

**THIS MANUAL SERVES AS A GUIDE FOR UAPB SOCIAL WORK STUDENTS INVOLVED IN FIELD EXPERIENCE, AS WELL AS A GUIDE FOR FIELD SUPERVISORS, AGENCY ADMINISTRATORS, AND FACULTY OF THE UNIVERSITY OF ARKANSAS AT PINE BLUFF SOCIAL WORK PROGRAM.**



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#### ACCREDITATIONS

**The baccalaureate Social Work Program at the University of Arkansas at Pine Bluff was granted initial accreditation by the Council on the Social Work Education in 1990.**

**The University of Arkansas at Pine Bluff is accredited by The Higher Learning Commission, formerly the North Central Association (NCA):**

**The Higher Learning Commission  
30 N. LaSalle, Suite 2400  
Chicago, IL 60202-2504  
Phone: 1-800-621-817 Fax: (312) 263-7462**

**University of Arkansas at Pine Bluff  
Social Work Program**

**The Social Work Program's Field Manual appears on the social work program's webpage (refer to Website: [www.uapb.edu](http://www.uapb.edu)). The National Association of Social Workers (NASW) Code of Ethics (refer to Webpage: [www.nasw.org](http://www.nasw.org)) and National Association of Black Social Workers (NABSW) Code of Ethics (refer to Webpage: [www.nabsw.org](http://www.nabsw.org)) are requirements of field experience may be downloaded from the appropriate websites.**

**I acknowledge that I have read and familiarized myself with the policies and procedures contained therein and the Code of Ethics. I agree to comply with all policies and procedures mandated by the Social Work Program Field Experience Manual.**

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**Signature of Student**

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**Date**

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**Signature of Field Coordinator**

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**Date**

**SOCIAL WORK  
BACCALAUREATE PROGRAM  
FIELD EXPERIENCE MANUAL  
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## **INTRODUCTION**

This manual explains how the Social Work Program at the University of Arkansas at Pine Bluff follows a sequence of courses that prepares the student for field experience practice. Field Experience is the integrative component which engages the student in practical experiences that require the use of skills learned in the classroom. The field experience is a process of the Social Work Program's learning outcome that allow students to actually comprehend how classroom theory relates to social work practice. The conceptual model of the Social Work Program's curriculum follows a comprehensive study for the entry level of social work practice. The student acquires skills required for generalist social work practice.

The University of Arkansas at Pine Bluff Social Work Program was granted initial accreditation by the Council on Social Work Education (CSWE) in 1990. The Program has been accredited by the Council on Social Work Education (CSWE) until the year 2011. The program will be reviewed for affirmation in 2011. The degree granted to students who have completed all academic requirements, including field practicum, is the Bachelor of Arts degree in Social Work.

## **MISSION STATEMENT**

The mission of the Social Work Program at the University of Arkansas at Pine Bluff is to prepare competent and effective baccalaureate level social work professionals for generalist practice, service, and research opportunities that effectively address the plight of oppressed, social, economic, and culturally diverse populations.

## **GOALS**

1. To provide social work students with the theoretical constructs, knowledge, and applicable skills required for competent generalist social work practice.
2. To prepare social work students to advocate and be sensitive to the needs of vulnerable and disenfranchised populations in both rural and urban regions.
3. To promote social and economic justice, and empowerment necessary to alleviate poverty, oppression and discrimination.
4. To prepare competent entry-level professional social workers with a commitment to social work values and service.

## **The Program Competencies are:**

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to context that shape practice.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

The program competencies are designed to prepare social workers for generalist practice and to systematically identify, assess, and diagnose a variety of social phenomena. Social work students are prepared to apply the basic problem-solving techniques (as well as other intervention strategies) utilized in working with individuals, families, groups, and communities to efficiently and effectively promote the desired social change.

The program's primary purpose is to educate entry level social work practitioners with the competencies needed in rural and urban regions which are in the process of transition racially, socially, economically, and politically. The program's mission and goals are consistent with professional and the institutional mission. The goals and program competencies are consistent with the ethics and values of the profession, and focuses on providing a high quality of educational preparation for entry into beginning social work practice.

## **DEFINITION OF GENERALIST PRACTICE**

Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs (The Baccalaureate Program Directors Organization, BPD, 2006).

Briefly, generalist practitioners:

- Use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities
- Identifies with the social work profession and applies ethical principles and critical thinking in practice
- Incorporate diversity in their practice and advocate for human rights and social and economic justice
- Recognize, support, and build on the strengths and resiliency of all human beings
- Engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Overall, generalist practice is grounded in the liberal arts and the person and environment construct (The Council on Social Work Education, in *Educational Policy and Accreditation Standards* (2008).

## **DIVERSITY INTEGRATION**

The concept of diversity is infused throughout each course for instruction and the application of instructions within assignments. (For full statement see Student Handbook, page 35).

## **TRANSFER STUDENTS**

The Social Work Program at UAPB makes every effort to avoid students repeating course work completed at other colleges and/or universities (See Student Handbook, page 10). The program also grants students who transfer from a CSWE accredited program, the equivalent courses to those at UAPB. (See policies affecting transfer students, Student Handbook, pages 10).

## **CURRICULUM REQUIREMENTS**

Presently, a cumulative grade point average of 2.50 or above in the social work courses are required. This is subject to change in the near future with approval of campus governing bodies.

A grade lower than a “C” in any Social Work course means a student may not continue in the Social Work Program. Readmission to the Social Work Program will be considered once the student’s current transcript is reviewed by the Social Work Program Committee.

The Social Work Program requires a minimum of 124 semester hours for a Bachelor of Arts degree. There is no minor in Social Work. The course requirements for a Bachelor of Arts Degree in Social Work fall in the following major categories according to the Curriculum Requirements for a B.A. in Social Work Form:

1. Freshmen Studies (3 hours)
2. Communications (15 hours)
3. Natural Sciences and Mathematics (14 hours)
4. Humanities (6 hours)
5. Social Science Required Courses (24 hours)
6. Social Science Directed Electives (9 hours)
7. Health & Physical Education (5 hours)
8. Social Work Required Courses (36 hours)
9. Social Work Electives (12 hours)

## **REQUIRED SOCIAL WORK COURSES**

Introduction to Social Work	2305
Social Welfare Policy	2307
Social Legislation	3308
Research Methods	3310
Statistical Techniques in Social Work	4320
Human Behavior & Social Environment I	3322
Human Behavior & Social Environment II	3323
Social Work Methods I	3350

Social Work Methods II	3351
Field Experience & Lab I	4310
Field Experience & Lab II	4311
Senior Seminar in Social Work	4365

### **SOCIAL WORK ELECTIVES**

Social Work Lab	2306
Rural Social Work	3333
Drug Abuse	3324
Social Work w/Emotionally Disturbed Children	3352
Family Preservation	3372
Child Welfare Services	3392
Community Planning & Development	4360
Independent Study (Approved by Social Work Director & Advisor)	4363

### **NOTES:**

1. A course taken as a general education requirement shall not be counted for credit as a major or minor course.
2. A student shall be required to participate in the Freshman Studies Program until desired levels of achievement in general education courses are attained.
3. Students who exhibit accelerated achievement levels in specific areas may test out through the College Level Entrance Program, or substitute more advanced courses commensurate with their level of achievement.
4. The Social Work Program reserves the right to make changes at anytime in the individual courses and in the curriculum leading to the degree.

### **COMPETENCIES OF FIELD EXPERIENCE FOR SOCIAL WORK PRACTICE**

The field experience with the accompanying lab is designed to be the capstone experience that provides an opportunity for students to demonstrate knowledge, values, and skills identified by the program competencies of the social work program developed by the Council on Social Work Education. The competencies for field experience provide students' opportunities and learning experiences to:

#### **Competency 1: Identify as a professional social worker and conduct oneself accordingly.**

##### Practice Behaviors:

- 1.1 Advocate for client access to the services of social work.
- 1.2 Practice personal reflection and self-correction to assure continual professional development.
- 1.3 Attend to professional roles and boundaries
- 1.4 Demonstrate professional demeanor in behavior, appearance, and communication.
- 1.5 Engage in career-long learning.
- 1.6 Use supervision and consultation.



**Competency 2: Apply social work ethical principles to guide professional practice.**

Practice Behaviors:

- 2.1 Recognize and manage personal values in a way that allows professional value to guide practice.
- 2.2 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.
- 2.3 Tolerate ambiguity in resolving ethical conflicts.
- 2.4 Apply strategies of ethical reasoning to arrive at principled decisions.

**Competency 3: Apply critical thinking to inform and communicate professional judgments.**

Practice Behaviors:

- 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- 3.2 Analyze modes of assessment, prevention, intervention, and evaluation.
- 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and colleagues.

**Competency 4: Engage diversity and difference in practice.**

Practice Behaviors:

- 4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- 4.4 View themselves as learners and engage those with whom they work as informants.

**Competency 5: Advance human rights and social and economic justice.**

Practice Behaviors:

- 5.1 Understand the forms and mechanisms of oppression and discrimination.
- 5.2 Advocate for human rights and social and economic justice.
- 5.3 Engage in practices that advance social and economic justice.

