



Department of Social Work

Field Education Manual

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COPPIN STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FIELD EDUCATION MANUAL

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BACCALAURATE SOCIAL WORK PROGRAM

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I. INTRODUCTION

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

II. EVOLUTION OF THE SOCIAL WORK PROGRAM

Social Work began at Coppin State University in 1979 as a concentration. In 1984, the Board of Regents of the University of Maryland system approved Social Work as a dual degree major within the Social Sciences Department. Students completed the requirements for both a Social Work and Social Science major. After inception, the Social Work program grew over the years. In June 1998, the President of Coppin State University approved Social Work as an independent major and a separate department under the Division of Arts and Sciences. Students now complete the requirements for social work major as well as an approved minor or elective cluster plan of 18-21 credits.

Until 1999, the Social Work Department at COPPIN STATE UNIVERSITY maintained a collaborative educational program with the University of Maryland Baltimore County. Social work students took courses on either campus and placements of students in field agencies were done jointly. Even though a formal collaborative program no longer exists, a close working relationship continues between the two programs.

III. MISSION OF THE SOCIAL WORK PROGRAM

The Department of Social Work is committed to excellence in educating a diverse student population to become generalist social work practitioners. Through the use of a competency-based curriculum, inclusive of a global and strengths perspective, students are prepared for generalist social work practice with individuals, families, groups, organizations and communities within urban environments. The faculty prepare students to be competent and effective practitioners grounded in social work values and ethical principles. The Department is committed to infusing cutting edge technology, providing service-oriented experiences, employing appropriate pedagogical and practice methodologies and encouraging research methods to ensure that students are prepared to work as competent entry-level practitioners and/or graduate students.

IV. COMPONENTS OF THE FIELD INSTRUCTION PROGRAM

A. DESCRIPTION

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

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

Social work majors at Coppin are eligible for membership in the Phi Alpha National Social Work Honor Society and the National Association of Social Workers.

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

V. GOALS OF FIELD INSTRUCTION

The goal of the field instruction program is to engage the student in supervised direct and indirect service activities, and provide practical experience in the application of the theory and skills acquired in all the foundation areas. This effort is accomplished through the partnership of participating agencies, the specification of required learning experiences, and the provision and content of orientation and training for field instructors.

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

<i>COMPETENCIES</i>	<i>PRACTICE BEHAVIORS</i>
Competency 1: Identify as a professional social worker and conduct oneself accordingly	advocate for client access to the services of social work (PB 1.1) practice personal reflection and self-correction to assure continual professional development((PB 1.2) attend to professional roles and boundaries (PB 1.3) demonstrate professional demeanor in behavior, appearance, and communication (PB 1.4) engage in career-long learning (PB 1.6) and use supervision and consultation (PB 1.7)
Competency 2: Apply social work ethical principles to guide professional practice	recognize and manage personal values in a way that allows professional values to guide practice (PB 2.1); 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 (PB 2.2); tolerate ambiguity in resolving ethical conflicts; (PB 2.3)and

	apply strategies of ethical reasoning to arrive at principled decisions (PB 2.4).
Competency 3: Apply critical thinking to inform and communicate professional judgements	distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (PB 3.1); analyze models of assessment, prevention, intervention, and evaluation (PB 3.2); and demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (PB 3.3).
Competency 4: Engage diversity and difference in practice	recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (PB 4.1); gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (PB 4.2) recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4.3); and view themselves as learners and engage those with whom they work as informants (PB 4.4).
Competency 5: Advance human rights and social and economic justice	understand the forms and mechanisms of oppression and discrimination (PB 5.1); advocate for human rights and social and economic justice (PB 5.2); and engage in practices that advance social and economic justice (PB 5.3).
Competency 6: Engage in research-informed practice and practice-informed research.	use practice experience to inform scientific inquiry (PB 6.1) and use research evidence to inform practice (PB 6.2)
Competency 7:	utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (PB 7.1); and

<p>Apply knowledge of human behavior and the social environment</p>	<p>critique and apply knowledge to understand person and environment (PB 7.2)</p>
<p>Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p>	<p>analyze, formulate, and advocate for policies that advance social well-being (PB 8.1); and collaborate with colleagues and clients for effective policy action (PB 8.2).</p>
<p>Competency 9: Respond to contexts that shape practice</p>	<p>continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (PB 9.1); and provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (PB 9.2).</p>
<p>Competency 10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.</p>	<p>Engagement</p> <p>substantively and effectively prepare for action with individuals, families, groups, organizations, and communities (PB 10.1); use empathy and other interpersonal skills (PB 10.2); and develop a mutually agreed-on focus of work and desired outcomes (PB 10.3).</p> <p>Assessment</p> <p>collect, organize, and interpret client data (PB 10.4); assess client strengths and limitations (PB 10.5) develop mutually agreed-on intervention goals and objectives (PB 10.6); and select appropriate intervention strategies (PB 10.7).</p> <p>Intervention</p> <p>initiate actions to achieve organizational goals (PB 10.8); implement prevention interventions that enhance client capacities (PB 10.9); help clients resolve problems (PB 10.10); negotiate, mediate, and advocate for clients (PB 10.11); and</p>

	<p>facilitate transitions and endings (PB 10.12).</p> <p>Evaluation</p> <p>critically analyze, monitor, and evaluate interventions (PB 10.13)</p>
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The development of these practice behaviors is informed by the knowledge and skills reinforced in the methods courses that are completed concurrently with fieldwork. The field curriculum requires that students work both directly with client systems and indirectly on their behalf, using a range of intervention strategies. While most student assignments are within the agency, special learning in related settings may be helpful. Students must successfully demonstrate these practice behaviors by graduation with a BSW degree.

B. COURSE WORK PREREQUISITES

Students entering the social work major must have a cumulative GPA of 2.5 or better and have completed the following prerequisites: Social Work 210 Introduction to Social Work; Social Work 260 Introduction to Social Welfare, Social Policy, and Social Work; Social Work 379 Social Work Method I; and Social Work 388 Human Behavior and the Social Environment I.

C. ADVISING

Advisors in the Social Work Department for Social Work majors are full-time faculty. Students are assigned a faculty advisor for help with scheduling, registration, general education requirements, or problems that arise in any aspect of their educational experience. At the time they enter the major, students sign a “Statement of Understanding”. The statement describes the overall expectations and responsibilities for both the student and advisor. One expectation is that students meet with their advisors at least once each semester. During the meeting, the student and advisor review the educational plan and make revisions as necessary. In addition to speaking with their faculty advisor, Students are encouraged to talk with their instructor, faculty liaison, and classroom instructors as appropriate about career questions or problems arising within class or field work.

VI. FIELD INSTRUCTION MODEL

The generalist model on which field instruction is based complements the core courses taught in the classroom and is consistent with CSWE curriculum standards. Baccalaureate social work education prepares students for generalist social work practice rather than the specialized practice at the Master’s level. The generalist method of practice follows an orderly, systematic procedure that is appropriate for work with individuals, families, groups, organizations, and communities. The unit of attention is chosen by considering the system needing change. The basic method consists of sequential stages, including engagement, data collection, assessment, intervention, evaluation, and termination. Each stage is discussed in detail in the social work methods courses. Field instruction provides the student with experience in functioning as a social worker. Learning in class with a diversity of people and problems, field instruction is always taken concurrently with a social work Methods course.

Agencies selected as field placement sites provide opportunities for students to work directly with clients as well as indirectly on their behalf. Agencies may have a variety of missions or a primary mission such as the delivery of services to individuals, groups, families, or neighborhoods. For example, departments of social services, general

hospitals, schools, community action agencies, mental health programs, nursing homes are examples of agencies often used for field instruction.

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

VII. STANDARDS FOR THE FIELD INSTRUCTION PROGRAM

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

VIII. AGENCY-SCHOOL RELATIONSHIPS

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

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

The workload for agency-based field instructors is expected to be adjusted to ensure adequate time to meet the learning needs of students. Any agency considering affiliation with the school should assess its capability to assume the obligations involved and the advantages derived from the affiliation. A substantial agency investment is the crux of assuming the responsibility for students.

