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INTRODUCTION

King University offers a Bachelor of Social Work degree designed to prepare students for beginning generalist social work practice and for graduate study. The program is accredited by the Council on Social Work Education (CSWE), which is recognized as the national accrediting agency for social work education by the Commission on Recognition of Postsecondary Accreditation.

Applications for admission into the King University Social Work Program are evaluated individually with consideration given to academic ability and preparation, interests and potential as indicated by school records, test results, recommendations, and statements of plans and goals. All applications receive consideration for admission without regard to race, religion, gender, ethnic or national origin, age, disability, or political or sexual orientation.

This field manual presents information about the KU Social Work Program and the vital component of field education in that program. It includes a description of the social work curriculum, its goals and objectives, requirements, and course content. In addition, the manual presents the role of field learning in student education and assessment and clarifies the roles/responsibilities of those involved. Field learning is an important element in assessing student competencies in the social work program.

The faculty of King University appreciates the commitment of area professionals to the continued advancement of the social work profession in our region.

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MISSION OF THE SOCIAL WORK PROGRAM

Our mission is to prepare competent, ethical social work professionals with the values, knowledge, and skills to initiate and facilitate change that enhances the well-being and functioning of all types of human systems. Within the context of values such as justice, unconditional positive regard, respect, integrity and commitment to public service, the social work program readies students to intervene with individuals, families, groups, organizations, agencies, communities, government, and society and helps them develop the interpersonal and leadership skills they need to carry out the professional mission at the BSW level.

GOALS OF THE SOCIAL WORK PROGRAM

The goals of the Social Work Program at King University are:
1. Students will demonstrate knowledge and an ability to apply major concepts, theoretical perspectives, empirical findings and historical trends within the social work field.
2. Through research, students will critically analyze and understand the necessity of evidence-based learning by developing an environment that fosters respect for diversity, and the pursuit of human rights and social justice.
3. Students will successfully complete all components of field instruction that will lead to lifelong learning in continuously sharpening skills and developing knowledge that will allow for the delivery of more effective services.
4. Students will identify and develop skills and experience related to desired social work related career goals.

CORE COMPETENCIES

The social work program uses the ten core competencies presented by the Council on Social Work Education (CSWE) in the 2008 Educational Policies and Accreditation Standards. CSWE¹ (2008) states that Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1-EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.

Educational Policy 2.1.1-Identify as a professional social worker and conduct oneself accordingly.
Social Workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers
(A) Advocate for client access to the services of social work;
(B) Practice personal reflection and self-correction to assure continual professional development;
(C) Attend to professional roles and boundaries;
(D) Demonstrate professional demeanor in behavior, appearance, and communication;
(E) Engage in career-long learning; and
(F) Use supervision and consultation.

Educational Policy 2.1.2-Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
(A) Recognize and manage personal values in a way that allows professional values to guide practice;
(B) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
(C) Tolerate ambiguity in resolving ethical conflicts; and
(D) Apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3-Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
(A) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
(B) Analyze models of assessment, prevention, intervention, and evaluation; and
(C) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4-Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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
(A) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
(B) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
(C) Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
(D) View themselves as learners and engage those with whom they work as informants.

**Education Policy 2.1.5—Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitable and without prejudice. Social workers
(A) Understand the forms and mechanisms of oppression and discrimination;
(B) Advocate for human rights and social and economic justice; and
(C) Engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
(A) Use practice experience to inform scientific inquiry; and
(B) Use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
(A) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
(B) Critique and apply knowledge to understand person and environment.
Educational Policy 2.1.8-Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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
(A) Analyze, formulate, and advocate for policies that advance social well-being; and
(B) Collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9-Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
(A) Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services; and
(B) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10 (a)-(d)-Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluations at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating and providing leadership for policies and services; and promoting social and economic justice.

Educational policy 2.1.10 (a)-Engagement
Social workers
(A) substantively and affectively prepare for action with individuals, families, groups, organizations and communities;
(B) use empathy and other interpersonal skills; and
(C) develop a mutually agreed-on focus of work and desired outcomes

Educational Policy 2.1.10 (b)-Assessment
Social Workers
(A) collect, organize and interpret client data;
(B) assesses client strengths and limitations;
(C) develop mutually agreed-on intervention goals and objectives; and
(D) select appropriate intervention strategies
Educational Policy 2.1.10 (c)-Intervention
Social workers
(A) initiate actions to achieve organizational goals;
(B) implement prevention interventions that enhance client capacities;
(C) help clients resolve problems;
(D) negotiate, and advocate for clients; and
(E) facilitate transitions and endings

Educational Policy 2.1.10 (d)-Evaluation
Social workers critically analyze, monitor and evaluate interventions.

**CURRICULUM CONTENT AND CONCEPTUALIZATION**

The King University Social Work Program presents the knowledge, values, and skills of the professional foundation through a variety of instructional methods such as lectures, class discussion, small group discussions, student oral presentations, instructor modeling, guest speakers, readings, visual aids, value clarification exercises, role play, case analysis, films/videos, videotaping, group projects, simulations, and field trips.

The liberal arts perspective provides knowledge of diverse groups and cultures from various perspectives, and it lays the foundation upon which the upper-division social work courses build more specific knowledge. Therefore, the following courses should be completed before a social work major enters the upper-division courses: Appalachian Culture, Biology, Composition, Cross Cultural Experience, Fitness for Life, General Psychology, History, Introduction to Statistics, Literature, Principles of Economics, Religion, Research and Writing, U. S. Government, a course in Human Creative Products, and a course in Human Culture.

With these liberal arts courses and basic social work courses, such as Introduction to Social Work and Social Welfare as foundational, social work students are introduced to more specific information related to knowledge, skills, values and ethics in relation to systems of all sizes: individuals, families, groups, organizations, and communities. The curriculum is directed toward knowledge, skills, and values that are needed by social workers in order to provide direct services to clients, which is one of the most important functions of entry-level social workers. Students are exposed to various modes of social work intervention, but primary emphasis is placed on the planned change method, with a problem-solving approach. Within this general method, the student is taught collaborative problem-solving which focuses attention on client strengths, the interface of the individual and his or her environment and the ways that the individual and his or her environment are impacted by various size systems.

The planned change method prepares students for generalist practice by providing them with an organized body of skills upon which they can draw in a systematic fashion in order to intervene with people. Within this method, the client system is viewed as being an active participant in determining solutions to the problem, and the social worker and client system assume various roles and responsibilities depending upon the strengths of the client.
Students who graduate with the BSW degree have knowledge, values, and skills that can be utilized with various size systems and in various types of agencies and institutions as entry level generalist social workers.

**PROGRAM REQUIREMENTS**

Educational outcomes and competencies are attained through the combination of learning experiences in course work and field learning. The program requirements have been organized to provide sequential, cumulative and non-repetitive learning experiences. Core requirements, which include the common experience courses and the general education experience, are required of all students by King University. The BSW program recommends certain courses to complete the general education experience. Please see the recommended four-year plan for further details. Transfer students will need to work with the Registrar’s office to determine what courses will transfer in to meet the requirements below.

**Overview of Core Requirements**

**Common Experience**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KING 1000/2000 First/Transfer Year Seminar</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>ENGL 3010 English Composition: Research &amp; Writing</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>KING 3000 Cross Cultural Experience</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>KING 4000 Christian Faith and Social Responsibility</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**General Education Experience**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Christian Thoughts and Practice</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>English Composition</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>Fitness for Life</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>Science</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>Literature</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>History</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>Human Creative Products</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>Human Culture</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>U.S. and Global Citizenship</td>
<td>4 s.h.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>42 s.h.</strong></td>
</tr>
</tbody>
</table>

**BSW DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Experience and Core</td>
<td>42 Semester Hours</td>
</tr>
<tr>
<td>BSW Major Requirements</td>
<td>48 Semester Hours</td>
</tr>
<tr>
<td>Minor and/or Electives</td>
<td>34 Semester Hours</td>
</tr>
<tr>
<td>Total Semester Hours:</td>
<td>124 Semester Hours</td>
</tr>
</tbody>
</table>
Social Work Curriculum

In the students' junior year of study, the curriculum begins to focus heavily on the Social Work courses. Most courses are required to be taken in a certain order to meet pre-requisites and obtain foundational knowledge before progressing. Outlined below are the courses required for the BSW degree and the semester in which they are to be taken.

<table>
<thead>
<tr>
<th>Traditional Bachelor of Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Fall Odd (Junior Year)</td>
</tr>
<tr>
<td>SOWK 3420 Human Diversity &amp; Ethical Issues 4 credit hours</td>
</tr>
<tr>
<td>SOWK 3410 Introduction to Social Work: Historical Foundations and Contemporary Issues 4 credit hours</td>
</tr>
<tr>
<td>SOWK 3810 Social Work Practice I 4 credit hours</td>
</tr>
<tr>
<td>2 Spring Even (Junior Year)</td>
</tr>
<tr>
<td>SOWK 4410 Social Policy 4 credit hours</td>
</tr>
<tr>
<td>SOWK 3610 Human Behavior &amp; the Social Environment I 4 credit hours</td>
</tr>
<tr>
<td>SOWK 3820 Social Work Practice II 4 credit hours</td>
</tr>
<tr>
<td>3 Fall Even (Senior Year)</td>
</tr>
<tr>
<td>SOWK 3180 Research and Analysis 4 credit hours</td>
</tr>
<tr>
<td>SOWK 3620 Human Behavior &amp; the Social Environment II 4 credit hours</td>
</tr>
<tr>
<td>SOWK 3830 Social Work Practice III 4 credit hours</td>
</tr>
<tr>
<td>4 Spring Odd (Senior Year)</td>
</tr>
<tr>
<td>SOWK 4800 Practice Methods IV 4 credit hours</td>
</tr>
<tr>
<td>SOWK 4810* Social Work Field Instruction 8 credit hours</td>
</tr>
<tr>
<td>Comprehensive Assessment Content Exam created in-house and assesses student’s abilities comprehensively.</td>
</tr>
</tbody>
</table>

