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

**Examples:**
- Plans projects effectively • assigns tasks to others effectively • provides instruction and training effectively when required • treats supervised personnel fairly

**Comments:** Traits personally observed upon which evaluation is based. Use separate page if more space is needed.

**Action:** Indicate actions necessary for student to improve in this area, including timeframe for completion.

---

**Agency Field Instructor/Task Supervisor Additional Comments**

Use this space to provide additional comments or more detailed explanation of any aspect of the evaluation. Attach additional pages if more space is required.
Signatures:

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>Agency Field Instructor’s Signature</td>
<td>Date:</td>
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<tr>
<td>Student’s Signature</td>
<td>Date:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Liaison’s Signature</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Note: Signing this evaluation form does not necessarily constitute agreement with the evaluation. Students may submit additional comments to this evaluation form within five (5) working days, if desired.
APPENDIX I

First Semester Final Evaluation, Second Semester Midterm, and Second Semester Final Evaluation
First Semester Final Evaluation  
Second Semester Midterm and the Final Field Evaluation Form

<table>
<thead>
<tr>
<th>BSW Student’s Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Name:</td>
<td></td>
</tr>
<tr>
<td>Agency Address:</td>
<td></td>
</tr>
<tr>
<td>BSW Field Instructor:</td>
<td></td>
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<tr>
<td>Field Instructor Telephone:</td>
<td></td>
</tr>
<tr>
<td>Field Instructor Fax:</td>
<td></td>
</tr>
<tr>
<td>Field Instructor Email:</td>
<td></td>
</tr>
<tr>
<td>Task Supervisor (if applicable):</td>
<td></td>
</tr>
<tr>
<td>Task Supervisor Phone:</td>
<td></td>
</tr>
<tr>
<td>Task Supervisor Email:</td>
<td></td>
</tr>
</tbody>
</table>

Required Signatures:

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor:</td>
<td>Date:</td>
</tr>
<tr>
<td>Task Supervisor (if applicable):</td>
<td>Date:</td>
</tr>
<tr>
<td>BSW Faculty Field Liaison:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

This evaluation form is used to conduct three of the four evaluations a student receives during their field practicum experience. It addresses the 11 UMHB Social Work Program competencies with accompanying behavioral outcomes.

A recommended approach to conduct a student’s evaluation of their field practicum experience is to have the student conduct a self-assessment of their perceived level of proficiency, then have a joint meeting that involves the student, the agency field instructor, agency task supervisor (if applicable), and the faculty field liaison to discuss and provide feedback about a student’s performance.
The Council on Social Work Education (CSWE) defines field education as the “signature pedagogy” for social work education. The knowledge, values, and skills learned throughout the student’s academic career are to be demonstrated in the 33 behavioral outcomes. These practice outcomes are domains of nine core professional competencies that social work undergraduates are expected to exhibit at the time of graduation with two additional program competencies. Please use the scale below to thoughtfully rate a student’s current competency of each identified behavioral outcome.

SCALE:
1 = Unacceptable progress (The student has not achieved competency despite opportunities in this area)
2 = Insufficient progress (The student has to consciously work at this area and rarely demonstrates awareness)
3 = Emerging competence (This area is becoming more integrated in the student’s practice)
4 = Competence (This area is done with confidence and is an integral part of the student’s practice)
5 = Advanced competence (The student completes this area with sufficient mastery to teach others)
NA=Opportunities were not available to observe student performance

<table>
<thead>
<tr>
<th>Advanced Competence</th>
<th>Competent</th>
<th>Emerging Competence</th>
<th>Insufficient Progress</th>
<th>Unacceptable Progress</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

Please do not equate this scale to the traditional letter grading scale. At the BSW level, a score of three or “Emerging Competence” constitutes a passing grade. Students are not expected to have fives or many fours.

For additional guidance in using this scale, please contact Dr. David Myers, Field Director at UMHB. Ratings for each learning objective must be supported in the narrative by evidence to support the rating and if needed, indicate ways in which the specific learning objective can be further addressed.