Whenever possible, the school has found it to be educationally advantageous to place two or more students in the same agency and to assign two students to each field instructor. It is also desirable to provide students with opportunities for learning experiences with social work colleagues of the field instructor and with staff from other disciplines.

A. Expectations of Field Agencies

1. The agency should provide an appropriate variety of learning experiences at beginning level practice for students.
2. The agency will provide the physical facilities necessary to accommodate students. These include: desk space, facilities for privacy in interviewing and tutorial instruction, resources for necessary travel, including reimbursement for home visits if students use their own cars, and provisions for dictation and other essential clerical services.
3. Agency field instructors must have a BSW or MSW and two years social work experience beyond the master's degree; they must have worked at the agency for at least six months. If the field instructor is not a social worker, he/she must make arrangements for the student to have his/her one hour weekly session with a social worker. This social worker must be approved by field Director at Coppin. The field instructor must send a resume to the Director of Field Instruction at the time he/she is accepted as field instructor.

4. The Director of Field Instruction will arrange an appointment with the field instructor at an agency for a pre-placement interview. The field instructor may accept the student or determine that the student is not suitable for the placement. Likewise, a student may accept the placement or determine that he/she is not suited for the identified placement. If the agency accepts the student, the Field Instructor and student must complete required paperwork or forms.

6. New field instructors must be willing to participate in mandated orientation seminars provided at the beginning of the Fall and Spring semester during the academic year. Attendance is voluntary at other educational seminars and workshops offered to field instructors during the school year. All attendees to the training are eligible for continuing education units.

7. It is important that field instructors be willing to commit themselves to the following:

- Becoming familiar with the field education curriculum;
- Developing learning opportunities related to the curriculum and determine specific assignments in consultation with the student and, in some cases, the faculty liaison;
- Providing one hour of weekly supervision and ongoing feedback during the course of the student's field placement.
- Requiring students to submit a conference agenda for each Supervision session. This encourages students to take responsibility for their own learning. Agendas should be submitted by the end of the field day preceding the conference.
- Requiring students to complete process recordings, one per semester, with a minimum of two for the academic year.
- Involving students in the preparation of a learning contract at the beginning of each semester;
- Communicating any problems in meeting the learning contract objectives to the student first and then to the school liaison if necessary;
- Evaluating the student's performance at midterm and end of each semester (evaluation forms will be provided by the school);
- Permitting the student to attend monthly group meetings with the faculty liaison as part of field instruction

B. Expectations of the School

1. The school's field instruction staff will consult with agency and Administrator, Department Head, or Field Instructor in the placement process in an effort to provide an appropriate match of student and agency.

2. The school will maintain ongoing communication with the agency. This function will be carried out by the Field Instruction staff, and Faculty Liaisons who will make a minimum of two visits to the agency during the academic year.

3. The Faculty Liaison will become familiar with the nature of the field experience within the particular agency.

4. The field program will provide prompt assistance in dealing with all concerns that the agency may have in relation to the field placement.

5. As warranted, the school will provide feedback to the field instructors as to the student's evaluation of the field experience.

6. The school will invite field instructors to participate in a field advisory capacity on committees within the Social Work department.
7. At the end of the year, an evaluation of the field experience by the school and the agency will be conducted.
8. As resources permit, the school will provide additional educational supports for field instructors such as, special seminars, consultations with classroom faculty, short-term loan of textbooks, etc.
9. The school will explore ways in which it can engage agency personnel in fulfilling the overall goal mission of the school and field instruction program.

C. Expectations of Student

1. Students accepting a field placement must take seriously their commitment to their clients, their field instructor, their agency, and their school. Students will interact with staff and clients professionally. As indicated by NASW code of Ethics (see Appendix A), the student should:
 - Maintain high standards of personal conduct in the capacity or identity as social worker;
 - Strive to become and remain proficient in professional practice and the performance of professional functions;
 - Regard the service obligation of the social work profession as the primary focus;
 - Act in accordance with the highest standards of professional integrity and impartiality
 - Respect the privacy of clients and hold in confidence all information obtained in the course of professional services;
 - Adhere to commitments made to the field placement agency;
 - Uphold and advance the values, ethics, knowledge, and mission of the profession.
2. Students are expected to conform to the working hours, dress code, rules, regulations, and policies of the field work agency. These should be incorporated into the learning contract as appropriate.
3. Students should be flexible in the scheduling of their hours at an agency when the demands of client services require it. When evening hours are a condition of the agency, such a requirement must be clarified and agreed upon by the student before the placement begins. If students will be late or need to be absent from field, they must notify their field instructor in a timely manner. Students are advised to call their instructor personally, rather than having a third party make the call. Speaking directly with the field instructor allows the student to inform the field instructor of any appointments that must either be canceled or covered by another student or social worker. Normally an unscheduled absence must be **reported within 20 minutes** of the time that the agency opens.
4. If there are problems in the placement, the student should discuss them first with the field instructor. If the situation is not resolved, the student should inform the faculty liaison. If the problem persists, the student should contact the Director of Field Instruction.
5. Students will prepare written material and/or audio/video recordings of instruction. The exact form of this material is to be determined with the field instructor and may be a combination of process recordings, tapes, progress reports, assessments, summary recordings, etc. The use of process recordings is particularly emphasized and encouraged by the school as a learning experience for the students. A minimum of one process recordings must be handed in to the field instructor each month. Appropriate written materials, including one process recording a month, are expected to be shared with the faculty liaison as an introduction of the student's performance in the generalist social work role.

6. Students are expected to attend monthly group meetings with their faculty liaison as a regular part of field instruction. This time is counted as part of regular field work hours. Because **Social Work Methods II and III** are designed to be taken concurrently with field instruction, students are expected to attend all classes. This is necessary to learn sufficient theory to support the decisions they make in field work and on behalf of their clients. Students who drop field work or methods must also drop the linked course.

IX. Learning Contract

A learning contract is a series of statements about what the student and field instructor will do in the field setting to achieve specific learning objectives.

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

Learning contracts usually include the following components:

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

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

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

X. THE ROLE OF THE FACULTY LIAISON

A. Activities Related to Field Instructors and Field Agencies

1. Share information about the Social Work program with the field instructor, and other appropriate agency staff.
2. Schedule a minimum of two visits to the agency each year, unless otherwise indicated, to confer with field instructor and the student.
3. Maintain contact with the agency-based training coordinator to monitor overall field experiences in the agency.
4. Help field instructors design meaningful learning experiences for students placed in the agency.

5. Provide consultation to the field instructor regarding the student's progress in the field.
6. Assign final grades based on the field instructor's evaluation, assessment of written materials, and information derived from liaison conferences.
7. Provide ongoing evaluation of the placement agency and field instructor's willingness and ability to provide learning opportunities and field instruction. These must be consistent with the learning objectives of the social work curriculum and with the curriculum standards set forth by the Council on Social Work Education (see Appendix B)
8. Identify, visit, and evaluate potential field instruction agencies.

B. Activities Related to Students

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

XI. POLICIES GOVERNING FIELD INSTRUCTION

A. Field Instruction Policy Statement

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

Field work begins in August after participating in the mandatory meeting for the fall semester and continues through the spring semester to early May. Students that are in the field work during the winter session in January, although registration or fees are not required. They continue at the agency during January because of the importance of maintaining continuity with clients. We now have two start times for field, as of January '09 students may also start field in January. *These students will complete field by the first summer session which is called a block placement. During the block placement session of field (Summer I) field hours increase to 32 a week, rather than the usual 16 hours. Students are expected to make arrangements to accommodate these increased hours before they begin their Winter internship.*

The time required for field work is 16 hours per week for students beginning field in the fall. Most students are at the agency during the day on a Monday/Wednesday or Tuesday/Thursday schedule. The total number of hours required for the field placement per the course of the academic year is a **minimum** of 480 hours specified in the CSWE Curriculum Policy Standards. The expectation is that students will remain in the same agency for the entire academic year.