**Competency 6: Engage in research-informed practice and practice-informed research.**

Practice Behaviors:

- 6.1 Use practice experience to inform scientific inquiry.
- 6.2 Use research evidence to inform practice.

**Competency 7: Apply knowledge of human behavior and the social environment.**

Practice Behaviors:

- 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- 7.2 Critique and apply knowledge to understand person and environment.

**Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Practice Behaviors:

- 8.1 Analyze, formulate, and advocate for policies that advance social well-being.
- 8.2 Collaborate with colleagues and clients for effective social policy action.

**Competency 9: Respond to contexts that shape practice.****Practice Behaviors:**

- 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social service.

**Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.****10 (a)-Engagement****Practice Behaviors:**

- 10.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- 10.2 Use empathy and other interpersonal skills.
- 10.3 Develop a mutually agreed-on focus of work and desired outcomes.

**10 (b)-Assessment****Practice Behaviors:**

- 10.4 Collect, organize, and interpret client data
- 10.5 Assess client strengths and limitations
- 10.6 Develop mutually agreed-on intervention goals and objectives
- 10.7 Select appropriate intervention strategies

**10(c)-Intervention****Practice Behaviors:**

- 10.8 Initiate actions to achieve organizational goals
- 10.9 Implement prevention interventions that enhance client capacities
- 10.10 Help client resolve problems
- 10.11 Negotiate, mediate, and advocate for clients
- 10.12 Facilitate transitions and endings

**10(d)-Evaluation****Practice Behaviors:**

- 10.13 Social workers critically analyze, monitor, and evaluate interventions.

**FIELD EDUCATION CONNECTION TO THE SOCIAL WORK CURRICULUM**

Field education provides an arena for skill development, knowledge integration, and effective learning. 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, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

## **ROLE OF THE SCHOOL**

1. Admits students to Social Work Program and rules on readiness for entering Field Experience.
2. Develops in cooperation with the director of field instruction, formal agency school-student contracts regarding field instruction.
3. Develops field instruction manual and offers field instruction training courses or seminars for new potential or past field instructors.
4. Advises each field placement agency of the faculty advisor for each student in placement.
5. Offers agency personnel opportunities to participate on school committees regarding field and classroom curriculum. Agency administrators are solicited for participation on community advisory committees.
6. Takes into consideration suggestions and recommendations for change coming from agencies, incorporates them into the school's program, and makes necessary changes when appropriate.
7. Insures that the field instruction program meets all accreditation requirements--involves field instructors in this process and informs them of the results of accreditation reviews.

## **ROLE OF THE AGENCY**

1. Submits to the school a description of what it has to offer: types of learning experiences available. States the types of students it expects to fit in best with its program and any necessary special requirements.
2. Designates someone in the agency to determine who will supervise students in the coming year and to gain administrative support for the student program.
3. Administrator develops or signs form providing legal protection in agency's supervision of students.
4. Informs the program of exactly how many students, at what level of training, and in what areas of specialty the agency can take in the coming year.
5. Conducts a pre-placement interview with each student after the student has completed prerequisite courses required by the school.
6. Accepts or rejects each student interviewed for field practicum.
7. Completes placement arrangements and signs contractual agreements.
8. Maintains close communication with the program's coordinator and director when necessary.

## **STUDENT'S ROLE**

1. Expresses preference for general type of field placement desired (written application with resume).
2. Participates in interview with field instructor staff for preliminary screening or matching with agency.
3. Attends on going seminars designed to prepare student for maximum learning in field.

4. Participates fully in the field placement experiences under the supervision of the assigned agency supervisor.
5. Communicates with faculty advisor as necessary or when problems arise.

The school and agency engage jointly in selection of field instructors and planning the field instruction program and assessing student progress. The program shall assume responsibility for final decisions on educational matters. Effective preparation for beginning social work practice requires that the educational aspects of field experience be under the administrative direction of faculty with a graduate degree from an accredited school of social work.

## **ADMISSION REQUIREMENTS FOR FIELD EDUCATION PROGRAM**

The Social Work Program at University of Arkansas at Pine Bluff requires that social work majors complete two semesters of Field Experience per semester for a total of 410 clock hours for the baccalaureate program, which is the minimum requirement for completion of field practicum. Six (6) hours of academic credits are awarded for the Field Experience sequence. Students are in the field agency a total of sixteen hours per week. Simultaneously, the student is enrolled in a one-hour weekly lab.

### **Field Requirements**

The social work program's field education program admits only those students who have met the program's specified criteria for field education. Students must file a formal application for admission into the field education program (See Field Experience Application Form, Field Experience Manual, Appendix A). The field coordinator reviews all applications for admissions to the field practicum to ensure that only those students who are candidates for the baccalaureate degree in social work may be admitted. The application deadline for practicum will be announced in class as well as posted on the Field Coordinator's door, Room 218. Students are required to submit an updated transcript so that the field coordinator can review whether or not they achieved required grades and completed all general education, liberal arts, and cognate prerequisites courses.

The courses required under the Field Experience sequence are: Field Experience I and Lab (4310) and Field Experience II and Lab (4311). Students entering the field practicum must have a cumulative GPA of 2.5 and a grade of "C" or better in all core Social Work courses and prerequisite cognate courses.

The field experience allows students to acquire supervised and related experiences during two semesters in their senior year. There is an extensive curriculum for the field preparation, including the liberal arts prerequisites and general education required courses: Introduction to Social Work; Social Welfare Policy and Services; Social Legislation; Social Work Methods I & II; Human Behavior and Social Environment I & II; Field Experience & Lab I & II; Statistical Techniques in Social Work; Social Research; and Senior Seminar in Social Work which is taken concurrently with Field Experience II and Lab.

On the application, students are required to submit the dates that they completed all required core social work courses (i.e., Introduction to Social Work, Social Welfare Policy, Social Legislation, HBSE I & II, and Social Work Methods I & II) prior to field as well as provide documentation of grades.

Students are also required to have criminal and central registry checks completed prior to entering her/his internship sites. Some agencies require that drug testing and other agency specific screening criteria be completed prior to beginning of internship. Other agencies may require random screens of all employees and students during the internship. The field coordinator will attempt to notify students of such requirements in advance of her/his internship in those settings.

Students are not covered with Professional Liability Insurance by the university nor the agency. Students are responsible for purchasing Professional Liability Insurance before entering their senior year and concurrent field placement and must present proof of insurance. This insurance can be purchased through NASW and can be arranged for each student in an internship by the director of internships.

### **Field Experience Lab**

The field lab sessions are included in the three- academic credit hours for Field Experience. The lab is designed to enable students placed in various agencies to gain knowledge by sharing case studies and reports from different agencies. During the lab sessions, students share their experiences and orient others regarding the various roles they assume in the field setting. Field Lab emphasizes role dynamics, social work knowledge, and how the values and ethics of social work practice affect their field learning.

### **Policies, Criteria, and Procedures for Selecting Field Settings**

Agencies that are selected for field placements are consonant with the program's mission, goals, and competencies, and provide appropriate learning experiences for students. These agencies provide opportunities for experiences that are designed to integrate the knowledge, values, ethics and skills learned in the academic environment with the practice element. The field placement agency provides the educational context for field instruction. In this environment, students most often shape their developing skills and models of social work practice. The strong, continuous, cooperative, support of agencies makes it possible to meet the programs goals, learning outcomes, and competencies. The development and maintenance of a working relationship between the organizations depend upon clearly understood mutual commitments and obligations. The overall focus of this relationship is to equip students with the professional skills and competencies that will enable them to perform as entry-level generalist social workers. Agencies that are selected must provide students with a variety of experiences with social systems such as individuals, families, groups, organizations, communities, and social resources.

The agency must demonstrate the following criteria:

- (a) Submit to faculty field coordinator a description of agency services, agency policies and types of educational and training experiences available.
- (b) Provide information pertaining to the expectations and requirements of students. Clarify how students can learn from the agency's program or policy.
- (c) Provide to the faculty Field Coordinator the number of students that may be placed at the agency for the coming year.
- (d) Sign formal written contract providing protection in agency's supervision of students (See Field Experience Manual, Appendix C).
- (e) Show interest in an educational program for contributing to professionally trained generalist social workers at the baccalaureate level.
- (f) Demonstrate the use of research, practice evaluations, and evidence-based practice.
- (g) Present high standards of employment practices.
- (h) Employ professionally trained staff, appropriate to job definition.
- (I) Provide opportunities for staff development.
- (j) Show community and/or support approval of the agency and the service provisions.

Agencies that are currently serving as field placements for students provide a multiplicity of services for diverse populations. However, while the agencies' functions and provisions of services are in line with the program's mission, goals, and competencies, this alone is not the only criterion for selecting agencies for field placements. Field Instructors must be committed to the educational and training needs of the students who are placed at their agencies.

