The University of Arkansas at Pine Bluff is committed to providing an environment that emphasizes the dignity and worth of every member of its community and is free from harassment and discrimination based upon race, color, religion, national origin, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, pregnancy, gender identity, sexual orientation, physical or mental disability or genetic information. Such an environment is necessary to a healthy learning, working and living atmosphere. Accordingly, all acts of discrimination, harassment, retaliation and sexual misconduct as defined by this Policy are prohibited.

The Affirmative Action Officer has been designated to coordinate efforts to comply with all laws and regulations applicable to qualified individuals, as required by section 504 of the Rehabilitation Act of 1973.

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
The Social Work Program’s Field Manual appears on the social work program’s webpage (refer to Website: www.uapb.edu). The National Association of Social Workers (NASW) Code of Ethics (refer to Webpage: www.nasw.org) and National Association of Black Social Workers (NABSW) Code of Ethics (refer to Webpage: 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.

__________________________           ___________________
Signature of Student                                                                        Date

__________________________                                              ___________________
Signature of Field Coordinator                                                 Date
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. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
5. Engage in policy practice
6. Engage in individuals, families, groups, organizations, and communities
7. Assess individual, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice 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.

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.

ACADEMIC HONESTY STATEMENT/PLAGIARISM

All acts of academic dishonesty (e.g., cheating on exams, plagiarizing, having another person write one’s paper, and making up research data) are a violation of social work values and ethics and University Policy, which will result in appropriate penalties.

Plagiarism is defined below:

“Plagiarism: courtesy and honesty require that any ideas or materials borrowed from another must be fully acknowledged. Offering the work of another as one’s own is plagiarism. The subject matter of the idea thus taken from another may range from a few sentences or paragraphs to entire articles copied from books, periodicals, or the writings of other students. The offering of materials assembled or collected by others in the forms of projects or collections with acknowledgements is also considered plagiarism. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism.

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 12).

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 16). 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 120 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 (4 hours)
8. Social Work Required Courses (36 hours)
9. Social Work Electives (12 hours)

**REQUIRED SOCIAL WORK COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Social Work</td>
<td>2305</td>
</tr>
<tr>
<td>Social Welfare Policy</td>
<td>2307</td>
</tr>
<tr>
<td>Social Legislation</td>
<td>3308</td>
</tr>
<tr>
<td>Research Methods</td>
<td>3310</td>
</tr>
<tr>
<td>Statistical Techniques in Social Science</td>
<td>4312</td>
</tr>
<tr>
<td>Human Behavior &amp; Social Environment I</td>
<td>3322</td>
</tr>
<tr>
<td>Human Behavior &amp; Social Environment II</td>
<td>3323</td>
</tr>
<tr>
<td>Social Work Methods I</td>
<td>3350</td>
</tr>
<tr>
<td>Social Work Methods II</td>
<td>3351</td>
</tr>
<tr>
<td>Field Experience &amp; Lab I</td>
<td>4310</td>
</tr>
<tr>
<td>Field Experience &amp; Lab II</td>
<td>4311</td>
</tr>
<tr>
<td>Senior Seminar in Social Work</td>
<td>4365</td>
</tr>
</tbody>
</table>

**SOCIAL WORK ELECTIVES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work Lab</td>
<td>2306</td>
</tr>
<tr>
<td>Rural Social Work</td>
<td>3333</td>
</tr>
<tr>
<td>Drug Abuse</td>
<td>3324</td>
</tr>
<tr>
<td>Social Work w/Emotionally Disturbed Children</td>
<td>3352</td>
</tr>
<tr>
<td>Family Preservation</td>
<td>3372</td>
</tr>
<tr>
<td>Child Welfare Services</td>
<td>3392</td>
</tr>
<tr>
<td>Social Work &amp; Aging</td>
<td>3398</td>
</tr>
<tr>
<td>Community Planning &amp; Development</td>
<td>4360</td>
</tr>
<tr>
<td>Independent Study (Approved by Social Work Director &amp; Advisor)</td>
<td>4363</td>
</tr>
</tbody>
</table>

**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 any time 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 and practice behaviors for field experience provide students’ opportunities and learning experiences to:

**Competency 1: Demonstrate Ethical and Professional Behavior**

1.1 Make ethical decisions by applying the standards, of the NASW Code of Ethics, relevant laws and regulations, model for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
1.4 Use technology ethically and appropriately to facilitate practice outcome; and
1.5 Use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in practice**

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2.2 Present themselves as learners and engage clients and constituencies as expert of their own experience; and
2.3 Apply self-awareness and self-regulations to manage the influence of personal biases and value in working with diverse clients and constituencies.

