



2018-2019
BACCALAUREATE STUDENT
HANDBOOK
AND
FIELD MANUAL

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UNDERGRADUATE SOCIAL WORK STUDENT HANDBOOK

Introduction

Hood College is located in Frederick, Maryland, about forty-five minutes from Baltimore or Washington, D.C. Prior to 1973, a limited number of social work courses were offered at Hood College through the Department of Economics and Sociology. In 1973, the Department of Sociology and Social Work was created, with social work offered as a concentration within the sociology major. During the 1978-1979 academic year, department faculty worked with students, area social workers, college administrators, and the College Curriculum Committee to develop a social work major. The Council on Social Work Education initially accredited the program in the spring of 1981 (retroactive to 1980), and reaffirmed the program's accreditation in 1986, 1993, 2002, 2009, and most recently in 2016.

The Undergraduate Sociology and Social Work Department offices are located at the Alumnae Building, 401 Rosemont Avenue in Frederick, Maryland. The building houses faculty offices, a conference room, and a computer resource room. Social Work majors are prepared as entry-level generalist social workers upon graduation with a Bachelor's (BA) in social work degree from Hood College. Social work majors complete 64 credits of social work coursework that include two semesters of field practicum subsequent to a 40-hour volunteer experience in the introduction to social work course and combines a liberal arts education with professional requirements consistent with the CSWE 2015 EPAS. Hood College has three full-time social work faculty members. A member of the sociology faculty teaches the required social research classes (SOC 260 and SOC 261). The program uses guest speakers, field trips, online instruction and special presentations to supplement classroom learning. We welcome and rely on the expertise and consultation of field instructors.

Our graduates are highly regarded by the social service community and are successful in finding jobs as entry-level generalist practitioners in urban, suburban, and rural contexts and are frequently hired by the agency where they have completed their senior practicum. Our graduates traditionally get jobs in the fields of aging and adult services, school services, residential and in-home services, community behavioral health programs, hospital case management, forensic social work and social justice advocacy. Moreover, students are prepared for graduate study for the Masters in Social Work (MSW) upon successful completion of the BA and, if eligible, may qualify for the one-year Advanced Standing MSW program of study.

BACCALAUREATE SOCIAL WORK PROGRAM

History of the Hood Social Work Program Hood College

Since its inception in 1893, Hood College has been committed to providing quality education for women and now men as well, within a framework of individualized instruction, which emphasizes both the liberal arts and career preparation. Consistent with this commitment, social work courses are part of the college's liberal arts curriculum.

The Department of Sociology and Social Work was created in the fall of 1973 as a result of the decision of the college to add career-oriented programs to its already strong liberal arts curriculum. Prior to 1973, the Department of Economics and Sociology offered only a few social work courses. With the creation of the Department of Sociology and Social Work in 1973, the college expanded its course offerings in the field. The departmental faculty devised and implemented a social work concentration within the sociology major in the same year.

Considerable change and growth has taken place in the Social Work Program since 1973. During the 1978-79 academic year, the college and department worked with students, area social work professionals, college administrators and the Hood Curriculum Development Committee to develop social work as a major academic area of study. Social work faculty additions, increased library and media resources and administrative support for the social work major demonstrate, and continue to reflect, Hood's commitment to professional social work education in the Frederick and surrounding areas. The Social Work Program has evolved within standards established by the Council on Social Work Education. It was initially accredited by that body in the spring of 1981 (retroactive to 1980) and was reaffirmed: in 1986, 1994, 2002, 2009, and 2017.

Non-Discrimination Policy and Sexual Harassment

The Social Work Program conducts all aspects of the educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, religion, disability, political affiliation, gender expression, or sexual orientation.

Hood College sexual harassment policies and procedures can be found [here](#). If sexual harassment occurs in the field agency, it should be reported to the agency, the field liaison and the Field Director, and handled according to the policies of the agency and the procedures of the College (found on the link above).

The Generalist Model

The social worker strives to address human problems. Social work is professional work with individuals, couples, families, groups, organizations, or communities to enhance their social functioning, resolve problems, and to create conditions conducive to those goals. Social workers also address institutional, governmental, and organizational policies, laws, and regulations in an effort to create services that are responsive to the needs of vulnerable people and populations.

The primary objective of the undergraduate social work department is to develop students' competence in generalist social work practice with individuals, families, groups, organizations, communities, and larger societal systems in a variety of social work and host settings. Generalist practice is grounded in the liberal arts and the person-in-environment framework upon which a generic and integrated social work knowledge base is developed, and informed by social work values. From this grounding, generalist practitioners utilize a professional problem solving process to engage, assess, contract, intervene and evaluate with and on behalf of clients and client systems

They view clients and client systems from a strengths perspective in order to recognize, support, and build upon the uniqueness of all groups of people as well as the innate capabilities of all human beings. The Hood College social work program prepares students for practice with diverse client groups across the life span. Because of the growing number of older adults who will need social services in the 21st century, Hood College social work students graduate with basic competencies needed to practice with older adults, regardless of the social work field of practice in which they plan to work.

Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics, the Maryland Code of Ethics, and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of human rights and social, economic, and environmental justice in a global society.

To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, economic and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Consistent with the program's mission and goals, both classroom learning and a range of required field activities systematically expose students to entry-level generalist practice with multiple-sized social systems. Attention is paid to assisting students with the integration of curriculum content and experiences, and with taking increasing responsibility for evaluation of their own professional development and personal growth.

Mission Statement of the Social Work Program

The Social Work Program has developed a mission statement that is consistent with that of the College. The statement embraces professional values and ethics and adheres to the standards articulated by the Council on Social Work Education.

The mission of the Hood Social Work Program is to prepare students for competency at an entry-level of professional practice in social work to promote the well-being and quality of life for diverse individuals, families, groups, organizations and communities, both locally and globally, with particular appreciation for the distinct strengths and differences of each client system. To this end, the program is committed to the provision of a generalist education focused on experiential learning, grounded in a strong liberal arts foundation, and integrated with the knowledge, evidence-based methods, skills, values and ethics of the social work profession based on a holistic, person-in environment perspective and committed to universal human rights and social justice.

The Hood Social Work Program is committed to lifelong learning and self-awareness, and to provide the best possible service to clients and community. Students apply micro, mezzo, and macro frameworks for assessment and intervention through experiential learning of a range of practice methods in their senior practicum. The field practicum is the critical practice component that integrates and solidifies the culmination of study in the areas of human behavior, multiple theoretical models, practice methods, policy and research. Students learn in the practicum to synthesize the various aspects of the planned change process, particularly with respect to assessment and intervention with client systems at all levels, whether they are assessing a new client in field, analyzing their field agency, proposing a macro level community based intervention or evaluating the outcome of a specific intervention for an individual, a family or a community. Practice through simulation in the classroom and in the field and actual real life examples of ethical dilemmas, analysis of vignettes, examples from faculty practice experience, and discussion and assignments in class and online regarding the best practices for assessment and intervention with clients in a variety of settings including those host settings which are not holistic, systems-oriented, or client-centered. Inter-professional collaboration is emphasized as a vital aspect of the practice of social work in an ever-changing and complex social service system.

Changing demographics, practice, and funding contexts demand that future social workers demonstrate the ability to work in a range of settings with diverse individuals, families, groups, and communities. Particular emphasis is placed on becoming sensitive to difference and to step outside one's own ethnocentric perspective, become an "informed not-knower" and view the client as the expert of their own experience. Difference is viewed through the resilience and strengths of groups of people who have

suffered from discrimination, oppression, or restricted opportunity based upon their race, ethnicity, religion, immigration status, gender expression, age, educational level, sexual orientation, physical, mental, or intellectual ability, and socioeconomic status.

Goals of the Social Work Program

Consistent with the mission of the Social Work Program and the College, the following goals of the Social Work Program emerged through a collaborative effort by the social work faculty, social work field instructors, and the Social Work Advisory Committee. As such, it is our goal that by completion of the program, students will be prepared to:

1. Prepare students for generalist evidence-based beginning practice with individuals, families, small groups, organizations, and communities within a multicultural society (Competencies 1,2,3,4,5,6,7,8,9)
2. Prepare students for lifelong learning and critical thinking through an educational process that combines a liberal arts foundation with professional social work practice according to the professions' values and ethics. (Competency 1)
3. Prepare students to work with oppressed, diverse, and at-risk populations and advocate for social, economic and environmental justice (Competencies 1,2,3,4,5)
4. Assess and influence the biopsychosocial functioning of individuals in a multicultural society (Competencies 6, 7, 8, 9).
5. Integrate the social work program with the social work practice community through collaboration and knowledge development. (Competencies 1,2,3,4,5,6,7,8,9)

Program goals 1 through 4 address the mission of quality education and the preparation of students for practice. Program goal 5 addresses the mission of development and enhancement of knowledge, and recognizes the interdependent nature of the program's relationship with members of the practice community, both locally and nationally.

Core Competencies for Generalist Social Work

The Council on Social Work Education has identified nine core competencies of social work. According to the 2015 Educational Policy and Accreditation Standards (EPAS), social work competence is "the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. The Hood College Social Work Program curriculum is designed so that students will achieve these competencies, which are listed below. Elaboration of each competency can be found in the 2015 EPAS, available [here](#).

Competency 1: Demonstrate ethical and professional behavior.

Competency 2: Engage diversity and difference in practice.

Competency 3: Advance human rights, and social, economic, and environmental justice.

Competency 4: Engage in practice-informed research and research-informed practice.

Competency 5: Engage in policy practice.

Competency 6: Engage with individuals, families, groups, organizations, and communities.

Competency 7: Assess individuals, families, groups, organizations, and communities.

Competency 8: Intervene with individuals, families, groups, organizations, and communities.

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

Program Goals, Core Competencies, and Generalist Practice

The Bachelor of Arts in Social Work at Hood College implements its goals via its curriculum and organization of its resources. All aspects of the program focus on preparing students for effective beginning generalist social work practice. Faculty recruitment, student recruitment and retention, curriculum development, and administrative planning and advocacy are directed toward these objectives. As shown below, there is consistency between the BSW program's goals, the nine core competencies delineated in the 2015 EPAS, and the program's working definition of generalist social work practice. Each goal is listed, along with a short narrative that describes the corresponding competencies.

1. *Prepare students for generalist evidence-based beginning practice with individuals, families, small groups, organizations, and communities within a multicultural society.*

The first program goal is consistent with several core competencies specified in the 2015 EPAS. In order to engage in evidence-based entry-level social work practice with client systems of all sizes, students must: demonstrate ethical and professional behavior with diverse client systems (Competency 1, 2); apply critical thinking to inform judgments and engage in research-informed practice and practice-informed research which prevents the false dichotomization of research and practice (Competency 4), both of which are consistent with the program goal's use of the term "evidence-based and emphasizes the systems orientation of generalist practice; and engage, assess, contract, intervene, and evaluate individuals, families, groups, organizations, and communities (Competencies 6, 7, 8, 9), which delineates the steps in the generalist intervention model consistent with the program goal's use of the term "entry-level social work practice."

2. *Prepare students for lifelong learning and critical thinking through an educational process that combines a liberal arts foundation with professional social work practice according to the professions' values and ethics.*

The second program goal is consistent with the first competency specified in the 2015 EPAS. Social workers must make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, evaluating values, options and empirical data related to dilemmas, and additional codes of ethics as appropriate to context. The National Association of Social Workers' (NASW) Code of Ethics and the Maryland regulations ([COMAR 10.42.03](#)) provide guidelines for professionals, but do not offer clear-cut answers to resolve challenging and often ambiguous ethical dilemmas in practice. Students must learn the professional social work principles, values, and ethics, but they must also learn to think critically and discerningly apply an ethical decision making model to their knowledge and values.

3. *Prepare students to work with oppressed, diverse, and at-risk populations and advocate for social, economic and environmental justice.*

The third program goal is consistent with five core competencies specified in the 2015 EPAS. Educating social workers for a dynamic and multicultural society requires focused attention to the impact of difference, and whether that difference creates privilege and power or social and economic oppression and marginalization. Social workers must exhibit ethical and professional behavior as they engage diversity and difference in practice (Competency 1, 2) in order to understand life experiences of poverty and oppression that are a consequence of difference, and engage in policy practice that will advance human rights and social, economic and environmental justice and effective social work service delivery (Competency 3, 5); engage in practice-informed research and research informed practice (Competency 4) to advocate for just social policies based

in client as the expert of their own experiences as well as the research evidence which is the practical application of social work knowledge and values in the broader arena of legislative advocacy.

An approach of cultural humility in working with diverse peoples starts with self-evaluation and self-knowledge and builds towards not only an understanding of others, but a valuation of difference. Moreover, a culturally-sensitive perspective appreciates and applies the knowledge of diverse cultures at multiple levels of practice and is not relegated to the individual client-worker engagement, but is applied at mezzo and macro levels of practice as well, which is consistent not only with the program's mission and goals, but the principles of generalist practice as well.

4. *Assess and influence the biopsychosocial functioning of individuals in a multicultural society.*

The fourth program goal is consistent with the final four core competencies specified in the 2015 EPAS. In order to both identify and affect the intersecting biopsychosocial, spiritual and cultural spheres that have an impact on individual functioning; social workers must apply their knowledge of human behavior and the social environment to engage with clients in a planned change process, that is they must assess, contract, intervene and evaluate outcomes at all levels of practice (Competencies 6,7,8,9).

5. *Integrate the social work program with the social work practice community through collaboration and knowledge development.*

The fifth program goal is consistent with all the core competencies specified in the 2015 EPAS. Students must engage in professional behavior according to the professions values and ethics to a changing society with many competing demands (Competency 1). Social workers must engage in the planned change process (Competencies 6,7,8,9) to advocate for policies that reflect quality delivery of service and advance human rights through social, economic and environmentally sound evidence-based practice (Competencies 3,4, 5). They must engage in lifelong learning, ongoing self-reflection, an appreciation for difference, and awareness of external forces of oppression and inequality that require proactive advocacy (Competency 2). In responding proactively to the environments that affects clients and workers alike, social workers are flexible enough to adapt to emerging trends in a changing service-environments but also have the knowledge, values, and skills to create change in environments that do not support the adaptive functioning of multicultural individuals.

STRUCTURE OF THE BACCALAUREATE PROGRAM

Undergraduate Social Work Requirements

In compliance with the Council on Social Work Education (CSWE), the national accrediting body for social work, the Program only accepts upper division social work courses from accredited programs, which correspond with the Hood College Undergraduate Social Work Program. No social work credits are granted for life or work experience. Applicants must meet University requirements for admission. Students must also achieve the professional standards of behaviors that were adopted by the Undergraduate Social Work Department (see [Undergraduate Social Work Professional Behavior Standards](#)).