### **Placing Students' in the Field Settings**

The field education program ensures planned coordination and selection of field agencies for the field placements of students. Along with the completed application, the field coordinator interviews each student. After reviewing the list of agencies and their service provisions, the student is encouraged to select three agencies of interest. Efforts are made to comply with the student's first choice; however, this is not always the case.

After the selection process, the student will schedule a visit with the appropriate supervisor, and provide the agency with a resume of his/her volunteer activities, and educational background. Confirmation of the student's placement is made when the field coordinator visits the agency, and the agency director or representative signs the contractual agreement. Once accepted by the agency, the student engages in practice skills according to the policy of the agency and the Social Work Program's requirements.

### **Monitoring Students' in the Field Settings**

The field coordinator/liaison has the responsibility for placing and monitoring students in field settings. It is also the responsibility of both the field coordinator/liaison and field instructor to monitor the field experience. Several monitoring tasks to be accomplished are listed below:

1. Weekly contact with students in field lab and one-on-one contact if needed or requested.

2. Establish educational directions of the field experience and work with the agency representatives, individually and groups, to establish guidelines for meeting field competencies in specific placement settings.
3. Monitor field experiences through weekly discussions in field lab, practice assignments, process recordings, and other learning opportunities to integrate classroom and field.
4. Engage in direct observation of the student and monitor professional performance.
5. Schedules semester conferences with field supervisors regarding individual student's progress and placement.
6. Provide students with opportunities to evaluate their own practice, to employ evidence-based interventions, and research-informed practice.
7. Enhance student professional and responsible use of self through experiential learning, class assignments, face-to-face dialog and feedback.
8. Develop and coordinate a series of sequential practice experiences designed to enable the student to engage in entry-level professional generalist social work practice through direct involvement in agency services.
9. Make site visits to agencies at midterm and final examination week by scheduled appointments for supervisory conferences and to conduct students' performance evaluations.

There is a formal written agreement developed between the school and agency, or agencies and student; a standard set of orientation materials is provided to the agency representative and the student prior to the placement. The materials are designed to define the parameters within the placement experience.

### **Evaluating Student Learning and Field Setting Effectiveness**

The Social Work's Program evaluates student learning and field setting effectiveness congruent with the program's competencies through its field education program. There are various evaluation criteria for student performance in the field practicum which includes: Field Instructor's Assessment of Student's Performance of Practice Behaviors; Student's Self Assessment of Practice Behaviors; Field Lab Assignments/Exercises & Weekly Reports; and Senior Portfolio & Assignments. The Field Learning Contract also includes evaluation criteria for student learning and professional performance.

Students are required to write an assessment of learning experiences from their field internships each semester. They must also adhere to the NASW Code of Ethics. The Field Learning Contract represents 10 percent of the students' overall grade (See Volume III, Field Manual).

The faculty member designated as Field Coordinator is responsible for selecting and approving agencies to be used in field placement as well as evaluating students' learning and field setting effectiveness. To ensure educational accountability and integrity of the field experience, the Field Coordinator discusses the Social Work Program's expectations for student learning, evaluation of student performance in field, and the agency's effectiveness with field

instructors during field orientation and training, and mid-term and final semester agency field visits.

During the fall 2009 semester, the social work program revised its Field Evaluation Assessment Instruments (Student's Self Assessment of Practice Behaviors and Field Instructors' Assessment of Student's Performance of Practice Behaviors for Field Education Program) to reflect the Educational Policy and Accreditation Standards (2008), program competencies, and operationalized practice behaviors. Ratings for this instrument are in the following categories: excellent, above average, average; deficient, unacceptable, and not assessed. Field Instructors evaluate the students on this form at the end of the fall and spring semesters and students do a self-assessment of the practice behaviors at the end of the fall and spring semesters. Summative evaluations of the field instructors and students' assessment of competencies and practice behaviors are completed and shared with field instructors, students, social work faculty, and constituents. These measures address how well the setting provides learning experiences that enables students to achieve all of the program's competencies.

In an effort to ensure input from students, they also evaluate their field placements and instructors at the end of each semester. The students complete The Student Evaluation of Field Experience Form (See Volume III, Field Manual). Ratings for this instrument are in the following categories: excellent, above average, average, fair, and poor.

### **ACADEMIC AND PROFESSIONAL PERFORMANCE**

The program's criteria for evaluating student's academic performance are determined through various evaluation measures reflected in course syllabi and field evaluations (See Student Handbook, page 19). Grades for field practicum will be based on field instructor's evaluation, learning contract, lab assignments/exercises, assessment of learning, and senior portfolio. Field education is a pivotal core component in the professional educational process. Therefore, students are held accountable for their professional behavior and performance. Students must adhere to the NASW Code of Ethics and NABSW Code of Ethics that identifies a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. 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 Program takes particular care to ensure that all students are familiar with and committed to the NASW and NABSW Code of Ethics (Refer to Web page) and Academic Honesty Policy Statement (Refer to the Student Handbook, page 35).

### **CREDIT FOR LIFE/WORK EXPERIENCE**

UAPB's Social Work Program does not give academic credit for life experience or previous work experience in whole, or in part, in lieu of the field practicum nor /for courses in the foundational curriculum content areas.



## **QUALIFICATIONS AND CREDENTIALS FOR FIELD INSTRUCTORS**

The field experience is designed to provide situations in which the student is given individualized attention as he or she "field tests" the knowledge, values and skills of the social work role. In order to properly guide the student through this exercise, the field instructor should meet the following qualifications:

1. Field instructors for baccalaureate students hold a baccalaureate or master's degree from a CSWE accredited school of social work. The field instructor must be familiar with course syllabi, assignments, activities, and class discussions that focus on the social works profession, purpose, values, competencies and generalist practice with diverse populations and varied systems (i.e., individuals, families, groups, communities and organizations).
2. Show competence as a practitioner with a thorough knowledge of agency policies, procedures; program's mission and goals; and evidence-based practices.
3. Value and appreciate human, social, economic, and culturally diverse populations.
4. Have adequate time to supervise and engage with students.
5. Possess an interest in participation in the development of higher standards for practice and social work education.
6. Participate in professional development activities and engage in career-long learning.
7. Promotes social and economic justice, empowerment, and advocates for human rights.
8. The field instructors from all agencies who accept UAPB students are required to submit a resume to the field coordinator.

### **When Field Instructor Does Not Have Social Work Degree**

In cases where the Social Work Program Committee feels that the agency and/or student need specific types of additional guidance, including those settings where the field instructor does not hold a CSWE-accredited social work degree, the field coordinator provides the student structured supervision for reinforcing a social work perspective. The program's field coordinator makes weekly contacts with students who may be placed in such agencies. Written agreements between the school and agency are utilized to define the student, faculty, and agency role/responsibility in such situations.

### **Field Instructors Responsibilities**

The field instructors assume responsibility for planning assignments and activities for the students, weekly supervision, reviewing recordings and weekly reports, and conducting a mid-term and final evaluation of the student's performance. The field instructor's duties are:

1. To provide daily responsibility for supervision of the individual student in placement.
2. To develop and coordinate a series of sequential practice experiences designed to enable the student to engage in entry-level professional generalist social work practice through direct involvement in agency services.

3. To enhance student professional and responsible use of self through experiential learning, class assignments, face-to-face dialog and feedback.
4. To provide students with opportunities to evaluate their own practice, to employ evidence-based interventions, and research-informed practice.
5. To submit formal evaluation of the students' performance in the field at midterm and Final Examination Week as requested by the Social Work Program. The program's competencies are assessed as an evaluation measure. The field instructor and student's evaluations include program competencies and practice behaviors.

### **FIELD ORIENTATION/ TRAINING AND DIALOG**

The social work program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors through the field education program. The field coordinator conducts field orientation and field instructor training during fall and spring semesters. An agenda, Field Manual and handouts are provided to Field Instructors during orientation and training. The handouts and PowerPoint presentation of the program's mission, goals, program competencies and operational practice behaviors, practice evaluation tools (i.e. single subject, multiple-baseline designs, evidence-based practice, samples of research-informed practice and practice informed research) are provided to the field instructors. In the event that a field instructor cannot attend the training, the field coordinator goes to the agency and conducts individual training with the field instructor. The Field Coordinator assumes responsibility for continuing dialog with the field education practice settings and field instructors on-site at the agency, scheduled telephone contacts to field instructors, and the use of e-mails. Field instructors are provided consultative services for clients and other agency concerns as requested. The Field Coordinator visits the agency at mid-term and during final semester week to address students and agency concerns.

#### **A. Program Responsibility**

1. The faculty field coordinator makes site visits to agencies by scheduled appointments.
2. Establishing educational directions of the Field Experience and work with the agency representatives, individually and groups, to establish guidelines for meeting field objective in specific placement settings.
3. Assume final responsibility for student grading.
4. Coordinate the Field Experience in such a way as to enhance the total field experience.
5. Schedule semester conferences with field supervisors regarding individual student progress and placement.
6. Discharge responsibilities for student assignments to agencies and accept responsibility for student's general conduct within the agency.