**SUGGESTED FOUR-YEAR SCHEDULE (TRADITIONAL)**

Educational outcomes and competencies are attained through the combination of learning experiences in course work and field learning. The program requirements have been organized to provide sequential, cumulative and non-repetitive learning experiences. For traditional students, sequencing is recommended as follows:

<table>
<thead>
<tr>
<th>Freshman Fall Semester</th>
<th>Freshman Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Experience:</strong></td>
<td></td>
</tr>
<tr>
<td>King 1000 or 2000 (1st year or transfer seminar)</td>
<td>C I</td>
</tr>
<tr>
<td><strong>Christian Scriptures and Traditions:</strong></td>
<td></td>
</tr>
<tr>
<td>Relg 1001 (Foundations of Christian Thought and Practice) f/s</td>
<td>C 4</td>
</tr>
<tr>
<td>Course Area</td>
<td>Course Code</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td><strong>English Composition:</strong></td>
<td>English Composition 1110</td>
</tr>
<tr>
<td><strong>Fitness for Life:</strong></td>
<td>Physical Education 1110</td>
</tr>
<tr>
<td><strong>Science with a lab:</strong></td>
<td>Biology 1010 (Human Anatomy</td>
</tr>
<tr>
<td><strong>Human Culture:</strong></td>
<td>Offerings depend on choice</td>
</tr>
<tr>
<td><strong>Credit total</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Sophomore Fall Semester**

| Course Area                      | Course Code                  | Credit | | Course Area                      | Course Code                  | Credit |
|---------------------------------|------------------------------|--------| |---------------------------------|------------------------------|--------|
| **Common Experience:**          | King 3000 (Cross-Cultural Experience) | C 0    | | **AAL (3110) Appalachian Culture** (online) fall | E 4    |
| **U.S/Global Citizenship:**     | PSCI 2010 (U.S. Gov’t) fall  | C or E | | **History** (co-req with Eng Lit) History 2171 or 2172 suggested | C 4    |
| **English Literature** (co-req with History) | C 4    | | **Human Creative Products:**   | Depends on choice | C 4    |
| **History** (co-req with Eng Lit) History 2171 or 2172 suggested | C 4    | | **U.S/Global Citizenship:**    | Econ 2200 (Principles of Econ) f/s | C or E |
| **Credit total**                |                              | 16     | | **Credit total**                |                              | 18     |

**Sophomore Spring Semester**

| Course Area                      | Course Code                  | Credit | | Course Area                      | Course Code                  | Credit |
|---------------------------------|------------------------------|--------| |---------------------------------|------------------------------|--------|
| **Common Experience:**          | Eng 3010 (Research & Writing) f/s | C 2    | | **Common Experience:**          | Eng 3010 (Research & Writing) f/s | C 2    |
| **History** (co-req with Eng Lit) History 2171 or 2172 suggested | C 4    | | **Human Creative Products:**    | Depends on choice | C 4    |
| **History** (co-req with Eng Lit) History 2171 or 2172 suggested | C 4    | | **U.S/Global Citizenship:**     | Econ 2200 (Principles of Econ) f/s | C or E |
| **Credit total**                |                              | 16     | | **Credit total**                |                              | 18     |

**Junior Fall Semester**

| Course Area                      | Course Code                  | Credit | | Course Area                      | Course Code                  | Credit |
|---------------------------------|------------------------------|--------| |---------------------------------|------------------------------|--------|
| **SOWK 3420 (Human Diversity and Ethical Issues)** | M 4    | | **SOWK 4410 (Social Policy)**  | M 4    | |
| **SOWK 3410 (Intro Hist/Contemporary)** | M 4    | | **SOWK 3610 (Human Behavior & the Social Environment I)** | M 4    | |
| **SOWK 3810 (Practice I)**      | M 4    | | **SOWK 3820 (Practice II)**    | M 4    | |
| Elective or minor               | E 4    | | Elective or minor               | E 4    | |
| **Credit total**                |                              | 16     | | **Credit total**                |                              | 16     |

**Junior Spring Semester**

| Course Area                      | Course Code                  | Credit | | Course Area                      | Course Code                  | Credit |
|---------------------------------|------------------------------|--------| |---------------------------------|------------------------------|--------|
| **Common Experience:**          | King 4000 (Christian Faith and Social Responsibility) f/s | C 1    | | **Common Experience:**          | King 4000 (Christian Faith and Social Responsibility) f/s | C 1    |
| **SOWK 3180 (Research Methods and Analysis)** | M 4    | | **SOWK 4800 (Practice IV)**    | M 4    | |
| **SOWK 3620 (Human Behavior & the Social Environment II)** | M 4    | | **SOWK 4810 (Practicum)**      | M 8    | |
| **Credit total**                |                              | 16     | | **Credit total**                |                              | 16     |
SOWK 3830 (Practice III)  M  4  Comprehensive Assessment  M  0
Elective or minor  E  2-4
Credit total  15-17  Credit total  12

C= Core Requirement (42); M= Major Requirement (48); E= Electives (34 with 12 specifically recommended)

Total Credits for graduation: 124

Recommended Electives:
- Psyc 1520 (General Psychology); Offered fall and spring
- AAL (3110) Appalachian Culture; (online) fall
- Econ 2200 (Principles of Econ) fall or spring or
- PSCI 2010 (U.S. Gov’t) fall (one should be taken to fulfill the U.S. and Global Citizenship requirement; the other is recommended as an elective)

ACADEMIC REQUIREMENTS FOR SOCIAL WORK MAJORS

Students enter the Social Work Program by identification of major in the admission process or completion of a Change-of-Major form. Students fulfill the liberal arts base and the initial requirements of the social work curriculum in the freshmen and sophomore years.

Admissions into the upper-division courses of the social work program requires a 2.5 grade point average on all courses taken, and a 2.5 average on all social work courses taken. Students may be accepted provisionally with a GPA of 2.2. At the conclusion of the student’s first semester, the GPA will be reevaluated and must have risen to a minimum of 2.5. A minimum GPA of 2.5 must be maintained for progression and retention in the program.

Since the social work major builds upon a liberal arts base, the successful completion of the following core curriculum courses are prerequisites for admission to the upper-division courses: Biology with lab; English 1110, 3010; Fitness for Life (PHED 1110); History; King 1000 or 2000, King 3000, King 4000; Literature; Quantitative Literacy (Statistics); Relg 1001; a course in Human Creative Products; a course in U.S./Global Citizenship, and a course in Human Culture. The following courses are recommended as electives or to fulfill the requirements above: General Psychology (PSYC 1520), Appalachian Culture (AAL 3110), U.S. Government (PSCI 2010), Western Civilization in a Global Context (History 2171 or 2172), Principles of Economics (ECON 2200).

Students make application for admission to the upper-division social work program in the spring of his or her sophomore year or in the fall of junior year for transfer students. Based upon the application materials, a student may be accepted, rejected, or re-evaluated for admission at the end of the next semester. In addition, the student and his or her advisor will annually discuss his or her personal and professional growth and development on an individual basis.

It is important for the student to know that the social work admissions process does not discriminate on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation.
Students transferring from other colleges must meet the admissions criteria of the College and of the Social Work Program. The admission process described above must be initiated by the transfer student as early as possible in the semester in which he or she enters. In order to gain credit for course work at the previous college, the student's transcript is evaluated by the registrar and the social work faculty. Credit for previous course work is given only if the course level and content is comparable to that of courses required in the Social Work Program. Proficiency exams are not accepted in lieu of completion of courses. Life and/or work experience may not be used by any student in exchange for academic credit.

**NON-ACADEMIC STANDARDS FOR ACCEPTANCE AND CONTINUANCE IN THE SOCIAL WORK PROGRAM**

In order to perform successfully in the social work program at King University, and as a professional social worker, all students must meet the following additional requirements:

1. Students must be able to develop and sustain working relationships with others, and be able to relate to others with nonjudgmental warmth and empathy regardless of race, color, gender, age, creed, disability, political ideology, sexual orientation, class, culture, ethnicity, gender identify or expression, immigration status, religion, or sex.
2. Students must be able to make reasonable judgments regarding their own behavior and the behavior of others.
3. Students must be able to detect both verbal and nonverbal behavioral cues.
4. Students must be able to make notes and develop reports.
5. Students must be able to communicate effectively with others.
6. Students must maintain emotional stability in interactions with others.
7. Students must be able recognize and maintain their personal safety in potentially threatening situations.
8. Students must be able to convey ideas and information to others.
9. Students must be responsible for transportation to and from their field placement.

**GENERAL GRIEVANCE PROCEDURES**

During the course of a student’s college career, students may find that they are in disagreement with a professor regarding certain academic or non-academic situations. A grievance is defined as any dissatisfaction occurring as the result of a student's belief that any academic situation, including the field practicum, affects the student unjustly or inequitably. Grievances include, but are not limited to, grades; mistreatment by faculty or adjunct faculty; discrimination on the basis of sex, race, handicap, sexual orientation, religion, or any other improper treatment.

Complaints about admission to Social Work and retention in the Program are handled by a special committee. Although your academic adviser is not directly part of the grievance procedure, your adviser may be able to help you with the process. For most situations in which a student in the Social Work program believes that unfair treatment has occurred on the part of a faculty member, the following procedure applies:

1. Present your complaint to the faculty member whom you feel has been unjust.
2. If the issue remains unresolved and the faculty member in question is a member of the social work faculty, bring your concern to the attention of the Social Work Program Coordinator. If the professor in question is the Social Work Program Coordinator, contact the Dean of the School of Behavioral and Health Sciences.

3. If the professor in question is not a member of the social work faculty, refer to the King University Student Handbook as to the procedure to follow regarding grievances outside the Social Work Program.

4. If the issue remains unresolved through the Dean of the School of Behavioral and Health Sciences, there is an appeals procedure. The Dean of the School of Behavioral and Health Sciences will provide information on the procedure for invoking an appeals process. Appeals generally proceed from the departmental committee to a university committee.