The Curriculum of the Program

The Hood College social work major is based on a foundation in the liberal arts. Both the classroom and the field components of the program are designed to prepare the student for entry-level generalist social work practice and graduate study in social work. In addition to the liberal arts core, students majoring in social work must complete courses in four foundation areas: human lifecycle and the social environment, social research, social policy and service institutions, and social work methods. Each of these courses includes material concerning issues faced by women and children, the elderly and multicultural populations. The course work culminates in a field practicum during the senior year in which students apply social work techniques and theories of practice and research in one of a variety of practice settings.

The curriculum prepares students for beginning generalist level social work practice. Students are eligible for licensure as professional level social workers when they graduate. Students are expected to actively engage in the learning process in all social work classes. In addition to developing competency in social work practice skills, students must develop competency in written communication, research, and critical-thinking. The curriculum is designed to help students integrate theory with practice; to this end, students write papers, engage in at least one state policy forum, complete a research project and a community project, and learn to evaluate their own practice.

The social work program must demonstrate that students achieve the nine core social work competencies outlined above. To assist with this effort, the social work program uses Chalk & Wire, an on-line program assessment tool. Starting with enrollment in SOWK 345, students maintain a portfolio of designated class assignments in Chalk & Wire. These assignments are rated in accordance with detailed rubrics and used to demonstrate students' progress towards competence as a generalist social work practitioner.

Suggested Schedule for Completing the Major

Many courses are offered only once a year, or, in the case of some electives, every other year. Students should consult the College catalog and course schedules and meet with their advisors to be sure that they will take the required courses in a timely manner. **Students have the ultimate responsibility to ensure that they take all required courses in a timely manner.** The following sequence is the suggested scheduling of courses required for the major. For more information on these courses, please see the [Hood College catalog](#).

Freshman and Sophomore Years

BIOL 138	The Human Health Mosaic
ECON 205	Introduction to Macroeconomics OR
SOC 300	Social Inequality
SOC 101	Principles of Sociology
SOC 215	Social Problems
SOWK 201	Introduction to Social Work and the Human Services (THIS COURSE INCLUDES 40 HOURS OF VOLUNTEER EXPERIENCE AND IS A PREREQUISITE FOR ALL OTHER SOCIAL WORK COURSES.)
SOC 323	Ethnicity

Junior Year

SOC 260	The Philosophy and Methods of Social Research
SOC 261	Quantitative Methods of Social Research
SOWK 301	Social Policy and Human Services Programs
SOWK 327	Gerontological Social Work
SOWK 342	Social Work Methods I (THIS COURSE MUST BE TAKEN IN THE SPRING PRIOR TO THE SENIOR YEAR INTERNSHIP.)
SOWK 345	Human Lifecycle and the Social Environment (COMPLETION OF THIS COURSE IS RECOMMENDED BEFORE ENROLLING IN SOWK 342.)
SOWK 346	Human Rights and Social Justice
ELECTIVE	Social Work Elective or Recommended Elective

Senior Year

SOWK 442	Social Work Methods II
SOWK 445A & B	Social Work Field Seminar and Practice I
SOWK 446A & B	Social Work Field Seminar and Practice II
SOWK 452	Seminar on the Social Work Profession
ELECTIVE	Social Work Elective or Recommended Elective

Honors Paper

The college's Departmental Honors Program gives qualified students the opportunity to pursue intensive research or special projects in social work during the senior year. This work carries six hour of academic credit. Students must be recommended by social work faculty and are selected from those members of the junior class who have a cumulative average of 3.0 or above, with a 3.5 or above in the

major. Students who have completed the program with distinction are awarded “Departmental Honors” at commencement ceremonies.

Social Work Minor

The 16 credit minor offers students a range of courses in the theory and practice of social work. Currently, requirements for the minor include the following social work courses:

SOWK 201	Introduction to Social Work and the Human Services
SOWK 301	Social Policy and Human Services Programs
SOWK 342	Social Work Methods I
SOWK 345	Human Lifecycle and the Social Environment
ELECTIVE	Select one course from the electives listed for the Social Work major

Geriatric Enrichment in Social Work

The Hood College social work program is committed to preparing students to meet the needs of individuals and families across the life span. Our society is increasingly more diverse and the number of older adults as a proportion of the total population will continue to grow. These changing demographics in the 21st century mean that Hood College social work students should graduate with basic competencies needed to practice with older adults, regardless of the social work field of practice in which they plan to work.

In 2002, Hood College was one of 67 social work programs that participated in the Geriatric Enrichment of their Social Work Education program, which was funded by the John A. Hartford Foundation through the Council on Social Work Education. Through this project, the social work faculty changed the curriculum so that it is “infused” with content and learning activities that will ensure that all students are prepared to work with older adults in any agency setting. Social work foundation courses emphasize the issues facing diverse populations, with a special emphasis on how gender and age intersect with diversity in race, ethnicity, ability, and sexual orientation to create special challenges for those served by social workers.

POLICIES AND PROCEDURES FOR ADMISSION TO THE UNDERGRADUATE SOCIAL WORK PROGRAM

Declaration of Major and Minor

Each student must complete a Declaration of Major form, which is obtained from the Office of the Registrar. The student also uses this form to request an academic adviser in social work. The student must obtain the signature of the Chair of the Department of Sociology and Social Work before submitting the form to the Office of the Registrar. This form, which is usually completed in the spring semester of the sophomore year, is designed to ensure that the Registrar officially identifies the student as a social work major. If a student wishes to declare a minor, she usually does so during the spring semester of the junior year.

As declared undergraduate social work majors, the first and/or the second year is considered pre-candidacy track for majors. The last two years of the social work major is the professional social work foundation track for majors. The professional social work phase begins in the second or third year and

combines academic course work and field practice. The Bachelor of Arts in Social Work is conferred on undergraduates who complete all the academic requirements of the program at Hood College. The BA in Social Work is recognized as the first professional level of social work practice. *Certain criteria are, therefore, established for admission to and continued matriculation in the professional program.*

Admission to the Social Work Program and Admission to Field Placement

Social Work Candidacy Application

Students must submit a complete Candidacy Application (no partial applications accepted) to the Program Director following the candidacy application instructions sent out by February 1st of the third year. Incomplete applications will not be accepted and may place in jeopardy the student's ability to move into the senior field experience. The Candidacy Application must include the following:

1. Students must have completed SOWK 201: Introduction to Social Work and Human Services with a minimum grade of C+.
2. Students must have a minimum grade point average (GPA) of 2.5.
3. Students must have senior standing, and have completed SOWK 201, SOWK 345, and SOWK 342. Students are encouraged to complete SOC 260 and/or SOC 261 prior to entering field.
4. Students must submit an "Application for Social Work Major" form, available from the Program Director.
5. Students must submit an adequate or better supervisor's evaluation of the SOWK 201 volunteer experience in a social service agency. Students who took SOWK 201 or its equivalent at another school must submit an evaluation of an equivalent volunteer experience or internship completed in a social services setting.
6. Students must submit a written personal statement, 2-4 pages in length, in which they discuss the following:
 - The reasons why the student wants to major in social work
 - The personal, work, and volunteer experiences which have prepared the student for the study of social work
 - The strengths and limitations which may affect student's social work performance.

The student must have a personal interview with the full-time members of the social work faculty. The faculty interview assesses the student's readiness for the study of social work, including field practice. In addition, the interviewers assist the student in identifying strengths and limitations that she needs to address in preparation for social work practice. The faculty conducts these interviews during spring semester.

Decision of Acceptance, Conditional Acceptance, or Rejection

Each student applying for admission to the social work program will be notified in writing of acceptance into the program, conditional acceptance, or rejection. If the student receives notification of a conditional acceptance, the specific conditions that need to be met before the student can be fully

accepted into the program will be included in the notification. While anticipated to be unusual, the program reserves the right for students who may not have the necessary experience, required classes, abilities, or skill-level to perform successfully in social service agencies with clients may be encouraged to delay their field placement.

A student whose application is rejected will receive verbal and written notification stating the reason(s) why the application was not accepted. Rejection is usually based on failure to meet academic standards. However, the social work faculty does reserve the right to exclude a student from the program when there is evidence of current untreated emotional difficulties or immaturity which would interfere with the student's ability to engage in a professional helping relationship, or demonstrates behaviors that are inconsistent with the [NASW Code of Ethics](#). At no time will a student be rejected from the program on the basis of race, color, gender, age, creed, ethnic or national origin, religion, disability, political affiliation, gender expression, or sexual orientation

Additionally each student who declares social work as his or her major must demonstrate suitability for practice in the social work profession. The social work faculty evaluates a student's suitability based on their review of the student's grade point average, written personal statement, and the personal interview. While the faculty supports the aspirations of all students who wish to major in social work to become successful social workers, members of the faculty take their obligations as gatekeepers of the profession and their responsibilities to the future clients of Hood-trained social workers very seriously. Letters of acceptance/conditional acceptance/non-acceptance will be mailed to the student from the director of the undergraduate social work department by March 30.

Retention in the Program

A student will be retained in the program unless she breaches the Social Work Code of Ethics, fails to maintain the required 2.5 GPA, or fails to pass the field internship. Students are informed of the minimum grade point average expectations and are advised. If it appears that students are struggling, they should see their advisor immediately. If a student is terminated from a field placement, another placement may be developed, depending upon the circumstances of the dismissal. If the student is unable to satisfactorily complete the second field placement, she or he will be terminated. **Students must repeat any course in the social work foundation, including SOC 260 and SOC 261, in which they receive a D or an F.** Students may repeat a social work course one time. If they are unable to raise the grade to a C, they are terminated from the program. Grounds for suspension or termination from the program include moral or legal infractions that require disciplinary action from the college. These include sexual harassment of fellow students, clients, or co-workers; trafficking drugs; or mistreatment of clients. A student will not be terminated from the program until all full-time social work faculty members and the director of the social work program review his or her case.

More specifically, for continuation in the social work program, students must demonstrate the ability to master certain skills that are necessary for generalist social work practice. These include self-awareness, empathy, a non-judgmental attitude, academic integrity, and oral and written communication skills appropriate for a beginning professional. Students must demonstrate openness and the ability to work with client systems of many different types in their coursework, volunteer and community service, and their field placement. Students should demonstrate behavior consistent with the NASW Code of Ethics.

Please note: The College does not require background checks to enter social work. However, most agencies do require them. Students must be aware that problematic background check reports may contribute to difficulty securing a field placement that meets the requirements of the program. For

maximum efficiency in internship placement, a student should consider sharing anything that might appear on their record in advance of the background check with the Director of Field Education.

Drugs and Alcohol Policy

The abuse of drugs and alcohol by members of the Hood Social Work Program is incompatible with the Hood College community and the profession of social work. Those in need of assistance in dealing with such problems are encouraged to seek the confidential services of the Hood College Wellness Center or other private resources. The seeking of assistance by a student who is impaired due to drugs and/or alcohol is consistent with the NASW Code of Ethics (2008). If a student is actively using while in the field placement or has a relapse in recovery that interferes with their ability to function academically and/or in the internship (e.g., the student is no longer attending classes of field, or no longer is completing assignments), they will be asked to leave the program and will be eligible for re-consideration after one year's sobriety has been confirmed.

Classroom Attendance Policy

Each professor will determine a class attendance policy and publish it in their syllabus at the beginning of each semester. When a student fails to comply with the policy, the professor has the right to assign a grade consistent with their policy as stated in a course or terminate the student if they have missed more than one third of the classes. Social work is a profession; therefore, all students must comply with the standards of professional behavior.

Field Placement

A student must be accepted formally for admission into the program before they can be placed in their senior year field placement (see [Admission requirements](#)). Field instruction provides an opportunity for the student to demonstrate her knowledge of the four foundation areas of social work through direct service to clients. Placements are selected to provide the student with experience at the entry-level of generalist practice. This experience includes working with individuals, families, groups, communities, and organizations. Specific contractual expectations for training and supervision are established with each agency placement site. Each student will receive weekly supervision from an experienced agency social worker, usually licensed at the LCSW-C level of practice.

Each student will provide input regarding the area(s) of practice that she wishes to explore. The director of field instruction will decide on a prospective field site based upon available placements and the student's learning needs. The student and the field instructor at that site will then meet to determine if they can work together successfully before placement is finalized. Each student will complete 500 hours on the field site and 60 hours in a field practice seminar which includes in-depth exploration of field issues, ethics issues, documentation and research.

Transfer Students

The social work program welcomes transfer students from other colleges, and transfer students constitute a significant proportion of the social work student body. When transfer students apply for admission into Hood, the College generally grants up to 62 credits for courses that are clearly applicable to a Bachelor of Arts degree and for which the student received a grade of "C" or above. Hood College

generally grants up to 94 credits for upper level courses in the major transferred from another social work school.

The social work program director determines the application of transfer credits towards the social work major after review of course syllabi and catalog descriptions. Transfer students who have taken “Introduction to Social Work” or “Introduction to Human Services” are normally exempt from taking the classroom portion of SOWK 201. However, in order to be eligible for admission into the social work program, transfer students must complete forty hours of volunteer work in a social work-related setting. Students who need to do this should consult with the program director and enroll in a one-credit independent study to complete this work. **Students who have taken an introductory statistics course are NOT exempt from taking SOC 261: Quantitative Methods in Social Research.**

The program recognizes prior educational achievement for students transferring from other CSWE-accredited social work programs, and only social work courses, with a grade of C or better and taken at CSWE-accredited social work programs, are accepted for transfer credit toward required social work courses. The program does not use proficiency examinations as substitutes for required social work foundation courses. No credit is given for fieldwork transferred from non-accredited programs. The program does not offer academic credit for life experience or previous work experience. Hood College does not award credit through portfolio evaluation for social work courses.

Internal Transfers (Change of Major) or Readmission

The Program Director meets with all Hood students who have obtained a GPA of 2.5 or higher, and are interested in changing their major to social work in order to discuss interest, expectations, the requirements of the Social Work Program, the profession, and to customize a package that allows for credit from coursework already completed, maintaining standards for social work education. Particular attention is paid to degree candidates from other disciplines since they usually have worked predominantly on general education courses. Students are given a copy of the Student Handbook and are made aware of Social Work Program policies and the courses needed to complete the major. Other procedures are discussed and an advisor is assigned at this time. Internal transfer students must apply for candidacy, completing the required information. On occasion, BSW students are readmitted to the College after a long hiatus from school. All accepted students that are returning to complete their BA in Social Work must meet with the Program Director and if appropriate, the Director of Field Education prior to coming back into the program.

Students with Disabilities

The Americans with Disabilities Act of 1990 provides protection from discrimination for qualified individuals with disabilities. Students who are qualified should have an accommodation letter from the Disability Office at CARR in Rosenstock, Room #330, (X3421) that should be provided to the professor within the first three weeks of class. Retroactive accommodations will not be possible. Any student with special learning needs is encouraged to schedule an appointment with the Field Director prior to the beginning of the semester so that together they can plan how to best facilitate student learning and educational development within the course requirements. Accommodations will be made according to the federal and state laws without altering professional or programmatic standards.