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

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

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

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

B. Eligibility for Field Instruction

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

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

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

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

C. Field Placement Procedures

1. In October and/or March depending on your placement start time, students attend meetings where the field placement process is explained and information shared about field instruction. Field application packets are distributed to students at these meetings.
2. During October and/or March, the students should have an acceptable resume and profile of experiences and learning needs.
3. During October and March, the student completes her or his application packet. This includes:
 - a. Completion of forms
 - b. An appointment with the advisor to review and sign the curriculum plan
 - c. An appointment with a tutor in the Academic Resource Center to review and sign-off on the resume and Profile of Experiences and Learning Needs.

1. By October 15th, field application packets are due to the Director of Field Instruction
2. In October, agencies are asked to identify available placements for practicum students for January placements and in April for fall placement.
3. In October the Director reviews each student's application packet to determine if eligibility requirements for a field placement have been satisfied for the January placement and April for the fall placement.
4. During October and April, the Director of Field Instruction analyzes student applications to determine where their interests lie. The Director also analyzes responses from agencies to determine the pool of available placement slots.

D. Assignments

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

1. Four to six assignments in direct work with individuals and/or families. The exact number depends on the complexity and duration of the assignments and may vary with other agency requirements.
2. One or more group assignments in which the student serves as the primary group facilitator. These groups may have a variety of purposes such as education, increasing socialization, provision of environmental support, social planning or change, task identification and accomplishment, problem solving, and decision making.
3. Participation in staff meetings and case conferences, including appropriate presentations by the student.
4. Opportunities to participate in research as part of the practice experience.
5. Participation in activities related to the formulation and evaluation of agency policies such as board meetings or staff committees.
6. Resource mobilization using the community as well as the agency in serving the clients.
7. Involvement in the network of social agencies serving clients of the field placement agency.

8. Collaboration and consultation with other staff.

9. Appropriate record-keeping to meet agency requirements for records, summaries, referrals, as well as the school's requirement for process recording.

E. Evaluation and Grading of Student Performance

1. Evaluation

An ongoing evaluation process is the key element for both the student and field instructor in the field experience. It is the process by which the student and field instructor monitor the student as a developing social work professional. The Field Curriculum and Evaluation form as well as the Learning Contract (see Appendix F, G) provide the specific educational objectives against which the student is evaluated. A weekly tutorial conference between field instructor and student helps in appraising the student's performance, progress, and learning needs.

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

2. Grading

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

The following grades are used;

Incomplete (I)

The grade of Incomplete (I) presupposes that the student is doing passing work in the field instruction course, but because of illness or other emergency situation that is beyond the student's control, is unable to complete all course requirements by the end of the semester. The grade of Incomplete (I) may not be given to allow students to do additional work to meet field instructor course requirements more adequately.

The grade of Incomplete (I) requires an agreement in writing between the field instructor, the faculty field liaison, and the student about how the field instruction requirements will be met and in what time frame. An incomplete grade form must be satisfactorily completed and signed by the Faculty Liaison to be approved and signed by Chair of the Social Work Department. The time frame should be consistent with university policy on Incomplete (I) grades with the exception of incomplete grades SOWK 480, Beginning Field Experience, and/or SOWK 481, Social Work Methods II.

An incomplete grade in SOWK 480, Beginning Field Experience, and or SOWK 481 must be removed by the end of winter session or the student cannot enroll spring semester in the advanced field and methods courses. The reason is that these courses are prerequisites for SOWK 482, Advanced Field Experience, and SOWK 483 Social Work

Methods III. In addition, they are linked courses. A student cannot take one without taking the other; if a student drops either Field Instruction or Methods, they must drop the linked course.

If all requirements necessary for removal of the grade of Incomplete (I) are not satisfactorily met by the date agreed upon in the written contract, the incomplete (I) will be automatically changed to a grade of Fail (F).

Withdrawal (W)

The grade of Withdrawal (W) indicates that the student officially withdrew from the field instruction course during the first ten (10) weeks of the semester. No student who has officially withdrawn from the field instruction course may continue in the field instruction placement. Please note that the professor may also withdraw a student from a class following appropriate notification.

F. Withdrawal from Field Instruction

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

1. Students may not withdraw from a field instruction course without prior consultation with, and approval from, their field liaison and their advisor.
2. Consultation must include the development of an alternate plan for completion of the course that meets the requirements of the curriculum.
3. At the time of withdrawal, the reasons for withdrawal and the plan for completion of the course must be submitted, in writing, to the Director of Field Instruction and the Chair of the Social Work Department. The faculty liaison's signature is required to indicate approval of the plan.
4. A student, who has withdrawn from field (prior to the official withdrawal deadline for that semester) for reasons related to documented poor performance, will be replaced only one time. If the student withdraws from a second field placement for reasons again related to documented poor performances, he/she will not be placed again until the Field Work Appeals Committee then recommends a third placement. The Field Work Appeals Committee may recommend one of the following actions:
 - a. Rearrangements of the student's program to complete field instruction in a later semester.
 - b. Having the student seek additional experiences outside the college to address identified areas of weakness.
 - c. Providing one additional field placement opportunity.
 - d. Not permitting the student to enroll again in Field Instruction.

G. Procedures for Appeal of Grades

Coppin State University has established procedures for review and appeal of grades (see Student Handbook). These policies apply to field instruction grades as well as classroom grades. The procedures provide the student with a means for an independent review of course grades that the student considers to be arbitrary and capricious. The student should first attempt to resolve such grievances informally. Normally this informal process includes consultation first with the faculty liaison responsible for assigning the field grade, then with the Director of Field

Instruction if the matter cannot be resolved after contacting the field liaison. When the informal process does not resolve the matter to the student's satisfaction, he or she may request that the Social Work Field Appeals Committee reviews the decision. If the student is still dissatisfied, the decision of the Committee may be appealed to the Chair of the Social Work Department. If the matter is not then resolved to the student's satisfaction, at the department level, the student may appeal to higher levels as outlined in the Coppin State University Student Handbook.

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

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

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

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

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

Procedures for Dismissal:

- a. The student will be apprised, orally or in writing of the specific concern(s) about his or her behavior, progress in learning, general in performance.
- b. The field instructor and faculty liaison, as applicable, will be informed of the concern(s). The faculty liaison will alert the Director of Field Instruction.
- c. A meeting will be held with the student, and the faculty liaisons staff. The student's academic advisor and the Director of field instruction may also attend as appropriate. The purpose of this meeting is to ascertain the facts provide all parties an opportunity to raise their concerns and to explore possible means of resolving the problem. The potential dispositions include:
 - i. Continuation in the agency with a specific plan, including time limits, to correct the areas identified as deficient.
 - ii. Removal from the agency, without grade penalty, and replacement in another agency to complete the course requirements.
 - iii. Removal from the agency for documented cause, resulting in a Fail (F) grade.
- d. The student may request a meeting with the Director of Field Instruction in the event the situation has not been resolved to his or her satisfaction.

- e. Steps “a” to “d” should be completed within a three-week a period.
- f. If said student is not satisfied with the outcome after the meeting the Director of Field Instruction, he or she may request a meeting with the Field Work Appeals Committee to review the decision. The student may submit documentation in support of his or her case. Materials must be submitted at least two school days prior to the meeting. The decision of the committee is recorded by the chair of the meeting.
- g. The last appeal at the department level is to the Chair of the Department of Social Work. An appeal must be filed (5) school days following the student’s meeting with the Field Work Appeals Committee. The Committee will forward all materials and their decision to the Chair of the Department of Social Work. The Chair of the Social Work Department will then issue a decision on the grievance to all parties involved within (10 days). Procedures for filing an administrative appeal to higher administrative levels are found in the Coppin State Student Handbook

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

Procedures for Dismissal

- a. The student should first discuss the situation with the field instructor and attempt to resolve the problem(s)
- b. If the issue remains unresolved, the student should consult with the faculty liaison to discuss why he or she wants to be placed in another agency. The Director of Field Instruction will be informed of the student’s request.
- c. If the matter has not been resolved to the satisfaction of all parties after the student’s meeting with the faculty liaison, the faculty liaison will convene a meeting with the student, the field instructor and Director of Field Instruction. The student’s academic advisor may also be included as appropriate. The purpose of this meeting will be to ascertain the facts, provide all parties an opportunity to voice their concerns, and basis for the Director of Field Instruction to determine the outcome of the student’s appeal.
- d. The Director of Field Instruction will then make a decision in this matter. The possibilities include:
 - i. Continuation in the agency, with a specific plan (including time limits) for the areas identified as deficient.
 - ii. Dismissal from the agency, without grade penalty, and reassignment to another field agency to complete the course requirements.
 - iii. Dismissal from the agency, for documented cause, resulting in a Fail (F) grade.
- e. Steps “a” to “d” should be completed in a period not to exceed three weeks.