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

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
3.2 Engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage in practice-informed and Research – informed Practice**

4.1 Use practice experience and theory to inform scientific inquiry and research;
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
5.2 Assess how social welfare and economic policies impacts well-being, service delivery, and access to social services;
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individual, Families, Groups, Organization and Communities**

7.1 Collect and organization data, and apply critical thinking to interpret information from client and constituencies;
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
7.3 Develop mutually agreed-on invention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies; and
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with individuals, Families, Groups, Organizations, and Communities**

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
8.2 Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

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 ongoing 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, Volume III). 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/Recruiting Agencies**

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:

1. Submit to faculty field coordinator a description of agency services, agency policies and types of educational and training experiences available.
2. Provide information pertaining to the expectations and requirements of students. Clarify how students can learn from the agency's program or policy.
3. Provide to the faculty Field Coordinator the number of students that may be placed at the agency for the coming year.
4. Sign formal written contract providing protection in agency's supervision of students (See Field Experience Manual, Appendix C).
5. Show interest in an educational program for contributing to professionally trained generalist social workers at the baccalaureate level.
6. Demonstrate the use of research, practice evaluations, and evidence-based practice.
7. Present high standards of employment practices.
8. Employ professionally trained staff, appropriate to job definition.
9. Provide opportunities for staff development.
10. 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.

When recruiting agencies for field education, the program ensures that sites:
1. Are in good standing in the community and profession.
2. Demonstrate a commitment to social work education and generalist practice.
3. Agree to orient students to both the service-delivery system and the population served. The orientation must include a personal safety plan for the student.
4. Provide services that offer students a variety, quality, and quantity of learning experiences with individuals, families, groups, organizations, and communities that address the program’s student learning outcomes and goals for generalist field instruction.
5. Provide services that are culturally relevant to individuals, families, groups, organizations, and communities of diverse backgrounds.
6. Agree to provide opportunities for students to demonstrate competencies, and practice behaviors that are inclusive of knowledge, values, skills, and cognitive and affective processes.
7. Enter into a written agreement (Field Learning Contract; see p. 28 Appendix C of the Field Education Manual) regarding mutual expectation for affiliation prior to students being placed at the agency.

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 2015 semester, the social work program revised its Field Evaluation Assessment Instruments (Field Instructors’ Assessment of Student’s Performance of Practice Behaviors for Field Education Program) to reflect the Educational Policy and Accreditation Standards (2015), 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 and professional performance are determined through various evaluation measures reflected in course syllabi and field evaluations (See Student Handbook, page 28). 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 12).

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, economic, and environmental 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 prospective. 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 midterm 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, Volume III. 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, Volume III 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 18 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.
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 15 for readmission procedures.

ACADEMIC AND PROFESSIONAL ADVISING POLICIES AND PROCEDURES

Advisement of all students occur a minimum of three times per semester - (preregistration, general registration and advisement day). The University mandates an advisement day for all students each academic year for both fall and spring semesters. (See Web page)

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, Volume III). 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.

POLICY RELATED TO THE SAFETY OF STUDENTS IN FIELD PLACEMENT

The Council on Social Work Education requires some of the educational objectives be achieved through student participation in a supervised internship in a social service agency. Social workers practice in child welfare, the mental health system, corrections, juvenile corrections, and a variety of other settings where there are personal health and safety risks. While the social work program will provide students with knowledge and skills to address potentially harmful situation, the students must accept personal responsibility for choosing a profession that carries some risk.