Ethical Obligations

Social workers adhere to a professional code of ethics as defined by the National Association of Social Workers, the primary association of the profession. The major principles and ethical responsibilities outlined in the code are summarized below. The [Maryland Board of Social Work Examiners code](#) and the NASW Code of Ethics core values and principles (below) are available at the [National Association of Social Workers' website](#):

Core Values and Ethical Principles

- **Value:** *Service*
 - **Ethical Principle:** *Social workers' primary goal is to help people in need and to address social problems.*
- **Value:** *Social Justice*
 - **Ethical Principle:** *Social workers challenge social injustice.*
- **Value:** *Dignity and Worth of the Person*
 - **Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*
- **Value:** *Importance of Human Relationships*
 - **Ethical Principle:** *Social workers recognize the central importance of human relationships.*
- **Value:** *Integrity*
 - **Ethical Principle:** *Social workers behave in a trustworthy manner.*
- **Value:** *Competence*
 - **Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Ethical Responsibility to Clients

- Primacy of Clients' Interests. The social worker's primary responsibility is to the clients she is serving.
- Rights and Prerogatives of Clients. The social worker should make every effort to foster the clients' maximum self-determination.
- Confidentiality and Privacy. The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
- Fees. The social worker should ensure that fees are fair, reasonable, and commensurate with the service performed and with the client's ability to pay.

Ethical Responsibility to Colleagues

- Respect, Fairness, and Courtesy. The social worker should treat colleagues with respect, courtesy, fairness, and good faith.
- Collaboration and Consultation. The social worker has the responsibility to collaborate and consult with colleagues in social work and other disciplines so that the best interests of their clients are safeguarded.
- Dealing with Colleagues' Clients. The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.
- Impaired, Incompetent, and Unethical Colleagues. The social worker has the responsibility to consult with colleagues to address impairment or incompetence that interferes with their work and to know procedures regarding corrective action.

Ethical Responsibility to Employers and Employing Organizations

- Supervision, Consultation, and Continuing Education. The social work supervisor must treat supervisees fairly and provide supervision and continuing education only in areas of expertise.

- Commitments to Employing Organizations. The social worker should adhere to commitments made to the employing organizations.

Ethical Responsibility as a Professional

- Competence. The social worker should be committed to achieving and maintaining competence in all work settings.
- Conduct. The social worker must not allow private conduct or interpersonal problems to interfere with their conduct as a professional.

Ethical Responsibility to the Social Work Profession

- Maintaining the Integrity of the Profession. The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.
- Community Service. The social worker should assist the profession in making social services available to the general public.
- Development of Knowledge. The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

Ethical Responsibility to Society

- Promoting the General Welfare. The social worker should promote the general welfare of society.
- Social and Political Action. The social worker should engage in social and political action to ensure equal access to services and resources and equal opportunity for all.

Professional Behavior

The Social Work Program takes seriously the development of professional behavior in the students. Therefore, standards of profession have been developed and are integrated into the curriculum. Student exhibit behaviors which are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. The student should demonstrate responsible and accountable behavior by recognizing practice within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and being able to accept feedback. Social work students work effectively with others, regardless of level of authority. Students can advocate for themselves in an appropriate, responsible manner and uses proper channels for conflict resolution.

Social work majors, as all Hood College students, make a commitment to academic integrity, to understand, support, and abide by the College's Honor Code when they enroll in the College. Social work classes are conducted in strict observance of the Hood College Honor Code. Please refer to the Hood College Student Handbook for specific policies and procedures. The social work program will not tolerate academic dishonesty, including, but not limited to: plagiarism, submitting of work previously or concurrently submitted for another course, or falsifying field internship hours.

Students are able to use sound judgment, seek and use help for emotional problems that interfere with scholastic and professional performance, interfere with professional judgment and behavior, or jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the Codes of Ethics by the National Association of Social Workers (2008) and the MD Board of Social Worker Examiners (<http://dhmh.maryland.gov/bswe/Pages/default.aspx>)). The student has the ability to deal with current life stressors through the use of appropriate coping mechanisms and

developing supportive relationships and is open to accessing resources available in the college. The student is able to ask for help and resources from faculty for personal problems, psychosocial distress, substance abuse, or mental health difficulties,

Problem Behaviors

Behaviors that are inconsistent with the NASW Code of Ethics (2017) and other program requirements that may affect acceptance or retention in the program include:

- Engaging in inappropriate or disruptive behavior toward or making derogatory or pejorative oral or written statements about/towards others, including students, faculty, field supervisors, colleagues and clients that suggest an intolerance or inability interpersonally.
- Inability to work with persons from populations reflecting racial, ethnic, physical or mental ability, religious, socioeconomic, political, gender, sexual orientation or other areas of difference
- Disregard for principles of confidentiality.
- Inability to accurately assess strengths and limitations as they relate to professional practice and effective use of self.
- Unwillingness to receive and accept feedback and supervision and unwillingness to use such feedback to enhance professional development including a negative or inappropriate response to the gatekeeping process.
- Inability or unwillingness to communicate with faculty and supervisors about problems that may interfere with successful performance in the field and to take action to actively resolve such problems.
- Inability to deal with current life stressors through the use of appropriate coping mechanisms including how stress and disappointments are handled.
- Demonstration of consistently poor written and/or oral communication skills.
- Poor work habits including the areas of punctuality, attendance, team/group participation, and conflict resolution.

Use of Technology and Social Media

Electronic Devices in the Classroom

Computers may be used to support learning activities in the classroom with the professor's approval. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices is distracting and disrupts the learning process for everyone. Emailing, texting, social networking, and use of the internet for non-academic reasons, in the classroom, are also inappropriate and unprofessional. The use of cell phones during class time is prohibited; cell phones should be set on silent and put away before class begins. In case of an emergency, please step out of the room to take the call. If a student does not meet these expectations, they may lose participation points in the classroom.

Electronic Devices at the Field Site

Emailing, texting, social networking, cell phone use and any other use of electronic devices, including computers, for non-field related reasons is unprofessional and not permitted. Inappropriate use of electronic devices at the field site can result in a negative field evaluation. If it is a practice of your field site to use email to communicate with clients, you should only use the email address that was assigned to you by your field site. All emails and texts whether to clients or other professionals should be

communicated professionally and in a manner that maintains the client's confidentiality. You should not use or give your personal email or phone number to your clients without approval from your field instructor.

Social Media

The Undergraduate Social Work Program recognizes the everyday uses of social media. It can be a great tool for staying connected and informed however it is important to use it professionally. Confidentiality in the field extends to Facebook, Twitter, Blogs, and other forms of social media. It is an ethical violation to share information about your work with clients, including pictures, or confidential information about your field site on social media sites unless it is part of your role at your field site and all of the necessary release of information forms have been signed. When referring to the Undergraduate Social Work Program, your field site, clients, colleagues, classmates or client populations, you should use respectful, professional language without misrepresenting or misleading information. In addition, it is important that you represent yourself accurately and identify yourself as a student/intern. When using social media, it is important to maintain good professional boundaries. You should not "friend" your current or former clients. If you receive a "friend" request from a client, you will need to have conversation with your client to inform them on why you cannot "friend" and the importance of maintaining appropriate boundaries.

Web Searches

It is not unusual for clients to become curious about the professionals who work with them. Hence, you should set your security settings so that your clients cannot obtain access to your personal social media sites. Since there are limitations to the security of the internet and social media, you should make sure that you are represented on the web in a professional manner. It would not be appropriate for you to do a web search on your client without your client's informed consent.

STUDENT PARTICIPATION IN THE PROGRAM

Student Social Work Organization

Founded in 1979, the Student Social Work Organization (SSWO) is open to all social work majors and minors; other students interested in supporting the values and ethics of social work are also welcome to participate. The members of the organization plan educational programs for members of the SSWO, as well as for the student body as a whole, and participate in community service projects. Members also serve on faculty search committees and on the Social Work Advisory Committee and participate in recruitment and orientation of social work majors.

Selection of New Faculty

Social work students participate in the hiring of new faculty. When candidates for full-time positions are interviewed they are asked to teach a class to a faculty and student audience. Students also have the opportunity to meet informally with the candidates and to provide comments about the candidates' strengths and limitations to members of the Search Committee.

Social Work Advisory Committee

Student representatives from the junior and senior classes are members of the Social Work Advisory Committee. This committee, which is composed of social work faculty, faculty members from other departments, field instructors, social work students, and alumnae, meets two or four times during the academic year. Members review procedures and curriculum in order to ensure that the program meets the educational needs of the students and the social work community.

Evaluation of Social Work Faculty and Courses

Students participate in the evaluation of each course and instructor at Hood College by assessing course content and teaching effectiveness. The results of these evaluations are compiled and influence the review of faculty for reappointment, promotion, and tenure. Students are requested to complete these evaluations with thoughtful consideration.

Social Work Program Evaluation

Students have several opportunities to participate in the evaluation of the social work program. All social work students complete certain outcome measures at the end point of their social work studies. Students also create a portfolio in Chalk & Wire during their junior and senior years, which documents the progress they have made on the social work competencies. The program encourages students to save electronic copies of all papers to serve as evidence for achievement of competencies.

Students are encouraged to provide informal feedback to faculty and to utilize the Student Social Work Organization as a forum for discussion of program issues and concerns. After completion of the field internship, each social work major is requested to complete a written questionnaire which addresses the field experience. In addition, each student is asked to evaluate how effective the coursework was in preparing her for the internship, for employment, and for future studies in graduate school.

National Honor Society of Social Work

In November 1988, the social work program was granted a charter to start the Beta Pi Chapter of the Phi Alpha Social Work Honor Society. This honor society is dedicated to high standards of education and to excellence in scholarship. The requirements for membership are as follows:

1. Junior status or higher
2. Formal acceptance into the social work program
3. Completion of 9 semester hours of required social work courses.
4. An overall grade point average of 3.00 (on a 4.00 scale)

Maryland NASW Student Conference

Maryland NASW traditionally holds an all-day conference for students in October and invites up to four students in the program. The Director and President of the Student Social Work Organization invite any students who are interested to register (no cost). That educational conference prepares for any NASW student activities during the year and assists in preparing for Advocacy Day in Annapolis in February for all social work students in Maryland. All senior social work students and any other interested social work students attend Advocacy Day in Annapolis and some attend a Policy Forum in the spring in Washington, D.C.

FIELD EDUCATION MANUAL

Field Education is a vital part of student preparation for professional social work practice. The Social Work Program at Hood College provides a concurrent field practicum in the senior year in one assigned agency. SOWK 445A is the practicum in the first semester and SOWK 446A is the field practicum in the second semester takes place. In addition, students attend a field seminar class (SOWK 445B in the fall and SOWK 446 B in the spring) in order to facilitate communication and individualization of learning goals and objectives. In the weekly two-hour field seminar class and in the field, the student is expected to integrate and apply social work theoretical concepts as well as values, knowledge, skills and cognitive and affective processes necessary for generalist social work practice. In this course, students take increasing responsibility for discussion of common practice issues, presenting cases, and asking for/providing feedback to their peers

Social Work settings providing practicum opportunities are located off campus in metropolitan, suburban, and rural areas. Field practicum experience is required of all social work majors. Students complete 500 hours of field instruction at one placement two days per week (16 hours), from the first week of school in August through the first week of May in their senior year. Because the field practicum is concurrent with the seminar course, students must complete the field requirement including the required number of 250 hours by mid-January, before the beginning of the second semester of field. Students also must remain in field until the end of the course (the first week of May).

Objectives of Field Instruction

The central objective of the Social Work Program is to prepare a competent social work generalist for entry-level professional practice. The field instruction component of the program provides the student with opportunities for the development of competence by application of knowledge and acquisition of practice skills through direct service to clients under the supervision of an experienced worker. The curriculum is designed to meet general and specific learning and skill objectives and to expand the knowledge base through exposure to agency policies and procedures.

The field instructor works with the student to build a constructive learning experience based upon these objectives. The following activities are essential requirements for achievement of the objectives:

1. *Exposure to and participation in the human services network of which the agency is a part through inter-collaborative professional meetings, agency meetings and available in-service training.*
2. *Direct practice with agency clients which includes experience with individuals, families, groups, organizations, and communities;*
3. *Supervision and consultation with agency staff concerning client services;*
4. *Familiarization with agency requirements for client records and other agency documentation*
5. *Familiarization with the community, resources, and the constituency served by the agency.*

These activities will offer the student exposure to different facets of the work of the field setting and subsystems found within it. Working collaboratively, the student and the field instructor will identify more focused learning experiences and goals according to the 2015 EPAS competencies, which they will articulate in the student's learning contract. The evaluation process is intended to measure the student's progress toward achievement of these competency outcomes.

Selection of Field Setting

Integration between Field Education and the Profession

Throughout the field education program, continuous and intensive involvement provides students with contact with the social work profession. Familiarization with routines and procedures give the student a more solid identification and feeling of belonging with the agency, professionals, clients and delivery systems. Each student has ongoing supervision and instruction from the field instructor and guidance and support from the faculty field liaison to address a variety of issues and needs such as progress, obstacles to growth, and observations. The faculty field liaison serves as a pivotal linkage between the social work program, field site, field instructor and student. The field instructors are carefully screened and selected in accordance with criteria, which comply with the standards of Council on Social Work Education. These relationships give the student consistent opportunities for feedback and input on how they can work more effectively as a professional.

Concurrent classes, practicum placements, and seminar give the student the opportunity to apply theoretical knowledge to field experience, to share knowledge of a variety of social work roles and functions, and to engage in problem solving with other students. The student is expected to integrate and apply social work theoretical concepts as well as values, knowledge, skills and cognitive and affective processes necessary for generalist social work practice. Through experiential practice and the opportunity to take more initiative in their own learning in the seminar and the practicum, consolidation of their professional growth takes place.

Grading

The field experience is closely monitored by both field instructors, faculty field liaisons and the Director of Field Education. Communication among faculty field liaisons, field instructors, seminar professors and students is an integral part of SOWK 445A and B (Field Practicum and Seminar) and SOWK 446A and B (Field Practicum and Seminar). The senior field practica are graded pass/fail by the faculty field liaison/seminar professor based on the student's coursework and the field evaluations that are submitted each semester by the field instructor. Given the concurrent nature of the field experience (SOWK 445A, SOWK 446A respectively) and the integrative seminar (SOWK 445B, SOWK 446B respectively), if a student does not pass one of the two concurrent courses in a semester, they must retake both the field and seminar class.