- f. If as a result of these procedures, a student is removed from the field placement for documented unprofessional conduct or demonstrated failure to progress in attaining field objectives, grade of Fail (F) will be assigned in the course.
- g. A student who is removed from the field placement agency for the reasons stated in “f” *above), under such circumstances, and for whom a grade of Fail (F) is assigned for a field instruction course, will be removed immediately from the social work program, without regard to cumulative grade-point average.

XII. Field Instruction Schedule

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

A. Holidays/personal leave

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

Students observe regular school holidays, i.e., **Labor Day, Thanksgiving, Christmas Recess, Martin Luther King’s Birthday, and Spring Break**. In State of Maryland agency holidays are observed by field students. Students observe regular school holidays, i.e., agencies, students do not have time off from field on “floating holidays,” but they do have time off on State holidays when the agency’s social work department is closed. The field instruction calendar on page I of this manual lists school holidays for students.

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

B. Unscheduled Absences

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

C. Snow Days

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

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

XIII. Field Instruction Expenses

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

A. Professional Liability Insurance

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

1. Individual limits/coverage applies to each insured of: 1, 000, 000 per incident and 3,000,000 annual aggregate.
2. Legal fees and other related defense costs are covered even if a claim is without merit.
3. Coverage will apply individually under a master scheduled policy on file in the Administrative Offices of the school.
4. Coverage does not apply:
 - a. Professional activities not recognized as part of the academic training, or without approval of the school authorities.
 - b. Acts in conflict with State, Federal, or Municipal Laws
 - c. Reporting of Claims Incidents:
 - d. The policy requires a written narrative description of the sequence of events associated with the alleged act or omission, including the name, address, and telephone number of all involved parties. The original is to be forwarded to the program administrator and one copy retained by the insured.

B. Health Insurance

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

XIV. ELEMENT OF RISK

Students need to be aware that when working with disturbed clients there is an element of risk related to violent behavior and other problems. Students should review their field placement agency's policies regarding safe procedures for making home visits. Students, who have concerns for their safety, or the safety of others in relation

to particular clients or circumstances, should discuss these concerns with their instructor. Together, they can determine the best course of action. If concern for safety persists, students should discuss the situation with their faculty liaison or the Director of Field Instruction. Students should not take extraordinary or unnecessary risks in the course of their field work.

XV. CONCLUSION

Field placement is often the most meaningful part of the social work curriculum for students. It is challenging because it represents a real test of skill, commitment, and knowledge. It is the time when students first assume professional responsibility for intervening in other people's lives.

While recognizing that field experiences may be stressful and challenging at times, we hope that it will be a satisfying experience for all students. Hopefully, it will provide direction, confidence, and great increase in skill. It may be a lot of things, but one thing it is unlikely to be is irrelevant. Few students ever forget their first client or their field instructor.

APPENDICES

**NATIONAL ASSOCIATION OF
SOCIAL WORKER (NASW)**

CODE OF ETHICS OVERVIEW

National Association of Social Workers (NASW) Code of Ethics

Overview

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

The national Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves nearly 160,000 social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organization to carry out three responsibilities:

- *Strengthen and unify the profession*
- *Promote the development of social work practice*
- *Advance sound social policies.*

Promoting high standards of practice and protecting the consumer of services are major association principles.

Approved by the 1996 NASW Delegate Assembly
-Effective January, 1997

PREAMBLE

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus in individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research, and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. *The NASW Code of ethics* sets forth these values, principles, and standards to guide social worker's conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflicts or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6. The Code articulate standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decision and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory research, laws, regulations, agency policies and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, and agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the code would be subject to a peer review process. Such processes are generally separate from legal or

administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and address social problems. Social workers are encouraged to volunteer some portion of their skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social Workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the **Value: Importance of Human Relationship profession.**

Ethical principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strength relationships

among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social worker's ethical responsibility to clients, (2) social workers' ethical responsibility to colleagues, (3) social worker's ethical responsibility in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work professional and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are inspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violation of ethical standards.

COUNCIL ON SOCIAL WORK EDUCATION



Educational Policy and Accreditation Standards

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

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.²

1.1 Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,¹ human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

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. Programs may add competencies consistent with their missions and goals.

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

- Advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- 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

- 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 Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- 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

- 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, 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

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- 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.

Educational 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, an 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 equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- 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

- use practice experience to inform scientific inquiry and
- 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

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- 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

- analyze, formulate, and advocate for policies that advance social well-being; and
- 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

- 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.

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 evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes⁷

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

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- 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.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods⁸

in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)]. 9

B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.¹⁰

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.⁵

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, 11

gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.

M3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student Participation

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculties assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

M3.3.3 The master's social work program identifies no fewer than six full-time faculties with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

B3.4.4 (b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4 (b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.¹⁵

3.4.5 The program identifies the field education director.

3.4.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

3.4.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post baccalaureate or postmaster's social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

3.5.3 The program demonstrates sufficient support staff, other personnel and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.



COPPIN STATE UNIVERSITY
SOCIAL WORK DEPARTMENT

FIELD INSTRUCTION PLAN

Date: _____

Agency:

Executive:

Address:

Telephone:

Person to Contact Re: Field Placements:

Describe Briefly:

1. Services the Agency Provides:

2. Assignments for Undergraduate Social Work Students:
 - a. Direct Contact with Consumers of the Agency:

 - b. Opportunities to Work with Groups

 - c. Opportunities to Work with Families:

 - d. Opportunities for Community Organization Assignments:

 - e. Participation in Other Agency Activities:

 - f. Other Unique Learning Experiences for Student Interns:

3. **Number of Undergraduate Students Your Agency Can Accept?** (Note: For educational and administrative reasons, we prefer to place at least two students in the same agency if possible).

Does your agency plan to have social work students from other undergraduate or graduate programs? (If so, which ones?)

4. **Is a car necessary for student in your agency?**

5. **What days would be best for student to be in field work in your agency?**

Monday and Wednesdays? _____

Tuesdays and Thursdays? _____

No Preference? _____

Are Evening Hours Required? _____

6. **Plan for student supervision.** Include the names and years of experience of field instructors. (Field instructors must have an MSW plus two years post-master's practice experience.) Please attach resume of each prospective field instructor.