**B. Agency Responsibility**

1. To provide daily responsibility for supervision of the individual student in placement.
2. To develop and coordinate a series of sequential practice experiences designed to enable the student to engage in basic elements of professional social work practice through direct involvement in agency services.
3. To enhance student growth in the social work role through a developmental sequence of assignments, involving increasing complexity and increasing professional responsibility within the guidelines of the agency, school and professional standards.
4. To engage the student in self-evaluation through discussion of strengths and weaknesses evidenced within the learning/performing setting of the agency.
5. To submit formal evaluation of the student as requested by the Social Work Program.

**Field Experience Learning Contract**

In preparation for field placement activities, students are provided a Field Experience Learning Contract with learning outcomes. The Field Experience Learning Contract is included in the Field Experience Manual, Appendix C. It specifies the learning outcomes and tasks that guide students in achieving the field practicum educational experiences.

The purpose of the learning contract is to provide a structured format that will allow the student to become involved in assignments and other activities within the agency setting to address the learning outcomes and program competencies. (See Field Manual, Appendix C for detailed task assignments). These learning outcomes are consistent with the foundation areas for generalist social work practice.

While in field practicum, students complete a weekly activity log along with process recordings describing their learning experiences, feelings, and thoughts related to the field setting. They maintain hours spent in placement, which is verified by the field instructor. The curriculum design is developed to enhance self-awareness in intervention at all levels (i.e., individuals, family, groups, community and organizations).

**Social Work Program Policy on Agency Employment**

The policy also states “student assignments and field education supervisions are not the same as those of the student’s employment.” Also, the agency must meet the agency selection criteria established by the social work program. The field coordinator, field instructor, student, and the agency director where necessary, develop an agreement with appropriate signatures, specifying how the internship will differ from the student’s regular assigned duties in the agency. The agreement includes the statement “Student Assignment and field education supervision are not the same as those of the student’s employment.” The program rarely has received requests from students to complete their field placements in an organization in which the student is also employed.

## **TERMINATION AND APPEALS POLICIES AND PROCEDURES**

The University of Arkansas at Pine Bluff Social Work Program (herein referred to as “the Program”) is accredited by the Council on Social Work Education. As a professional program, it is committed to ensuring that every student who graduates from the program meets the requirements of an entry-level professional social worker. Students who do not meet these requirements may be terminated from the program for academic and professional performance (See Student Handbook, page 15 for termination appeals and procedures).

### **Students Rights/Responsibilities**

It is the student’s responsibility to be sure that all requirements in the general education liberal arts curriculum are fulfilled before he or she is admitted to the Social Work Program. The student is expected to read the UAPB Catalog and is responsible for following the regulations stated in the catalog. In accordance with the Social Work Program’s admissions policy, each student is expected to:

1. Consult with his/her academic advisor before each registration period and advisement day to review transcript, develop course schedule and complete advisement forms.
2. Accept the responsibility of attending all classes and completing all assignments given by faculty.
3. Make arrangements with faculty regarding all absences.
4. Maintain satisfactory conduct in all classes, including field practicum.
5. Obtain a copy of the Social Work Program’s course schedule and Curriculum Plan from the Social Work Program’s Director’s office.
6. Enroll in no more than eighteen (18) hours per semester or the Dean’s approval is required.
7. Maintain a 2.50 grade point average in all core professional foundation courses of the Social Work Program, and an overall grade point average of 2.00 in remaining courses.
8. Adhere to the Program’s Termination and Appeals Policies and Procedures for academic and non-academic Reasons.
9. Participate in Social Work Club and Program Activities.
10. Participate in program evaluation.

### **Readmission to the Social Work Program**

Students must submit a written request for readmission to the Director of the Social Work Program 45 days prior to the first day of registration (See Student Handbook, page 18 for readmission procedures).

## **ACADEMIC AND PROFESSIONAL ADVISING POLICIES AND PROCEDURES**

Advisement of all students occur a minimum of three times per semester - (pre-registration, general registration and advisement day). The University mandates an advisement day for all students each academic year for both fall and spring semesters. (See Student Handbook, pages 19 for social work advising form and other procedures).

## **PROBLEM SITUATIONS IN THE FIELD PRACTICUM**

The field practicum is a learning experience. However, students may encounter difficulties with their field instructor, work assignments, or other agency staff. When problems occur in the practicum, the student is encouraged to try to resolve the matter informally with his/her field instructor, referring to the learning outcomes and tasks outlined in the learning contract (See Field Manual, Appendix C). If necessary, the student should consult with the Field Coordinator to arrange a meeting with all parties involved.

A contract may be established and negotiated between the Field Coordinator and the student, specifying steps to be taken toward the resolution. A timeframe will be established and weekly contact with the Field Coordinator to determine if the steps in the contract have been successfully accomplished. The Director of the Social Work Program may negotiate the contract as needed. If the problem (s) is not resolved practicum reassignment will occur.

## AGENCIES FOR FIELD PLACEMENT

<p>ACCESS  Director: Mrs. Annie Jasper  200 West 13<sup>th</sup>  Pine Bluff, AR 71603  (870)535-1302</p>	<p>Counseling services for pregnant teens;  group therapy; education for teen mothers.</p>
<p>Area Agency on Aging  Ms. Caroline Ferguson, Social Worker  709 East 8<sup>th</sup>  Pine Bluff, AR 71601  (870)534-3268</p>	<p>Outreach program for senior citizens.</p>
<p>Arkansas Dept. of Correction  Diagnostic Center  Mr. Parker or Mrs. Emma Prater  8000 West 7<sup>th</sup>  Pine Bluff, AR 71601  (870) 267-6325</p>	<p>Rehabilitative counseling for prison inmates.</p>
<p>Arkansas Dept. of  Health and Human Service  Children &amp; Family Service  1222 West 6<sup>th</sup>  Pine Bluff, AR 71601  (870) 534-4200</p>	<p>Counseling for families; foster adoption  services for children; general assistance for  families.</p>
<p>Arkansas Dept. of  Health and Human Services  Children and Family Services  West Helena, AR  (870) 338-8391</p>	<p>Counseling for families; foster adoption  services for children; general assistance for  families.</p>
<p>Big Brothers/ Big Sisters  211 West 3<sup>rd</sup> Suite 235  Pine Bluff, AR 71603  (870) 543-4982</p>	<p>One-to-one in school mentoring.</p>
<p>Children's Advocacy Center  211 West 3<sup>rd</sup> Suite 130  Pine Bluff, AR 71603  (870) 850-7105  Davis Life Center  Carolyn Thomas  6810 Hazel St.  Pine Bluff, AR  (870) 541-0342 (Ext. 263)</p>	<p>Group treatment and screening for abused  children.</p> <p>Assist with patients and family with services.</p>
<p>Department of Community Punishment  Andrea Roaf  7301 West 13<sup>th</sup> St.  Pine Bluff, AR 71602  (870) 879-0661</p>	<p>Work with inmates in acquiring services  prior to release and mentor</p>

<p>Department of Veteran Affairs  John L. McClellan Memorial  Veterans Hospital  4300 West 7<sup>th</sup> St.  Little Rock, AR 72205-5484  (501) 660-2020</p>	<p>Provide nursing home care for disabled veterans; evaluation and testing for veterans</p>
<p>First Ward School  Charles Bruce, Principal  1300 East 5<sup>th</sup> St.  Pine Bluff, AR 71603  (870) 549-4389</p>	<p>Mentoring and work with children in an alternative educational setting.</p>
<p>Jefferson Regional Hospice Program  1515 West 42<sup>nd</sup> St.  Pine Bluff, AR 71601  (870) 541-7406</p>	<p>In-home care program and intensive counseling for elderly and terminally ill patients.</p>
<p>Jefferson County Dialysis  2801 South Olive St.  Pine Bluff, AR 71601</p>	<p>Assist clients and family members with resources and other supports</p>
<p>Jefferson Comprehensive Care System, Inc.  120 West 5<sup>th</sup> Suite 301  Pine Bluff, AR 71601  (870) 535-3062</p>	<p>Provide services to AID patients and families</p>
<p>JRMC – Utilization Management  1600 West 40<sup>th</sup> St.  Pine Bluff, AR 71601  (870) 541-7100</p>	<p>Assisting patients and families in acquiring services and discharge planning.</p>
<p>Juvenile Court  301 East 2<sup>nd</sup> St.  Pine Bluff, AR 71601  (870) 541-5455</p>	<p>Court referrals and placement for at-risk youth.</p>
<p>Neighbor-to-Neighbor  1419 Pine St.  Pine Bluff, AR 71601</p>	<p>Crisis intervention services for needy individuals.</p>
<p>Pine Bluff School District  1215 West Pullen  Pine Bluff, AR 71601</p>	<p>Counsel and provide resources to children and families.</p>

Targeting Other People  
Priority With Services (TOPPS)  
3512 West 2<sup>nd</sup>  
Pine Bluff, AR 71601  
(870) 850-7377

Provide mentoring and tutoring services for  
at-risk youth.

Townsend Park Elementary School  
2602 Fluker  
Pine Bluff, AR 71602  
(870) 534-4185

Provide services for families, home visits,  
and follow-ups on student absentees.