Field Opportunities for Placement

The department offers seniors a variety of opportunities in metropolitan, suburban, and rural agencies. The field director determines the field practicum based on the learning needs of the students with placement preference input from the students. Students are placed in settings that strengthen the student's practice skills and learning needs and best match the field instructor's skills and expectations. Below is a partial list of practicum settings used within the last five years to fulfill the field requirements:

Frederick County Health Department
Frederick Memorial Hospital
Frederick County Department of Aging
Frederick County Detention Center
Springfield Psychiatric Hospital
Carroll Lutheran Village
Glade Valley of Genesis

Homewood Continuing Care Facility
Family Partnership
Rock Creek School
Maryland Correctional Training Facility
Washington County Department of Social Services
Clearview Communities (Mental Health)
The Pyramid Program at Tuscarora High School

Way Station Inc. ACT (Mental Health)
Frederick Co. Dept. of Public Defender
Fairhaven Continuing Care Facility

Walkersville High School & New Market Middle School
Buckingham's Choice Continuing Care Community
Daybreak Adult Day Care Center

Scheduling Time for Field Practicum

Students are expected to do a practicum in an approved host setting during the same semesters that they are registered for classes. This means that the student will need 8 hour blocks of time within their academic, personal, and employment schedule to provide for field practicum hours that coincide with hours the field sites provide services. Transportation time to and from field sites vary with the distances and accessibility to freeways and public transportation. However, every attempt is made to find a field site within an hour commute from the student's residence. Many agencies require the use of a car. It is beneficial for the student to secure a car for junior and/or senior year. If this is not feasible, every effort will be made to assign the student to a setting within walking distance to their residence or accessible to public transportation.

Insurance

Students are encouraged to carry social work liability insurance coverage in the amount of \$1,000,000/\$3,000,000 during the senior placement. Students may join the National Association of Social Workers to receive liability insurance at a reduced rate. Students can also purchase insurance through other providers, such as American Professional Agency, Inc. Students should review any insurance policy carefully to understand the limits of coverage. Hood College also carries liability insurance coverage for internship students in the amount of \$1,000,000/\$3,000,000.

Transporting Clients

Issues concerning the use of a personal vehicle in field are not the purview of the Hood College Social Work Program as a whole. Some internships may expect the intern to use his/her vehicle in the performance of field work duties. The use of one's automobile in field work is the sole decision of the intern. The Social Work Program at Hood College does not provide auto insurance of any kind, *nor is travel reimbursement paid*. Students participating in field experiences pursuant to their course of study may be required to transport clients at the agency for which they are participating in field experience. It is recommended that students transport agency clients in agency vehicles.

If an agency vehicle is not available, however, and the student chooses to transport an agency client in their personal vehicle it is mandatory that the student have adequate automobile insurance to cover any incidents that may occur during transportation of the agency client. Therefore, students are encouraged to contact their insurers prior to the commencement of their field experience to discuss their coverage and any questions that they have about using their personal vehicles to transport clients. If agency staff are reimbursed to drive clients, it is expected that students will be reimbursed for the same. If particular concerns exist regarding driving clients, the student should raise them at the point of the agency interview. The Hood College Social Work Program will not encourage or penalize students for their decision to use or not use their vehicles in the performance of internship duties.

FIELD PLACEMENT POLICIES AND PROCEDURES

Pre-Practicum Requirements Policy

Background Checks, Health Clearances, and Drug Screening

The Social Work Program does ask every student if they have been convicted of a felony in the application for admission to the program but does not require background checks or drug panel screening/testing to be accepted to the program. All students have prerequisites to starting field practicum including background checks, drug tests, inoculations, Human Resource appointments or other required documentation for agency acceptance and must complete these in the spring or early summer before being approved to begin field practicum. Some agencies, especially those serving children or serving individuals in health care settings require child abuse and criminal history, including state police and FBI, clearances. In some instances, agencies also require physicals, specific immunizations and drug screenings.

The student is responsible for all costs associated with these clearances and tests. Students must be aware that having criminal backgrounds or negative findings on tests may delay start of placement or prevent them from being placed in agency settings. Students are encouraged to disclose any criminal record to the Field Director and to the field instructor of the serving agency beforehand to optimize placement opportunities. This may also impact their ability to obtain licensure as a professional social worker. If a student is refused for a placement because of an undisclosed criminal history that subsequently appears on an agency background check, this will suspend the placement process and require a meeting with the Field Director. Students are required to sign a form giving the school and agency permission to discuss any criminal actions that might occur during the placement.

It is also important to note that, in order to become licensed, graduates of the program may be required to submit information beyond what the social work program requires. Students with a felony in their background may not be eligible for a license in Maryland and one cannot use the title of “social worker” in Maryland without a license. Many agencies restrict placement opportunities and will not consider an applicant that does not meet their standard for background checks, health clearances, or drug screening. Therefore, to secure an optimal placement at an optimal time, it is most helpful to meet with the Field Director about any concerns regarding current or past record prior to the interview at the potential field agency.

Selection of Practicum Sites

Provision of appropriate learning experiences for students will enhance the student’s education in generalist social work practice with diverse populations and meet Council of Social Work Education (CSWE) standards in the selection of approved field placements. Locations of field practice agencies are decided based primarily on the availability of the very best learning experience for each individual student and the student’s ability to travel to the agency. Other considerations for selection of placements include professional trends (e.g. need for hospital case management placements or other placements providing services outlined in the Health Insurance Portability and Accountability Act), and need for more placements in a particular setting (e.g., gerontological, correctional facilities, or child welfare placements). The Field Director may recruit prospective practice sites as needed to provide new practice opportunities or potential agencies/field instructors may contact the program seeking interns. The program applies these criteria in the selection of field instruction settings:

- Social work must be the principal function or recognized as an ancillary defined service (e.g., hospitals, schools) or the goals of which are compatible with the values of social work.
- Agencies must demonstrate a mission-driven social service delivery that is in keeping with the ethical and value stance of the social work profession including safety policies.
- Agencies selected are expected to provide reasonably adequate facilities, such as office space, phone, and computer available to meet the needs of the student/learning situation.
- Students must not be isolated from other staff, and they must have opportunities to meet and interact with other staff members, e.g., attending staff meetings.
- Field instructors must agree to attend three field instructor trainings (with lunch and CEUs) during the academic year including an orientation at the beginning of each school year. The field instructors and faculty are in attendance. There is a brief overview of the curriculum and expectations of the field experience. Field instructors are encouraged to discuss expectations or concerns about the beginning process and there is ample time for new instructors to hear from experienced field instructors who have worked with Hood College's Social Work Program previously.
- Learning opportunities must provide for direct work with clients, opportunities to use community resources and exposure to agency practice and personnel.
- Agencies selected should provide a wide range and high quality of field experiences in an agency-based setting wherein students will have access to learning opportunities and field-based assignments in all areas of the CSWE 2015 EPAS competencies.
- Agencies selected will be free of conflicts of interest, as delineated in section ("Conflicts of Interest") above, to the best knowledge of the School.
- Agencies must adhere to the principles and best practices in social work education that are in keeping with the objectives of the Field Education program.
- Agencies must operate on the basis of non-discrimination with regard to race, color, national or ethnic origin, gender, age, sexual orientation, religion, class, or physical ability; and awareness of [Policy 55](#) at Hood College (p. 3).
- Agencies are required to sign a Hood College Memorandum of School-Agency Agreement (MOU) that outlines mutual expectations for the placement experience. Exceptions would include only those agencies that require their organizational affiliation agreement be used in place of the Hood College MOU.
- Agencies selected should have field instruction staff that meet the Hood College Social Work Program requirements including availability to provide a minimum of one hour per week of face-to-face individual supervision with adequate time to carry out the educational task and a willingness to provide the instructor for the duration of the placement (please see a more detailed description of expectations of the field instructor in the next section [Selection of Field Instructor](#)).

Selection of Field Instructor

Qualified social work Field Instructors are chosen from among the staff of the agency. The agency, in cooperation with Hood College, designates the Field Instructor. The field instructor for the senior 500-hour internship must hold an MSW degree from a school accredited by the Council on Social Work Education (CSWE) or a BSW plus five or more years of appropriate work experience. There have been no exceptions made regarding the requirement of a social work degree to be a field instructor. However, a non-social worker may serve as a task or site supervisor in conjunction with a field instructor who has an MSW.

If there ever were to be an exception made for a senior field practicum, the student would be required to participate in a supplemental supervision group or individual meetings facilitated by an MSW practitioner.

New field instructors require a face-to face interview and are then vetted and approved by the Field Director. The Field Director outlines the goals and objectives of the requirements outlined in the Field Manual. For example, students are expected to work directly with 3-5 clients per week, co-lead an 8-10 week group with a professional, complete agency documentation, attend inter-collaborative meetings, and complete a macro community project. The Field Director provides the representative with a field manual, discusses requirements of the program in more detail, discusses goals and opportunities at the agency, pre-placement requirements for the student, and observes the physical facility and agency environment. The agency agrees to meet criteria outlined in the [Memorandum of Agreement](#) (). Field instructors must also meet other requirements as listed below. The field instructor will be:

- Committed to the education of social work students
- Open to new approaches in the field of social work
- Able to teach and use the generalist intervention model with multiple size systems.
- Able to assign direct service responsibility according to the student's learning needs early in the field
- practicum experience
- Committed to providing a minimum of one hour of individual educational supervision each week.
- Willing to provide regular feedback to the student and the faculty field liaison
- Able to attend the mandatory orientation and trainings during the year
- Sensitive to the learning needs of students from diverse backgrounds and experiences.
- Practice and teach from a strengths perspective.
- Adherent to social work values and ethics.

Procedures for Placing Students

During the spring semester, the Program Director invites all eligible students to apply formally to the major, thereby applying to enter field. The faculty inform the students of the following steps in the placement process.

Steps to Placement

1. Each student is required to submit an application.
2. The Field Director and the Program Director or another faculty member meet with each student in an interview to discuss any concerns the student or the faculty might have about readiness for the field practicum.
3. The information gathered from the formal application to the major, the interview with the student, a field preference form, and faculty input are all used to determine which practice sites to contact to explore availability of an internship.
4. *Students do not make the initial contact with potential field sites and students may not interview with agencies in advance of contact with Field Director. We encourage students to view the field practicum as an opportunity to take on a challenge by accepting a field of practice they would not necessarily choose because of their fear or unfamiliarity with a particular client population. This is an expectation the program holds for students wishing to become generalist practitioners, i.e. being able to work with diverse client populations. Dealing with such a challenge stimulates*

growth and expands the horizons of students. For example, students who resist gerontology placements are often surprised to learn that they like working in this area, once they have experienced it.

5. In assigning field placements, the Field Director of the Hood College Social Work Program considers the student's previous experiences, interests, academic, and professional goals, along with knowledge of agency resources, instructors and appropriate learning opportunities. Field setting preferences will be considered, keeping in mind that there are numerous complex factors that go into the field placement matching process, and requests for specific agencies, or types of agencies, may not be met. These factors include, but are not limited to: the agency's competitive interviewing process, a student's prior work experience with clients in human service agency settings, level of expectations of the agency, matching student to field instructor, and a student's interviewing and professional skills.
6. The Field Director makes the final determination about placement. Once a potential practice site is identified, the Field Director refers the student to a prospective field site.
7. Students must make their own appointments as one way to encourage appropriate initiative. In preparation for the interview, the student should review the prospective agency's website and gather some basic information about the population with which the agency works. *Within two weeks of being matched, the student is expected to contact the field site to schedule an interview with the prospective field instructor or agency designee.* If the student fails to contact the field site within the designated weeks, the student risks not being able to interview at the site and consequently may need to be matched with a different site.
8. The agency field instructor interviews the student to determine if the placement is a good "fit." The interview process is vital to a good match between student and agency.

The student is expected to dress professionally for the interview. They are encouraged to bring a resume and consider the meeting with the potential field instructor as if it is a job interview. Both students and field instructors are encouraged to be frank and open in discussing all aspects of the placement. Most practicums are finalized at the first interview; however, some students must pass a background check or other pre-placement requirements before the placement is confirmed.

9. If there are questions or concerns by the student or the potential field instructor, the Field Director should be contacted. Student concerns necessitate a meeting in person with the Field Director.
10. After the interview, students are asked to send an email thanking the prospective field instructor for their time and confirming their acceptance of the field practicum if it was not confirmed in the interview.
11. If a student has not been accepted after their initial interview with a potential field placement, the student will be directed to interview with another agency. If the student is not accepted by a field agency a second time, the reason for the student's non-acceptance by that agency will be evaluated by the Director or Assistant Director of Field Education. If the student is rejected for agency-related reasons, such as space, competition, supervision, etc., the student will be offered other placement options.

If the non-acceptance is due to student-related issues, the student will meet with either the Director of Field Education for further advisement and assessment of student readiness for field placement. Planning for another placement at that point is at the discretion of the Director of Field Education.

If the student is turned down from two different placement interviews, he or she will not be allowed to continue in the social work major. Students may be allowed to apply for re-entry at a later date depending on the circumstances and may be asked to complete certain requirements to qualify for reapplication to the major.

12. Students are expected to complete their interview and finalize the match by the conclusion of the spring semester for a fall senior practicum. *If the match is not finalized by the stated date and it is determined to be the result of a lack of follow through by the student, the student may not be able to enter field during the next semester.* Once a student accepts a placement offer, the student is making a commitment to that agency, and an agreement to begin their placement with the agency in late August.
13. Students are expected to attend to any pre-placement requirements (background checks, drug tests, inoculations, etc.) of the agency as soon as possible, by June 15 of the pre-placement semester (see section below on *Pre-Practicum Requirements*) and to have contact with their field instructor in the summer before they start, to attend to any required orientation and confirm the start date and time in the first week of the semester.
14. Once the practicum experience is finalized, a notice is sent to the field instructor informing them of the dates for the orientation and the start of the practicum.

Policy on Dual Relationships/ Conflicts of Interest

We recognize that many students are drawn to social work out of the passions of their personal experience. For example, persons living with mental illness may have an ultimate desire to work professionally in service to others living with mental illnesses. At Hood, we value the power of lived experience. However, as social work educators, we are ultimately dedicated to imparting strong ethical practice habits and providing an educational experience of excellence. Therefore, we reserve the right to deny requests by students for practicum experiences where they may be at risk for harmful dual relationships in which roles of student and consumer of services may be blurred, where family members and significant others are working, or where there is the likelihood that a student's lived experiences will negatively impact their ability to meet the expectations of field practicum. Students are not permitted to carry out a field placement in an agency wherein either they or an immediate family member is a client receiving services. The outside group or individual practice settings of faculty currently teaching in the academic year in which the field placement would be used, also cannot serve as a field placement for current students.

FIELD POLICIES AND PROCEDURES

Monitoring Field

The faculty field liaison (usually the seminar professor) is the primary link between the Undergraduate Social Work Department and the field agency and is the faculty member who is responsible for the student's educational progress in the field. The field liaison completes the following tasks to maintain oversight of the placement:

1. Review and monitor student learning in the field and help integrate the achievement of the knowledge, skills, cognitive and affective processes, and values of the nine core competencies in the field. This is primarily achieved through visiting the agency to meet with the field instructor and student at least twice in the first semester and once in the second semester near evaluation

periods. At field visits, the learning contract or evaluation is reviewed and learning needs are addressed. The faculty field liaison may make recommendations concerning revisions to the plan, educational strategies or additional assignments that will address the needs of the student.