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

Person Completing This Form

Date

Return Form to:

**Coordinator of Field Instruction
Social Work Department
COPPIN STATE UNIVERSITY
2500 West North Avenue
Baltimore, MD 21216**



Department of Social Work Program
2500 W. North Avenue
Health and Human Services Building
Room 527
Baltimore, MD 21216

AGENCY TRAINING AGREEMENT

1. COPPIN STATE UNIVERSITY and _____ (“the agency”) hereby agree to the following terms and conditions in regard to the provision of field instruction by staff at the agency to students engaged in the undergraduate social work program at COPPIN STATE UNIVERSITY: Coppin State University SHALL SEND TO STUDENTS WHO ARE PREPARED TO ENGAGE IN A FIELD INSTRUCTION EXPERIENCE. Qualified students, interested in the placement, must set up an appointment with the field instructor at least two (2) weeks prior to the beginning of the field experience. The field instructor will interview the student(s) regarding the student’s suitability for the placement. The field instructor may accept the student or determine the student is not suitable for the placement. Likewise, a student may accept the placement or determine if he/she is not suited to it or that another placement is preferable. The field instructor will forward to the Coordinator of Field Instruction the names of students who have been accepted for placement.
2. Students will be in field placement two (2) days (sixteen hours per week) during the fall semester, winter session, and spring semester. Student are expected to adhere to the agency dress code and be in the agency during normal office hours exception on Coppin State and/or agency holidays at set forth in the Field Instruction Manual (the “Manual”). A copy of the “Manual” is attached here too as Exhibit A and incorporated herein by reference. The Field Instructor and Coppin State’s coordinator of social work instruction or faculty liaison must approve any change in regular field instruction hours.
3. The agency will provide students with physical space, supplies, and secretarial support services as approved by the field instructor and as available to carry out fieldwork assignments.
4. Health insurance is required of all students enrolled in the field instruction program. Any illness that requires medical attention or hospitalization during field placement is the responsibility of the student and his/her family. Illness or injury to the student due to negligence or site conditions is the responsibility of the agency. When required by the agency, students must provide verification of necessary health screening tests, such as for tuberculosis, rubella, or drug screening or the student may have the necessary screenings performed by the agency’s employee health center prior to the beginning of field instruction. The agency must inform Coppin State’s coordinator of social work field instruction of any medical screenings or tests required of students as a condition for the field placement. Students must be informed of the requirements of health screenings before their field placement with the agency is confirmed.
5. The agency must inform Coppin State’s coordinator of social work field instruction if a police background

check is required of the student as a condition of field placement. Students will be informed of this requirement prior to the beginning of their field placement experience.

6. Students must follow agency protocol in matters of confidentiality. Agency property, including client information, may not be removed from the agency.

7. New field instructors must be willing to participate in orientation seminars provided by the college prior to the beginning of each academic year.

8. The field instructor must have an M.S.W. Degree and a minimum of two(2) years of post master's practice experience, including at least (6) months at the field instruction agency. The field instructor must provide Coppin State with a curriculum vita.

9. The field instructor must provide students with a minimum of one (1) hour per week of formal tutorial conference time. To the extent possible, such supervisory time should be on a regularly scheduled basis. Such instruction and guidance shall be in accordance with the field instruction learning points as set forth in the Manual and in the individualized student learning contract.

10. Prior to the weekly conference, the student shall provide the field instructor with some evidence of performance in a social work role. Such evidence must be either written (process recording) or taped. Such material should be maintained by the field instructor throughout the semester for purposes of possible review by student, faculty liaison, and agency personnel as part of the student's evaluation. The field instructor shall complete a mid-term and final student evaluation in accordance with guidelines developed by the School.

11. The agency must provide the student with the quantity and quality of assignments to meet all educational requirements as set forth in the Manual.

12. The agency shall pay or reimburse student expenses for transportation related to agency's services. Students shall not be required to transport clients in their personal cars.

13. The University will designate a liaison that will provide the field instructor with consultation regarding learning assignments, student evaluations, and other questions or problems regarding students as the situations arise. The faculty liaison will be accessible and available to the field instructor and will visit the agency at least twice during the program year. Grading will be a letter grade, and the faculty liaison will have ultimate responsibility for assigning the grade.

14. The University will provide the field instructor with at least one annual workshop aimed at enhancing field instruction or social work skills.

15. Students participating in field instruction are not employees of the agency, and the agency is not required to provide any employee benefits to the student. However, students may receive benefits allowed by the agency, such as discounted meals, special parking privileges, and one-time employee health screenings.

16. Students engaged in field placement are required covered by professional liability insurance offered through the University of Maryland System. The agency may require verification of the student's professional liability coverage.

17. The agency certifies that it does not discriminate against any individual on the basis of age, sex, race, color, religion, creed, marital status, sexual orientation, national origin, ancestry or physical or mental handicap.

18. During a given academic year, termination of individual students shall be by consultation with the field instructor and the faculty liaison.

19. This contract will remain in effect until July 1, 2015. This contract may be terminated by either party by giving 30 days written notification to the other. Revision of modification to this contract shall not be effective unless reduced to writing and signed by authorized representatives of both parties.

COPPIN STATE UNIVERISITY

THE AGENCY

By: _____
Vice President for Academic Affairs

By: _____
Senior Administrator

Date: _____

Date: _____

By: _____
Social Work Representative

By: _____
Social Work Representative

Date: _____

Date: _____

Taken From the University of Maryland Baltimore County Field Manual

COPPIN STATE UNIVERSITY

SOCIAL WORK DEPARTMENT

AGENCY FIELD PLACEMENT PLANNING FORM

Date: _____

Field Instructor _____

Agency Name _____

Address _____

Phone _____ Fax _____ E-mail _____

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

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

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

Days:

Mondays and Wednesdays _____

Tuesday and Thursdays _____

No preference _____

Are evening hours required? _____

Is the use of a car required? _____

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

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

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

Return form to:

Edna Swann

(410) 951-3537

Department of Social Work

FAX (410) 951-3536

COPPIN STATE UNIVERSITY

2500 w. North Avenue

Baltimore, MD 21216



LEARNING CONTRACT

BACCALAUREATE SOCIAL WORK PROGRAM
COPPIN STATE UNIVERSITY

Student _____ Agency Field Instructor _____

Agency _____ CSU Faculty Liaison _____

Consistent with the mandate of the Council on Social Work Education, the CSU Department of Social Work Program has established educational outcomes or learning objectives for all baccalaureate social work students. These expected educational outcomes have been incorporated into the following learning contract. Regardless of the field placement setting, all students are expected to acquire the same set of knowledge, values, and skills. The learning objectives are general and will need to be individualized to the specific student and agency. Therefore, field instructors and students are asked to familiarize themselves with the stated learning objectives and then identify assignments, teaching/learning strategies and resources needed to accomplish each expected education outcome within their particular field placement setting.

The language of the fall semester learning contract reflects an expectation that students establish a basic foundation for generalist social work practice. In completing the learning contract, field instructors and students should identify outcome measures, i.e., demonstrate how each learning objective has been attained. Finally, a time line of target date should be established for accomplishing each learning objective. Multiple learning assignments, resources, and outcome measures may be arranged or stipulated for each educational objective. In other words, there may be several ways to measure whether an expected outcome has been realized. Supplemental pages may be attached as needed to this learning contract.

The expected educational objectives listed in this learning contract will serve as the basis for evaluating the student's performance during the academic year. Familiarity with the Student Field Evaluation form may bring the purposes of the learning contract into greater clarity.

Learning Objectives/ Expected Education Outcomes	Learning Assignments, Strategies and Resources Needed to Achieve Learning Objective	Evidence of Accomplishment of Learning Objective	Time Line/ Target Date for Completion
<p>1. <u>Professional Behavior</u></p> <p>The student must become aware of the need to practice within the values, ethics and historical traditions of the social work profession.</p>			
<p>2. <u>Cultural Competence and Social Diversity</u></p> <p>The student must learn about the distinctive characteristics of diverse populations served by this agency as well as how oppression and discrimination may impact the delivery of services to clients systems of all sizes.</p>			
<p>3. <u>Bio-Psycho-Social, Strengths-Based Perspective</u></p> <p>The student must become aware of the necessity to utilize a bio-psycho-social; strengths- based perspective to guide assessments and intervention efforts with client systems of all sizes.</p>			
<p>4. <u>Knowledge and Skills of Generalist Social Work Practice</u></p> <p>The Student must acquire a basic understanding of the theoretical and empirical knowledge and skills of generalist social work to his/her practice in this agency with individuals, families, groups, this community, and this service delivery system. (See next page for details.)</p>			