United Family Services  
P.O. Box 5408  
Pine Bluff, AR 71601  
(870) 534-8826

Prevention and follow-up services to clients  
referred from courts and agencies.

US Rental Care  
2302 West 28<sup>th</sup> Suite C  
Pine Bluff, AR 71603  
(870) 534-7400

Provide services to dialysis patients and their  
families on inpatient and outpatient basis.

White Hall High School  
700 Bulldog Dr.  
Pine Bluff, AR 71602

Counsel and provide services to children and  
families.



## **APPENDICES**

**APPENDIX A**  
**FIELD EXPERIENCE APPLICATION FORM**

NAME \_\_\_\_\_ D.O.B. \_\_\_\_\_ AGE \_\_\_\_\_

LOCAL ADDRESS \_\_\_\_\_

TELEPHONE NUMBER \_\_\_\_\_

PERSON TO BE NOTIFIED IN CASE OF EMERGENCY \_\_\_\_\_

ADDRESS \_\_\_\_\_ CITY & STATE \_\_\_\_\_ ZIP \_\_\_\_\_

FIELD PLACEMENT: \_\_\_\_\_ TERM \_\_\_\_\_

CURRENT EDUCATION STATUS: Jr. \_\_\_\_\_ Sr. \_\_\_\_\_

**GENERAL EDUCATION/INSTITUTIONAL REQUIREMENTS** *All courses must be completed*

<b><u>REQUIRED COURSES</u></b>	<b><u>DATE COMPLETED</u></b>	<b><u>GRADE</u></b>
S.W. 2305 Intro. to Social Work	_____	_____
S.W. 2307 Social Welfare Policy	_____	_____
S.W. 3308 Social Legislation	_____	_____
S.W. 3322 Human Behavior/S.E. I	_____	_____
S.W. 3323 Human Behavior/S.E. II	_____	_____
S.W. 3350 Social Work Methods I	_____	_____
S.W. 3351 Social Work Methods II	_____	_____

SOCIAL WORK G.P.A. \_\_\_\_\_ CUMULATIVE G.P.A. \_\_\_\_\_

**(NOTE: Student must have a cumulative G.P.A. of 2.5)**

TRANSPORTATION OR ACCESS TO AN AUTOMOBILE YES \_\_\_\_\_ NO \_\_\_\_\_

VITA OR RESUME ON FILE YES \_\_\_\_\_ NO \_\_\_\_\_

THREE (3) LETTERS OF REFERENCE ON FILE YES \_\_\_\_\_ NO \_\_\_\_\_

TYPE OF FIELD PLACEMENT REQUESTED: (INCLUDE SKILLS, FUTURE GOALS, INTERESTS, EMPLOYMENT, ETC.)

KNOWLEDGE ABOUT THE REQUESTED PLACEMENT (INCLUDE PRIOR CONTACTS, VOLUNTEER WORK, AREAS OF STUDY, ETC.)

\_\_\_\_\_ APPROVAL \_\_\_\_\_ DENIAL

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
Signature of Student

Date \_\_\_\_\_

\_\_\_\_\_  
Signature of Field Liaison/Advisor

Date \_\_\_\_\_

## **APPENDIX B**

### **INTEGRATIVE FIELD LAB**

The purpose of this lab is to provide a means through which the student can effectively reflect integration of academic content with performance in an agency setting.

The knowledge, skills, and values developed in the classroom should be professionally demonstrated in actual practice. Beyond this demonstration, the student should have a conscious awareness of how these are being reflected in his/her own performance.

#### **OBJECTIVE**

The student will be able to:

1. Discuss the purpose of the agency in which he/she is placed as well as become aware of programs and services available in the community through contact with other students placed in other agencies.
2. List the functions of the social workers in the placement agency and describe how he/she performs those functions. Through this, the student should gain a perspective on the structure and functioning of various community services and the roles assumed by social workers.
3. Show awareness of his/her strength and demonstrate how these are used effectively in practice.
4. Show awareness of his/her practice areas needing work and develop a strategy for how these are to be strengthened.
5. Demonstrate knowledge of what the term professionalism means both generally and personally and knowledge of how the agency placement aided or hindered the development of it.
6. Identify general practice issues facing the agency in which he/she is placed and facing the profession of social work as a whole.
7. Critically examine gaps in service, dysfunctional agency procedures, and value conflicts affecting professionals and client services.

#### **ATTENDANCE**

Any more than two (2) absences will result in an **INCOMPLETE** grade until the lab work is made up. If an absence is unavoidable, please contact the instructor as soon as possible, preferably prior to the meeting time.

## **APPENDIX C**

### **PREPARATION FOR FIELD INSTRUCTORS**

**Field Learning Contract**  
**Contractual Agreement for Field Experience**  
**Activity Report**  
**Example Format for Process Recordings**  
**Internship Agreement with Agency of Employment**

**UNIVERSITY OF ARKANSAS AT PINE BLUFF  
BACCALAUREATE SOCIAL WORK PROGRAM  
FIELD EXPERIENCE LEARNING CONTRACT  
Social Work Internship I & II**

STUDENT:

FACULTY LIAISON/FIELD COORDINATOR:

FIELD INSTRUCTOR:

AGENCY:

DATES OF FIELD PLACEMENT:

During the field experience, academic and professional performance will be evaluated. The learning outcomes and tasks presented below will be used as measures to assess students' performance in field.

Learning Outcome 1: The ability to establish professional rapport with clients of diverse backgrounds (age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation). (Competency 4)

**Tasks:**

1. Plan to have contact with at least two clients this semester of a different ethnic background.
2. Plan to have at least two contacts this semester with clients of various ages.
3. When possible, plan to have at least two contacts this semester with disabled clients.

Learning Outcome 2: The ability to serve as a "change agent" in the "helping process." (Competency 10(c))

**Tasks:**

1. Demonstrate, through process recordings, the ability to assist clients with problem identification by the fifth week of field placement.
2. Reflect in process recordings, the ability to assist clients with identifying options and provide education regarding community resources by the eighth week of field placement.
3. Reflect in process recordings, the ability to enable clients to move toward problem resolution through the use of advocacy and empowerment skills by the tenth week of field placement.

**Learning Outcome 3: Integration of NASW Code of Ethics. (Competency 2)**

**Tasks:**

1. Review and discuss with field instructor the NASW Code of Ethics.
2. Review process recordings on a weekly basis for any personal biases or conflicts with clients and discuss them with field instructor.

**Learning Outcome 4: Knowledge and understanding of the purpose and various functions of the agency. (Competency 1)**

**Tasks:**

1. Read agency's mission statement and discuss with field instructor within the first month of field placement.
2. Review agency's organization chart and discuss with field instructor within first month of field placement.

**Learning Outcome 5: Knowledge of community resources. (Competency 1)**

**Tasks:**

1. Meet with field instructor within second week of field placement to discuss community resources used by the agency.
2. Reflect in process recordings an ability to assist clients with appropriate internal and community resources within fourth week of field placement.

**Learning Outcome 6: Adherence to agency policies and appropriate professional demeanor within the agency. (Competency 1)**

**Tasks:**

1. Read agency's policy and procedure manual and discuss with field instructor within first month of field placement.
2. Demonstrate an ability to meet agency deadlines, arrive to assignments on time, wear appropriate attire and maintain client records and confidentiality throughout the semester.

**Learning Outcome 7: Development of a "professional self." (Competency 1)**

**Tasks:**

1. Demonstrate, through process recordings, an ability to integrate casework techniques into practice (This will be an ongoing process throughout the semester).
2. Identify, through process recordings, the various role social workers assume and discuss with field instructor on a weekly basis.
3. Use self-disclosure, when appropriate, as a means to "risk self" in the "helping process." (This will be an ongoing process throughout the semester).

Learning Outcome 8: The ability to communicate both orally and in writing. (This will be an ongoing process throughout the semester). (Competency 3)

**Tasks:**

1. Present cases staffing (when appropriate), interface with members of multidisciplinary team, and advocate for existing services. (This will be an ongoing process throughout the semester).
2. Prepare social histories, case management plans, written correspondence that is consistent, clear and concise.

Students are required to add at least two agency specific professional learning outcomes to this contract.

Learning Outcome 9:

**Tasks:**

1.

2.

Learning Outcome 10:

**Tasks:**

1.

2.

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Student's Signature

Date

---

Instructor's Signature

Date

---

Field Coordinator's Signature/Date

Field Liaison's Signature

## CONTRACTUAL AGREEMENT FOR FIELD EXPERIENCE

A contractual agreement is executed between the\_\_\_\_\_ and the Social Work Program at the University of Arkansas at Pine Bluff that undergraduate students will be permitted to provide direct services to persons and/or clients in this respective facility as part of their field experience.

All students are expected to be placed under the direct supervision of a staff person assigned by the respective agency, institution, or organization. This person will have the obligation of acquainting students with the facility, giving them assistance, supervising their service delivery, and rating their performance at the expiration of their assigned period of work. Students will be expected to adhere to the same policies and procedures governing other staff personnel. Failure to adhere to policy might result in students being withdrawn from the placement with the mutual agreement between the instructor and agency administration.