2. Provide an ongoing liaison relationship with the field instructor and practicum site; this includes providing information about the curriculum content and policies of the Undergraduate Social Work Program. In addition, the faculty field liaison is always available to the field instructor to answer questions regarding student issues, learning needs or crises by phone or if necessary by making a visit in a timely fashion to the field setting.
3. Maintain ongoing two-way communication regarding the student's learning needs between the student's field instructor and seminar professor.
4. Coordinate efforts and mediate differences between the student and field instructor or practice site regarding learning needs, student behavior, assignments, hours, values and ethics and other issues. *After* the student has attempted to work through any significant differences directly with the field instructor, without sufficient success, the faculty field liaison may be approached for help toward problem resolution. This is the first level of the field instruction grievance procedure.
5. If needed, the field liaison will visit more than three times/year to assure compliance with the learning outcomes and develop a corrective plan. In that case liaisons will visit every 3-4 weeks.
6. Review recordings, mid-semester and end of semester practicum evaluations.
7. Clarify program or practicum policies and procedures related to field to students and instructors.

Required Learning Experiences in the Field Practicum

Students' work will vary depending upon the specific setting but all students should have certain common experiences in the field, which comprise the functions of a generalist social worker. They include the opportunity to: work with at least 3-5 individual clients, complete at least one psychosocial assessment, plan and co-lead or lead at least one group (e.g. a support group or psychoeducational group), complete entitlements applications for clients (if relevant in that agency), complete agency documentation, participate in the treatment or rehabilitation planning process, work with families, and complete a community or macro project. Students must have exposure to the community networks of which the agency is a part. Assignments that help a student gain understanding of the impact of social policies, laws, and regulations on the provision of social services are valued. The community assignment may be related to fundraising, grant writing, needs assessment, external presentations; facilitating community education and/or actively serving external multidisciplinary meetings, governing bodies, and agency legislative efforts. Students should have some experience in the evaluation of their practice or the agency's programs. One assignment requires that students gather information about the organizational structure and funding sources of their field agency. There are also process recordings of individual client interviews and psychosocial assessment interviews assigned for the field seminar class. Students learn practice evaluation in their Methods classes, and any assignments or information the instructor might provide related to this would be essential.

The Learning Contract, which students are required to complete by the third week in first semester field and again in the second semester, outlines the students' learning outcomes, strategies, and target dates. The outcomes will be generic, relevant to the expectations outlined above (i.e., "To analyze, formulate, and influence social policies") whereas strategies will be more specific (e.g., "To identify and obtain approval

from field instructor to begin working on a community project of organizing testimony for advocacy day on healthcare policy by at least 3 students” or “To develop a client rights handbook using agency policy information and input of a client group”). Students type the learning contract, using the template provided.

Evaluating Student Learning

Field instructors are encouraged to provide regular feedback to students from the beginning to the end of placement. This feedback should clarify for the student what has been learned and what needs to be learned. Evaluation is both a formal and informal process in which the student, the field instructor, and the faculty field liaison collaboratively participate. Due to the variability of the field placements and differing levels of the students’ skills and prior agency experience, the program emphasizes throughout the internship, the progress of the student toward the goals designated in that student’s learning contract related to program competencies and practice behaviors. Both the field instructor and the student participate in the evaluation of the student’s performance. The mid-term evaluation is completed by the field instructor in the seventh week of the semester with consideration of the learning contract, which is drafted by the student and approved by the field instructor by the third week of the placement.

The field liaison, field instructors, and students play a role in evaluating student learning and agency effectiveness. Field instructors are provided with training on evaluation and the prevention of inflated ratings in field as part of the social work program orientation. At the first mid-semester liaison site visit, the instructor prepares a one-page evaluation that summarizes the student’s activities thus far and is encouraged to note any concerns, even minor ones. The student, field instructor, and liaison discuss this form at the mid-semester meeting. At the end of each semester, the instructor completes a summative evaluation that rates the students on ethical and professional behavior, the social work planned change process, understanding of the agency, specific operational skills, and use of the supervisory process.

Hood requires three written evaluations and a (see Volume III), which are completed by the field instructor in conjunction with training by the school and discussion early on with the student. The evaluation forms contain standardized questions based on practice behaviors required plus a request for a narrative discussing the student’s progress. Students and field instructors complete and discuss the evaluation forms **prior** to meeting with the field liaison. The mid-term evaluations are due in the middle of each semester. *Even though it is early in the semester, any concerns at the mid-term should be noted in case they continue to interfere with progress in the field. The first mid-semester evaluation is especially important in determining the student’s ability to keep up with the requirements of the placement and the expectations of the social work program and the field agency.* Field instructors identify students’ learning strengths and gaps as well as the assigned tasks students have received by mid-semester.

The [end-of-the-semester evaluation](#) is completed at the end of each semester. The field instructor recommends a pass/fail grade at the end of each semester, but final authority for assigning satisfactory or unsatisfactory (pass/fail) grades rests with the seminar professor. The student’s performance in the field practicum is evaluated by the instructor’s submission of the End-of-Semester Field Evaluation Forms. Constructed on a five-point Likert scale, (0 = unacceptable; 4 = outstanding), the evaluation allows for the rating of student performance and measures changes in the student’s competence levels. The evaluation form includes items that are considered “threshold items” in that all students must achieve at least a “2” (acceptable) out of a possible 5-point rating scale from on these items in order to pass the field practicum. A student who receives a “1” (“needs improvement”) in a threshold item (noted on the form **bolded in italics**) at the end of the first or second semester is at risk of failing for the semester and the field instructor will have provided narrative related to those areas that received a “0” or “1”. If the student continues in the field with the field instructor, liaison and director’s permission, a corrective plan will be developed by the field liaison, student, and the field instructor with behavioral objectives and

timelines related to specific evaluation items on the end-of semester evaluation. If at the end of the fall semester the students get a "2" which is a "needs improvement" on a threshold item in the evaluation, a corrective plan with behavioral outcomes is developed.

The form also provides space for a narrative by the field instructor to comment objectively on their student's performance. The evaluation is meant to provide the student with a detailed written evaluation indicating when competencies have been mastered and where effort needs to be made. This often marks a turning point for both field instructors and students. Seeing it in written form helps students become focused on crucial learning issues and often leads to spurts of growth and learning. For this reason, it is important to evaluate the student realistically. All completed evaluations are returned to the seminar instructor and then forwarded to the Director of Field Education for review and recording. The Undergraduate Social Work Program, specifically the faculty field seminar professor/liaison, is responsible for assigning a final grade. Final grades are based on the two written evaluations, the faculty field liaison's visit(s) to the practicum site, and the faculty field liaison's knowledge of the student's performance in the field as well as the student's performance in the field class, including written classroom assignments.

Evaluating Agency Effectiveness

Students have an opportunity to formally evaluate the agency's effectiveness with respect to their education. They complete a form at the end of their placement in which they are asked to evaluate the agency with respect to the types of tasks completed, the opportunities provided in the placement, the quality of the supervision, and any suggestions for the program on how to improve the field placement experience. Agencies have been discontinued as field placements based on feedback from students or observations of liaisons or the Field director that indicate particular problems (such as lack of supervision), lack of commitment (multiple absences from field training meetings, inability to provide weekly supervision to students) or their inability to provide experiences that lend themselves to student achievement of the expected competencies specified by CSWE. Field Placement evaluation takes place throughout the year through various informal mechanisms including feedback to the liaison, the seminar instructor or the Field Director, observations by the liaison during the field visit of supervision and learning experiences provided, attendance at mandatory field training, timely completion of student evaluations or corrective plans, as well as the student evaluation of the agency and field experience.

Safety Policies

Student safety is of paramount importance in the Hood College Social Work Program. Safety is discussed in the first mandatory field meeting orientation that all field instructors attend. There is also a Safety handout in the packet given to the instructors on that day. Agencies are encouraged to have students read their safety policy and/or attend a risk management workshop at the agency during orientation. Discussion of safety takes place within the last few weeks of social work students' junior year in their Methods I class and the first two weeks of Field Seminar and Practicum in their senior year. A quiz is given to evaluate student's understanding of safety strategies in the Field Seminar accompanying the practicum. Safety is something that is discussed in Field Seminar throughout the semester.

Although the majority of field settings present minimal or no risk to students, students must be aware of any risk of physical harm at which they may find themselves, while performing their internship duties. Although incidences of danger are rare for a student and one cannot foresee everything, if one arises a student's first responsibility is to protect her/himself by removing her/himself from the potentially hazardous situation and/or calling for help. Simple precautions such as being aware of one's surroundings including accessible exits for offices or homes, not entering a building, a house, an apartment, a room, etc.

if one feels frightened, calling for back-up, talking with an angry client in a public place (with whatever privacy is necessary) or in the doorway of a private residence, and so forth may help the student avoid any potential threat to her/his well-being.

A student who has questions or concerns regarding her/his personal safety in a particular field placement should address these issues directly with the field instructor field liaison and/or field director. Field faculty will treat the concern with the utmost urgency. Should safety be too risky at a particular agency, the student will be re-placed in another agency. Any discrimination, sexual harassment, and/or bullying directed toward social work interns on the part of clients, agency personnel, and/or faculty will not be tolerated (see Prevention and Resolution of Bullying, Discrimination, and Harassment (Policy 55)) and should be addressed directly with the persons involved, the field instructor, and/or the faculty liaison. If the student feels unsafe speaking with any or all of these persons, she/he may bring the matter to the Program Director or the Field Director.

Students must attend any risk management in-services which are provided by their agency and review the safety manual provided in the field seminar. Field instructors attend an orientation wherein safety handouts are distributed and discussion of preventive measures in agencies are discussed. Safety first will be a consideration and safety measures and training at an agency will be a factor in the selection of agencies. Many high-risk settings such as child welfare (our Board of Education) and mental health (a psychiatric hospital or behavioral health service) require specific background checks that provide some oversight to employee staff and interns.

Students and agencies must work together to create a safe environment. Each agency is responsible for orienting interns to the safety policies and procedures of its setting, as well as supervision and compliance with all applicable local, state and federal laws regarding safety. Each student is responsible for discussing safety concerns with field supervisors. It is important to discuss guidelines for prevention, as well as crisis management plans and safety plans. Such discussions should also include, but not be limited to, safety issues in the community, during home visits, within the agency building and environs and with particular clients prone to violent behavior, and the security of personal belongings.

Students have weekly field seminars in which they should bring up any safety issues they may have concerns about and there is discussion in the second class about safety and it will be checked on continually throughout the semester to give students the opportunity to discuss anything related to that. Field instructors receive training throughout the year and safety will be discussed in one of the fall semester meetings. The social work program **strongly** recommends that students purchase professional liability insurance, which is available through NASW Assurance Services at www.naswassurance.org, on 50 Citizens Way, Suite 304 in Frederick, 1-800-355-3869 for a nominal fee.

RESPONSIBILITIES OF THE FIELD AGENCY, FIELD INSTRUCTOR, FIELD DIRECTOR, STUDENT INTERN, AND FACULTY LIAISON

A. Expectations of the Field Agency

The agency is expected to provide:

1. Learning opportunities that permit analysis of professional staffing procedures;
2. Exposure to a variety of social work intervention modalities;
3. A comparative generalist perspective of the various service components;

4. Physical facilities necessary to accommodate a student intern. These facilities should include desk space, use of a phone, interview areas, computer password and availability, and/or any resources necessary for agency clerical requirements; and
5. An agency field instructor(s) who has (have) the MSW degree and a minimum of two years post-degree practice or the bachelor's level social work degree and a minimum of five years post-degree experience and who is (are) willing to undergo training in field instruction through Hood College meetings and/or other organized activities.

Agency policies pertaining to clients must meet the standards of the National Association of Social Workers (NASW) Code of Ethics. Expectations of Hood College are delineated in the [“Memorandum of Agreement”](#) signed by representatives of the college and the agency

B. Expectations of the Field Instructor

The Field Instructor is expected to provide:

1. Introduction of students to agency staff and setting, including an orientation to:
 - a. student's function, policies, and goals of the department, agency or institution
 - b. the clientele served
 - c. agency expectations of the student
 - d. agency relationships to the community and other agencies
2. Opportunity to observe agency staff members performing social work tasks, e.g. interviewing.
3. Opportunities to attend staff and board meetings when possible.
4. Opportunities for students to perform meaningful agency work, which is contributory to agency goals. “Busy work” is inappropriate. (Selection of workload should include consideration of student capacity, interests, past experience, agency mission/needs and the goals of the Social Work Program). The development of creative learning opportunities for baccalaureate social work students include participation in individual casework, group work, and community service.
5. Opportunities to practice with more than one social worker when possible.
6. Utilization of weekly field supervision meeting assist the student in translating classroom learning into beginning level generalist social work practice through learning goals and methods, assignment of direct service tasks including opportunities to develop skills working with individuals, families, groups, communities and agencies. Weekly scheduled supervisory meetings of at least one hour which include:
 - a. helping students prepare for and participate in supervision
 - b. explaining the purpose and process of recording where required
 - c. emphasizing student success in applying social work values, knowledge, critical thinking self-awareness, and skills in field assignments. (The attitudes and feelings of students while performing social work tasks as well as analysis of and execution of social work tasks and activities should be discussed)
 - d. examining student knowledge of the steps in the planned changed process with clientele.
 - e. review of process recordings, agency documentation, evaluations, and/or case presentations in both semesters
 - f. help the student integrate classroom and experiential learning.

7. Provide timely communication of work-related problems to the student and then to the faculty liaison. Keep the faculty field liaison up to date on the student's movement toward skill mastery as well as impediments. Please apprise liaison ASAP so there is time to develop a corrective plan.
8. In the event of substandard performance, a written outline (a "corrective plan") informing the student of specific steps to be taken to improve work quality should be discussed. The liaison can assist with the written plan. A copy should be sent to the Director of Field Education.
9. A formal evaluation conference with the student held near the end of the field experience but prior to the preparation of a written evaluation. The evaluation should measure student's progress against the field evaluation objectives and be shared with and signed by the student.
10. Submission of formal, written evaluation and proposed grade to Director of Field Education by due date (to be specified during each semester).
11. Regular in-person contacts with the field liaison and timely completion of all evaluations.
12. Attendance each year at the Field Internship Instructor's orientation and training lunch meetings
13. Participation in CEU professional workshops sponsored or co-sponsored at Hood will be provided for free to field instructors.