Learning Objectives/ Expected Education Outcomes	Learning Assignments, Strategies and Resources Needed to Achieve Learning Objective	Evidence of Accomplishment of Learning Objective	Time Line/ Target Date for Completion
<p>5. <u>Professional Communication</u></p> <p>The student must begin to develop appropriate professional communication skills with client systems of all sizes, colleagues, and the community.</p>			
<p>6. <u>Professional Use of Self</u></p> <p>The student must begin to understand self-awareness and professional use of self in his / her practice with client systems of all sizes.</p>			
<p>7. <u>Information Technology</u></p> <p>The student must become familiar with the use of information technology and research to enhance his/her effectiveness as a social work professional in this setting</p>			
<p>8. <u>Social Policies and Agency Structure</u></p> <p>The student must learn to recognize the impact of social policies and this agency's policies, structure and function on clients, workers and the delivery of social work services.</p>			

Learning Objectives/ Expected Education Outcomes	Learning Assignments, Strategies and Resources Needed to Achieve Learning Objective	Evidence of Accomplishment of Learning Objective	Time Line/ Target Date for Completion
<p>9. <u>Advocacy</u> The student must begin to recognize the need to advocate through professional and political means for programs, services, and policies that promote economic and social justice and enhance the well being of his/her clients and others in need of assistance.</p>			
<p>10. <u>Professional Growth</u> The student must begin to recognize the need to participate in activities that enhance his/her skills as a social work professional.</p>			
<p>11. <u>Individualized Educational Objectives</u> This student and/ or field instructor may add learning objectives specific to their interests and the needs of the population served by the field placement agency.</p>			

Student's Signature _____ Date _____

Field Instructor's Signature _____ Date _____

Liaison's Signature _____ Date _____

Semester _____ Fall _____ Spring _____ Date _____



COPPIN STATE UNIVERSITY EVALUATION FORM

Baccalaureate Social Work Program

Student _____ Agency Field Instructor _____

Agency _____ CSU Faculty Liaison _____

This evaluation form lists expected educational outcomes articulated by the Coppin State University Baccalaureate Social Work Program. Please rate the student's level of proficiency for each Expected Educational Outcome. The fall semester evaluation emphasizes the need for students to have established a basic foundation for generalist social work practice. The evaluation should reflect the student's actual performance in field education, not the student's potential.

Based on the following scale, the field instruction is asked to evaluate the extent to which the student has met each educational objective. Space is provided for comments to give more specific feed back to the student relative to learning needs of the remainder of the semester or academic year.

- | | |
|-----------------|---|
| X –Not Known | The field instructor does not have evidence needed to make a judgment. The student may or may not have met this objective |
| 1 – Lacking | The student has not yet met this objective. |
| 2 – Superficial | The student grasps the idea and is beginning to understand it. |
| 3 – Novice | The student meets this objective at a beginning level. Performance is uneven. Needs time and practice |
| 4 – Competent | The student meets this objective quite consistently but there are gaps, ex. Not used with some clients or some feelings are avoided, etc. |
| 5 - Outstanding | The student has integrated this objective into his/her stance and style. |

After evaluating the student's progress toward achieving the expected educational outcome, the field instructor is requested to rate the student's performance with regard to Professional Work Habits, Professional Interactions, Communication Proficiency, and General Performance. Finally, the field instructor is asked to write a brief narrative statement describing the student's overall performance at the mid-term and the end of the semester.

Semester _____

___Mid-Term

___Final

LEARNING OBJECTIVE/EXPECTED EDUCATIONAL OUTCOMES	MID-TERM RATING	MID-TERM COMMENT	FINAL RATING	FINAL COMMENTS
<p>1. <u>Professional Behavior</u></p> <p>The student demonstrates an awareness of the need to practice within the values, ethics, and historical traditions of the social work profession.</p>				
<p>2. <u>Cultural Competence and Social Diversity</u></p> <p>The student understands the distinctive characteristics of diverse populations served by this agency and how oppression and discrimination may impact decisions rendered?</p>				
<p>3. <u>Bio-Psycho-Social, Strengths-Based Perspective</u></p> <p>The student has the knowledge of and can discuss bio-psycho-social, strengths-based perspective to guide assessments and intervention efforts with client systems of all sizes.</p>				
<p>4. <u>Knowledge and Skills of Generalist Social Work Practice</u></p> <p>The student has a basic understanding of the theoretical, empirical knowledge and skills that inform his/her generalist social work practice in this agency with individuals, families, groups, this community, and this service delivery system. (See numbers 4-a and 4-b for more specific ratings)</p>				

LEARNING OBJECTIVE/EXPECTED EDUCATIONAL OUTCOMES	MID-TERM RATING	MID-TERM COMMENT	FINAL RATING	FINAL COMMENTS
<p>5. <u>Professional Communication</u></p> <p>The student has begun to develop appropriate professional communication skills with client systems of all sizes, colleagues and the community.</p>				
<p>6. <u>Professional Use of Self</u></p> <p>The student understands the self-awareness and professional use of self in his /her practice with client systems of all sizes</p>				
<p>7 <u>Information Technology</u></p> <p>The student is prepared to utilize information technology and research as a social work professional in this setting</p>				
<p>8 <u>Social Policies and Agency Structure</u></p> <p>The student recognizes the impact of social policies and this agency's policies, structure and function on clients, workers and the delivery of social work services.</p>				
<p>9. <u>Advocacy</u></p> <p>The student recognizes the need to advocate through professional and political means for programs, services, and policies that promote economic and social justice and enhance the well being of his/her clients and others in need of assistance.</p>				
<p>10. <u>Professional Growth</u></p> <p>The student appreciates the need to participate in activities that enhance his/her skills as a social work professional</p>				

Professional Work Habits

<u>WORK HABITS</u>	Problematic	Adequate, but Room for Improvement	Meets Expectations	Exceptional	COMMENTS
Attendance*					
Punctuality					
Reliability					
Initiative					
Organization					
Follow-Through					
Dress					
Hygiene/Grooming					
Demeanor					

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

Professional Interactions

<u>Interactions with</u>	Inappropriate	Strained	Adequate	Positive	COMMENTS
Supervisor					
Colleagues					
Clients					
Support Staff					

Communication Proficiency

<u>Type of Communication</u>	Problematic	Adequate, but Room for Improvement	Meets Expectations	Exceptional	COMMENTS
Written					
Oral: Clients					
Oral: Colleagues					
Listening					
Physical (body language, touching, personal space)					
Countenance (eye contact & expressions)					
Timing & Parameter (Appreciation of how much time to spend interacting in various situations)					

General Performance

Performance Area	Problematic	Adequate but Room for Improvement	Meets Expectations	Exceptional	COMMENTS
Attitude					
Quality of Work					
Quantity of Work					
Ability to Prioritize					
Judgment					
Maturity					

Mid- Term and Final Evaluation

Please write a brief statement regarding:

1. The student's adaptation to agency setting.
2. The student's participation in the teaching-learning process.
3. Your evaluation of the student's overall performance at this point in the learning process.
4. Major strengths and areas to be worked on for the remainder of the semester.

Recommended Grade: _____

Field Instructor's Signature _____ Date _____

Task Supervisor's Signature _____ Date _____

Student's Signature (required) _____ Date _____

The student's signature does not imply agreement or disagreement with the evaluation; it indicates only that the student has read it.

Student's Comments (optional):



**COPPIN STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

APPLICATION FOR FIELD INSTRUCTION

DATE: _____

Please complete all sections of this field placement application. It will be used to plan appropriate field placement for you.

SECTION 1 – BIOGRAPHICAL DATA

Name _____ ID# _____

Address (this semester) _____ ZIP Code:

Phone (this semester) _____ Email Address

Address (summer) _____ Zip Code:

Phone (summer and/or work) _____ Age: _____ Gender: _____

Do you expect to hold a job at the same time you do your field placement? Yes _____ No _____
If yes, how many hours per week _____?