5. Assuming the student is not satisfied with the result at the Dean’s level, the final step is to contact the University’s Dean of Student Affairs.

Composition of Appellate Bodies: Departmental Appeals Committee – Within the Social Work Department, an Executive Committee of the department is responsible for determining grievance procedures for students and faculty. The Student Appeals Committee normally consists of the three members of the Executive Committee plus two students. In the event that the complaint is against a member of the Executive Committee, then an alternate will serve.

University grievance procedures are published in the King University Student Handbook. Please refer to the King Student Handbook for additional guidance.

SOCIAL WORK COURSE DESCRIPTION AND CONTENT
THE CURRICULUM

The following courses are offered. It is important that every student know that no credit is given for any life or work experience.

**SOWK 3410: Introduction to Social Work: Historical Foundations and Contemporary Issues.** (4 credits)
This course provides a broad overview of the social work profession from its European roots to contemporary generalist practice, including fields of practice, general systems theory, professional development of the self, and special populations. Students are introduced to historical information regarding the formation of social work, as well as knowledge, skills, and values required for social work practice.

**SOWK 4410: Social Policy.** (4 credits)
The focus of the course is on understanding U.S. history through the lens of social welfare advocacy; how to critically analyze social welfare policies and programs; the role of social workers in social welfare programs and policies; and how to assist clients through policy
advocacy toward social and economic justice. This content provides the student with conceptual frameworks to endow students with the knowledge and skill to understand, evaluate, and assess major policies that form the foundation for social welfare.

**SOWK 3610: Human Behavior and the Social Environment I.** (4 credits)
This course is the first of two courses in a sequence on Human Behavior and the Social Environment. This course provides a multidimensional perspective on social work’s person-in-environment focus. It critically examines contemporary theory and research on the biological, psychological, psychosocial, and spiritual dimensions of person and eight dimensions of environment: the physical environment, social institutions and social structure, culture, formal organizations, communities, social movements, small groups, and families.

**SOWK 3620: Human Behavior and the Social Environment II.** (4 credits)
This course is a continuation of SOWK 3610, HBSE I, which will explore life span development from conception to death. Principles of human diversity, oppression, social and economic injustice and their impact on the individual will be studied within the context of life span development, using a multidimensional perspective. The course will explore the developmental process with special attention paid to the impact of social class, gender, race, ethnicity, sexual orientation, social support systems, and disability.

**SOWK 3810: Practice Methods I.** (4 credits)
This course provides a study of generalist skills and knowledge that can be applied to all social work practices. This course will focus on the application of knowledge, values, and skills required for entry-level practice with individuals and families.

**SOWK 3820: Practice Methods II.** (4 credits)
Building upon the basic practice skills introduced in SOWK Practice I, this course focuses on theory and interventions with families and groups.

**SOWK 3420: Human Diversity and Ethical Issues.** (4 credits)
This course provides an in-depth exploration of social work-related aspects representing a broad spectrum of human diversity (socio-demographic, cultural, worldview, political, religious, sexual orientation, life experiences, economic heritages, etc.). The ethical issues of social and economic justice as they relate to diverse populations are explored with an emphasis on the impact of discrimination and oppression on various populations at risk and understanding the concepts of prejudice and discrimination. Understanding and valuing individual differences is emphasized, while developing introspective capacity related to racial and ethnic self-identities.

**SOWK 3180: Social Research and Evaluation.** (4 credits)
This course focuses on practice and evidence-based social work research. Students will learn basic quantitative and qualitative research methodologies, including elements of designing a research study, along with various forms of evaluation of programs, policies, and studies. An emphasis will be placed on the importance of informed consent, social and economic justice, professional values and ethics, and ethical reasoning when conducting human research.
SOWK 3830: Practice Methods III. (4 credits)
This course focuses on transferring micro and mezzo level generalist skills to the macro level of practice, building skills with communities and organizations.

SOWK 4800: Practice Methods IV. (4 credits)
This course will be taken concurrently with SOWK 4810, Social Work Field Practicum. The integration of generalist knowledge, values, and skills with the field instruction placement will be emphasized, as student process the field experience they receive.

SOWK 4810: Social Work Field Instruction. (8 credits)
This course provides students with professional experience in a social work agency or institution in the local community. Emphasis is on opportunities for development of practice skills, personal growth, and professional development. This course is to be taken concurrently with SOWK 4800 Social Work Practice Methods IV. Open to Social Work majors only.

FRAMEWORK OF FIELD INSTRUCTION

ACADEMIC PREREQUISITES FOR FIELD INSTRUCTION

Educational outcomes and competencies are attained through the 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 will have completed all of the following courses before enrolling in the practicum, except SOWK 4800. Students must complete field instruction within two years of completion of all other course work. Credit for field experience from other programs is not accepted for transfer credit.

Social Work Major Requirements

SOWK 3410 Introduction to Social Work: Historical Foundations and Contemporary Issues
SOWK 4410 Social Policy
SOWK 3610 Human Behavior and the Social Environment I
SOWK 3620 Human Behavior and the Social Environment II
SOWK 3810 Social Work Practice I
SOWK 3820 Social Work Practice II
SOWK 3420 Human Diversity and Ethical Issues
SOWK 3180 Research Methods and Analysis
SOWK 3830 Social Work Practice III
SOWK 4810 Social Work Field Instruction
SOWK 4800 Social Work Practice IV
CRIMINAL BACKGROUND CHECKS

King University requires that all students who participate in an internship undergo a criminal background check prior to beginning their placement. King University will only accept background checks completed through the University Security Office. Students should follow these procedures:

- Contact the Office of Security on the Bristol campus in Parks Hall or at 423-340-4333
- Complete the required forms in the Security Office AT LEAST 45 days before placement is expected to begin. (For a spring internship, it would be best to do this in November of the preceding fall semester.)
- Pay the $65.00 fee.
- Provide the appropriate identification or documentation required.

Note that if the criminal background check is returned with a criminal conviction, the University cannot guarantee a placement.

Students should notify the Field Director or Program Coordinator of any criminal arrest or conviction while enrolled in the Social Work program.

FIELD EXPERIENCE STRUCTURE

The field experience provides the student with the opportunity to apply theoretical knowledge within a social welfare context under supervision of a qualified field practicum instructor. Students are required to complete a minimum of 400 clock hours in a regional social service agency during the final semester of their senior year. SOWK 4810 – Field Instruction and SOWK 4800 – Social Work Practice IV are based on a concurrent scheduling model. Thus, field practicum is taken along with Social Work Practice IV where assignments integrate current and previously learned material from the classroom and agency setting.

CRITERIA FOR THE SELECTION OF FIELD PRACTICUM AGENCIES

The Field Education Director is responsible for maintaining a current database of a variety of field practice settings. Feedback is invited from faculty, students, and practitioners in the community regarding the availability and appropriateness of various field settings.

The primary concern in selecting agencies for the field practicum is adherence to the Council on Social Work Education guidelines and that social work is the main focus of the educational experience. The following guidelines will be followed:

1. Commitment to the profession of social work, social work values, and ethics, and the provision of social services.
2. An employee of the agency with either a MSW or BSW degree from an accredited social work program and two years practice who will assume responsibility for supervising the student. In programs where a field instructor
does not hold a CSWE-accredited degree, the Social Work Department will assume responsibility for reinforcing a social work perspective through weekly contacts with social work faculty, documentation of supervisory sessions and collaboration on student evaluations.

3. Ability to provide a comprehensive view of social work, and where possible, experiences working with all size systems: individuals, families, groups, communities, and organizations.

4. Commitment to racial, ethnic and cultural diversity and nondiscrimination in its provision of services.

5. Field instructor permitted to attend orientation and training session provided by the social work program.

6. Ability to provide learning experiences consistent with the social work program’s goals and educational outcomes.


8. Employs or has potential to employ bachelor’s level social work professionals.

CRITERIA FOR THE SELECTION OF FIELD PRACTICUM INSTRUCTORS

The primary concern in selecting instructors of field placements is adherence to the Council on Social Work Education guidelines and that Social Work is the main focus of the educational experience. The following guidelines will be followed, but it should be noted that there may be some flexibility so that individual differences of instructors can be appreciated.

1. Commitment to the profession of social work including values, ethics, skills, and knowledge.

2. MSW degree or BSW degree from an accredited social work program and two years practice experience as evidenced by copy of diploma and current resume.

3. Ability to provide the student a comprehensive view of social work including, where possible, experience with individuals, families, groups, communities, and organizations.

4. Commitment to racial, ethnic, and cultural diversity.

5. Competent practitioner with knowledge of current developments in social work.

6. Ability to be flexible in light of student differences.

7. The field instructor is available in the agency while the student is in placement and is able to devote adequate time to supervision.

ORIENTATION/TRAINING SESSIONS FOR FIELD INSTRUCTORS

The agency field instructor is vital to a successful field experience. The field instructor’s interest in undergraduate social work education and commitment to the profession are supported through orientation and ongoing training. The King University Social Work Program will conduct orientation and training sessions annually. Orientation training sessions will be conducted early in the semester to acquaint the instructors with the various requirements of the social work program including the senior placements. Orientation will include: institution and program goals, program expectations, curriculum conceptualization and implementation, admissions
procedures, screening/matching of students, social work values and ethics, evaluation of practice, internship structure, and resources of program to field instructors.

All agency field instructors are strongly encouraged to attend these sessions. Additionally, ongoing training will be a component of field liaison contacts made by regular calls/visits throughout the semester. The Field Education Director will initiate these contacts and may facilitate exploration of topics including: orienting and supervising students, identifying and building on students’ strengths, setting goals, addressing values and ethical issues, identifying areas in which to build skills and emphasizing professional development.

FIELD PRACTICUM POLICIES AND PROCEDURES

PLACEMENT PROCESS

In the Fall Semester of the student's senior year, the Field Education Director will meet with the students who will be conducting their field placement in the spring semester. At this time, the field practicum will be discussed, and students will complete the Application for Field Practicum (See Appendix A), Field Practicum Preference (See Appendix B), and Acknowledgement of Risk in the Field Practicum (Appendix C). Students will also be required to have a criminal background check conducted around this time.