C. Expectations of the Field Director

The Director of Field Education is responsible for the overall direction of the field practicum. The responsibilities of the Director of Field Education are as follows:

1. Identify, develop and evaluate quality generalist practicum opportunities in relation to the Undergraduate Social Work Program's mission and learning objectives in a variety of settings.
2. Maintain updated documents on the field practicum sites including current Affiliation Agreements and Field Instructor resumes.
3. Match students with placements appropriate to their learning needs and faculty recommendations that meet the program's outcomes for beginning generalist competency and agency goals.
4. Maintain data on student progress including evaluations, hours, and corrective plans.
5. Support the educational experience by coordinating field orientations prior to the start of the practicum, providing on-going workshops for the field instructors, meeting regularly with the field liaisons, and encouraging on-going communication between the students, field instructors, field liaisons and the Undergraduate Social Work Program.
6. Educate field instructors on the mission, goals, and learning objectives of the Undergraduate Social Work Program and the core competencies established by CSWE.
7. Inform field instructors and field practice sites of the academic year calendar and due dates for assignments and evaluations.
8. Invite field instructors' feedback on curriculum development including field curriculum.
9. Evaluate and design changes in field curriculum with regard to content, policy, procedures, evaluation procedures, and training for new field instructors regularly.
10. Consult with faculty field liaisons, field instructors, and students if issues arise in the field that the parties are having difficulty resolving and/or changing placements becomes necessary.

D. Expectations of the Student Intern

Given the ethical responsibilities of professional social work practice to promote and protect the well-being of the clients and communities we serve, the Hood College Social Work Program has established procedures for students that not only focus on academic performance but that also emphasize the abilities and attributes essential for the profession. The student is expected to:

1. Spend two 8-hour days per week (16 hours total) in the agency except when student, field instructor, and field liaison have agreed in advance upon student holidays or breaks. Field placement schedule must be prioritized over employment schedules to maximize learning opportunities. The field calendar has been developed assuming that students will take leave from their agency for **only two weeks** during the winter break (e.g., from December 22 through January 2). **During the rest of winter break, students are expected to report to field education agencies so that they may be consistent in client work during the critical holiday period, and keep up with agency assignments.** Students should consult the Director of Field Education with any questions about required hours. Residential students will not be charged for housing in January but **must complete a housing form** for the Assistant Dean of Students before the end of the first semester.
2. Develop learning contracts in consultation with the field supervisor and the field seminar instructor at the beginning of the 1st semester and at the beginning of the 2nd semester.
3. Be punctual, regular, and consistent in work routines and complete all agency and seminar assignments.
4. Maintain a *Record of Hours* to be signed by the field instructor and may submit it on a biweekly or monthly basis. The complete *Record of Hours* for the semester should be received as well as the *Field Evaluation* by the end of each semester. Both student and field instructor must sign the evaluation before the grade is assigned.
5. Dress in accordance with agency standards.
6. Respect the confidential nature of practice in a social service agency concerning all clients and agency personnel.
7. Comply with agency regulations.
8. Comply with the [Code of Ethics](#) as specified by the National Association of Social Workers (NASW, 2017) and sign an agreement to that effect.
9. Discuss agency-related field problems with the agency field instructor first and then with the Field Liaison as necessary.
10. Openly discuss experiences and concerns with and offer constructive feedback to one's peers during the seminar meetings.
11. Complete the required 500 hours of field work which includes the agency work (16 hours per week) and the field seminar (2 hours per week) over the academic year beginning **the first week of classes in August and ending the first full week of May.**
12. Show an appropriate level of professional judgment, being careful not to jeopardize the best interests of people for whom they have a professional responsibility. **Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility (NASW Code of Ethics, 4.05).** Students whose professional judgment and performance are hampered in any way are expected to seek appropriate help to ensure that personal issues do

not interfere with professional and academic performance, make adjustments in workload, terminate field internship, or take any other steps necessary to protect clients and others. Students who are unable to meet any of the academic requirements may be subject to a student review.

Any discrimination and/or harassment (including sexual harassment) directed toward social work interns on the part of clients, agency personnel, and/or faculty will not be tolerated and should be addressed directly with the persons involved, the field instructor, and the faculty liaison. If the student feels unsafe speaking with any or all of these persons, she/he may bring the matter to the Program Director or the Field Director. Any discrimination and/or harassment of agency clients, personnel, faculty, that is shown to be perpetrated by the student will not be tolerated and may result in the student's termination in the field or the social work program.

E. Expectations of the Field Liaison

The assigned Liaisons are responsible for maintaining contact with the field practice instructors throughout the academic year. The Liaison Role includes:

1. Coordinating student placement activities, such as a plan for groupwork if there are no groups at an agency or identifying an appropriate student community project for students.
2. Maintaining consistent communication with the agency and the student. There will be at least two visits to the agency during the first semester by the liaison and at least one visit during the second semester. (The field instructor, field liaison, and or student can schedule additional meetings as deemed necessary and will be scheduled in the event of any problems reported to the liaison by student or agency representative). Telephone contacts and field instructors' meetings also promote consistent communication throughout the academic year.
3. Monitoring the experience the student is having to ensure the agency meets the educational requirements of the program and to assure that it is appropriate for the individual student.
4. Being available for timely troubleshooting meeting with student and supervisor if needed.
5. Allocating time for discussion of student evaluations during the mid-semester evaluation and the final evaluations for each semester. The liaison will discuss a grade of pass or fail (satisfactory/unsatisfactory) for the student in consultation with the field instructor.
6. Providing field instructors with necessary guidelines and forms such as evaluation forms (hard copy and/or electronically).
7. Completing a field note on each visit and collect field evaluations, process recordings, 'record of hours' and any documents related to student performance.
8. Providing feedback to the student and field instructor.

Expectations of Hood College are delineated in the "[Letter of Agreement](#)" signed by representatives of the college and the agency.

Employment-based Field Practicum

The Social Work Field Program does not use employment-based internships because generalist placement requires exposure to more than one setting. Occasionally, a student intern will be offered a professional position in the field agency during the course of the internship year. The student may not accept this position until the end of the school year.

Evening and Weekend Field Practicum

Due to the difficulty in finding appropriate social work learning experiences and supervision during the evening and weekend hours, the Social Work Program does not typically offer that possibility. However particular agencies may prefer a student who is able to provide some evening hours and student interest in such a placement will be considered and accommodated if appropriate. In addition, *if a student is placed in an evening/ weekend field placement, they must be available a minimum of 8 hours of the 16 required each week during the regular working hours of the agency as part of the required weekly hours.*

SUPERVISORY PROCESS

Field Instructor's Preparation for the Arrival of the Student

The quality of the beginning experiences in the practicum site is vital. It is an overwhelming experience for a student to begin field practice. Questions such as, “What will be expected of me?,” “What will my supervisor be like?,” “Will other staff accept me?,” “Will clients take help from me?,” and feelings like “I don't know anything,” may cause anxiety and uncertainty. Make every attempt to be available on the student’s first day of field. If for some reason, you are not able to be available, please make arrangements for someone to welcome and orient the student.

The following suggestions will help the student transition to the new setting:

- Prepare for student's arrival by providing work space, list of staff and programs, etc.
- Inform other staff of the student’s arrival date. Let them know what the student’s role and responsibilities will encompass.
- Clarify hours of work and personnel policies affecting students; including the dress code.
- Plan for the first day with introductions, and other common concerns such as where rest rooms are, and where one eats lunch, etc.
- Set aside an hour to talk with the student and discuss the underlying fears.
- Provide orientation to the field site such as the mission and function of the unit.
- Identify a person(s) whom the student can direct immediate questions if you are not available
- Review the field evaluation and become familiar with the competencies which the student will need to demonstrate during the course of the practicum.
- Identify a case or case related activity to assign the student on the first day.
- Avoid extensive reading of an agency manual until the reading applies to a particular case. Partializing this process with a case helps the student learn this important knowledge.
- Set a scheduled time with the student for your supervisory meeting each week and clarify with the student that they should bring a written agenda and think about priorities for supervision. The student needs to know that time will be set aside for serious reflection on where the student and the field instructor are in the learning process.

Evaluating Student Learning Needs

Early in the supervisory process try to identify the student’s learning style. This is best accomplished by obtaining the student’s perspective of their learning style (a learning style quiz is provided by the field director) and observing the student’s interactions with cases. It is important to remember that some students learn best through doing and then reading the theory, while other students

learn best through reading the theory and then doing, or observing and then doing. When assigning initial responsibilities to the student, it is helpful to keep in mind the student's preferred learning style and the developmental skills of the student. Students begin the field experience at a different places given their own personality, life experiences, and previous exposure to helping. One student may require intensive discussion of a situation before meeting a client while another may benefit from discussion after.

Creating the Learning Contract

Early in the first and second semester, the field instructor and student are expected to develop a [learning contract](#). The learning contract should include, but is not limited to, developing the competencies necessary for generalist practice and professional and personal growth. The learning contract should include specific goals and activities for the student's field experience and should reflect the practice behaviors and competencies on which the student will be evaluated. The activities listed are to assist the student with meeting the goals. The learning contract should be reviewed and revised in the second semester and as needed.

Preparing the Student to Meet with Clients

Though students have learned a theoretical base in the classroom that contribute to their knowing what to do at the beginning, students often do not feel prepared to work with clients. Students often feel that they ought to know everything about the practicum and its services and be able to answer any question. This has the effect of paralyzing even the strongest students. Early assignment of a case and careful preparation by the field instructor will help alleviate some of this feeling and lead the student to discuss the key practice questions raised during an interaction with a client. This preparation will include:

- Clarification of the function of the field site and the student's role in it.
- Providing background on the client or client system.
- Discussion of the field site's program and any policies that may apply in this type of situation.
- Discussion of how the client might feel given the nature of the service and the point of origin (preliminary tuning-in).
- Helping the student reach a clear understanding of the purpose of the contact (clarifying role/function).
- Discussion of possible client reactions and how the student might choose to respond (empathy)
- Assuring the student that they do not need to know all the answers to questions, but that the student can provide the appropriate answers at the next client meeting (follow-up).

Gatekeeping: An Ongoing Process

We provide our students with extensive opportunities to assess their motivation for a career in social work and their aptitude for the profession in both academic and fieldwork areas. Through informal discussions with faculty, agency staff, fellow students, classroom discussion, field seminar and independent papers or projects, students are challenged to re-examine their attitudes, expectations and motivations. The Undergraduate Social Work faculty members spend time talking with students individually and in small groups about their capacities and abilities and how they fit with their interest areas in the social work field. This continuing emphasis on self-awareness and self-direction is brought about through classroom assignments focusing on one's own personal philosophy of helping, role-plays, simulations, audio taping in the classroom (with verbal and written feedback), oral course evaluations, meetings preparing students for field, weekly field instruction with agency field instructors, and final written field evaluations and conferences. Student progress, both academic achievement and the development of professional behavior, is monitored and evaluated in several ways:

1. Open door policy with students for all faculty
2. Student-Faculty Advisory Meetings (students are assigned an advisor upon acceptance into the major). Face-to-face advising meetings are required at least once per semester with the social work advisor and occur more often generally and review their current transcript and G.P.A.
3. Regular faculty meetings devoted to student review throughout the semester.
4. Course performance evaluation. The program standards of professional behavior have been integrated into the relevant course objectives and are counted as a percentage of the course grade.
5. Successful completion of the candidacy process (application and interview)
6. Field evaluation completed in the senior year.
7. Ongoing training for field instructors on evaluation including articles on supervision and evaluation.

For additional information on gatekeeping in the social work profession, the following are recommended reading: Sowbel, L. R. (2011) Gatekeeping field performance: Is grade inflation a given? *Journal of Social Work Education*, 47(2), 367-377; Sowbel, L. R. (2012) Gatekeeping: Why shouldn't we be ambivalent? *Journal of Social Work Education*, 48 (1), 27-44; and Buck, P.W. & Sowbel L.R. (2016). The logistics of practicum: Implications for field education. *Field Educator*, 6(1)..

Ending Process with the Student

Students may start to experience increased anxiety toward the end of their placement experience. Concerns often begin to be felt about whether they will accomplish everything in the time that is left and there is an increased awareness of the impending ending. It is important to begin identifying with the student the important ending dates. It is also important to respond directly to indirect cues indicating anxiety or concerns as the termination of the placement becomes more of a reality.

The dynamics of the ending of the field instructor-student relationship are quite similar to those of ending with clients. The parallel nature of these processes provides the field instructor with an opportunity to demonstrate the same skills that the student needs to use with clients. Common themes that occur in facing endings are: a denial of the feelings associated with the student's leaving; lack of discussion of the ending event; a reluctance to say good-bye; a sense of urgency about unfinished business. The field instructor should devote careful attention to the student's ending experiences in order to help the student learn the skills needed to end with clients. Calling attention to the dynamics of the ending as they emerge is important. It is very important for the field instructor to level with the student about their own feelings about the student's departure. Since it is hard to express ending feelings, the field instructor should take the first step in discussing feeling about ending. An ending evaluation conference that focuses on the strengths and weaknesses of the relationship between the field instructor and the student is very important. The experience can be used to help the student focus on the specific skills of dealing with client endings as well. By identifying what is happening in the supervisory relationship and discussing the parallel process that occurs with clients, the student is assisted in developing the ability to deal with the often neglected termination phase of practice.

When the Process Is Not Working

It is the policy of the Social Work Program that the student is entitled to all available assistance to meet the demands of the field experience. The field liaison is available for consultation with students and field instructors on an “as needed” basis beyond the standard three annual meetings at the field site. Students and field instructors are encouraged to communicate about any concerns first to each other and then to the field liaison. At any point in this process, the student may be supported to seek counseling through the Wellness Center on campus or through private professional resources.

When a student's learning is at an impasse, the faculty field liaison should be contacted immediately after discussion with the student. Joint efforts between the faculty field liaison and the field instructor often succeed where one-on-one efforts have not been able to help the student. In some situations, other assistance may be required or the field experience delayed until the student is ready to resume learning or until an appropriate learning plan is agreed upon. After an initial period of orientation, most students adapt well to their field agency setting.

When questions or concerns arise regarding student performance and/or behavior in field placement the following process will begin:

1. When a problem emerges in field, the first meeting should be the student and field instructor to identify and explore the issues to determine strategies recommended to improve student performance.
2. If resolution at this point is unsuccessful, then the student or the field instructor may contact the liaison to meet together or if the Field Director/Seminar Professor is aware of a situation, they may contact the liaison. The liaison will speak with the field instructor and the student individually before a joint meeting to gain clarification of the problem areas.
3. The student will meet with the field instructor, in conjunction with the field liaison, and will develop a correction plan for the student that outlines specific behaviors related to items on the evaluation that need to be improved by specific target dates. Expectations or consequences of non-compliance and conditions for remaining in the placement should be clearly spelled out in this meeting.
4. If a resolution is still unsuccessful, termination from the program may be initiated.
5. A student may request that a student review be convened which will be determined by the Program Director in consultation with the Field Director, field liaison, and/or field instructor.