Please note that if the student receives a score of 1 or 2 on any of the competencies within the educational goals on the overall score for that goal the student should not receive an overall score for that section beyond a 3. It is expected that students must demonstrate achievement in all areas in order to receive a score of 4 or 5.

A score of 1 or 2 in any of the overall competency area is not considered satisfactory and may result in a failing grade in Field Practicum.

Both field instructor and student should complete a copy of the field evaluation at the end of each term of field placement. The field instructor and student should meet to discuss the performance ratings. Any specific plans for the student’s improvement should be noted in the narrative section. Each evaluation (there are four of them) will be shared with the faculty field liaison during a field site visit to your agency.
### COMPETENCY 1 Ethical and Professional Behavior

<table>
<thead>
<tr>
<th>Advanced Competence</th>
<th>Competent</th>
<th>Emerging Competence</th>
<th>Insufficient Progress</th>
<th>Unacceptable Progress</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Competency 1 — Demonstrate Ethical and Professional Behavior

<table>
<thead>
<tr>
<th>Behavioral Outcomes</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

### OVERALL EVALUATION OF COMPETENCY 1

<table>
<thead>
<tr>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

### DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Comments:
Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Provide examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If the student received a rating of 1 or 2, please comment and indicate how the student can improve.
**COMPETENCY 2 Diversity and Difference in Practice**

<table>
<thead>
<tr>
<th>Competency Level</th>
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<tbody>
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<td>Advanced Competence</td>
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<tr>
<td>Competent</td>
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</tr>
<tr>
<td>Emerging Competence</td>
<td>3</td>
</tr>
<tr>
<td>Insufficient Progress</td>
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</tr>
<tr>
<td>Unacceptable Progress</td>
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<tr>
<td>Not Applicable</td>
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### Competency 2 — Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>Behavioral Outcomes</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

### OVERALL EVALUATION OF COMPETENCY 2

<table>
<thead>
<tr>
<th>ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

**Comments:**
Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Provide examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks? How did the students individually progress towards meeting these tasks?

If the student received a rating of 1 or 2, please comment and indicate how the student can improve.
| Competency 3 — Advance Human Rights and Social, Economic, and Environmental Justice |
|---------------------------------|---------------------------------|
| **Behavioral Outcomes**         | **SCALE**                       |
| Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | 5 4 3 2 1 NA |
| Engage in practices that advance social, economic, and environmental justice | 5 4 3 2 1 NA |

**OVERALL EVALUATION OF COMPETENCY 3**

<table>
<thead>
<tr>
<th>ADVANCE HUMAN RIGHTS, SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE</th>
<th><strong>SCALE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 4 3 2 1 NA</td>
</tr>
</tbody>
</table>

Comments:
Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Provide examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If the student received a rating of 1 or 2, please comment and indicate how the student can improve.
## COMPETENCY 4 Diversity in Practice (EPAS 2.1.4)

<table>
<thead>
<tr>
<th>Advanced Competence</th>
<th>Competent</th>
<th>Emerging Competence</th>
<th>Insufficient Progress</th>
<th>Unacceptable Progress</th>
<th>Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
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</tbody>
</table>

### Competency 4 — Engage In Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>Behavioral Outcomes</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use practice experience and theory to inform scientific inquiry and research</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
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### OVERALL EVALUATION OF COMPETENCY 4

<table>
<thead>
<tr>
<th>ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE</th>
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<tbody>
<tr>
<td></td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
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</tbody>
</table>

Comments:
Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Provide examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If the student received a rating of 1 or 2, please comment and indicate how the student can improve.
### COMPETENCY 5 — Engage in Policy Practice

<table>
<thead>
<tr>
<th>Advanced Competence</th>
<th>Competent</th>
<th>Emerging Competence</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
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</tbody>
</table>

#### Competency 5 — Engage in Policy Practice

| Behavioral Outcomes                                                                                           | SCALE
|----------------------------------------------------------------------------------------------------------------|------
| Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services | ☐ ☐ ☐ ☐ ☐ ☐ |
| Assess how social welfare and economic policies impact the delivery of and access to social services             | ☐ ☐ ☐ ☐ ☐ ☐ |
| Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | ☐ ☐ ☐ ☐ ☐ ☐ |