The Coordinator of Placement at the University of Arkansas at Pine Bluff will be responsible for all students engaged in training and will provide technical supervision to them. The instructor will make regular visits to the facility provided such visitation is in agreement with the agency, institution, or organization and has proper clearance. *The University and each student shall comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records as required by Health Insurance Portability and Accountability Act (HIPAA) guidelines.*

The placement agency, institution, or organization is not expected to provide financial reimbursement associated with student service delivery. In like manner, the placement agency, institution, or organization is not obligated to reimburse the University of Arkansas at Pine Bluff, either financially or otherwise for student manpower. However, if meals, shelter, or travel reimbursement are provided, this would be helpful to the students, but this is not an agency responsibility.

This agreement is made on this\_\_\_\_\_day of\_\_\_\_\_ and will extend for a period of one year.

\_\_\_\_\_  
Student Trainee

\_\_\_\_\_  
Agency Coordinator

\_\_\_\_\_  
Coordinator of Field Placement



## ACTIVITY REPORT

NAME \_\_\_\_\_ AGENCY \_\_\_\_\_

FIELD EXPERIENCE FOR WEEK OF \_\_\_\_\_

HOURS IN FIELD PLACEMENT THIS WEEK \_\_\_\_\_

CASE: TOTAL ACTIVE \_\_\_\_\_ OPEN \_\_\_\_\_ CLOSED \_\_\_\_\_

GROUPS: NUMBER \_\_\_\_\_ SESSIONS \_\_\_\_\_

WEEKLY FIELD EXPERIENCES	NUMBER OF EXPERIENCES		
	Tuesday	Thursday	Other Days*
1. Interviews with clients			
2. Interviews with collaterals			
3. Interviews outside the agency with clients and/or collaterals			
4. Meeting with groups as leaders or co-leaders			
5. Telephone contacts (e.g., clients, collaterals, resources, etc.)			
6. Conferences within the agency			
7. Conferences outside the agency			
8. Individual student conferences with instructor			
9. Student group meetings with instructor			
10. Observation of groups			
11. Recording, organizing, and planning activities			
12. Attendance at agency or organization meetings (e.g., staff, committee meetings, conferences)			
13. Observation as planned activity (field trip or within agency)			
(Please specify)			

**\*Other days must be approved by Field Coordinator prior to field assignment.**

## Process Recording Form (Format example)

[illegible]

**University of Arkansas at Pine Bluff**  
***Social Work Program***

**1200 N. University Drive  
Mail Slot 4988  
Pine Bluff, Arkansas 71601**



**Phone: (870) 575-8179  
Fax: (870) 575-8004**

**INTERNSHIP AGREEMENT WITH AGENCY OF EMPLOYMENT**

It is the policy of the field education program for students who are employed in an agency where they desire to complete their field placement to document how the internship experience differ from the students' regular scheduled duties in the agency.

Student Name: \_\_\_\_\_ Semester Completing Field: \_\_\_\_\_

Name of Employing Agency: \_\_\_\_\_

Current Job Title: \_\_\_\_\_ Agency Supervisor: \_\_\_\_\_

Please describe the student's current responsibilities at the employing agency.

Please describe what the student's responsibilities will be at the employing agency during his/her field experience.

**Agency Statement of Understanding:**

Arrangements have been made to allow the student named above to complete his/her BSW field placement while continuing to stay employed at our agency. I am/we are willing to provide the student with the following:

- Release time from his/her regular work assignment(s);
- Appropriate learning activities within the agency that are substantially different than the activities the student has been involved in their current position;
- A qualified social worker who is not currently supervising the student to provide supervision to the student throughout the field placement.

Signature of Agency Director: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Field Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX D**  
**STUDENT EVALUATION OF FIELD EXPERIENCE**

Please circle the response that best matches your experience.

**I. AGENCY LEARNING ENVIRONMENT**

1. The services offered by this agency for meeting educational requirements were:  
\_\_\_\_\_ excellent \_\_\_\_\_above average\_\_\_\_\_ average \_\_\_\_\_ fair \_\_\_\_\_poor
2. The programs and services available permitted learning experiences that were:  
\_\_\_\_\_ excellent \_\_\_\_\_above average\_\_\_\_\_ average \_\_\_\_\_ fair \_\_\_\_\_poor
3. Atmosphere of the agency was conducive and support for student learning.  
\_\_\_\_\_ excellent \_\_\_\_\_above average \_\_\_\_\_ average \_\_\_\_\_ fair \_\_\_\_\_poor
4. Opportunities provided for student-staff interaction were:  
\_\_\_\_\_ excellent \_\_\_\_\_above average \_\_\_\_\_ average \_\_\_\_\_ fair \_\_\_\_\_poor
5. The services rendered to client were:  
\_\_\_\_\_ excellent \_\_\_\_\_above average \_\_\_\_\_ average \_\_\_\_\_ fair \_\_\_\_\_poor
6. The professional knowledge and skills demonstrated in practice for service were:  
\_\_\_\_\_ excellent \_\_\_\_\_above average \_\_\_\_\_ average \_\_\_\_\_ fair \_\_\_\_\_poor
7. The behavior exemplified by the staff toward promoting human dignity was:  
\_\_\_\_\_ excellent \_\_\_\_\_above average \_\_\_\_\_ average \_\_\_\_\_ fair \_\_\_\_\_poor

**II. PRESENTATION OF SUBJECT MATTER**

8. Clarification of assignments by field instructor were:  
\_\_\_\_\_excellent \_\_\_\_\_above average \_\_\_\_\_average \_\_\_\_\_ fair \_\_\_\_\_poor
9. The organization of material was:  
\_\_\_\_\_ excellent \_\_\_\_\_above average \_\_\_\_\_average \_\_\_\_\_ fair \_\_\_\_\_poor
10. The field instructor's ability to relate classroom learning with field experience was:  
\_\_\_\_\_ excellent \_\_\_\_\_above average \_\_\_\_\_average \_\_\_\_\_ fair \_\_\_\_\_poor

11. The field instructor's conceptual and theoretical materials and personal assistance when needed were:

\_\_\_\_\_excellent \_\_\_\_\_above average \_\_\_\_\_average \_\_\_\_\_fair \_\_\_\_\_poor

12. The field instructor's feelings and concerns that indicated a sensitive approach to student were:

\_\_\_\_\_excellent \_\_\_\_\_above average \_\_\_\_\_average \_\_\_\_\_fair \_\_\_\_\_poor

13. The acceptance of student involvement in selection and development of learning experience were:

\_\_\_\_\_excellent \_\_\_\_\_above average \_\_\_\_\_average \_\_\_\_\_fair \_\_\_\_\_poor

14. The abilities to feel free to express personal ideas and disagree with instructor or staff were:

\_\_\_\_\_excellent \_\_\_\_\_above average \_\_\_\_\_average \_\_\_\_\_fair \_\_\_\_\_poor

### III. OVERALL EVALUATION

15. Rate your field instructor:

\_\_\_\_\_excellent \_\_\_\_\_above average \_\_\_\_\_average \_\_\_\_\_fair \_\_\_\_\_poor

16. Would you personally recommend this placement to another student?

\_\_\_\_\_excellent \_\_\_\_\_above average \_\_\_\_\_average \_\_\_\_\_fair \_\_\_\_\_poor

17. Please comment on the positive aspects of your placement.

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1. Please comment on some of the things that could have made your experience more meaningful.

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Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Agency: \_\_\_\_\_

**APPENDIX E**

**EVALUATION INSTRUMENTS FOR FIELD EXPERIENCE**

Date \_\_\_\_\_ Field I \_\_\_\_\_ Field II \_\_\_\_\_

UNIVERSITY OF ARKANSAS AT PINE BLUFF  
SOCIAL WORK PROGRAM  
(MID-TERM FIELD EVALUATION FORM)

Student \_\_\_\_\_ Field Supervisor \_\_\_\_\_

I. Describe the responsibilities assigned to the student:

\_\_\_\_\_

\_\_\_\_\_

For the following questions, please rank the student from one (1) to five (5) in terms of your evaluation of their performance. Use the scale: **1 = unsatisfactory; 2 = satisfactory; 3 = average; 4 = above average; 5 = excellent; and 0 = N/A (not applicable).** Circle Responses.