In the classroom, the social work faculty will provide students with a basic, generic knowledge of safety issues related to client contacts and community travel. However, the Field Instructor must provide the students with specific agency procedures and instruct the students around issues specifically related to the population served. The Field Instructor must also assess the students’ understanding of safety matters and their ability to handle threatening situation in a mature and professional manner.
At the beginning of the field placement, the Field Instructor shall provide instruction regarding agency policies regarding safety matters. This should include information on all emergency procedures both on and away from the agency premises. It is also the responsibility of the agency to advise the students of potential health risks in the work environment. The need for vaccinations, health screens, and physicals should be explained along with procedures to reduce the risk of exposure to communicable or infectious disease. The students are to be responsible for obtaining the agency required vaccination, health screens, and physicals. The students are also responsible for the costs incurred which are not covered by the agency.

On an ongoing basis, the Field Instructor will assist the students in developing skills to assess the potential dangers or interactions with clients and community members, to diffuse situations if possible, and to access appropriate assistance if it is unsafe to handle the situation alone.

If an incident occurs in which a student is personally threatened or hurt, it is the student’s responsibility to notify the Field Instructor immediately, along with the agency personnel, as directed by the agency. The Field Instructor, agency contact person, or agency director should then contact the Director of the Social Work Program or the Field Coordinator immediately to discuss what actions should be taken regarding the student’s physical and emotion well-being in the wake of and following the incident.

The Director of the Social Work Program or the Field Coordinator will document the incident and the steps taken to address it and will meet with the student and the Field Instructor to assess the student’s readiness to remain in or return to the field, and any other issues relevant to the situation.

**If a student is threatened or injured while in placement, or involved in an incident where his/her safety is or could be compromised, the incident should be reported immediately to the Field Instructor of the agency, to the Field Coordinator, Felicia Cooper (870)575-8890, or Director of Social Work Program, Dr. Gloria Davis (870)575-8179.**

*Adopted from University of Michigan School of Social Work*
### Field Placement Agencies