The Field Education Director will provide the student with a list of possible settings, and every effort will be made to match a student's interest with a comparable agency. The final decision for placement in an agency will be determined by the Field Education Director. Initial contact with the agency may occur through the Field Education Director or the student. Students are encouraged to research potential placement agencies and to take an active role in their field placement. The Field Education Director and/or the student will contact the agency in order to confirm its interest in being or continuing to be a field placement setting. The Director will help facilitate pre-placement appointments with appropriate agency personnel for individual students. When there is mutual agreement that the placement should proceed, the Director will formalize the contract with appropriate agency personnel.

If there is a change on the part of either student or agency after the interview, the process will begin again.

It is important that students gain experience in their senior practicum working with systems of all sizes: individuals, families, groups, organizations, and communities. If a student is unable to obtain this experience in one agency, he or she may be placed in two agencies simultaneously so that all systems will be encountered.

PLACEMENT IN EMPLOYMENT SETTING

Students are generally discouraged from completing field placements in employment settings. However, this option may be considered only if the following conditions are met:

1. The field practicum must be in an entirely different program than where the student is employed.
2. The field instructor cannot be the student’s work supervisor.
3. The student must secure a letter from his/her work supervisor or administrative staff person indicating the agency’s support of this plan along with a delineation of work hours and field hours.
4. Field practice time cannot be counted as work time nor can work time be counted as field time.
5. The Director of Field Education must approve the written plan.
6. All other conditions for selection of Field Agencies and Field Instructors must be met.

ADDITIONAL CONSIDERATIONS IN FIELD PLACEMENT PROCESS

Some agencies may require additional screening of potential interns. Such screening is usually specific to the population served by the agency and is meant to protect students, staff, and recipients of services. The student should anticipate being required to complete any of the following: drug screening, health screening, TB test, and/or optional hepatitis vaccine. Per King University policy, the student will be subject to a criminal background check. In some rare instances, an agency may request an additional background check.

If students are involved in an incident that jeopardizes their personal safety, they are asked to complete the Personal Safety Incident Report (Appendix G) and provide the report to the Field Education Director.

Students in field practice can be sued for malpractice. Thus, the department requires that all students enrolled in field placement obtain professional liability insurance. Students will be advised by the Field Education Director during the fall semester regarding the process to secure such coverage.

If a student has a disability that will present a difficulty with field placement or will require accommodations, he/she should discuss this with the Field Education Director and/or with the Office of Learning and Disability Services by emailing disability@king.edu or calling (423) 652-4303.

In rare instances, it may be necessary to terminate a student’s field placement. Whenever such an instance is considered, the conditions indicating a need for termination and implications of such must be thoroughly reviewed with student, field instructor and Field Education Director. Consideration will then be given to whether the placement should continue and/or whether the student will be reassigned. If a student requests reassignment, such request must be made in writing specifying reasons for the request.

Students must conduct themselves in a professional and ethical manner as delineated in the NASW Code of Ethics. Students are exposed to the Code of Ethics throughout the curriculum and are asked to sign a pledge indicating their understanding of the Code and intent to uphold the Code as they engage in field placement (Appendix K). Any act that would constitute unethical practice is grounds for disciplinary action, including dismissal from the program.
AGENCY ORIENTATION FOR STUDENTS

Each Field Instructor is expected to provide a period of orientation within the first week for the King University social work student. The orientation should include, but not be limited to the following:

- Introduction to Agency Staff
- Tour of Facility and Identification of Student Workspace
- Introduction to Personnel Policies
- Discussion of the Organization and Structure of Agency
- Discussion of Philosophy and Objectives of Agency
- Discussion of Materials to be Read
- Discussion of Relationship to Other Agencies
- Discussion of Student's Role in Agency and Input into Learning Agreement
- Discussion of Safety in the Work Setting

EVALUATION OF STUDENTS AND GRADING

Students will be evaluated by the agency field instructor after one month using a formative evaluation form (Appendix F), and prior to the end of the semester using the Field Practicum Final Evaluation Form (Appendix F). Students are encouraged to participate in this process by completing a self-evaluation. The responsibility for recommending the grade lies with the agency field instructor. 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. The Field Education Director will be responsible for assigning the practicum grade.

The field instructor is requested to immediately notify the Field Education Director if a student’s performance is below satisfactory. The goal would be to address such an issue prior to evaluation to afford the student the opportunity to improve performance.

ROLES AND RESPONSIBILITIES

The roles and responsibilities of the student, the agency and field practicum instructor, and social work program of King University are spelled out in the Contract for Social Work Field Practicum (Appendix D) signed by all three parties. Additional information related to roles and responsibilities may be found in Appendix I: Criteria for Acceptance, Continuation and Termination in Social Work Program; and in Appendix J: the CSWE Educational Policy and Accreditation Standards.

RECORD OF HOURS COMPLETED

Each student is expected to keep a weekly record of the number of hours worked. (See Appendix E for form to be used.) This form is to be signed by the student, agency field instructor, and Field Education Director at King University. A copy should be kept by the student and by the agency. The original will be kept in the student's permanent practicum file where a running total of hours completed will be compiled. This will ensure that the student obtains the required 400 hours.
PRACTICE WITH SYSTEMS OF ALL SIZES

In order to be educated as an entry-level generalist social worker, all students must develop knowledge, skills, and values related to intervention with all size systems: individuals, families, groups, organizations, and communities. If a student is not able to work with each of these systems in one agency, he or she may be placed in two agencies simultaneously in order to obtain experience with all systems. Social Work Practice I, II, & III will also provide students experience with these systems through the use of simulations and special projects. This will ensure that a student graduating from King University's Social Work Program will have knowledge, values, and skills related to intervention with diverse systems.

STUDENT 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 interventions. Social Work students at King University are introduced to the importance of evaluating practice in SOWK 3410, Introduction to Social Work: Historical Foundations and Contemporary Issues. Students receive a more in-depth study of evaluation of practice in all Social Work practice courses and in Social Research and Evaluation. In Social Work Practice IV, the concept of evaluation of practice is taught again, and students are actually involved in evaluating their practice in the field setting.

STUDENT EVALUATION OF FIELD EXPERIENCE

Students are encouraged to provide feedback on strengths of their particular field placement and areas for improvement via the Student Evaluation of Field Experience Form (Appendix H). This form will be completed at the end of the semester and returned to the Field Education Director. Students are invited to make additional suggestions throughout the semester and at joint meetings between student, field instructor, and Field Education Director.

SOCIAL WORK ADVISORY COMMITTEE

A social work advisory committee, composed of social work professionals in the local community, including many field practicum instructors, and two or three social work students, meets at least once yearly to give the King University Social Work faculty input on the social work program. This input includes evaluation of the field practicum program.
APPLICATION FOR FIELD PRACTICUM

KING UNIVERSITY

BSW PROGRAM

Name of Student: _______________________________________________________

Last         First         Middle Initial

Student ID #: ___________________ Student email: ______________________

Student Phone Number: __________________

Faculty Advisor: ______________________

ANTICIPATED CLASS SCHEDULE FOR FIELD SEMESTER

M       T       W       TH       F

Will you have a car available for your use during the time you will be enrolled in the practicum?
   Yes ________________   No ______________________

If no, what plans do you have for transportation?
______________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Have you ever been convicted of a crime other than a minor traffic violation?
   Yes ___________________   No ______________________

If yes, describe:
______________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Please complete the questions below in a professional manner and attach a resume. They will be shared with perspective field instructors.

Briefly describe your potential strengths and needs in field placement by responding to the following:

1. How would you describe yourself?
2. What is your comfort level in working with populations such as opposite gender, persons with physical disabilities, persons with developmental disabilities, ethnic minorities, persons with sexual orientation different from yours, and those with different religious beliefs?
3. What populations or areas of social work practice might present values conflicts for you?
4. How do you deal with stress?
5. How will your work and volunteer experiences benefit you in your field placement?
6. What experiences in your life will you draw on in your field placement and as a social worker?
7. What personal strengths will you draw on in your field placement and as a social worker?
8. What personal qualities or attributes might detract from your work as a social worker?
9. What organizational skills do you utilize?
10. What are your professional goals, immediate and long-range?
FIELD PRACTICUM PREFERENCE
KING UNIVERSITY
BSW PROGRAM

Student ___________________________  Date __________________

1. Field Practicum Preference

List your first, second, and third choices of preferred practice settings. Please give names, emails and numbers of contact people if available.

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2. Career/Professional Goals

What is your plan after graduation? ________________________________


Prior Volunteer or Paid Experience

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Please attach another page if needed to complete this section.
ACKNOWLEDGMENT OF RISK IN THE FIELD PRACTICUM

This document is designed to inform you of the potential risks associated with the field practicum. It is the belief of the BSW Program staff that you have a right to be informed of risks associated with this aspect of your educational and professional preparation and that with proper knowledge and preparation, risks can be minimized.

1. **Liability insurance:** Students are required to carry professional liability insurance. An important aspect of professional practice is knowing the limits of your knowledge and skills and avoiding helping situations that are not in your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, see your field instructor.

2. **Automobile liability insurance:** If you will be using your personal vehicle in field, it is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. Check with your field instructor to find out if the agency provides coverage for you if you use your vehicle to transport clients. Many agencies consider students “volunteers” and this allows them to provide some coverage through policies for volunteers. Whenever possible, use an agency vehicle to transport clients.

3. **Personal safety:** You may encounter risks to your personal safety during the field practicum when dealing with angry or hostile clients, making home visits, or being exposed to clients who have an infectious disease. It is important to learn what you can do to minimize the risks to your personal safety. Personal safety training is provided by the BSW Program. It is important that all students attend. You need to discuss personal safety issues with your field instructor early in the practicum so you can be informed of agency policies and procedures and any recommended courses of action.

4. **TB skin test:** The prevalence of TB in society has increased in recent years. If you anticipate a field practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some settings may require this test.