II. Personal Work Habits

Punctuality	5	4	3	2	1	0
Keeping appointments	5	4	3	2	1	0
Personal Appearance	5	4	3	2	1	0
Flexibility	5	4	3	2	1	0
Goes beyond minimum requirements	5	4	3	2	1	0

III. Relation to Agency

Meets Agency Obligations	5	4	3	2	1	0
Understands agency goals & objectives	5	4	3	2	1	0
Tries to fulfill goals & objectives	5	4	3	2	1	0
Adheres to policy and procedures	5	4	3	2	1	0

IV. Relationship with Others

Displays interest and warmth	5	4	3	2	1	0
Works well with other staff	5	4	3	2	1	0
Relates well with others (one-to-one)	5	4	3	2	1	0
Work well within groups	5	4	3	2	1	0
Effectively communicates to community	5	4	3	2	1	0
Displays sincerity and genuineness to others	5	4	3	2	1	0

V. Functioning within Expected Role

Motivation to complete assignments	5	4	3	2	1	0
Displays ethical behavior	5	4	3	2	1	0
Understands role as a helper	5	4	3	2	1	0
Handles professional criticism	5	4	3	2	1	0

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Field Supervisor

Date

Field Experience Coordinator

Date

## STUDENT'S SELF-ASSESSMENT OF PRACTICE BEHAVIORS

Date: \_\_\_\_\_ Total Cumulative Field Hours: \_\_\_\_\_

Student: \_\_\_\_\_ First Semester of Placement: \_\_\_\_\_  
Second Semester of Placement: \_\_\_\_\_  
(Check one)

Agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

***Instructions for Rating Interns on the 10 Competencies for Field Evaluation as required by the accrediting organization (Council on Social Work Education):***

***Students will be evaluated on this form at the end of each of the two (2) semesters of field education. Focus will be on the level of performance achieved and on progress demonstrated during the year as reflected in the evaluation.***

***The following definitions are devised so that the field instructor may have a clearer understanding of the meaning given to evaluation terms used in this form.***

**5 = EXCELLENT:**

This reflects that the student has exhibited performance skills of the highest quality and has practiced well above the expected level for a beginning level social work student.

**4 = ABOVE AVERAGE:**

This reflects that the student has exhibited performance skills of a high level and has practiced above the expected level for a beginning level social work student.

**3 = AVERAGE:**

This reflects that the student is performing at an expected level. There are no deficiencies in his/her performance nor has he/she performed above the expected level.

**2 = DEFICIENT:**

This reflects that the student is performing slightly below the expected level and is displaying certain deficiencies in knowledge, skills, or attitudes.

**1 = UNACCEPTABLE:**

This reflects that the student is performing clearly below the expected level of performance and his/her practice is unsatisfactory.

**0 = NOT ASSESSED:**

This reflects that the student has not had the opportunity to demonstrate competence in this area.

***Under each competency statement there are several items that you are asked to rate according to the criteria above. Please add any comment or clarification of content at the end of each section.***



### Student's Self- Assessment of Practice Behavior

Competencies and Practice Behaviors	Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
<b>Competency 1: Identify as a professional social worker and conduct oneself accordingly.</b>						
1.1 Advocate for client access to the services of social work						
1.2 Practice personal reflection and self-correction to assure continual professional development in social work						
1.3 Attend well to professional roles and boundaries						
1.4 Demonstrated professional demeanor in behavior as well as present and handle himself/herself appropriately in manner and dress						
1.5 Showed commitment to engage in career-long learning to enhance personal and professional development						
1.6 Utilized supervision and consultation with field instructor throughout the semester.						
<b>Competency 2: Apply social work ethical principles to guide professional practice.</b>						
2.1 Recognizes and manage personal values in a way that allows professional values to guide practice.						
2.2 Is skilled in integrating the NASW Code of Ethics into practice (e.g., preserved the confidentiality of clients)						
2.3 Is skilled in tolerating ambiguity to resolve ethical conflicts						
2.4 Is skilled in applying strategies of ethical reasoning to arrive at principled decisions						
<b>Competency 3: Apply critical thinking to inform and communicate professional judgments.</b>						
3.1 Is skilled in integrating multiple sources of knowledge, including research-based and practice wisdom.						
3.2 Analyze models of assessment, prevention, intervention, and evaluation						
3.2. Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.						
<b>Competency 4: Engage diversity and difference in practice.</b>						
4.1 Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege and power.						
4.2 Gain sufficient self-awareness to eliminate the influence of personal bias and values in working with diverse groups.						
4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.						
4.4 View themselves as learners and engage those with whom they work as informants.						

Competencies and Practice Behaviors	Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
<b>Competency 5: Understand the forms and mechanisms of oppression and discrimination.</b>						
5.1 Understand the forms and mechanisms of oppression and discrimination.						
5.2 Advocate for human rights and social and economic justice						
5.3 Engage in practice that advance social and economic justice						
5.4 Demonstrate and understanding of social work practice as a developing and global profession.						
<b>Competency 6: Engage in research-informed practice and practice-informed research.</b>						
6.1 Use practice experience to inform scientific inquiry						
6.2 Use research evidence to inform practice						
<b>Competency 7: Apply knowledge of human behavior and the social environment.</b>						
7.1 Is knowledgeable of conceptual frameworks to the process of assessment, intervention, and evaluation.						
7.2 Critique and apply knowledge to understand person and the environment.						
<b>Competency 8: Engage in policy practice to advance social and economic well-being and deliver effective social services</b>						
8.1 Analyze, formulate, and advocate for policies that advance social well-being.						
8.2 Collaborate with colleagues and clients for effective social policy.						
8.3 Understands the methods of social work practice employed with social welfare agencies, especially rural environments.						
<b>Competency 9: Respond to contexts that shape practice</b>						
9.1 Continuously, discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant services.						
9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.						

### Student's Self-Assessment of Practice Behaviors

Competencies and Practice Behaviors	Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
<b>Competency 10: Engage, assess, intervene, and evaluate with individuals, families, organizations, and communities.</b>						
10.1 Is skilled at engaging in substantively and effectively preparing for action with individuals, families, groups, organizations, and communities.						
10.2 Is skilled in using empathy and interpersonal skills.						
10.3 Is skilled in developing a mutually agreed-on focus of work and desired outcomes.						
10.4 Is skilled in collecting, organizing, and evaluating client data.						
10.5 Is skilled in assessing client strengths and limitations						
10.6 Is skilled in developing mutually agreed on intervention goals and objectives.						
10.7 Is skilled in selecting appropriate intervention strategies.						
10.8 Is skilled in initiating actions to achieve organizational goals,						
10.9 Is skilled in implementing interventions that enhance client capacities.						
10.10 Is skilled in helping clients to resolve problems.						
10.11 Is skilled in negotiating, mediating, and advocating for clients.						
10.12 Is skilled in facilitating transitions and endings.						
10.13 Is skilled in critically analyzing, monitoring, and evaluating interventions.						

**1. Do you have any other comments about the student's performance?**

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**2. Student's comments concerning this evaluation.**

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**(Signatures Required)**

\_\_\_\_\_  
**Student**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Field Instructor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Field Liaison/Field Coordinator**

\_\_\_\_\_  
**Date**

## FIELD INSTRUCTOR'S ASSESSMENT OF STUDENT'S PERFORMANCE OF PRACTICE BEHAVIORS

Date: \_\_\_\_\_ Total Cumulative Field Hours: \_\_\_\_\_

Student: \_\_\_\_\_ First Semester of Placement: \_\_\_\_\_  
Second Semester of Placement: \_\_\_\_\_  
(Check one)

Agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

***Instructions for Rating Interns on the 10 Competencies for Field Evaluation as required by the accrediting organization (Council on Social Work Education):***

***Students will be evaluated on this form at the end of each of the two (2) semesters of field education. Focus will be on the level of performance achieved and on progress demonstrated during the year as reflected in the evaluation.***

***The following definitions are devised so that the field instructor may have a clearer understanding of the meaning given to evaluation terms used in this form.***

**5 = EXCELLENT (E):**

This reflects that the student has exhibited performance skills of the highest quality and has practiced well above the expected level for a beginning level social work student.

**4 = ABOVE AVERAGE(AA):**

This reflects that the student has exhibited performance skills of a high level and has practiced above the expected level for a beginning level social work student.

**3 = AVERAGE(A):**

This reflects that the student is performing at an expected level. There are no deficiencies in his/her performance nor has he/she performed above the expected level.

**2 = DEFICIENT (D):**

This reflects that the student is performing slightly below the expected level and is displaying certain deficiencies in knowledge, skills, or attitudes.

**1 = UNACCEPTABLE(U):**

This reflects that the student is performing clearly below the expected level of performance and his/her practice is unsatisfactory.

**0 = NOT ASSESSED (NA):**

This reflects that the student has not had the opportunity to demonstrate competence in this area.