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact Information</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCESS, Inc.</strong>&lt;br&gt;Director: Annie Jasper&lt;br&gt;201 W. 13th St.&lt;br&gt;Pine Bluff, AR (870)535-1302</td>
<td>Counseling services for pregnant teens; group therapy; education for teen mothers.</td>
<td></td>
</tr>
<tr>
<td><strong>Area Agency on Aging</strong>&lt;br&gt;Social Worker: Carolyn Ferguson, LSW&lt;br&gt;709 E. 8th St.&lt;br&gt;Pine Bluff, AR (870)543-6300</td>
<td>Outreach program for senior citizens.</td>
<td></td>
</tr>
<tr>
<td><strong>Arkansas Baptist Health</strong>&lt;br&gt;Social Worker: Lee Long, LCSW&lt;br&gt;1703 North Buerkle Rd.&lt;br&gt;Stuttgart, AR (870)673-3511</td>
<td>Assisting patients and families in acquiring Services and discharge planning.</td>
<td></td>
</tr>
<tr>
<td><strong>Arkansas Dept. of Correction</strong>&lt;br&gt;Randall L. Williams Corrections Unit&lt;br&gt;Mental Health Advisor: Saundra Lockett, BSW&lt;br&gt;7206 W. 7th Ave&lt;br&gt;Pine Bluff, AR 71603 (870)267-6817&lt;br&gt;Pine Bluff, AR (870) 267-6817</td>
<td>Providing counseling to inmates and making referrals to treatment programs.</td>
<td></td>
</tr>
<tr>
<td><strong>Children’s Advocacy Center</strong>&lt;br&gt;Executive Director: Christa Menotti&lt;br&gt;Child Advocate: Hazel Maxey&lt;br&gt;211 W. 3rd Ave&lt;br&gt;Pine Bluff, AR (870)850-7105</td>
<td>Provide screening for abused children and direct service and crisis intervention to non- offending parents and siblings.</td>
<td></td>
</tr>
<tr>
<td><strong>Broadmoor Elementary School</strong>&lt;br&gt;School Counselor: Shona Crater, M.Ed.&lt;br&gt;1106 Wisconsin St.&lt;br&gt;Pine Bluff, AR (870)320-2456&lt;br&gt;(870)543-4368</td>
<td>Providing counseling services for students and school testing counselor</td>
<td></td>
</tr>
<tr>
<td><strong>Community Empowerment Council</strong>&lt;br&gt;Transitional &amp; Administrative Social Services Manager: Tempe Smith&lt;br&gt;2501 S. Cherry St.&lt;br&gt;Pine Bluff, AR (870)329-3016</td>
<td>Providing housing, medical, and mental health needs to youth.</td>
<td></td>
</tr>
<tr>
<td><strong>DCFS- Jefferson County Office</strong>&lt;br&gt;Family Service Worker County Supervisor: Dionne Walton&lt;br&gt;Family Service Worker Supervisor: Kismich Jiner&lt;br&gt;1222 W. 6th St.&lt;br&gt;Pine Bluff, AR (870)534-4200</td>
<td>Counseling for families; foster adoption Services for children; general assistance for Families.</td>
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<tr>
<td><strong>Organization</strong></td>
<td><strong>Services Provided</strong></td>
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<tr>
<td><strong>Hospice Angels</strong></td>
<td>Social Worker: Katrina Horn, LMSW 3801 S. Camden Rd. Pine Bluff, AR (870)534-4847 Providing hospice services to clients and counseling services to the family.</td>
<td></td>
</tr>
<tr>
<td><strong>Jefferson Regional Medical Center-Utilization Management</strong></td>
<td>Social worker: Rosemary White, LMSW Social worker: Melrita Johnson, LMSW 1600 W. 40th St. Pine Bluff, AR (870)541-7100 Assisting patients and families in acquiring Services and discharge planning.</td>
<td></td>
</tr>
<tr>
<td><strong>Millcreek of Arkansas</strong></td>
<td>Lead Case Manager: Katrina Mason, BSW 1828 Industrial Dr. Fordyce, AR 71742 (870)370-3712 Coordinate social services and case management and refer cases for youth</td>
<td></td>
</tr>
<tr>
<td><strong>Neighbor to Neighbor</strong></td>
<td>Social Worker: Tammi Martin 1419 S. Pine Pine Bluff, AR (870)534-2883 Assisting elderly with food, providing lunch for community, and assisting families with clothes.</td>
<td></td>
</tr>
<tr>
<td><strong>North Little Rock School District</strong></td>
<td>School Social Worker: Elrette Watkins 2200 Poplar St. NLR, AR (501)771-8099 Providing counseling services for students.</td>
<td></td>
</tr>
<tr>
<td><strong>Northwest Arkansas Regional AIDS Network</strong></td>
<td>Advocate: Tonya Ento 2904 W. 13th Pine Bluff, AR (870) 926-1584 Provides services and resources to AIDS patients and families.</td>
<td></td>
</tr>
<tr>
<td><strong>Salvation Army</strong></td>
<td>Social Worker: Nina Brown 501 E. 12th Ave534-0504 Pine Bluff, AR (870) Providing housing and meals to the community.</td>
<td></td>
</tr>
<tr>
<td><strong>6th District Court</strong></td>
<td>Supervisor: Jeffery Billingsley 301 E. 2nd Pine Bluff, AR (870) 541-5455 Court referrals and placement for at-risk youth.</td>
<td></td>
</tr>
<tr>
<td><strong>Southwood Elementary School</strong></td>
<td>School Social Worker: Vivian Washington Social worker: 4200 S. Fir St. Pine Bluff, AR (870)543-4390 Providing counseling services to students.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Address</td>
<td>Phone Numbers</td>
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<tr>
<td>------------------------------------</td>
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<tr>
<td>TOPPS, Inc.</td>
<td>Director: Annette Dove</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1000 Townsend Dr.</td>
<td>(870)850-6011</td>
</tr>
<tr>
<td></td>
<td>Pine Bluff, AR</td>
<td></td>
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<tr>
<td>Townsend Park Elementary School</td>
<td>Pine Bluff, AR</td>
<td>(870)413-0045</td>
</tr>
<tr>
<td>United Family Services</td>
<td>Community Based Program Counselor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shenika Hamilton, BSW</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1314 W. 6th St.</td>
<td>(870)534-8826</td>
</tr>
<tr>
<td></td>
<td>Pine Bluff, AR</td>
<td>(870)55-2984</td>
</tr>
<tr>
<td>Victim Witness Unit</td>
<td>Supervisor: Denice Howard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jefferson County Courthouse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pine Bluff, AR</td>
<td>(870)541-5386</td>
</tr>
<tr>
<td>Whispering Knolls</td>
<td>Administrator: DeShona Collins, BSW</td>
<td></td>
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<tr>
<td></td>
<td>6810 S Hazel St</td>
<td>(870)489-3753</td>
</tr>
<tr>
<td></td>
<td>Pine Bluff, AR</td>
<td></td>
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<tr>
<td>WT Cheney Elementary School</td>
<td>School Social Worker: Tina Dulaney</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2206 Ridgway Rd.</td>
<td>(870)543-4382</td>
</tr>
<tr>
<td></td>
<td>Pine Bluff, AR</td>
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</tr>
</tbody>
</table>
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