5. **Hepatitis B vaccine:** If you anticipate a placement where there is the chance of being exposed to blood-borne pathogens, it is recommended that you get this vaccination. This involves a series of three injections over a six month period of time. Students may contact the local public health department to obtain the vaccination at a minimal fee.

I have read the above and understand that the field practicum does present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further
recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations.

______________________________  __________________
Student                                  Date
APPENDIX D
CONTRACT FOR SOCIAL WORK FIELD PRACTICUM
KING UNIVERSITY
BSW PROGRAM

The placement of a student by the King University Social Work Program in an agency brings a number of reciprocal responsibilities into action. In a contract sense, this agreement denotes that all parties (college, agency, and the student) will perform specified components of the total field work process. This cooperative effort is delineated as follows:

**King University 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 permission of the student.
4. Provide advisory services for the student through the faculty advisory plan: specifically to facilitate the student's ability to define educational objectives 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 and objectives of the Social Work Program and College, so as to further facilitate the continuity of the learning process.
6. Maintain regular contact with field agency/field instructor and students through calls and/or visits to guide the educational process, support focus of placement, assist in ongoing evaluation and goal-setting, provide training and assist in problem solving.
7. Assume final responsibility for the administration of the field practicum; 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 considerations of agency and field instructor recommendations.
8. Conduct a general background check on students prior to the field placement.

**The Agency will:**
1. Provide the King University Social Work Program with a description of the placement and social work tasks involved, so as to further enhance the educational objectives and professional interests of the student.
2. Work in close coordination with the Social Work Program faculty in planning the student's educational goals and experience. This entails designating a BSW or MSW with two years practice experience to serve as field instructor on a continual basis during the student's placement, thereby reinforcing the integration of the program's course work with the field practicum. The field instructor will provide a copy of his/her social work diploma and current resume.
3. Provide students with an 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. Work cooperatively with Field Education Director and the college to ensure a successful placement including complying with deadlines for the preparation of reports and evaluations needed in evaluating the student's field practicum performance.

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

7. Provide transportation for the student as necessary in conjunction with performing agency tasks or compensate students for travel expenses incurred through travel allowance reimbursements.

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

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

The Student will:

1. Accept the responsibilities and rules consistent with the field agency and appropriate to social work practice including abiding by the Code of Ethics of the National Association of Social Workers and maintaining confidentiality.

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

3. Keep a weekly journal of activities, assignments, plans, and experiences throughout the field practicum to integrate experiential learning and course work.

4. Be punctual and responsible in his or her dealings with the fieldwork placement; notify the agency field instructor of illness or tardiness as is necessary.

5. Complete learning agreement and obtain agreement approval from field instructor and Field Education Director within first two weeks of placement.

6. Participate in his or her performance and field evaluation in the manner requested by both field instructor and Social Work Program Faculty.

7. Cooperate with the institution in completing required background checks and obtaining liability insurance.

Because this is a contractual agreement, contingent termination must be anticipated and appropriate guidelines developed. Accordingly, a field placement may be terminated by any of the participating parties as follows:

1. Written notification and reason for termination must be submitted to all concerned parties.

2. A mutual decision of termination must be achieved by the interaction of all parties - student, Social Work Program faculty, and agency representative. The decision and reason for termination will be noted in the student's record.
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 undersigned agree to adhere to the above guidelines to the best of our abilities.

________________________________________________________
Student Signature Date

Field Education Director Date
King University

Agency Field Instructor Date

Other Agency Representative Date
KING UNIVERSITY
SOCIAL WORK 4800
FIELD INSTRUCTION TIME SHEET

Student's Name _______________________________________________________________

Agency _______________________________________________________________________

Please Note: This form is to be filled in on a daily basis. Every week the student and field
instructor are to sign this form and the student submit the completed form to the Field Education
Director. Students and field instructors are encouraged to maintain copies of the form for their
records.

Week of ______________________________________________________________________

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Student's Signature: _____________________________________________________________

Field Instructor’s Signature: ____________________________________________________

KU Field Director: _____________________________________________________________
APPENDIX F
King University  
Department of Social Work  
Field Instructor Formative Evaluation of Student

Student Name: ______________________           
Agency: _______________________________________  
Field Instructor Name: ________________________

**Instructions:** This preliminary, formative evaluation of the field student is to occur during the fourth week of field placement. The intention is to assess beginning skills in the field, the student’s professionalism, and ability to perform assigned tasks. Please identify any areas requiring additional competence. We are using the 2008 CSWE EPAS as our guide. When you are done with the evaluation, please share it with the student, obtain his or her signature and return the form to the Field Director at KU by the start of the fifth week of placement. Thank you for your cooperation.

*Check one box in each section that best matches the student’s initial behavior or competence:*

<table>
<thead>
<tr>
<th>Attendance and Punctuality</th>
<th>EP 2.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unacceptable absenteeism or tardiness; never notifies if late/out</td>
<td></td>
</tr>
<tr>
<td>2. Frequently absent, tardy, or leaves early; rarely notifies if late/out</td>
<td></td>
</tr>
<tr>
<td>3. Rarely absent or tardy; calls if running late or will be out</td>
<td></td>
</tr>
<tr>
<td>4. Excellent attendance and punctuality</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Professional Dress and Grooming/Hygiene</th>
<th>EP 2.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has shown up for work dressed in an inappropriate style or with poor grooming or hygiene more than twice</td>
<td></td>
</tr>
<tr>
<td>2. Has shown up for work dressed inappropriately or with poor grooming or hygiene once.</td>
<td></td>
</tr>
<tr>
<td>3. Usually dresses in a casual but professional style. Grooming and hygiene are good.</td>
<td></td>
</tr>
<tr>
<td>4. Consistently dresses professionally, with good grooming and hygiene.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Work Habits/Meeting Field Expectations (as explained by field instructor)</th>
<th>EP 2.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Performance meets minimal level of expectations</td>
<td></td>
</tr>
<tr>
<td>2. Performance meets adequate level of expectations</td>
<td></td>
</tr>
</tbody>
</table>
3. Performance meets good level of expectations
4. Performance demonstrate high standard for professional work

Comments:

<table>
<thead>
<tr>
<th>Shows Initiative</th>
<th>EP 2.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Passive, dependent; waits to be told what to do</td>
<td></td>
</tr>
<tr>
<td>2. Needs supervision to implement ideas or actions</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates own initiative and independence</td>
<td></td>
</tr>
<tr>
<td>4. Creative, resourceful, self-directed, shows regular initiative</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Ability to Handle Stress and Manage Workload</th>
<th>EP 2.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Often handles stress in nonproductive manner (e.g., not coming in, complaining, angry outbursts, withdrawing or avoidance). Seems to be tired or lacking stamina. Unable to manage more than one task at a time.</td>
<td></td>
</tr>
<tr>
<td>2. Sometimes handles stress in nonproductive ways but is beginning to learn to manage workload; minor difficulty focusing or handling multiple tasks.</td>
<td></td>
</tr>
<tr>
<td>3. Handles stress in a productive manner; manages workload efficiently; able to juggle various tasks and focus; fairly well-organized.</td>
<td></td>
</tr>
<tr>
<td>4. Handles stress proactively and consistently; maintains positive and optimistic approach in stressful situations; able to multitask and focus; manages workload well; well-organized and disciplined.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Responsiveness to Constructive Feedback / Use of Supervision</th>
<th>EP 2.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Defensive or nonresponsive; does not make changes as a result of feedback; poor performance persists</td>
<td></td>
</tr>
<tr>
<td>2. At times can be defensive or avoidant; minimal changes as a result of feedback</td>
<td></td>
</tr>
<tr>
<td>3. Receptive and responsive to feedback; performance shows some changes on an inconsistent level.</td>
<td></td>
</tr>
<tr>
<td>4. Receptive and responsive to feedback; performance consistently shows productive changes.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
### Collegiality/Respect for Coworkers

<table>
<thead>
<tr>
<th></th>
<th>EP 2.1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Does not display respect or good listening skills toward other staff or supervisor; discourteous; ignores rules of common etiquette; acts in self-interest; may lack some self-control in interactions with others</td>
</tr>
<tr>
<td>2.</td>
<td>Has difficulty collaborating with staff/supervisor; fair listening skills</td>
</tr>
<tr>
<td>3.</td>
<td>Collaborates well; good listening skills; cooperative in groups or meetings</td>
</tr>
<tr>
<td>4.</td>
<td>Collaborates well; active listener; cooperative; contributes to group/team efforts</td>
</tr>
</tbody>
</table>

**Comments:**

### Critical Thinking Skills

<table>
<thead>
<tr>
<th></th>
<th>EP 2.1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Makes no attempt to question, analyze, interpret, or evaluate; unable to justify results of own thinking; maintains or defends own views based on preconceptions or received values and biases; close-minded</td>
</tr>
<tr>
<td>2.</td>
<td>Struggles with or does superficial questioning, analyzing, interpreting, or evaluating; has difficulty coming up with a rationale to explain own behavior or viewpoint; defensive of own values and biases at times</td>
</tr>
<tr>
<td>3.</td>
<td>Thoughtfully questions, analyzes, interprets, or evaluates; able to justify or give rationale for own viewpoint; open-minded and no defensive</td>
</tr>
<tr>
<td>4.</td>
<td>Accurately and thoroughly thinks things through; identifies salient information, values, and conflicts; draws warranted, judicious conclusions; able to explain reasons for decisions or behaviors; fair-minded; follows where evidence and rational thinking lead</td>
</tr>
</tbody>
</table>

**Comments:**

### Oral Communication Skills

<table>
<thead>
<tr>
<th></th>
<th>EP 2.1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Makes frequent speaking errors; inarticulate; hesitates to express self; does not use voice effectively</td>
</tr>
<tr>
<td>2.</td>
<td>Expresses self but not regularly; makes some errors; does not consistently use voice effectively</td>
</tr>
<tr>
<td>3.</td>
<td>Expresses self regularly; uses standard American grammar; uses voice effectively</td>
</tr>
<tr>
<td>4.</td>
<td>Expresses self very well; communicates ideas very well; adept in using voice effectively</td>
</tr>
</tbody>
</table>