#### OVERALL EVALUATION OF COMPETENCY 5

<table>
<thead>
<tr>
<th>ENGAGE IN POLICY PRACTICE</th>
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<tbody>
<tr>
<td>Comments: Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Provide examples. If there were any learning tasks not completed, which ones and why?</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>What were the strengths of the student in meeting these tasks?</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>If the student received a rating of 1 or 2, please comment and indicate how the student can improve.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
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</table>
**COMPETENCY 6 – Engage Individuals, Families, Groups, Organizations and Communities**

<table>
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<tr>
<th>Advanced Competence</th>
<th>Competent</th>
<th>Emerging Competence</th>
<th>Insufficient Progress</th>
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**Competency 6 — Engage with Individuals, Families, Groups, Organizations, and Communities**

<table>
<thead>
<tr>
<th>Behavioral Outcomes</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

**OVERALL EVALUATION OF COMPETENCY 6**

<table>
<thead>
<tr>
<th>ENGAGE INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
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</table>

Comments:
Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Provide examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.
COMPETENCY 7 – Assess Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Advanced Competence</th>
<th>Competent</th>
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<tr>
<td>5</td>
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Competency 7 — Assess Individuals, Families, Groups, Organizations, and Communities

**Behavioral Outcomes**

<table>
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<tr>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

**OVERALL EVALUATION OF COMPETENCY 7**

<table>
<thead>
<tr>
<th>Scale</th>
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<th>4</th>
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</table>

ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Comments:
Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Provide examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If the student received a rating of 1 or 2, please comment and indicate how the student can improve.
### COMPETENCY 8 – Intervene with Individuals, Families, Groups, Organizations and Communities

<table>
<thead>
<tr>
<th>Advanced Competence</th>
<th>Competent</th>
<th>Emerging Competence</th>
<th>Insufficient Progress</th>
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<tbody>
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<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>Behavioral Outcomes</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criticsly choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td></td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td></td>
</tr>
<tr>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td></td>
</tr>
<tr>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td></td>
</tr>
<tr>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OVERALL EVALUATION OF COMPETENCY 8</th>
<th>SCALE</th>
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</thead>
<tbody>
<tr>
<td>INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</td>
<td></td>
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</tbody>
</table>

Comments:
Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Provide examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If the student received a rating of 1 or 2, please comment and indicate how the student can improve.
**Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

<table>
<thead>
<tr>
<th>Advanced Competence</th>
<th>Competent</th>
<th>Emerging Competence</th>
<th>Insufficient Progress</th>
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<td>4</td>
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### Behavioral Outcomes

<table>
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<tr>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and use appropriate methods for evaluation of outcomes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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### OVERALL EVALUATION OF COMPETENCY 9

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<tr>
<th>Scale</th>
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<th>3</th>
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</thead>
<tbody>
<tr>
<td>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Comments:**
Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Provide examples. If there were any learning tasks not completed, which ones and why?  

What were the strengths of the student in meeting these tasks?  

If the student received a rating of 1 or 2, please comment and indicate how the student can improve.  

**COMPETENCY 10 – Develop social work knowledge and practice through excellence in teaching and learning, and scholarly work**

<table>
<thead>
<tr>
<th>Advanced Competence</th>
<th>Competent</th>
<th>Emerging Competence</th>
<th>Insufficient Progress</th>
<th>Unacceptable Progress</th>
<th>Not Applicable</th>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</table>

**Behavioral Outcome**

<table>
<thead>
<tr>
<th>Scale</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

Fully participate in learning and actively engage in scholarship

**OVERALL EVALUATION OF COMPETENCY 10**

<table>
<thead>
<tr>
<th>Scale</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

DEVELOP SOCIAL WORK KNOWLEDGE AND PRACTICE THROUGH EXCELLENCE IN TEACHING AND LEARNING

Comment:
Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Provide examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If the student received a rating of 1 or 2, please comment and indicate how the student can improve.
COMPETENCY 11 – Contribute to the social service delivery system of the community