REQUIRED COURSES

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>DATE COMPLETED</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>S.W. 2305</td>
<td>Intro. to Social Work</td>
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<tr>
<td>S.W. 2307</td>
<td>Social Welfare Policy</td>
<td></td>
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<tr>
<td>S.W. 3308</td>
<td>Social Legislation</td>
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<td></td>
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<tr>
<td>S.W. 3322</td>
<td>Human Behavior/S.E. I</td>
<td></td>
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<tr>
<td>S.W. 3323</td>
<td>Human Behavior/S.E. II</td>
<td></td>
<td></td>
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<tr>
<td>S.W. 3350</td>
<td>Methods of Social Work I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.W. 3351</td>
<td>Methods of Social Work II</td>
<td></td>
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</tbody>
</table>

SOCIAL WORK G.P.A.__________CUMULATIVE G.P.A.__________

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 cognitive/affective processes 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.

REQUIRED FIELD ASSIGNMENTS FOR STUDENTS

1. Internet assignment that allows the student to demonstrate their ability to use technology within agency (Competency 1).
2. An opportunity to participate in social work practice at the macro level by completing an organizational analysis in the agency while interning (Competency 5, 6, 7, 8, and 9).
3. Students engage, assess, intervene, and evaluate a case from their field placement utilizing coordination and service integration in case management and phases of a planned change process assignments (Competency 6, 7, 8, 9).
4. Macro integrative assignment allow students to develop or facilitate and engage, plan, and implement a group within the agency or be involved in a change agent project.
whereby the students identifies a change that could improve service within the agency that would make things better for consumers of services (Competency 3, 6, 7, 8)
5. Assigned at least two to three cases that involve direct work with individuals or families with appropriate supervision (Competency 2)
6. Choose at least one case from field to evaluate their own practice using the single system design (Competency 9).
7. Documentation to meet agency requirement and academic requirements (Competency 1).
8. Opportunity to participate in research as part of the practice experience (e.g., contacting and compiling resource manual, assisting in conducting need assessment, information gathering for grant writing, etc.) (Competency 4)
9. Opportunity to observe committee meetings or board meetings to become knowledgeable about policy formulation and implementation with an agency setting (Competency 5)

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
Safety in the Field Student Checklist

Activity Report
Example Format for Process Recordings
Internship Agreement with Agency of Employment
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: Demonstrate Ethical and Professional Behavior (Competency 1)

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.
3. Ability to communicate orally, written, and electronically.
4. Demonstrate through process recordings, an ability to integrate casework techniques into practice.
5. Meet with supervisor weekly, attend conferences, consult with field instructor to clarify and verify assignments.

Learning Outcome 2: Engage Diversity and Different in Practice (Competency 2)

Tasks:
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).
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 client.
4. Plan to have contact with at least two clients this semester of a different ethnic background.
Learning Outcome 3: Advance Human Rights and Social, Economic, and Environmental Justice (Competency 3)

Tasks:
2. Review agency discrimination policy.