SECTION II – PREREQUISITES AND MISCELLANEOUS INFORMATION

1. Month & year you expect to graduate: _____
2. In which semester did (will you complete the following?)
SOWK 210 _____ SOWK 260 _____ SOWK 379 _____ SOWK 388 _____
3. Did you transfer to Coppin from another University/or college? Yes _____ No _____
4. Do you have health insurance coverage? Yes _____ No _____
5. Do you have a valid driver's license? Yes _____ (State: _____) No _____
6. Will you have the use of a car for your field placement: Yes _____ No _____
If you are not sure, check *No*
7. Where do you live? NE _____ NW _____ W _____ SE _____ SW _____ E _____ Other _____

If other, please specify _____

8. Do you have any geographic preferences or limitations for field Placement? Yes _____ No _____
If yes, please specify: _____

SECTION III – FIELD PLACEMENT PREFERENCES

9. Please indicate any particular client populations, age groups, or types of social services agencies you would like considered in planning for your field placement. Also, indicate if you are open to any field experience. Flexibility offers a wider choice of placements.
10. Is there a particular client population with which you do not want to work?
11. Briefly indicate any employment, volunteer experience, or internships you have had related to social work. Specify where you worked, when, and your position.
12. Do you have any other information you wish to share regarding your request for a field placement?

SECTION IV: SPECIAL CIRCUMSTANCES

13. Do you have any impairment, physical or mental, which could interfere with your ability to perform any duties or functions in field work? No _____ Yes _____
- If yes, please provide details below.
14. Some agencies require that employees and interns have police clearances. Have you ever been convicted of any crime? No _____ Yes _____ If yes, please provide details below.

CONFLICT OF INTEREST POLICY

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

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

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

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

CONFLICT OF INTEREST STATEMENT

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

I have read and understand this statement.

Student Signature: _____

Witness: _____

Date: _____

GUIDELINES FOR RESUME

The primary purpose of the pre-field placement resume is for students to introduce themselves to their future field instructors. The Field Instruction Department will send the resume to the prospective field instructor when the field placement assignment is made. The outline below is intended as a guideline only; you may follow another format if you prefer.

Suggestions to Include in Your Resume

PERSONAL DATA

Name
Address (include present and permanent address, if different)
Telephone (present and permanent)

EDUCATION

Coppin State University, Baltimore, MD
Bachelor of Social Work/Social Science
(Expected May, 2013)

Community College(s)
Dates attended
Degree/Major

High School and City (Use only if you entered Coppin right from high school)
Date of graduation

CERTIFICATES/TRAINING

Baltimore Practical Nursing Program, L.P.N., 2003 – 12006 (example)

HONORS/AWARDS

EMPLOYMENT (Start with current employer and work backwards)

Title of position, Name of Employer, City & State, Dates of Employment (include months only if employment was for a short period of time, otherwise 2008-present is sufficient).

Description of Job (Present tense for current job and past tense for previous jobs, start with action verbs. Do not use "I")

INTERNSHIPS (Use same format as "Employment")

VOLUNTEER WORK (Use same format as "Employment")

PROFESSIONAL MEMBERSHIPS

GUIDELINES FOR PROFILE OF EXPERIENCE AND LEARNING NEEDS

Students applying for a field placement must complete an essay, or personal Statement, which will be sent to the field instructor along with the student's resume at the time a field placement, is assigned. You may title the Personal Statement "Profile of Experience and Learning Needs." Please be sure to include your name on the personal statement you are sending to the field instructor; the application form is used solely by the coordinator of field instruction.

The following information should be included in your Personal Profile essay or Statement of Experience and Learning Needs:

1. **INTEREST IN SOCIAL WORK.** What is your primary interest in social work? What do you wish to accomplish as a social worker? (In other words, stated as broadly as possible, why do you want to be a social worker?)
2. **RELEVANT EDUCATION OR WORK EXPERIENCE.** Briefly summarize any educational, workplace, or other experience that may have relevance in your performance during a field placement.
3. **LEARNING NEEDS AND OBJECTIVES.** Define your anticipated major learning needs and objectives pertaining to field instruction. Do you have any special needs that have to be accommodated in a field placement?
4. **CAREER GOALS.** Describe any career goals that you may have set for yourself at this time.
5. Include any additional comments that you may wish to share with your field instructor.

The statement should be two to three pages double-spaced in length and must be done on a word processor since it will be sent to your field instructor along with your resume.

COPPIN STATE UNIVERSITY SOCIAL WORK DEPARTMENT

To: Field Instructors and Students

From: COPPIN STATE UNIVERSITY
Coordinator of Field Instruction

Re: **Guidelines of Questions for Pre-placement Interview**

Students select from a list of approved agencies, the one at which they would like to do their field placement. They contact the field instructor to set up an appointment. The main purpose of the interview is to clarify as much as possible the expectations that the student and the field instructor may have of each other and what skills the field instructor may need to encourage the student to master to play an active role during the interview. Also, field instructors need to be aware that many of our students have not yet had sufficient experience to know yet what they want to get out of field work.

The following topics may provide some guidelines that will help clarify expectations. Feel free to use them or not during the interview

- Does the student know anything about the agency?
- What does the student think social workers do in this setting?
- Describe for the student the purpose or function of agency.
- Describe the clientele serviced by agency.
- What are the student's feelings about the setting?
- What kinds of work/volunteer experiences has the student had?
- What experience has the student had with supervision?
- Describe the kinds of assignments the student will likely have.
- Are there any brochures regarding the agency or clients served?
- Show student his or her "desk space" and give tour of agency.

Other Issues:

- Agency work hours
- Parking facilities
- Lunch/break time
- Dress requirements
- Sign in/out requirements
- Special security policies
- Transportation reimbursement policy

THE PURPOSE AND USE OF CONFERENCE AGENDAS IN FIELD INSTRUCTION

By
Alice L. Barber
Robert Peay

Introduction

The Conference agenda is a means of assuring that the student in field instruction carries responsibility for his/her own learning. While the Agenda implements the belief that the student is and must be the center of his/her own learning, the field instructor's role as teacher in the field placement agency indicate that the responsibility for learning is one that is shared by both the student and the field instructor. In social work, this shared responsibility is generally known as the teaching/learning process.

Elements in a field Conference Agenda

The Field conference Agenda, as an educational tool, is for the student's learning. Its purpose is preparation for the learning that will take place during the conference. It helps the students to pull together his/her thinking about his/her learning needs and to plan for the efficient use of conference time. It also helps the field instructor to know in advance the areas in which the student needs assistance in order to attain learning objectives and to be prepared to provide focused teaching and to offer suggestions to the student for further learning.

Thus, the Conference Agenda informs the field instructor of the ideas, topics, problems, and learning need that the student wishes to discuss during the conference. It also informs the field instructor of the student own thinking about these matters.

The content and source of learning needs that the student presents on the Conference Agenda may vary. These may include, for : (a) specific questions about the agency, its policies and procedure; (b) specific problems stemming from particular cases or a particular project or task; (c) apparent contradictions in content covered in classes and what the student is experiencing in the field agency; (d) new ideas or thoughts generated by reading assignments. The overarching variable, however, remains the formulation of the Agenda item in terms of a learning need that furthers the over teaching/learning process in field instruction.

Submission of Conference Agendas

The timing of the preparation and submission of the Agenda must be specified by the field instruction and understood by the student at the outset of the field instruction course. It is suggested that

Agendas are due on the field instructor's desk one full day prior to the regularly scheduled conference. If the conference is scheduled the first day of field instruction each week, the agenda should be submitted by the student on the last day of field instruction in the previous week.

Examples of Conference Agenda Items

All field conference agendas should include:

1. The student's name
4. The placement agency's name, and unit or service if appropriate
5. The date of the conference

Examples of agenda items:

1. I am concerned about the difference between the need for family interviewing and prying. I feel I am prying when I request an interview that the family has not asked for. Can you help me define the line between unrequested interviewing and prying?
2. I am finding it difficult not to move fast for the client. I am feeling unsure of interviewing techniques and how to deal with the client's refusal to say more than "yes" or "no". I am also wondering if this is a normal problem or am I being too impulsive.
3. In working with children, I seem to have a tendency to assume the role of friend or big brother. I wonder if I can be effective if the relationship goes in this direction. I feel that some children feel more comfortable in this type of relationship. Maybe I do too. Can you help me sort this out?