***Under each competency statement there are several items that you are asked to rate according to the criteria above. Please add any comment or clarification of content at the end of each section.***

### Field Instructor's Assessment of Student's Achievement of Practice Behaviors

Competencies and Practice Behaviors	Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
<b>Competency 1: Identify as a professional social worker and conduct oneself accordingly.</b>						
1.1 Advocate for client access to the services of social work						
1.2 Practice personal reflection and self-correction to assure continual professional development in social work						
1.3 Attend well to professional roles and boundaries						
1.4 Demonstrated professional demeanor in behavior as well as present and handle himself/herself appropriately in manner and dress						
1.5 Showed commitment to engage in career-long learning to enhance personal and professional development						
1.6 Utilized supervision and consultation with field instructor throughout the semester.						
<b>Competency 2: Apply social work ethical principles to guide professional practice.</b>						
2.1 Recognizes and manage personal values in a way that allows professional values to guide practice.						
2.2 Is skilled in integrating the NASW Code of Ethics into practice (e.g., preserved the confidentiality of clients)						
2.3 Is skilled in tolerating ambiguity to resolve ethical conflicts						
2.4 Is skilled in applying strategies of ethical reasoning to arrive at principled decisions						
<b>Competency 3: Apply critical thinking to inform and communicate professional judgments.</b>						
3.1 Is skilled in integrating multiple sources of knowledge, including research-based and practice wisdom.						
3.2 Analyze models of assessment, prevention, intervention, and evaluation						
3.2. Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.						
<b>Competency 4: Engage diversity and difference in practice.</b>						
4.1 Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege and power.						
4.2 Gain sufficient self-awareness to eliminate the influence of personal bias and values in working with diverse groups.						
4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.						
4.4 View themselves as learners and engage those with whom they work as informants.						

## Field Instructor's Assessment of Student's Achievement of Practice Behaviors

Competencies and Practice Behaviors	Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
<b>Competency 5: Understand the forms and mechanisms of oppression and discrimination.</b>						
5.1 Understand the forms and mechanisms of oppression and discrimination.						
5.2 Advocate for human rights and social and economic justice						
5.3 Engage in practice that advance social and economic justice						
5.4 Demonstrate and understanding of social work practice as a developing and global profession.						
<b>Competency 6: Engage in research-informed practice and practice-informed research.</b>						
6.1 Use practice experience to inform scientific inquiry						
6.2 Use research evidence to inform practice						
<b>Competency 7: Apply knowledge of human behavior and the social environment.</b>						
7.1 Is knowledgeable of conceptual frameworks to the process of assessment, intervention, and evaluation.						
7.2 Critique and apply knowledge to understand person and the environment.						
<b>Competency 8: Engage in policy practice to advance social and economic well-being and deliver effective social services</b>						
8.1 Analyze, formulate, and advocate for policies that advance social well-being.						
8.2 Collaborate with colleagues and clients for effective social policy.						
8.3 Understands the methods of social work practice employed with social welfare agencies, especially rural environments.						
<b>Competency 9: Respond to contexts that shape practice</b>						
9.1 Continuously, discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant services.						
9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.						

### Field Instructor's Assessment of Student's Achievement of Practice Behaviors

Competencies and Practice Behaviors	Excellent	Above Average	Average	Deficient	Unsatisfactory	Not Assessed
<b>Competency 10: Engage, assess, intervene, and evaluate with individuals, families, organizations, and communities.</b>						
10.1 Is skilled at engaging in substantively and effectively preparing for action with individuals, families, groups, organizations, and communities.						
10.2 Is skilled in using empathy and interpersonal skills.						
10.3 Is skilled in developing a mutually agreed-on focus of work and desired outcomes.						
10.4 Is skilled in collecting, organizing, and evaluating client data.						
10.5 Is skilled in assessing client strengths and limitations						
10.6 Is skilled in developing mutually agreed on intervention goals and objectives.						
10.7 Is skilled in selecting appropriate intervention strategies.						
10.8 Is skilled in initiating actions to achieve organizational goals,						
10.9 Is skilled in implementing interventions that enhance client capacities.						
10.10 Is skilled in helping clients to resolve problems.						
10.11 Is skilled in negotiating, mediating, and advocating for clients.						
10.12 Is skilled in facilitating transitions and endings.						
10.13 Is skilled in critically analyzing, monitoring, and evaluating interventions.						



**1. Do you have any other comments about the student's performance?**

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**2. Student's comments concerning this evaluation.**

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**(Signatures Required)**

\_\_\_\_\_  
**Student**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Field Instructor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Field Liaison/Field Coordinator**

\_\_\_\_\_  
**Date**

## **APPENDIX F**

### **EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (2008)**

**(Full document may be reviewed on Council on Social Work Education Web Page-  
<http://www.cswe.org/>)**

## **APPENDIX G**

### **STUDENTS WITH SPECIAL LEARNING NEEDS/ DISABILITY STATEMENT**

The University of Arkansas at Pine Bluff (UAPB) adheres to all federal, state, and local laws with respect to providing accommodations for students with disabilities. Students who may need services should inform the instructor the first class session or contact the Disability Coordinator on campus at the following number: (870) 575-8293.

**APPENDIX H**  
**UNIVERSITY OF ARKANSAS AT PINE BLUFF**  
**Pine Bluff, Arkansas 71601**  
**2.0 ACADEMIC REGULATIONS AND GUIDELINES**  
**2.2 CLASS ATTENDANCE**

The University requires regular class attendance of all students. While attendance and tardiness are primarily a student-teacher relationship, the University has concern in the proper fulfillment of such obligations by the student:

1. At the beginning of each class period the instructor will take the roll and note attendance or nonattendance in the roll book. Each course syllabus will carry a stipulation regarding tardiness and absences. During each academic term, the enrollment verification census period will begin on the first day of class for a minimum of the first week of class.
2. When a student accumulates as many un-excused absences as the number of credit hours represented by the course, the teacher will notify the student and document the notification. An absence is excused when a student is absent from class due to participating in programs, activities, etc. that are sponsored by the University are verified by the sponsor, when a student is confronted with an extenuating circumstance, such as death in the immediate family, a judicial case, or serious illness, etc. These absences will be excused only when the student presents official documentation of the situation to the teacher. All other absences are un-excused.
3. When a student missed classes in excess of the number outline in item 2 above, whether due to negligence or some other reason, the instructor will warn the student, that additional absence result in failure to pass the course.

**APPENDIX I**  
**SOCIAL WORK ADVISORY BOARD**

**University of Arkansas at Pine Bluff  
Social Work Advisory Board**

Mr. Larry Battles (Chair) United Family Services PO Box 5408 Pine Bluff, AR 71611 (870) 534-8821 (work) (870) 540-0047 (fax)	Ms. Bobby Bradley (Alumni) University of Arkansas at Pine Bluff, 1200 N. University Mail Slot 4936 Pine Bluff, AR 71601 (870) 575-8339 (work)
Ms. Annie Bryant (Student) President , National Association Black Social Workers 104 S. Lee Pine Bluff, Arkansas 71602 (870) 718-4411 (cell)	Mr. Billy Burris Arkansas State Hospital Division of Mental Health 4313 West Markham Little Rock, AR 72205-4096 (501) 686-9174 (work) (501) 686-9182 (fax)
Mrs. Margaret Conner Jefferson County Health Dept. Hazel & Rike St. Pine Bluff, AR 71601 (870) 535-2142 (work) (870) 535-4716 (fax)	Kimeka Galloway President, Social Work Club 4321 S. Olive Apt. 60 Pine Bluff, AR 71603
Mr. Cornelius Hall JRMU-Utilization Management 1600 W. 40 <sup>th</sup> Pine Bluff, AR 71601 (870) 541-7776 (work)	Mr. Lynn Hemphill (Alumni) Department of Veterans Affairs Medical Drop in Day Treatment Center 1101 West 2 <sup>nd</sup> Street Little Rock, AR 72201 (501) 212-1007 (work) (501) 676-7181 (fax)
Mr. Eric Hudson (Alumni) Hospice Home Care 3063 W. 28 <sup>th</sup> Pine Bluff, AR 71603 (870) 540-0727 (work)	Ms. Myrtle Johnson (Vice Chair) Rehabilitation Services 2703 W. 28 <sup>th</sup> (870) 534-2404 (work) (870) 536-1067 (fax)
Judge Berlin Jones Eleventh Judicial Circuit Court First Division, Court House Pine Bluff, AR 71601 (870) 541-5368 (work) (870) 536-8937 (fax)	Mr. Marshall Kelley Brown Funeral Home 2704 Commerce Rd. (870) 536-6288 (work) (870) 534-3210 (home) (870) 535-5774 (fax)

Mrs. Lekita Lee, Area Manager  
Counseling Clinic  
Fordyce, AR 71742  
(870) 352-5122  
(870) 692-4932 (cell)  
Ms. Carolyn Thomas (Alumni)  
1504 W. 34<sup>th</sup>  
Pine Bluff, AR 71603  
(870) 535-6768 (home)

Mrs. Dana Smith (Student)  
21301 Hwy. 17  
Clarendon, Arkansas 72029  
(501) 940-3578 (cell)

Ms. Rosemary White (Secretary)  
Jefferson Regional Medical Center  
P.O. Box 6665  
Pine Bluff, AR 71611  
(870) 541-7100 (work)

**Social Work Faculty**

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Professor and Director  
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(870) 575-8173 (work)

Dr. Gloria Davis  
Assistant Professor and Field  
Coordinator  
University of Arkansas at Pine Bluff  
1200 N. University Mail Slot 4988  
Pine Bluff, AR 71602  
(870) 575-8179 (work)

Mrs. Felicia Cooper  
Instructor  
University of Arkansas at Pine Bluff  
1200 N. University Mail Slot 4988  
Pine Bluff, AR 71602  
(870) 575-8890 (work)