Learning Outcome 4: Engage in Practice-Informed and Research-Informed Practice (Competency 4)

Tasks:
1. Critically understand how practice informs research and research informs practice
2. Integrates research studies that are relevant to client population.
3. Review empirical research articles related to topic of interest in working with clients.

Learning Outcome 5: Engage in Policy Practice (Competency 5)

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 guidelines, arrive to assignments on time, wear appropriate attire and maintain client records and confidentiality throughout the semester.
3. Locate different policies relevant to your field placement at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
4. Discuss safety issues and policies procedures in Lab course with Field Coordinator and in placement with Field Instructor.
5. Student and Field Instructor will sign and date Safety in the Field Student Checklist and student will turn in to Field Coordinator with Learning Contract.

Learning Outcome 6: Engage with Individuals, Families, Groups, Organizations, and Communities (Competency 6)

Tasks:
1. Demonstrates the role of empathy and interpersonal skills in collaborating with client to prepare for action.
2. Demonstrate, through process recordings, the ability to assist clients with problems identification.
3. Develop helping relationship with clients on assigned caseload.
4. Conduct interview with individuals, families, groups, organization, and communities.
Learning Outcome 7: Assess Individuals, Families, Groups, Organizations, and Communities (Competency 7)

Tasks:
1. Recognizes and demonstrates the importance of collaborating with clients to develop intervention goals and objectives.
2. Assess client’s strengths and limitation.
3. Complete assessment, social histories, process recordings, etc.
4. Set up and lead a group; co-lead group
5. Implement chosen intervention strategies with clients from selected caseload

Learning Outcome 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (Competency 8)

Tasks:
1. Comprehends organizational goals and develop skills to help clients resolve problems and initiate actions to achieve goals.
2. Reflect in process recordings, the ability to assist clients with identifying options and provide education regarding community resources.
3. Collaborate with colleagues
4. Plan and carry out terminations with clients

Learning Outcome 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Competency 9)

Tasks:
1. Understands evaluation process and demonstrates ability to analyze and evaluate intervention.
2. Select and use appropriate methods for evaluation of outcomes.
3. Design and implement a project to evaluate the effectiveness of his/her own intervention

Students are required to add at least two agency specific professional learning outcomes to this contract and include what competency/ies is/are related to learning outcomes.

Learning Outcome 10:

Tasks:
1.
2.

Learning Outcome 11:

Tasks:
1.
2.
<table>
<thead>
<tr>
<th>Student’s Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor’s Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Field Coordinator’s Signature/Date</td>
<td></td>
</tr>
<tr>
<td>Field Liaison’s Signature</td>
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</tbody>
</table>
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
SAFETY IN THE FIELD STUDENT CHECKLIST

The most important thing you can do to keep yourself safe this year is to have a discussion with your field instructor regarding safety. Please review this handout and find a time to discuss the topics below with your Field Instructor. Once you have had the discussion, please have your Field Instructor sign and date this document, sign and date it yourself, and submit it to your Field Coordinator with your Learning Contract.

Safety questions to discuss with your Field Instructor:

_____ What tips do you have for entering and leaving the building safety (especially after dark)?
_____ Where are emergency numbers posted (police, fire, poison control, etc.)?
_____ How does the agency deal with clients who are under the influence (drugs/alcohol)?
_____ How should I handle a blood related incident (bloody nose, etc.)?
_____ Is there an internal code for asking for help in the agency?
_____ What do I do if I need help while in the agency or while in the community?
_____ What are the procedures for fire or severe weather?
_____ How do I know if the agency is open or closed in the event of severe weather?
_____ What should I do if a client becomes very upset or agitated?
_____ What should I do if I think someone has a weapon?
_____ Where should I store my personal items?
_____ Who should I notify when I leave the agency so somebody knows where I am?
_____ What tips do you have related to safety with regard to home visits?
_____ Does this agency have any written policies and procedures related to issue? Can I have a Copy?