**Comments:**

### Written Communication Skills

<table>
<thead>
<tr>
<th></th>
<th>EP 2.1.3</th>
</tr>
</thead>
</table>
1. Writing frequently includes grammar/mechanical errors; often unclear
2. Writing includes some grammatical errors; somewhat unclear
3. Writing includes very few minor errors; clear
4. Writing is error-free and very clear

**Commitment to Diversity and Social Justice**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ethnocentric; prejudiced; intolerant; only considers own perspective as the right one; does not indicate an understanding of social injustice</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrates beginning awareness of own received values; superficial of social justice issues; awareness of diversity issues and need to obtain multiple perspectives.</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrates emerging commitment to learning more about people other than oneself; self-awareness of own biases and prejudices; aware of social justice as driving goal of social work profession</td>
</tr>
<tr>
<td>4.</td>
<td>Consistently demonstrates a commitment to seeing people other than oneself as the experts and self as learner; committed to learning more about other groups of people and to practicing from multiple perspectives; aware of social justice as driving goal of social work profession</td>
</tr>
</tbody>
</table>

**Awareness of Factors that Impact the Placement Agency (Contexts that Shape Practice)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student shows no awareness or understanding of factors that impact the field agency.</td>
</tr>
<tr>
<td>2.</td>
<td>Student has little awareness of factors that impact the field agency.</td>
</tr>
<tr>
<td>3.</td>
<td>Student is aware of the agency’s geographical area, populations served, changing demographics, and societal trends in the area, but has not yet used this information to provide service.</td>
</tr>
<tr>
<td>4.</td>
<td>Student is aware of the agency’s geographical area, populations served, changing demographics, and societal trends in the area, and uses this information to provide service.</td>
</tr>
</tbody>
</table>

**Respect for Clients / Engagement Skills**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Critical, negative attitude; insensitive to the needs or feelings of others;</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>disrespectful; lacks knowledge and skills in establishing rapport with clients; does not display attitude clients can change</td>
<td></td>
</tr>
<tr>
<td>2. Makes minimal effort to establish rapport with clients; inconsistent attitude that clients can change; shows little ability in engaging and working with clients.</td>
<td></td>
</tr>
<tr>
<td>3. Able to develop rapport; demonstrates ability to work with and motivate clients; shows attitude clients can change</td>
<td></td>
</tr>
<tr>
<td>4. Effectively establishes rapport and good, positive working relationships with clients; acts on strong belief clients can change; uses various strategies to engage clients.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

**Overall Feedback:**

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Signature of Person Completing Form: ________________________________

Print Name: _________________________________________________________

**Student:**

I have been provided with a copy of this evaluation form. My signature is not an acknowledgement of complete agreement with this evaluation. If I do not agree with any elements of this evaluation, I understand that I may attach a statement explaining my disagreements. I understand that I may discuss the evaluation with the Field Director as well as with my field instructor and will take the responsibility to request an appointment to schedule any meetings.

Student Signature: ________________________________ Date: ____________

Field Director Receipt Date: ________________ Initial: ______

Reviewed by Program Coordinator Date: ________________ Initial: _____
KING UNIVERSITY
BACCALAUREATE SOCIAL WORK (BSW) PROGRAM

FIELD PRACTICUM FINAL EVALUATION FORM

STUDENT: ____________________________________________________________

STUDENT ID: _________________________________________________________

AGENCY: _____________________________________________________________

SUPERVISOR: _________________________________________________________

DATE: _______________________________________________________________

USE OF THIS FORM:
This is the evaluation form to use at the end of the semester of the student's field
practicum. Our goal is for the student to have all 2’s, 3’s and 4’s. At times you may have to
allow the student to speak to issues relating to the evaluation form.

RATING SCALE:
You are asked to evaluate behaviors; i.e., the presence or absence of the behavior or
activity. The scale is as follows:

0....... no evidence of behavior (behavior is absent)
1....... behavior present, in minimum degree
2....... behavior present, to some degree
3....... behavior present most of the time and to the degree expected
4....... behavior present beyond degree expected
5....... no opportunity to observe

Identify as a professional social worker and conduct oneself accordingly.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocates for client access to the support and services offered within the agency.</td>
<td></td>
</tr>
<tr>
<td>Practices personal reflection and self-correction to assure continual professional development.</td>
<td></td>
</tr>
<tr>
<td>Understands and attends to professional roles and boundaries within the agency.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates professional demeanor in behavior, appearance, and communication.</td>
<td></td>
</tr>
<tr>
<td>Engages in professional development such as staff training and conferences that will enlighten practice and establish a pattern of career-long learning.</td>
<td></td>
</tr>
<tr>
<td>Uses supervision and consultation to improve knowledge, skills and values.</td>
<td></td>
</tr>
</tbody>
</table>
### Apply social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes and manages personal values in a way that allows professional values to guide practice.</td>
<td></td>
</tr>
<tr>
<td>Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.</td>
<td></td>
</tr>
<tr>
<td>Applies strategies of ethical reasoning such as NASW Code of Ethics, practice wisdom, and researched base knowledge to arrive at principled decisions.</td>
<td></td>
</tr>
<tr>
<td>Tolerates ambiguity in resolving ethical conflicts.</td>
<td></td>
</tr>
</tbody>
</table>

### Apply critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge and practice wisdom to solve problems presented by the agency.</td>
<td></td>
</tr>
<tr>
<td>Analyzes models of assessment, prevention, intervention, and evaluation.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
<td></td>
</tr>
</tbody>
</table>

### Engage diversity and difference in practice.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power among people.</td>
<td></td>
</tr>
<tr>
<td>Increases sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse individuals, groups and communities.</td>
<td></td>
</tr>
<tr>
<td>Recognizes and communicates their understanding of the importance of difference in shaping life experiences.</td>
<td></td>
</tr>
<tr>
<td>Views self as learner and engage those with whom they work as informants.</td>
<td></td>
</tr>
</tbody>
</table>

### Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the forms and mechanisms of oppression and discrimination relative to the service population in the agency.</td>
<td></td>
</tr>
<tr>
<td>Advocates for human rights and social and economic justice in the context of the internship.</td>
<td></td>
</tr>
<tr>
<td>Engages in practices that advance social and economic justice for the service population in the agency.</td>
<td></td>
</tr>
</tbody>
</table>
Engage in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses practice experience to inform scientific inquiry.</td>
<td></td>
</tr>
<tr>
<td>Uses research evidence to inform practice.</td>
<td></td>
</tr>
<tr>
<td>Critically evaluates empirical evidence.</td>
<td></td>
</tr>
<tr>
<td>Integrates and applies best practices relative to the service population in the agency.</td>
<td></td>
</tr>
</tbody>
</table>

Apply knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation with service populations in the agency.</td>
<td></td>
</tr>
<tr>
<td>Critiques and applies knowledge to understand person and environment.</td>
<td></td>
</tr>
</tbody>
</table>

Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzes, formulates, and advocates for policies that advance social well-being.</td>
<td></td>
</tr>
<tr>
<td>Collaborates with colleagues and clients for effective policy action.</td>
<td></td>
</tr>
</tbody>
</table>

Respond to contexts that shape practice.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services within agency.</td>
<td></td>
</tr>
<tr>
<td>Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td></td>
</tr>
</tbody>
</table>

Engagement with individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities.</td>
<td></td>
</tr>
<tr>
<td>Uses empathy and other interpersonal skills.</td>
<td></td>
</tr>
<tr>
<td>Develops a mutually agreed-on focus of work and desired outcomes.</td>
<td></td>
</tr>
</tbody>
</table>

Assessment with individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
</table>
Collects, organizes and interprets client data.
Assesses client strengths and limitations
Develops mutually agreed-on intervention goals and objectives.
Selects appropriate intervention strategies.

**Intervention with individuals, families, groups, organizations, and communities**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiates actions to achieve organizational goals.</td>
<td></td>
</tr>
<tr>
<td>Implements prevention interventions that enhance client capacities.</td>
<td></td>
</tr>
<tr>
<td>Helps clients resolve problems.</td>
<td></td>
</tr>
<tr>
<td>Negotiates, mediates, and advocates for clients.</td>
<td></td>
</tr>
<tr>
<td>Facilitates transitions and endings.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation with individuals, families, groups, organizations, and communities**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically analyzes, monitors, and evaluates interventions.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS**

1. Describe the student's strengths.

2. Describe areas where the student needs continued knowledge and skill development.

RECOMMENDED GRADE: ___________

__________________________________________

SIGNATURE OF SUPERVISOR

My practicum supervisor has discussed this evaluation with me, and I have received a copy.

I agree with the evaluation. ___________
I do not agree with the evaluation. 

_______________________________________________________________

SIGNATURE OF STUDENT

If the student disagrees with the evaluation, a narrative statement specifying the reasons should be submitted to the field instructor/supervisor and KU Field Director within one week of the student evaluation conference.

_______________________________________________________________

SIGNATURE OF FIELD DIRECTOR
APPENDIX G
The student should complete this form if any of the following have occurred during the field placement: sexual harassment, personal injury by violent client or other persons, personal injury by animal, exposure to or contraction of infectious disease, damage to personal property. If you are unsure about completing this form, contact the Field Education Director for advisement.

STUDENT: ___________________________ AGENCY: ________________________

FIELD INSTRUCTOR: ____________________________________________________

DATE & TIME OF INCIDENT: _____________________________________________

DESCRIPTION OF INCIDENT:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

NAMES OF ALL PARTIES INVOLVED AND THEIR RELATIONSHIP TO AGENCY:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

WITH WHOM HAVE YOU DISCUSSED THIS INCIDENT?
______________________________________________________________________
______________________________________________________________________

HAS A FORMAL REPORT BEEN FILED WITH THE AGENCY?
______________________________________________________________________

DESCRIBE ANY ACTION TAKEN TO DATE:
______________________________________________________________________
DESCRIBE ANY REMAINING CONCERNS RELATED TO INCIDENT:

SIGNATURES:

Student  

Field Instructor  

Field Education Director  

BSW Program Coordinator  

Completed form to be submitted to and maintained by Field Education Director.
APPENDIX H
# STUDENT EVALUATION OF FIELD EXPERIENCE

King University  
Social Work Department

Name of Organization: ________________________________________

Name of Field Instructor: ________________________________________

Read each item. Circle the response which best describes your reaction to the internship. Select only one response for each item.