<table>
<thead>
<tr>
<th>Advanced Competence</th>
<th>Competent</th>
<th>Emerging Competence</th>
<th>Insufficient Progress</th>
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<td></td>
<td>5</td>
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<td>3</td>
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</table>

**Behavioral Outcome**

<table>
<thead>
<tr>
<th>SCALE</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek to improve community service delivery systems</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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**OVERALL EVALUATION OF COMPETENCY 11**

<table>
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<th>SCALE</th>
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<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTRIBUTE TO THE SOCIAL SERVICE DELIVERY SYSTEM OF THE COMMUNITY.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

Comment:
Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Provide examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If the student received a rating of 1 or 2, please comment and indicate how the student can improve.
### EVALUATION SUMMARY
Add each of the overall evaluation of competencies (1-10) together to obtain the score. Note: Do not add the individual Learning Competencies.

<table>
<thead>
<tr>
<th>OVERALL EVALUATION OF Competency 1</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate Ethical and Professional Behavior</strong></td>
<td></td>
</tr>
<tr>
<td>OVERALL EVALUATION OF Competency 2</td>
<td>SCORE</td>
</tr>
<tr>
<td><strong>Engage Diversity and Difference in Practice</strong></td>
<td></td>
</tr>
<tr>
<td>OVERALL EVALUATION OF Competency 3</td>
<td>SCORE</td>
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<tr>
<td><strong>Advance Human Rights and Social, Economic, and Environmental Justice</strong></td>
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</tr>
<tr>
<td>OVERALL EVALUATION OF Competency 4</td>
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<tr>
<td><strong>Engage In Practice-informed Research and Research-informed Practice</strong></td>
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<tr>
<td>OVERALL EVALUATION OF Competency 5</td>
<td>SCORE</td>
</tr>
<tr>
<td><strong>Engage in Policy Practice</strong></td>
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<tr>
<td>OVERALL EVALUATION OF Competency 6</td>
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<tr>
<td><strong>Engage with Individuals, Families, Groups, Organizations, and Communities</strong></td>
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<tr>
<td>OVERALL EVALUATION OF Competency 7</td>
<td>SCORE</td>
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<tr>
<td><strong>Assess Individuals, Families, Groups, Organizations, and Communities</strong></td>
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<tr>
<td>OVERALL EVALUATION OF Competency 8</td>
<td>SCORE</td>
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<tr>
<td><strong>Intervene with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td></td>
</tr>
<tr>
<td>OVERALL EVALUATION OF Competency 9</td>
<td>SCORE</td>
</tr>
<tr>
<td><strong>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td></td>
</tr>
<tr>
<td>OVERALL EVALUATION OF Competency 10</td>
<td>SCORE</td>
</tr>
<tr>
<td><strong>Develop social work knowledge and practice through excellence in teaching and learning, and scholarly work</strong></td>
<td></td>
</tr>
<tr>
<td>OVERALL EVALUATION OF Competency 11</td>
<td>SCORE</td>
</tr>
<tr>
<td><strong>Contribute to the social service delivery system of the community</strong></td>
<td></td>
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<tr>
<td>OVERALL EVALUATION OF Competencies 1 through 11</td>
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<tr>
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<tr>
<td>(Score should range from 0 - 55)</td>
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<tr>
<td>OVERALL EVALUATION SCORE</td>
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</tbody>
</table>

Additional Comments about the student’s performance would be helpful and appreciated

What were the student’s overall strengths and limitations?

What additional learning goals and assignments are suggested for the student’s continued professional development?
APPENDIX J

Student Evaluation of Practicum
UNIVERSITY OF MARY HARDIN-BAYLOR
SOCIAL WORK PROGRAM

STUDENT EVALUATION OF PRACTICUM

Name of Agency:  
Name of Field Instructor:  

Read each question. Circle the response which best describes your reaction to the practicum experience. Select one answer only.