Student’s Signature ________________________________
Field Instructor’s Signature __________________________
Date: ____________________

*Adopted from the University of Maryland, Baltimore County
## ACTIVITY REPORT

NAME______________________________

AGENCY___________________________

FIELD EXPERIENCE FOR WEEK OF_________________

HOURS IN FIELD PLACEMENT THIS WEEK__________

CASE: TOTAL ACTIVE______OPEN_____________CLOSED_________________

GROUPS: NUMBER___________________SESSIONS________________________

<table>
<thead>
<tr>
<th>WEEKLY FIELD EXPERIENCES</th>
<th>NUMBER OF EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuesday</td>
</tr>
<tr>
<td>1. Interviews with clients</td>
<td></td>
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<tr>
<td>2. Interviews with collaterals</td>
<td></td>
</tr>
<tr>
<td>3. Interviews outside the agency with clients and/or collaterals</td>
<td></td>
</tr>
<tr>
<td>4. Meeting with groups as leaders or co-leaders</td>
<td></td>
</tr>
<tr>
<td>5. Telephone contacts (e.g., clients, collaterals, resources, etc.)</td>
<td></td>
</tr>
<tr>
<td>6. Conferences within the agency</td>
<td></td>
</tr>
<tr>
<td>7. Conferences outside the agency</td>
<td></td>
</tr>
<tr>
<td>8. Individual student conferences with instructor</td>
<td></td>
</tr>
<tr>
<td>9. Student group meetings with instructor</td>
<td></td>
</tr>
<tr>
<td>10. Observation of groups</td>
<td></td>
</tr>
<tr>
<td>11. Recording, organizing, and planning activities</td>
<td></td>
</tr>
<tr>
<td>12. Attendance at agency or organization meetings (e.g., staff, committee meetings, conferences)</td>
<td></td>
</tr>
<tr>
<td>13. Observation as planned activity (field trip or within agency)</td>
<td></td>
</tr>
<tr>
<td>Supervisor’s Comment</td>
<td>Student’s recording</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Very good. What about the mother’s physical and mental health. You may need to involve the mother so that she may be receptive to the services.</td>
<td>Jane Doe: My name is Jane and I will be working with you to get services for your mom. Client: Okay Ms. Doe, nice to meet you.</td>
</tr>
</tbody>
</table>


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 differs 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

   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.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________

Student’s Signature: ___________________________ Date: __________

Name of Agency: _____________________________
APPENDIX E
EVALUATION INSTRUMENTS FOR FIELD EXPERIENCE

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

Student _____________________ Field Supervisor________________________________________

Date ________________________ Field I _____________ Field II _______________________

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

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Keeping appointments</td>
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<td>Personal Appearance</td>
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<td>Flexibility</td>
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<tr>
<td>Goes beyond minimum requirements</td>
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III. Relation to Agency

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<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Meets Agency Obligations</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Understands agency goals &amp; objectives</td>
<td></td>
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<tr>
<td>Tries to fulfill goals &amp; objectives</td>
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<tr>
<td>Adheres to policy and procedures</td>
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IV. Relationship with Others

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<tr>
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<th>2</th>
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<tbody>
<tr>
<td>Displays interest and warmth</td>
<td></td>
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<tr>
<td>Works well with other staff</td>
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<tr>
<td>Relates well with others (one-to-one)</td>
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<td>Work well within groups</td>
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<tr>
<td>Effectively communicates to community</td>
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<td>Displays sincerity and genuineness to others</td>
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V. Functioning within Expected Role

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<tr>
<td>Motivation to complete assignments</td>
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<tr>
<td>Displays ethical behavior</td>
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<tr>
<td>Understands role as a helper</td>
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<tr>
<td>Handles professional criticism</td>
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</table>

Comments:

Field Supervisor                          Date                               Field Experience 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 nine (9) 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.
<table>
<thead>
<tr>
<th>Competencies and Practice Behaviors</th>
<th>Excellent</th>
<th>Average</th>
<th>Deficient</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1: Demonstrate Ethical and Professional Behavior</strong></td>
<td></td>
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</tr>
<tr>
<td>1.1 make ethical decisions by applying the standards, of the NASW Code of Ethics, relevant laws and regulations, model for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
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<tr>
<td>1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
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<tr>
<td>1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
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<tr>
<td>1.4 Use technology ethically and appropriately to facilitate practice outcome</td>
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<tr>
<td>1.5 Use supervision and consultation to guide professional judgment and behavior</td>
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<tr>
<td><strong>Competency 2: Engage Diversity and Difference in practice</strong></td>
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<tr>
<td>2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
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<tr>
<td>2.2 present themselves as learners and engage clients and constituencies as expert of their own experience</td>
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<tr>
<td>2.3 apply self-awareness and self-regulations to manage the influence of personal biases and value in working with diverse clients and constituencies.</td>
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<tr>
<td><strong>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</strong></td>
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<tr>
<td>3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
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<tr>
<td>3.2 engage in practices that advance social, economic, and environmental justice</td>
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<tr>
<td>Competency 4: Engage in practice-informed and Research – informed Practice</td>
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<td></td>
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<tr>
<td>4.1 use practice experience and theory to inform scientific inquiry and research</td>
<td></td>
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<tr>
<td>4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td></td>
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<tr>
<td>4.3 use and translate research evidence to inform and improve practice, policy, and service delivery</td>
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</table>

<table>
<thead>
<tr>
<th>Competency 5: Engage in Policy Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
</tr>
<tr>
<td>5.2 assess how social welfare and economic policies impacts well-being, service delivery, and access to social services</td>
</tr>
<tr>
<td>5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
</tr>
<tr>
<td>6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 7: Assess Individual, Families, Groups, Organization and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Collect and organization data, and apply critical thinking to interpret information from clients and constituencies</td>
</tr>
<tr>
<td>Competencies and Practice Behaviors</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7.3 develop mutually agreed-on invention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies; and</td>
</tr>
<tr>
<td>7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
</tr>
<tr>
<td><strong>Competency 8: Intervene with individuals, Families, Groups, Organizations, and Communities</strong></td>
</tr>
<tr>
<td>8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
</tr>
<tr>
<td>8.2 apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
</tr>
<tr>
<td>8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
</tr>
<tr>
<td>8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
</tr>
<tr>
<td>8.5 facilitate effective transitions and endings that advance mutually agreed-on goals</td>
</tr>
<tr>
<td><strong>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</strong></td>
</tr>
<tr>
<td>9.1 select and use appropriate methods for evaluation of outcomes</td>
</tr>
<tr>
<td>9.2 apply knowledge of human behavior and social environment, person-in person, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
</tr>
<tr>
<td>9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
</tr>
<tr>
<td>9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
</tr>
</tbody>
</table>
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 in this section. (Add extra sheet if needed)

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

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

2. Student's comments concerning this evaluation.

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

(Signatures Required)

_________________________________________  _______________________
Student                              Date

_________________________________________  _______________________
Field Instructor (Agency)  Date

_________________________________________  _______________________
Field Liaison/Field Coordinator  Date
APPENDIX F

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (2015)

(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 many 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

SOCIAL WORK ADVISORY BOARD
# Social Work Advisory Board (2017)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bobbie Bradley</strong></td>
<td><a href="mailto:bradleyb@uapb.edu">bradleyb@uapb.edu</a></td>
<td>(870)575-8339 (W)</td>
</tr>
<tr>
<td>UAPB (Basic Academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services)</td>
<td>(President)</td>
<td></td>
</tr>
<tr>
<td><strong>Margaret Conners</strong></td>
<td><a href="mailto:macrat51@gmail.com">macrat51@gmail.com</a></td>
<td>(870)489-0212</td>
</tr>
<tr>
<td>Retired – AR Health</td>
<td></td>
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<tr>
<td>Dept.</td>
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<tr>
<td><strong>Deneen Delaney</strong></td>
<td><a href="mailto:ddelaney@jccsi.org">ddelaney@jccsi.org</a></td>
<td>(870) 543-2383(W)</td>
</tr>
<tr>
<td>Jefferson Comprehensive Care</td>
<td></td>
<td></td>
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<tr>
<td><strong>Carolyn Ferguson</strong></td>
<td><a href="mailto:cferguson@aaasea.org">cferguson@aaasea.org</a></td>
<td>(870) 543-6309</td>
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<tr>
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