<table>
<thead>
<tr>
<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>Organization’s adherence to Social Work Code of Ethics.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Organization’s demonstration of adherence to accepted social work values.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Organizations capacity to provide opportunities for professional social work practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Organization’s distinction in respecting and taking students seriously.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Organization’s capacity to screen unapproved and/or inappropriate tasks.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Organization’s provision of space and support services.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Your rating of field instructor in general (all-around) teaching/ supervisory ability.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Field instructor’s knowledge of social work practice skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Field instructor’s sensitivity to minority and women’s issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Field instructor’s demonstration of awareness of current developments in social work.  

Field instructor’s utilization of research to assess practice outcomes.  

Field instructor’s ability to facilitate student’s integration of practice and theory.  

Field instructor’s presentation of, or allowance for, different views.  

Value of supervisory sessions.  

Value of your contacts with staff other than field instructor.  

Briefly state your own assessment of this organization as a field placement for future students. Focus on strengths and weaknesses of this placement.

________________________________________________________________________

Student Signature  

Date
APPENDIX I
ACADEMIC REQUIREMENTS FOR ACCEPTANCE AND CONTINUATION IN THE SOCIAL WORK PROGRAM

1. Completion of Social Work 3410 with a “C” or better.

2. A minimum overall GPA of 2.5 and a 2.5 average on all social work courses. Students may be accepted provisionally with a GPA of 2.2. At the conclusion of the student’s first semester, the GPA will be reevaluated and must have risen to a minimum of 2.5. A minimum GPA of 2.5 must be maintained for progression and retention in the program.

3. Completion of prerequisite courses for upper-division social work classes.

4. Demonstrated oral and written communication skills. Major must have credit for English Composition and Research and Writing with a minimum grade of “C” in each. Students are expected to continually improve both oral and written communication skills, as demonstrated by course assignments.

NON-ACADEMIC STANDARDS FOR ACCEPTANCE AND CONTINUANCE IN THE SOCIAL WORK PROGRAM

In order to perform successfully in the social work program at King University, and as a professional social worker, all students must meet the following additional requirements:

1. Students must be able to develop and sustain working relationships with others, and be able to relate to others with nonjudgmental warmth and empathy regardless of race, gender, ethnicity, ability, age, or sexual orientation.

2. Students must be able to make reasonable judgments regarding their own behavior and the behavior of others.

3. Students must be able to detect both verbal and nonverbal behavioral cues.

4. Students must be able to make notes and develop reports.

5. Students must be able to communicate effectively with others.

6. Students must maintain emotional stability in interactions with others.

7. Students must be able recognize and maintain their personal safety in potentially threatening situations.

8. Students must be able to convey ideas and information to others.

9. Students must be responsible for transportation to and from their field placement.
CODE OF CONDUCT FOR STUDENTS IN THE SOCIAL WORK PROGRAM

The profession of social work requires a high standard of professional conduct and adherence to a code of ethics. Students who plan to enter this profession must be prepared and willing to adhere to these standards and are thus expected to hold themselves to the following standards of conduct as adapted from the NASW Code of Ethics:

1. The social work student should maintain high standards of personal conduct and integrity and act in accordance with those standards.

2. The social work student should not participate in, condone, or be associated with fraud, deceit, dishonesty, or misrepresentation.

3. The social work student should observe the conventions of scholarly inquiry when engaged in study and research.

4. The social work student's primary responsibility is to clients when engaged in service delivery.

5. The social work student should maintain confidentiality in service delivery and respect the client's right to privacy.

6. The social work student should foster maximum self-determination on the part of clients.

7. The social work student should treat fellow students with respect, courtesy, fairness, and honesty.

8. The social work student should honor commitments made to the social work program.

9. The social work student should uphold and advance the values, ethics, knowledge, and mission of the profession.

10. The social work student should promote social and economic justice for all of society's members.

Students are also expected to adhere to the College Code of Conduct as detailed in the King University Student Handbook.
Noncompliance with the Program and/or University Code of Conduct will result in denial of admission or termination from the social work program.

TERMINATION OF STUDENTS FROM THE SOCIAL WORK PROGRAM

It is the mission of social work education and the goal of this program to prepare competent graduates for the profession. Competence means that the individual demonstrates appropriate professional knowledge, skills, values, and ethical behavior in all endeavors. Standards in all these areas are rigorous and require commitment and dedication on the part of the student. Should the student have problems that he or she cannot or will not resolve in any of the following areas, he or she may be advised to pursue another major, be denied admission to the major, or be terminated from the social work program.

Below average academic performance -- below-average performance on course work, failure to meet minimum GPA requirements, or excessive absences from class may result in one of the actions listed above.

Inability to adjust to the objectives of the program -- a certain level of self-awareness is essential to the development of a competent professional. While everyone holds prejudices, the social work professional must be able to put aside personal beliefs in order to fairly provide services to all clients. Failure to comply with the Code of Ethics, behavior inconsistent with social work values, or a persistent inability to distinguish between personal and professional values may result in one of the actions listed above.

Inadequate interpersonal relationship skills -- in order to practice competently, a social worker must be able to relate to all clients with warmth and empathy in a nonjudgmental manner and allow for client self-determination. These abilities will be assessed not only through role play and professional relationships with clients in field placements, but through relationships with other students, faculty, and staff.

Personal problems -- everyone has problems at some point in life, and students experiencing personal problems will be referred to appropriate services. Should these problems interfere with the ability to develop necessary skills and self-awareness needed for professional practice, every effort will be made to refer and get students the needed help in order to continue in the program.

Students who develop substance abuse problems or exhibit emotional/behavioral problems to the extent that it impairs the ability to perform competently will be referred to the appropriate resources and may be terminated from the program with the option to return once problems are resolved.

It is not expected that those just entering the program have the same level of knowledge, skills, and ability to resolve value conflicts as the professional; but that they have the motivation and commitment to the profession required to develop them. Every effort will be made to work with students in particular problem areas before resorting to stronger measures of assuring well-
prepared graduates. Most students who enter the program are well-suited to the major, and those who are not are probably going to be happier in another field.

**PROCEDURES FOR TERMINATION FROM THE PROGRAM**

When a student has been identified by the faculty as having problems in one of the above areas, the student must meet with the faculty to discuss the situation. At this time a written contract is developed with the student related to changes required and the program's willingness to allow him or her to continue in the major. If the student fails to meet the stipulations of the contract, he or she may be terminated from the program. Depending upon the situation, the student may request readmission to the program after demonstrating a change in behavior over the course of a semester or academic year.

If the student has clearly and consistently shown an inability to comply with the requirements of the program, or has exhibited behavior which is in gross violation of the NASW Code of Ethics (i.e., engaging in a personal relationship with a client or conviction of a crime against a person) or the King University Honor Code, he or she may be advised out of the program immediately.

Students who do not agree with the decision of the faculty may initiate grievance procedures as outlined in the student handbook.
APPENDIX J

For Council on Social Work Education – Educational Policy and Accreditation Standards please go to www.cswe.org or contact the Field Education Director.
UPHOLDING THE CODE OF ETHICS

The NASW Code of Ethics relates the core values of the social work profession. It establishes the broad ethical principles that reflect these core values and provides consideration of questionable ethical situations. The Code also provides ethical standards by which social work professionals can be held accountable by both the public and fellow social work professionals. It orients new professionals to the field’s mission, values, and ethical principles and standards.

I, ________________________________, acknowledge that I have read, and become familiar with, the NASW Code of Ethics. I pledge to uphold the NASW core values and principles designed to “enhance human well-being and help meet the basic human needs of all people” (NASW, 2008, p. 1) throughout my field placement.

I also pledge that if any ethical conflict or dilemma arises during my placement, I will immediately contact my field instructor and/or the college Field Director for assistance.

______________________________________________  _______________________
Student Name                                            Date
Course Name: Social Work Field Instruction
Course Number: SOWK 4810
Credits: 8 Credit Hours
Prerequisites and Co-requisites: SOWK 3110, SOWK 3180, SOWK 3410, SOWK 3420, SOWK 3620, SOWK 3810, SOWK 3820, SOWK 3830, SOWK 4410; Co-requisite: SOWK 4800
Meeting Time and Location: TBA
Professor: Charlotte Hoover, MSW, Ed.D.
Contact Information: 423.652.4851
Office Hours: TBA

Catalog Course Description:
This course provides students with professional experience in a social work agency or institution in the local community. Emphasis is on opportunities for development of practice skills, personal growth, and professional development. This course is to be taken concurrently with SOWK 4800 Social Work Practice Methods IV. Open to Social Work majors only.

Required Texts:


Required Software:
Microsoft Word (For electronic assignment submissions)

Program and/or Core Outcomes:
The goals of the BSW program are:
   a. Students will demonstrate knowledge and an ability to apply major concepts, theoretical perspectives, empirical findings and historical trends within the social work field.
   b. Through research, students will critically analyze and understand the necessity of evidence-based learning by developing an environment that fosters respect for diversity, and the pursuit of human rights and social justice.
c. Students will successfully complete all components of field instruction that will lead to lifelong learning in continuously sharpening skills and developing knowledge that will allow for the delivery of more effective services.

d. Students will identify and develop skills and experience related to desired social work related career goals.