However, sometimes, it becomes clear that the match between student and agency, or student and field educator, is not a good ‘fit.’ If, after consultation with the field instructor and/or liaison faculty, the student and/or faculty determine that she/he is unable to meet the requirements listed under “[Expectations of the Student](#)” or “[Professional Behaviors](#)” or to achieve the learning outcomes specified in the field instruction curriculum at a minimum level of consistency, the field experience may be terminated and a grade of unsatisfactory assigned. In these cases, the procedure for terminating a student for unprofessional behavior (p. 38) may be undertaken.

Students may also be removed from a field practicum site if the site or the field instructor is unable to provide the student with the type of learning experiences needed to fulfill the curriculum requirements. Prior to the removal of the student, every attempt will be made to create learning experiences that will allow the student to remain in the field practicum. In such cases, the student will be placed at another practicum

site. If a student is re-placed, they may be required to complete additional field hours above the required minimum in order to allow the student to be oriented to a new site.

In those situations, steps 1 – 3 should be followed. If there is no improvement, the Director of Field Education should be contacted to discuss options. At other times, performance problems develop that are cause for concern. At any point in this process, a referral for a student review (process described below, p.33) may be requested. Outlined below are procedures for addressing such problems through termination, appeals/grievance process, and convening a student review.

Termination Policies

Termination for Academic Reasons

The Undergraduate Social Work Program endorses all Hood College rules on termination of students based on academic performance (*see Hood College Catalogue*). Academic Probation and Dismissal are actions taken by the University when a student's GPA falls below an acceptable level at the end of a semester. In Hood College the following Undergraduate Social Work Program policy on termination of majors for academic performance is meant to supplement the College policy:

- Students must maintain an overall GPA of 2.5 or higher (although conditional acceptance has been offered if the student is close to a 2.5 GPA)
- Students who have a grade of I (incomplete) and/or a grade of D+ or below in required social work courses (C-) including SOC 260 and SOC 261 must repeat these courses.
- Students may retake courses only twice. If a student fails to receive a C- grade on the second time, the student will be terminated from the Program.

Termination for Unprofessional Behavior or Breach of Academic Integrity

Although professional behavior is a part of the student evaluation process for each course, it is necessary to also have a policy that more generally addresses non-academic performance or behavior that is inconsistent with the profession's values and ethics. All students sign an agreement to abide by the NASW Code of Ethics (2017) in the beginning of their field practicum

Occasionally, while students have performed well in class, there are other concerns about the student's suitability for social work that emerge and these are also discussed at the regular faculty meetings designated for student review. In such a case, the student is discussed as specified above, and an appropriate plan of action is developed. While this is handled on a case-by-case basis depending on the concern, the procedure is typically in the following sequence:

1. Discussion between faculty member and the program director.
2. Meeting with the student and appropriate faculty member, field director, Chair, or advisor. At this time, the student provides their perspective on the issue
3. A plan is developed and agreed upon to rectify the behavior, with clear stipulations to be met by the student within a specified period of time.
4. If the behavior continues, the student and program director meet in order to attempt to resolve the dispute and/or review options other than social work.

5. If the behavior warrants dismissal from the program and/or is a serious violation of the program's standards and therefore a breach of standards of professional ethics (NASW, 2017) the Director will refer the matter to Provost/Vice President of Academic Affairs and the appropriate official body such as the Judicial Advisory Council.

IMPORTANT TO NOTE: Students may be removed from their field practicum immediately for any of the following reasons:

- Serious breach of the Field Education Memorandum of Agreement
- Physical, mental or academic incapacity that seriously interferes with the work required in field
- Intentional breach of social work ethics as detailed in the NASW Code of Ethics
- Request from the field practicum due to concerns about student ability to meet agency expectations

If there is a need to remove a student from the field placement for any of the above reasons, the faculty will address the concern, following the above procedure, in an expedited way in order to resolve the issue. The members of the social work faculty will make every attempt to treat students in a fair and respectful manner that incorporates social work values and ethics. However, sometimes students and faculty are not always in agreement. Consequently, in an effort to protect all parties involved (including the clients, students, the internship agencies and faculty members) the social work program has adopted appeals and grievance procedures, consistent with the college's procedures.

Appeals/Grievance Procedures

Appeals Regarding Rejection, Suspension, or Termination

If a student wants to appeal a decision she is required to present a written petition to the social work program director, clearly stating evidence that justifies reconsideration of her case. The social work program has adopted appeals and grievance procedures, consistent with the college's procedures. If a situation arises that a student's academic performance, field performance and/or adherence to the NASW Code of Ethics (2017) and the Program's Standards of Professional Behavior has not been remedied by the above process, the student may be counseled by the appropriate faculty advisor and/or the Director to seek another degree program. The advisor and/or the Director will assist in facilitating this process. Students have the right to discuss and/or appeal this decision.

Appeals Regarding Grades

If a student receives a final grade in a course that she believes is incorrect, she should discuss her concerns with the individual faculty member involved. If the matter is not resolved the student may discuss the concern with the director of the program and then the chair of the department. If the situation is still unresolved, the student may file a petition with the Registrar to have the grade reviewed by the Committee on Academic Standards and Policies. After confidential discussion with the student and the faculty member, the committee will render a decision to resolve the dispute.

Appeals/Grievance Procedures Related to a Field Practicum

If an event has occurred such that a student's suitability for field is in question, or if there has been dangerous or egregious behavior, a formal student review is warranted (see section below on student review). Any student behaving in a manner that could be reasonably considered egregious (such as verbalizing a threat to someone, uncontrolled behavior or language, being under the influence of alcohol or illicit drugs, or sexually harassing a client) may be immediately suspended from field work and possibly dismissed from the program. If the problems cannot be resolved satisfactorily, (1) the field faculty may request that the student be removed from the agency, or (2) a student may request a change in placement. Depending on reasons for removal or request to change placements, the Director of Field Education in consultation with the Program Director will decide whether to move the student to another placement, request that the Program Director grant the student a leave of absence, or convene a Student Review.

Social work students should take the following steps in the order listed with regard to any grievance related to field practicum:

1. Discuss the grievance with the person immediately involved; if not resolved,
2. Discuss the grievance with Faculty Field Liaison; if not resolved,
3. Discuss the grievance with Director of Field Education; if not resolved,
4. Discuss the grievance with Program Director of the Social Work Program
5. The student, liaison, field instructor, Field or Program Director may convene a student review.

Convening a Student Review

If the problem(s) cannot be resolved following the steps above, a Student Review may be convened by the Program Director. The review may occur for a variety of reasons, all related to inappropriate or unethical conduct. Behavior that is antithetical to social work values and ethics as explicated by the NASW Code of Ethics (2017), refusal to communicate with field instructor, clients, peers, faculty or agency colleagues, inability to take supervision from or work within the structures of the college or agency all represent examples of possible causes for review.

The Hood College Social Work Program reserves the right to formally monitor and review any student who has demonstrated behavior or made statements that might be injurious, demeaning or otherwise troubling to concerned parties within the Program or the field placement (including the problem behaviors and professional requirements listed on p.17).

1. A Student Review may be convened by the Field Director at the request of a student, faculty member, or the field instructor. The only people present at the Review shall be the student, the Field Director, the field instructor, other Social Work faculty, and, if the student desires, a member of the Hood student body she selects for support, not active participation in the meeting.
2. The Review Committee's role is to gather information in order to review the student's performance and make a decision, which may include identifying appropriate and realistic alternatives to the student's field placement. The review process seeks to recognize the value social work places on strengths and on people's ability to change and grow, while at the same time realistically evaluating a student's performance.
3. A Student Review may lead to any of several different outcomes. Possible outcomes include the following:

- A. Termination- The student is not permitted to continue in the social work major although he/she may still remain a student at Hood College
 - B. Probation-When a remediation plan is formulated jointly with the student to address deficiencies that have been identified, the student is placed on probation. Specific behaviors and timelines are documented. The student may be asked to complete additional volunteer experiences with successful evaluation by a social work supervisor, written reflection assignments, or medical clearance recommendations if the problems interfering in the field are agreed by all to be related to diagnosed medical conditions.
 - C. Withdrawal-Students may be required to withdraw from specific courses or the field for a specified period of time, based on the Review.
 - D. No action needed- After deliberation, the review may determine that no action is necessary or that the basis of the alleged problem is unfounded.
- 4. The Review Committee notifies the student and the program director in writing of its decision. A student may accept or appeal the decision of the Review Committee to the Program Director.
 - 5. After reviewing the facts of the case, the program director can agree with the decision of the review committee or render a different decision. That decision will be final.
 - 6. If the student is not satisfied with the decision the student has the option of appealing to the Provost/Vice President of Academic Affairs.

Leave Policy

The following Leave Policy outlines attendance requirements for social work students in the field.

Sick Leave: Students are allowed 1 day per semester for sick leave. However, students must work 500 hours at the field placement from late August to May 1. Students must plan ahead to complete 250 hours by mid-January. For students suffering extended absences, make-up arrangements need to be approved and negotiated with the student, the field instructor, and the Field Director. Extensive absences, no matter what the reason, may result in failure in the field practicum.

Holidays: Hood College does not require students to be at their internships during holidays officially observed by the college, except during fall quarter when students are expected to be at their internships through the last day of exams in the fall semester (see the Hood academic calendar for official dates). Agencies, however, may require that students be at their internships during College holidays, and this requirement may supersede Hood College's holiday policy. This should be communicated to students during the internship interview process. Students needing to take additional time off during their internships, or wishing to make up time missed for illness or vacation, must negotiate their requests with their field supervisors.

Jury Duty: Students who are called to jury duty while in internship need to discuss their hours with their supervisor.

Religious Holidays: The Hood College community is enriched by individuals of many faiths that have various religious observances, practices and beliefs. In affirming this diversity, it is university policy and practice to provide religious accommodations for students and employees unless the accommodation would create an undue hardship. Many of these religious observances are related to holy days, or days of observance. Faculty, staff, student organizations, internship sites and other programming groups are strongly urged to be mindful of major holy days in their scheduling. To facilitate planning, the program

will provide field instructors with the Hood College calendar during the initial field instructor's meeting. Faculty and field supervisors are asked to be responsive to requests when students contact them IN ADVANCE to request such an excused absence. Students are responsible for completing assignments given during their absence, but should be given an opportunity to make up work and internship hours missed because of religious observance.

Once a student has registered for a class or started a field internship, the student is expected to examine the course syllabus and agency schedule for potential conflicts with holy days and to notify the classroom instructor and field supervisor by the end of the first week of classes of any conflicts that may require an absence (including any required additional preparation/travel time). The student is also expected to remind the faculty member or field supervisor in advance of the missed class or internship hours, and to make arrangements in advance (with the faculty member/field supervisor) to make up any missed work, in-class material or internship hours within a reasonable amount of time. If reasonable accommodations for student absences cannot be negotiated, the field liaison should be contacted for further problem-solving.

Snow Days: If it is safe to do so, students should plan on going to the field agency on snow days when the agency is open. If the agency is closed, the student should speak with the field educator to develop a plan to make up the time. The student should not go to field if roads are dangerous to negotiate or if the student is uncomfortable driving in the weather.

Winter Break: The field calendar has been developed assuming that students will take leave from their agency for **only two weeks** during the longer winter break (i.e., from December 22 through January 2nd). During the rest of winter break, students are expected to report to field education agencies so that they may maintain client contact during the critical holiday period, and keep up with agency assignments. Residential students will not be charged for housing in January but **must complete a housing form** for required January courses to the Assistant Dean of Students during the first semester.

Other Absences: Except for allowable holidays absences from the field setting must be made up. This includes time lost due to tardiness. In any emergency situation, students are expected to notify the field educator of their absence. Some students may have difficulty in meeting the required number of field hours. Students are urged to review the field calendar at the beginning of the year with their field instructors, so that instructors know well in advance about holidays, and make-up hours can be planned in collaboration with the instructor. A record of hours is kept by the student to be signed by the field instructor and must be accurate and precise as ethically required. A fraudulent record of hours is cause for failure in the field.

Graduate School and Career Information

Social work students should seek their adviser's input and advice regarding course selection, graduate school applications, and career planning. The social work program faculty strives to facilitate your success as a student and as a future social worker. Students are urged to gain as much practical experience as possible through volunteer work, summer employment, and internships. The Hood College Career Center offers assistance in job searching and resume preparation. The social work program web site contains links to sites that provide information on social work careers in many different fields of practice. Many alumnae and alumni of the program are willing to talk with current students about their experiences in the field.

Many social work majors apply for graduate school during their senior year. Many MSW (Masters in Social Work) programs allow for people with degrees from accredited baccalaureate social work programs, such as Hood's, to apply for admission with advanced standing, which allows the student to

complete the MSW in a shorter time period by giving credit for social work courses completed at the undergraduate level. The faculty's role in the advance standing application is to either "recommend," "recommend with reservation," or "not recommend" a student. Faculty members make this determination in December or January of each academic year. Students who wish to be eligible for advanced standing must also meet certain minimum GPA requirements. For example, the University of Maryland School of Social Work, Baltimore which accepts a number of Hood students each year, requires a minimum GPA of 3.0 overall for consideration for advanced standing and no lower than a B- grade in any practice courses. Other criteria that graduate programs in social work take into account may include:

- The student's ability to analyze/conceptualize the social work process.
- The student's emotional maturity and interpersonal skills.
- The student's performance in fieldwork. This is particularly important because advanced standing students must be prepared to carry a caseload of individuals, families, and groups or to manage a whole range of complex tasks typical of community organizers or social administrators.

The social program faculty considers these criteria when writing letters of recommendation. Faculty members will not write letters of recommendation for graduate school until the student completes one semester of the field practicum.

Social Work Licensure

In order to practice as a social worker, one must be a graduate of an accredited social work program and must pass a state licensing exam. In Maryland, the four levels of licensure are licensed bachelor social worker (LBSW), licensed graduate social worker (LGSW), licensed certified social worker (LCSW), and licensed certified social worker-clinical (LCSW-C). Hood social work graduates apply for certification at the LBSW level. Applications for Maryland state licensure are available in the Hood social work offices. For more specific information regarding social work licensure and test sites, contact the [Maryland Board of Social Work Examiners](#), 4201 Patterson Avenue, Baltimore, MD 21215-2299, 410-764-4788.

ADDENDA

A. Letter of Agreement

[DATE]

Name
Name of Agency
Address
City, State, Zip

Dear (Name of field instructor)

On behalf of Hood College, I want to thank you for agreeing to sponsor an internship for (name of student) _____ during the fall ____ (year) and spring ____ (year). As you know, the social work program could not function without the tremendous support and commitment of practice field instructors. The purpose of the Hood College internship program is to provide students with the opportunity to apply theory learned in the classroom to actual practice situations, to modify their knowledge in light of that experience, and to develop skills necessary for their chosen profession. Social work student interns enroll for 6 academic credits for each semester for a total of 12 credits for the school year. Since each credit corresponds to forty hours spent working in the field internship, (name of student) has agreed to spend a minimum total of 500 hours.