Coppin State University
Process Recording
A Tool for Student Education

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

Some purposes and uses of process recording:

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



**SOCIAL WORK DEPARTMENT
COPPIN STATE UNIVERSITY
PROCESS RECORDING**

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

Date of Interview _____

Student _____

Field Instructor _____

Agency _____

Liaison _____

Client _____

Presenting Problem (s If New Client) _____

Purpose of Interview _____

Impressions of the Physical/Emotional Climate _____

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

PROCESS RECORDING (page 2)

CONTINUED

Student _____

Date of Interview _____

Client _____

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

Supervisor Comments	Interview Content	Gut-Level Reactions	Analysis

PROCESS RECORDING PAGE 3

Student _____

Date of Interview _____

Client _____

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

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

PROCESS RECORDING (Page 4)

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

VI. Intervention Plan

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

VIII. Questions for Conference



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

1. Information about the Group

Group Name or Type _____

Meeting Number _____ Date _____

Group Members Present:

_____	_____
_____	_____
_____	_____

2. Purpose of the Meeting

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

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

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

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

(2) How did you perceive these goals?

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

3. Group Process at the Meeting

a. Initial Observations

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

b. Group Member Interaction (Group Process)

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

4. Analysis of the Group Meeting

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

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

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

5. Plan for the Group's next Meeting

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

6. Analysis of the Student Social Worker's Practice

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



COPPIN STATE UNIVERSITY

STUDENT MONTHLY FIELD INSTRUCTION REPORT BACCALAUREATE SOCIAL WORK PROGRAM

STUDENT _____ MONTH _____ YEAR _____

AGENCY _____

FIELD INSTRUCTOR _____ Liaison _____

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

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

_____ Individual Clients _____ Referrals to community Resources

_____ Family Assignments

_____ Group Assignments

_____ Non-client group

_____ Other (Specify type and number) _____

_____ Community Organization Assignments(s) _____

_____ Research Assignment(s)

_____ Intakes/Assessments

_____ Administrative Assignment (Specify types)

Summary of monthly contacts

Interview with clients/patients in office _____ Home

Visits _____

Meetings (Specify)

Supervision this month:

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

Unusual assignments or special accomplishments during the month:

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

Date of last contact with liaison:

A. Agency _____

B. School _____

C. Telephone _____

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



**Coppin State University
SOCIAL WORK DEPARTMENT**

STUDENT EVALUATION OF FIELD EDUCATION EXPERIENCE

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

Name of Agency: _____ Title IVE ___yes___ no

Name of Field Instructor: _____ Name of Liaison: _____

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

5.	There was an acceptance of social workers as professionals in my agency.	1	2	3	4	5
6.	I felt accepted as a student social worker and supported in my work by the interdisciplinary team.	1	2	3	4	5
7.	I felt physically safe while providing service for my agency.	1	2	3	4	5
8.	I felt emotionally safe while providing service for my agency.	1	2	3	4	5

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

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 9. | I had a regular weekly tutorial conference with my field instructor. | 1 | 2 | 3 | 4 | 5 |
| 10. | My field instructor assisted me in implementing the objective of my individual learning contract. | 1 | 2 | 3 | 4 | 5 |
| 11. | My field instructor provided regular feedback about my learning throughout the semester(s) | 1 | 2 | 3 | 4 | 5 |
| 12. | My field instructor required me to complete process recordings or tape recordings of interviews on a regular basis throughout the semester(s). | 1 | 2 | 3 | 4 | 5 |

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

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

- | | | | | | | |
|----|------------------------------------|------------|---|---|-------------|---|
| | | Low | | | High | |
| 3. | A. Group Assignments | 1 | 2 | 3 | 4 | 5 |
| | B. Family Assignments | 1 | 2 | 3 | 4 | 5 |
| | C. Individual Clients | 1 | 2 | 3 | 4 | 5 |
| | D. Intake/Assessment | 1 | 2 | 3 | 4 | 5 |
| | E. Discharge/Aftercare Planning | 1 | 2 | 3 | 4 | 5 |
| | F. Community Involvements/Contacts | 1 | 2 | 3 | 4 | 5 |

G. Opportunities of Engage in Research 1 2 3 4 5

H. Other _____

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

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

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

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

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

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

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

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



COPPIN STATE UNIVERSITY
SOCIAL WORK DEPARTMENT

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

FIELD LIAISON REPORT

AGENCY _____

FIELD _____

INSTRUCTOR _____

STUDENT _____

FACULTY LIAISON _____ DATE OF VISIT _____

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

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

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

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

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

IV. Assess the quality of instruction:

V. Student assignments include:

1. Work with individuals

2. Work with groups

3. Work with families

4. Work with a community

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

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

7. Follow-up needed for next liaison visit:

Additional Comments:



POLICY PROHIBITING SEXUAL HARASSMENT

Sexual harassment is a form of illegal gender discrimination. Sexual harassment is an infringement on an individual's right to work and study in an environment free from unwanted sexual attention and sexual pressure of any kind. Sexual harassment by Coppin faculty, staff, and students is expressly prohibited. COPPIN STATE UNIVERSITY is committed to maintaining a working and academic environment in which faculty, staff, and students can develop intellectually and professionally, free from intimidation, fear, coercion, and reprisal.

Sexual harassment may take many forms, ranging from leering and lewd comments and gestures, to unwanted touching, and rape. Sexual harassment occurs when unwelcome sexual advances or unwelcome request for sexual favors are demanded in exchange for grades/promotions/favorable reports/or other benefits. Sexual harassment may occur between persons of the same or different genders.

In order to deter sexual harassment at Coppin and to impose sanctions when it occurs, a policy applicable to sexual harassment is in effect. In determining whether alleged conduct constitutes sexual harassment, Coppin will look at the record as a whole and at the totality of the circumstance, such as the nature of the sexual advances and context in which the alleged incidents occurred. The determination of the legality of a particular action will be made from all of the facts, on a case by case basis. In assessing whether a particular act constitutes sexual harassment forbidden under this policy, the standard shall be the perspective of a reasonable person within the Coppin community. The rules of common sense and reason shall prevail.

Sanctions against Coppin faculty and staff for sexual harassment may range from reprimand to termination, depending on the severity of the conduct and circumstances of the particular case. Likewise, sanctions against Coppin students for sexual harassment may include suspension or expulsion from Coppin programs.

Allegations of sexual harassment are extremely serious, with potential for great harm to all persons if ill-conceived or without foundation. Coppin is committed to protecting the rights of the alleged harasser as well as the complainant. Coppin is also committed to protecting the subject of sexual harassment from retaliation.

Retaliation by University faculty, staff and students against a person who makes a complaint of sexual harassment, supports a complaint of sexual harassment or testifies during an investigation of a complaint of sexual harassment is expressly prohibited. If an individual is found to have engaged in retaliation in violation of this Policy, he or she will be subject to disciplinary action. Any individual who has been victim of a sexual harassment or retaliation shall immediately report such conduct to the Director of Affirmative Action.



COPPIN STATE UNIVERSITY

POLICY ON NON DISCRIMINATION ON BASIS OF HANDICAP

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

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

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

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



COPPIN STATE UNIVERSITY

SUGGESTED PRECAUTIONS TO FOLLOW-IN MAKING HOME VISITS

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

10. Call clients to let them know to expect you at a certain time. Ask them to contact the agency if you are late.

11. At the door of the home, listen before you knock. If you hear sounds of a threatening situation going on, leave immediately, Stand to one side of the door when you knock, not directly in front. Do not accept invitations such as “Is that you? Just come on in.” Identify yourself and ask the occupant to come to the door to let you in.



**COPPIN STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

Attendance Sheet

Please submit your signed timesheet to your field liaison during the first class session of each month.

Student Name: _____

Week of: _____

Month: _____

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

Week of: _____

Month: _____

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

Student Signature: _____ Date: _____

Field Instructor Signature: _____ Date: _____



Please submit your signed timesheet to your field liaison during the first class session of each month.

Student Name _____

Week of: _____

Month _____

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

Week of: _____

Month: _____

Day	Date	Time In	Time Out	Comments
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Total hours				
Student Signature			Date:	
Field Instructor Signature			Date:	