<table>
<thead>
<tr>
<th>Agency and Agency Based Field Instructor</th>
<th>1 - None</th>
<th>2 - Fair</th>
<th>3 - Adequate</th>
<th>4 - Very Good</th>
<th>5 - Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency’s provision of orientation to the agency for the student</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Agency’s adherence to the social work values/ethics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Agency’s demonstration of practice without discrimination</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Agency’s capacity to provide generalist practice opportunities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Agency’s capacity to provide opportunities for bachelor-level social work employment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Agency’s provision of space and support services for students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Field instructor’s knowledge of social work practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Field instructor’s adherence to social work values/ethics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Field instructor’s ability to integrate academic knowledge with practice experience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Field instructor’s availability for supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Field instructor’s ability to evaluate student performance objectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Field instructor’s ability to assign tasks appropriate to student’s professional readiness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Field Liaison</th>
<th>1 - None</th>
<th>2 - Fair</th>
<th>3 - Adequate</th>
<th>4 - Very Good</th>
<th>5 - Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field liaison’s knowledge of social work theory, ethics/values and techniques ethics/values and techniques</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Field liaison’s ability to facilitate student’s integration of academic knowledge with practice experience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Field liaison’s helpfulness in feedback on logs and process recordings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Field liaison’s ability to mediate problem areas between student and agency personnel</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Field liaison’s availability between agency visits</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Briefly provide your assessment of this agency as a field placement for future students, focusing on the strengths and limitations of this placement. Examples of comments include agency hours of operation, types of client interaction, available areas of social work practice (micro, mezzo, macro practice opportunities), etc.

___________________________________________________________  __________________________
Student Signature                                            Date
APPENDIX K

Field Instructor Evaluation of Practicum
UNIVERSITY OF MARY HARDIN-BAYLOR
SOCIAL WORK PROGRAM

FIELD INSTRUCTOR EVALUATION OF PRACTICUM

The University of Mary Hardin-Baylor Social Work Program recognizes that the field practicum experience is a vital part of the education of its students and, therefore, seeks to constantly monitor and upgrade that portion of its curriculum. Because you - the agency field instructor - play such a major role in the practicum experience, we ask that you assist us with your rating of the practicum course and provide us with suggestions for improvements and/or changes. Thank you!

Semester/Year: ____________________________ Agency: ___________________________________________

Agency Field Instructor: _________________________

1. Was contact made by the Director of Field Education in the semester prior to the start of the field placement to coordinate the placement? ........................................... Yes No

2. Did the student contact and complete an interview prior to the placement being finalized? ..............................................................................................................Yes No

3. Was a follow-up contact made by the social work faculty at the beginning of the actual placement? ......................................................................................................................Yes No

4. Was a copy of the Field Education Manual and Practicum Syllabus provided to you? ........ Yes No

5. Was a learning contract discussed, completed, and submitted at the beginning of placement? .................................................................................................................Yes No

6. Were orientation and/or training sessions held for field instructors during the semester? ....Yes No

7. Was an adequate number of visits made to the agency by the faculty liaison? .................. Yes No

8. Was the faculty field liaison available by phone between agency visits? ............................ Yes No

9. Was the field liaison appropriately knowledgeable regarding the field program and its requirements? ..............................................................................................................Yes No

10. Were problems or difficulties during the placement handled in a timely and appropriate manner? .................................................................................................................Yes No

11. Was the student academically prepared for the field experience? ..................................... Yes No

(Please note any areas needing attention)

Please use the back of the page to identify strengths and/or limitations and any suggestions for improving the UMHB Field Education Program.

Thank you!
APPENDIX L

Field Liaison Evaluation of the Field Placement
UNIVERSITY OF MARY HARDIN-BAYLOR
SOCIAL WORK PROGRAM

Field Liaison Evaluation of the Field Placement

Agency: ___________________________  Field Instructor(s): ___________________________
Student(s): ______________________  Year: ________________________________
Liaison’s Name: ____________________  No. visits made to this agency: ________

1. Was the student(s) adequately supervised in this placement?  _____  _____
2. Did the agency/instructor adhere to social work values/ethics?  _____  _____
3. Did the instructor adequately integrate academic learning with practice experience?  _____  _____
4. Did agency personnel practice without discrimination?  _____  _____
5. Did the agency provide adequate opportunity for generalist practice with all size systems?  _____  _____
6. Did the instructor evaluate the student fairly and objectively?  _____  _____
7. Did the instructor understand the role of field liaison?  _____  _____
8. Did the student understand the role of field liaison?  _____  _____
9. Did the instructor notify you in a timely manner of any problems with the student or the placement?  _____  _____
10. Should this agency and instructor be used for future placements?  _____  _____