Course Outcomes:
This is the final practicum and is taken concurrently with SOWK 4800. Upon successfully completion of this course students should be able to:

1. Identify the network of health and social services in the community.
2. Analyze information about the structure, function and administration of the field placement setting.
3. Analyze his or her social work experience from a theoretical perspective.
4. Identify the political, social and other forces which effect the agency’s organization and cooperation.
5. Analyze the needs and services in community in terms of effective coordination of services, gaps in the services and other problems incidental to agency relationships in the service delivery system.
6. Describe the contributing factors in the individual and the community that produce the problem and issues that are the concerns of the agency with reference to the potential for prevention of the problem or issues.
7. Engage in behavior which demonstrates respect for people including colleagues and supervisors, as well as clients.
8. Demonstrate a respect for people’s rights to choose, to contract for services and to participate in the helping process.
9. Demonstrate a respect and acceptance for people of color, women and minorities, and populations-at-risk.
10. Demonstrate commitment and readiness for entry level social work practice with individuals, families, groups, communities and organizations.
11. Demonstrate skills necessary to perform various professional roles such as educator, broker, mobilizer, advocate, evaluator and counselor.
12. Demonstrate communication skills – verbal, non-verbal and written.
13. Demonstrate problem-solving skills and use of planned change process.
14. Demonstrate the ability to use feedback to improve his or her skills.
15. Demonstrate the ability to work and interact with individuals, families, groups, communities and organizations.
17. Demonstrate valid research methodology in relation to evaluation of practice.
18. Demonstrate awareness of client’s rights, benefits, and entitlements and willingness to advocate for client’s rights.
19. Demonstrate the ability to analyze and assess problem situations in a holistic manner, taking into account the client, family and environmental factors, agency options and constraints, political, socio-economic factors and the role of race, gender, age, culture, class and sexual preference.
20. Demonstrate an awareness of the evolution of social work practice.
### Outcome and Assessment/Assignment Alignment:

<table>
<thead>
<tr>
<th>Assessment Categories</th>
<th>Course #s of Outcomes Satisfied</th>
<th>Program Objectives Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active professional Engagement/Participation at Field Placement</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Apply theoretical bases to the field experiences</td>
<td>5, 6, 10</td>
<td>4</td>
</tr>
<tr>
<td>Fulfill Terms of the Learning Agreement</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Journal</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Self-evaluation of practice</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

### Required IDEA Objectives for this Course (list and designate ‘Essential’ or ’Important’)

- Essential: 21, 22, 25
- Important: 23, 24

### Communication:

Students are expected to check their King University emails multiple times daily. This will be the primary means of outside communication.

### Attendance Policy:

Students are expected to maintain a schedule as determined by the field instructor and the student. Students are to notify their field instructor IN ADVANCE if they must miss time at the internship. Students will work with the field instructor to arrange to make up any time missed.

### Time in Course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Time on Task Estimates</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field placement (400 clock hours)</td>
<td>1:1</td>
<td>Duties as prescribed by field instructor at placement</td>
</tr>
</tbody>
</table>

*Time-on-task (seat time) calculations are a SACS requirement; 37.5 hrs. necessary for each semester hour of class*

37.5 x 4 (s.h.) = 150 x 15 (weeks) = 2,250 minutes/60 minutes = 37.5 Hours

### Grading Scale:

The field instructor will complete two student performance evaluations and recommend a letter grade. The actual grade will be assigned by the King field director.

- 100 – 98 A+
- 97 – 93 A
- 92 – 91 A-
- 90 – 88 B+
- 87 – 83 B
- 82 – 81 B-
- 80 – 78 C+
77 – 73 C
72 – 70 C-
70 – 68 D+
67 – 63 D
62 – 61 D-
< 61 F

Netiquette:
Netiquette, or network etiquette, refers to the guidelines for online communication. Students who continue inappropriate behavior will be handled through the existing processes used to address student conduct.

Student guidelines for online participation:
- Use appropriate language.
- Use correct spelling and grammar.
- Be willing to express your opinion and respect the opinion of others.
- Respond to others in a courteous, professional manner.
- Reread and think before you push the submit button.
- Do not hesitate to ask for feedback and always ask for clarification when needed.

Be aware of the University’s Academic Dishonesty Policy. To review some detailed guidelines on King’s Classroom Civility Policy, see pages 6 and 7 at: http://students.king.edu/student-handbook/view/

King University Honor Code:
On my honor, I pledge to abide by the King University policies described in the Student Handbook. I understand that students of King University are to be honest in words and actions, in particular, not to lie, cheat, plagiarize, or steal. I pledge to conduct myself in a manner based on Christian values and to require the same of fellow students. I understand that a violation of this Honor Code may result in my appearance before the Honor Council.
*Academic Dishonesty and Academic Sanctions are addressed in detail in the King University Student Handbook. These sections are applicable to all King University courses and students.

Accommodation of Special Needs:
Students with disabilities who need academic accommodations or other disability-related support services must file timely requests each semester with the Office of Learning and Disability Services for accommodations in course work. The University cannot make retroactive accommodations.

The Office of Learning and Disability Services will issue accommodation letters that student must provide to his or her instructor(s) when seeking accommodations. These letters should be provided as much in advance of the needed accommodation as possible. For more information, please contact the Director of Learning and Disability Services by emailing disability@king.edu or calling (423) 652-4303.

Changes:
The professor will notify students in writing in a timely manner of changes to this syllabus.
King University BSW Learning Agreement

Student Name: _______________________  Semester/Year ___________________

Field Agency: _______________________  Field Instructor: ________________

Mission: The King University BSW Program provides a supportive learning community that
graduates competent, ethical, value-based, generalist social work practitioners who critically use
their liberal arts background in service to others. Working with and in partnering agencies,
students, grounded in empowerment, actively learn knowledge values and skills, reflect upon
those through opportunities in and outside the classroom, adopt and adhere to ethical approaches
with diverse populations and contribute responsibly to an ever growing and changing world.

Directions: The student and field instructor develop the Learning Agreement together. The
content of the learning agreement must be thoroughly discussed by the student and field
instructor prior to the individual sections being completed. This agreement sets forth the context
of the field experience, its parameters, the performance expectations of both student and field
instructor, and the criteria for evaluation.

A completed agreement must be turned in to the field director by the third week of the semester.

The tasks, activities and knowledge areas expected of the student must be reflective of the goals
set forth in this contract. It is intended that the Field Instructor will observe the student doing the
assignments, tasks, and activities.

Learning activities- Students will choose activities associated with their field placement that
fulfills the competencies of the CSWE and the King University Social Work Program. Activities should be specific to the agency placement and measurable.

<table>
<thead>
<tr>
<th>Learning goals: These goals reflect the competencies established by the Council on Social Work Education</th>
<th>Two Objectives and Tasks Needed to Meet the Goal:</th>
<th>Monitoring/Evaluation Criteria: How will it be determined that the student has met the objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as a professional social worker and conduct one’s self accordingly: advocate for client access to the services of social work (2.1.1) practice personal reflection and self-correction to assure continual professional development; attend to professional roles and boundaries; demonstrate professional</td>
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</table>
demeanor in behavior, appearance, and communication; engage in career-long learning; and, use supervision and consultation

<table>
<thead>
<tr>
<th>Apply social work ethical principles to guide professional practice (2.1.2)</th>
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<tbody>
<tr>
<td>Recognize and manage personal values in a way that allows professional values to guide practice; Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles; Tolerate ambiguity in resolving ethical conflicts; and, apply strategies of ethical reasoning to arrive at principled decisions.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Apply critical thinking to inform and communicate professional judgments (2.1.3)</th>
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<tbody>
<tr>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; Analyze models of assessment, prevention, intervention, and evaluation; and, demonstrate effective oral and written communication in working with individuals, families,</td>
</tr>
<tr>
<td>Engage diversity and difference in practice (2.1.4)</td>
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<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Recognize the extent to which a culture’s structures and values may oppresses, marginalize, alienate, or create or enhance privilege and power;</td>
</tr>
<tr>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</td>
</tr>
<tr>
<td>Recognize and communicate their understanding of the importance of difference in shaping life experiences; and, view themselves as learners and engage those with whom they work as informants</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Advance human rights and social and economic justice (2.1.5)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Understand (sic: “can identify and articulate”) the forms and mechanisms of oppression and discrimination;</td>
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<tr>
<td>Advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Engage in research-informed practice and practice-informed research (2.1.6)</th>
<th></th>
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<tbody>
<tr>
<td>Use practice experiences to inform scientific inquiry; and</td>
<td></td>
</tr>
<tr>
<td>Use research evidence to inform practice.</td>
<td></td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment (2.1.7)</td>
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<tr>
<td>---</td>
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<tr>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and, Critique and apply knowledge to understand person and environment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)</th>
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<tbody>
<tr>
<td>Analyze, formulate, and advocate for policies that advance social well-being; and Collaborate with colleagues and clients for effective policy action.</td>
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<tr>
<th>Respond to contexts that shape practice (2.1.9)</th>
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<tbody>
<tr>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and, Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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<table>
<thead>
<tr>
<th>Engage with individuals, families, groups, organizations, and communities (2.1.10 a)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Substantively &amp; affectively prepare for action with individuals, families, groups, organizations, and communities; Use empathy and other</td>
<td></td>
</tr>
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</table>
interpersonal skills; and
Develop mutually agreed-upon focus of work & desired outcomes.

<table>
<thead>
<tr>
<th><strong>Assess individuals, families, groups, organizations, and communities (2.1.10 b)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, organize, and interpret client data; Assess client strengths and limitations; Develop mutually agreed-upon intervention goals &amp; objectives; and Select appropriate intervention strategies</td>
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<thead>
<tr>
<th><strong>Intervene, with individuals, families, groups, organizations, and communities (2.1.10 c)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate actions to achieve organizational goals; Implement prevention interventions that enhance client capacities; Help clients resolve problems; Negotiate, mediate, and advocate for clients; and Facilitate transitions and endings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evaluate individuals, families, groups, organizations, and communities (2.1.10 d)</strong></th>
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</thead>
<tbody>
<tr>
<td>Social workers critically analyze, monitor, and evaluate interventions’</td>
</tr>
</tbody>
</table>

Student Signature __________________________ Date __________________

Field Instructor (Agency) Signature __________________________ Date __________________

Field Coordinator Signature ________________________________________________