Other general comments:

_________________________  ____________________________
Signature  Reviewed by
APPENDIX M

Agreement for Field Placement at Place of Employment
University of Mary Hardin-Baylor
Social Work Program

Agreement for Field Placement at Place of Employment

Student Name: ____________________________________________

I. Agency and Field Instructor Information

Agency Name: ____________________________________________

Agency Affiliation Agreement on file with Social Work Program:  [ ] Yes  [ ] No

Agency Contact Person: ____________________________________

Phone/Email: ____________________________________________

Name of Proposed Agency Field Instructor: ______________________

Proposed Field Instructor Title: ________________________________

Contact information (phone/email): ____________________________

Description of proposed Field Instructor’s responsibilities in the Agency:
________________________________________________________________________

Proposed field instructor’s years of employment at the agency: ________________

Proposed Field Instructor has previous experience as a field instructor:  [ ] Yes  [ ] No

Proposed Field Instructor’s Professional Preparation:

[ ] BSW   [ ] MSW   [ ] LBSW   [ ] LMSW   [ ] LCSW   [ ] LMSW-AP
[ ] Other (degrees, licensure, etc.) __________________________________________

Years of professional social work experience: ____________________________

Attended the Field Education Program’s orientation for Field Instructors:  [ ] Yes  [ ] No
II. Information about the Student’s Employment at the Agency:

Student’s Current Job Title: 

Length of Employment: 

Description of Current Work Responsibilities: 

Current number of hours per week employed: 

Current Employer Supervisor Name, Phone and Email: 

Current Professional Relationship with Proposed Field Instructor: 

New Proposed Agency Program Area where student will complete field practicum: 

New Proposed Responsibilities which are significantly different in from current employment responsibilities including educational competencies and learning activities for the practicum: 

What is the plan for release time and student workload for completion of employment and field placement requirements? 

What will be the student’s regular work schedule? 

What will be the student’s field practicum schedule?
III. Field Practicum at Place of Employment General Policy

The agency must be affiliated with the University and Social Work Program. The field instructor must meet the criteria for a field instructor. The practicum must meet all of the requirements of field practicum experience as stipulated in the Field Education Manual.

STATEMENT OF AGREEMENT

The employer (agency representative) agrees that the primary function of the field placement is the development of new learning and social work skills, with these taking priority in the field education experience, and furthermore, the field placement experience will be independent of the employment experience demonstrating significant new learning and professional development.

Agency Representative’s Signature, Title and Date

The student pledges to make the field placement experience independent of the employment experience with primary attention devoted to the educational competencies and operationalization of those tasks noted on the learning contract. The student understands that educational credit for the practicum will only be provided if the integrity of the learning experience is preserved.

Student’s Signature and Date

The field instructor pledges to provide learning experiences in the agency setting that meet the educational requirements of the program and to direct the students’ activities at the agency with priority on the educational contract for learning. The field instructor will provide at least an hour a week of direct educational supervision. The field instructor will participate in orientation and training provided by the Field Education Program.

Field Instructor Signature, Title and Date

The Field Education Program pledges to provide educational support to the agency and the student through the integrative seminar, the Field Education Manual, field instructor orientation and training, and liaison visits and other contacts.

Field Liaison’s Signature, Title and Date
APPENDIX N

NASW Code of Ethics

The NASW Code of Ethics can be located at:
http://www.socialworkers.org/pubs/code/code.asp
APPENDIX O

Process Recording Form
# Process Recording Form

<table>
<thead>
<tr>
<th>Student:</th>
<th>Client:</th>
<th>Date/Time of interview/contact:</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Date Turned In:</th>
<th>Place/Location of the interview/contact:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Client System (age, sex, ethnicity):</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Presenting Problem:</th>
</tr>
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<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Goals for the Session:</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Feelings</th>
<th>Analytical Comments</th>
<th>FI/Liaison Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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