Please send an up-dated resume and e-mail address if you have not already sent one (e-mail Dr. Lynda R. Sowbel at sowbel@hood.edu). The first of the three field instructor luncheon meetings is scheduled for _____ at 12:00 p.m. - 2:00 p.m. in the Marx Center. Please RSVP for the September meeting to Malikah Marrus at (301) 696-3723 or marrus@hood.edu. We will discuss field expectations, the academic calendar, the first site visits, and other relevant issues while you enjoy meeting the other instructors at the luncheon. The field internship starts for students on _____ or _____ depending on the student's days in the field, which should be negotiated with the field instructor to provide the student the best possible learning opportunities. If there are orientation activities, learning opportunities, or scheduling conflicts regarding those starting dates, please let me know if you haven't already.

Enclosed is the Memorandum of Agreement. Please sign it or have your administrator sign it and send it back. Thank you for your contribution to Hood College's Social Work Program. I look forward to working with you all.

Sincerely,

Malikah Marrus, LMSW
Assistant Professor of Social Work
Director of Social Work Field Education

Hood College Social Work Program Field Instruction Program Agency-Social Work Program

B. Memorandum of Agreement

Name of Agency: _____ Name of Student: _____

Name of Field Instructor: _____

A. Hood College will:

1. Cooperate with the agency to determine the number of interns to be assigned and the hours each intern will work;
2. Identify students qualified to apply to the agency for an internship;
3. Designate a faculty field liaison who will serve as an advisor for each student interning; the faculty liaison will (a) reach agreement with the agency on the objectives and general assignments of each internship, (b) confer with the agency to discuss the student's progress, (c) meet with the student to assess progress, (d) assign a grade of pass or fail per semester to each student based in part on the agency's evaluation of the intern, (e) follow the responsibilities of the faculty liaison as described in the Field Instruction Manual, and (f) monitor the student's adherence to the responsibilities of the student intern as described in the Field Instruction Manual.
4. Enforce rules and regulations mutually agreed upon by Hood College and the agency;
5. Carry general liability and malpractice insurance that covers all student interns and faculty that supervise student interns.
6. Designate the agency field instructor as an honorary adjunct faculty of the Social Work Program, which entitles her/him to use of the library, pool, bookstore, and cafeteria.

B. The Agency will:

1. Interview and select students for internships and apprise the student of any prerequisites to working there, including medical tests, criminal background checks, or driver license record retrieval.
2. Designate an employee or otherwise agency-affiliated individual who will, under the terms of the Field Instruction Manual (a) serve as a field instructor for each intern, (b) in consultation with the student and faculty liaison, agree upon the objectives of each internship, (c) confer with the student and her/his faculty liaison, (d) provide the faculty liaison with written appraisals of the student's work (e) allow the faculty field liaison to examine any written work the student has produced for the agency for evaluation purposes;
3. Make supplies, equipment such as a telephone and computer, and space such as a desk available to students as needed for work done under the internship program;
4. Arrange a regular weekly 16-hour work schedule that can be met by the students appropriate and approved by the field instructor and the director of field instruction.
5. Allow the field instructor to meet with the student face-to-face at least one hour/week for individual supervision
6. Allow the student only approved time off (i.e., mid-semester break, two weeks over December-January), otherwise fulfilling a routine agreed upon schedule, appropriate for a professional social worker as discussed in the Field Instruction Manual.
7. Familiarize themselves with schedules, termination procedure, and other protocols set forth in the Field Instruction Manual.'

This agreement is intended to cover the academic year of 2013-2014 or any portion thereof unless either party expresses in writing a desire to terminate the agreement or the agreement is substantially altered. Slight alterations in the agreement can be addressed via letter or email.

Please sign this form and return it to:

Malikah Marrus, LMSW
Assistant Professor of Social Work
Director of Social Work Field Education
Hood College
Department of Sociology and Social Work
401 Rosemont Avenue
Frederick, Maryland 21701-9988

Memorandum agreed to by the following agency representative(s):

_____ Title _____ Date _____

_____ Title _____ Date _____

Dr. Debbie Ricker, Provost and Vice President of Academic Affairs, Hood College:

_____ Date _____

Malikah Marrus, Director of Field, Hood College:

_____ Date _____

C. Student Field Evaluations

Mid-Semester Evaluation (Feel free to attach a page)

I. Describe student tasks and responsibilities so far, include number of assignments, kind of assignments (e.g. case management for 3 clients, planning a group with social worker on anger management, meeting with development director to begin planning for community project).

II. Briefly describe the most clearly demonstrated areas of strength and demonstrated areas of ability and development this semester.

III. Briefly describe the most clearly demonstrated areas of educational gaps or difficulties.

Complete as part of end of semester evaluation:

Number of supervisory meetings held to date _____ Student Signature _____ Date _____ Agree w/Evaluation () Disagree* ()

Number of clock hours completed by today _____ Field Instructor Signature _____ Date _____ Field Director Signature _____ Date _____

Optional: Recommended grade for semester (Pass/Fail) * In the event that student does not agree with any aspect of this evaluation, s/he may append a statement describing specifics

Hood College
End-of-Semester Evaluation
Senior Year Field Practicum

Date: 1st Sem: _____ 2nd Sem: _____ Soc. Sec. #: _____

Student Name: _____ Field Liaison Name: _____

Field Instructor Name, Degree & Title: _____

Agency/Program: _____

Instructions:

1. **MAKE 3 (THREE) COPIES OF THIS EVALUATION: 1 for student; 1 for field instructor; and 1 for field Seminar instructor/liaison.**
2. ***In the Spring Semester, use the saved copy of the Fall Semester Evaluation and write scores in 2nd Semester column.***

GENERAL EXPLANATION OF EVALUATION FORM

The **Evaluation Form** should be completed by the field instructor, discussed with the student, and returned to the Seminar Instructor/Liaison by the assigned date at the end of both the first and second semesters. The field instructor should assign a numerical evaluation to each of the items and write a narrative summary that discusses the student's strengths and development as well as his or her educational gaps and difficulties. The Seminar Instructor/Liaison assigns a grade of *Pass or Fail* for the semester, based on seminar performance and performance in field, as evaluated by field instructor.

The **Evaluation Form** attempts to determine the level of a student's mastery of a set of skills deemed necessary to the practice of social work. Recognizing that not all skills are of equal importance, we have selected some in each of the 5 objective areas as **threshold items** – these are indicated in ***bold italics***. In order to progress in field instruction, we expect a student to be meeting an *Acceptable* (3) level in all these skills at the end of each semester. The field instructor is asked to address any item scored below 3 in the narrative section. If a student has one or more '2' s in threshold items, they will be at risk for failing that semester; if they are allowed to continue they should have a corrective plan developed with support from the liaison to indicate the minimal progress (behavioral goals) required in order to continue.

The field instructor is asked to indicate how the student is performing at the present time, i.e. is s/he performing below, at, or above the expected level for a student at that point in that semester. Important: If a student has not had experience with a particular skill listed on the evaluation form, please indicate that by writing **NA (Not Applicable)**.

The ratings below guide scoring of the evaluation:

- 0 = Unacceptable
- 1 = Needs improvement
- 2 = Acceptable

- 3 = Very good
- 4 = Outstanding
- NA = Not Applicable

LEARNING OBJECTIVES:

I. STUDENT USE OF SELF

The social work students should be sufficiently self-aware to use the self to demonstrate empathy, develop a therapeutic alliance, and establish an effective helping process with clients.

Current Skill Level	1 st Sem	2 nd Sem
<i>1. Student is aware of his or her thoughts, feelings and behaviors and avoids attributing them to the client</i>		
<i>2. Student's behavior reflects maintenance of personal and professional boundaries appropriate to the professional, field setting, and model of practice.</i>		
<i>3. Student demonstrates awareness of and sensitivity to differences in gender, race, color, ethnicity, religion, culture, disability, or sexual orientation between him or herself and the client and works toward keeping differences and personal values from impeding the therapeutic process.</i>		
<i>4. Student demonstrates skills necessary to work effectively with diverse populations, recognizing the impact of oppression/discrimination on clients</i>		
5. Student interacts with the client in a client-centered rather than student-centered manner.		
6. Student demonstrates a non-judgmental attitude toward clients.		
7. Student demonstrates appropriate use of both verbal and nonverbal communication.		
8. Student is aware of when suggestion or advice is appropriate or called for with clients.		
9. Student has the appreciation of client's right to self-determination.		

II. THE SOCIAL WORK PROCESSES

The social work student understands and implements a systematic change consistent with the generalist model of social work practice and appropriate to the agency setting.

Current Skill Level	1 st Sem	2 nd Sem
<i>1. Student engages a new client system and acts to formulate a helping relationship.</i>		
<i>2. Student utilizes interviewing skills to explore the clients systems' strengths and weaknesses in social functioning.</i>		
<i>3. Student demonstrates ability to assess client system through critical thinking, demonstration the ability to evaluate arguments, values, and evidences that supports interventions with diverse client systems of all sizes.</i>		

4. <i>Following assessment, student can determine and apply appropriate intervention options.</i>		
5. Student effectively uses process recording to learn about use of self and social work processes.		
6. Student applies appropriate explanatory and/or developmental theories to assess client strengths and weaknesses at all levels of clients systems.		
7. Student interacts to help the client systems at all levels set achievable goals and measurable objectives.		
8. Student applies appropriate practice techniques and/or change theories to facilitate change toward client goals based on client need, agency policy, and student skill.		
9. Student is able to identify the planned change process and incorporate that knowledge into his/her practice.		
10. Student demonstrates empathy towards clients.		
11. Student demonstrates beginning ability to plan and co-lead/lead a group.		
12. Student demonstrates ability to work with families on problem solving.		
13. Student can identify measurable outcomes of planned change for various client systems.		
14. Student can identify and select appropriate outcome measures to evaluate practice such as self-report, use of assessment tools, single subject design, and outcomes evaluation research to evaluate client progress towards their goals.		
15. Student can monitor and evaluate practice outcomes.		
16. Student has a beginning ability to analyze and apply findings reported in research to clients' situation.		

- 0 = Unacceptable
- 1 = Needs improvement
- 2 = Acceptable

- 3 = Very good
- 4 = Outstanding
- NA = Not Applicable

III. UNDERSTANDING OF THE AGENCY

The social work student becomes integrated into the field agency and program in order to optimize professional learning opportunities and serve clients' needs.

Current Skill Level	1 st Sem	2 nd Sem
1. <i>Student demonstrates an understanding of and adheres to policies of agency and programs to which s/he is assigned.</i>		
2. <i>Student demonstrates professional accountability in documentation, i.e. maintains clear/effective records that may include care plans, treatment plans assessments and contact notes.</i>		
3. Student demonstrates knowledge of the field agency's history, client population and problems in social functioning, funding and organizational structure, as a provider of social services.		
4. Student demonstrates knowledge of agency resources that may enhance client functioning.		
5. Student demonstrates understanding of the role of the social worker within the agency and the broader community.		
6. Student understands the agency's interface with the wider community.		
7. Student demonstrates understanding of and acts within the parameters of the model(s) of agency social work practiced.		
8. Student demonstrates ability to interact with community agencies or programs on behalf of clients.		
9. Student understands the dynamic functioning of one or more groups within the agency as they impact clients.		

10. Student demonstrates ability to critically analyze in its delivery of services, gaps in services, and realistic opportunities for changes.		
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IV. THE SUPERVISORY PROCESS

The social work student, as an adult learner, takes advantage of the learning opportunities within the field setting and takes responsibility for his or her own learning.

Current Skill Level	1 st Sem	2 nd Sem
<i>1. Student demonstrates initiative in his/her own learning process.</i>		
<i>2. Student organizes and presents issues and questions for the supervisory conference.</i>		
<i>3. Student demonstrates acceptance of feedback through a positive learning/teaching relationship with the field instructor.</i>		
4. Student demonstrates the ability to be appropriately dependent and independent.		
5. Student can identify his or her own strengths and learning needs.		
6. Student seeks necessary information about a client or a professional matter when he or she does not have it in advance.		
7. Student demonstrates transfer of knowledge and skill from field instructor and other agency staff to practice.		
8. Student transfers knowledge and skill from one situation to another.		
9. Student demonstrates an understanding of environmental, psychological, social and other cultural variables.		

V. PROFESSIONAL BEHAVIOR

The social work student behaves in the field setting in a manner consistent with the required standards of a beginning level social work practitioner.

Current Skill Level	1 st Sem	2 nd Sem
<i>1. The social work student understands, appreciates, and applies the NASW Code of Ethics and engages in practices consistent with it.</i>		
<i>2. Student manages workload such that s/he completes assignments, makes appointments, writes process recording, progress notes, or reports in a timely fashion.</i>		
<i>3. Student's behavior reflects understanding of and conformity with the value of confidentiality and its limits.</i>		
<i>4. Student separates personal, professional, and client values.</i>		
5. Student presents in a professional manner, dressing appropriately for the setting, being present and punctual, and managing emotions.		
6. Student functions at an appropriate level of independence, following through on tasks without reminder.		
7. Student builds and maintains professional relationships, demonstrates the capacity to work collaboratively with others within and outside the agency.		
8. Student appropriately presents his/her professional opinion verbally in formal and informal situations.		
9. Student's behavior reflects respect for and accountability toward the agency, such as regular punctual attendance.		
10. Student demonstrates the capacity to frame professional choices in terms of ethical dilemmas and to act appropriately.		
11. Student identifies with the social work profession.		

0 = Unacceptable
1 = Needs improvement
2 = Acceptable

3 = Very good
4 = Outstanding
NA = Not Applicable

Any Additional Comments by Field Director or Field Liaison:

Complete as part of end of semester evaluation:

Number of supervisory meetings held to date _____

Number of clock hours completed by today _____

Optional: Recommended grade for semester _____ (Pass/Fail)

Student Signature _____ Date _____ Agree w/Evaluation () Disagree* () Field Instructor's Signature
_____ Date _____

To be completed by student:

END OF SEMESTER: In the space below, please describe tasks and responsibilities during the semester. Include information about caseload (number, nature, etc.). Describe your strengths, weaknesses, what you have learned and what you hope to learn.

* In the event that student does not agree with any aspect of this evaluation, s/he may append a statement describing specifics

**BACCALAUREATE SOCIAL WORK PROGRAM
HOOD COLLEGE, FREDERICK, MD**

Semester- _____
Year - _____

Student - _____

Field Instructor - _____

Agency - _____

Faculty Liaison - _____

Consistent with the mandate of the 2015 Educational Policy and Accreditation Standards, the Hood College Social Work Program has established educational outcomes or learning objectives for all baccalaureate social work students. These expected educational outcomes have been incorporated into the following learning plan. Regardless of the field placement setting, all students are expected to acquire the same set of knowledge, values, and skills. The learning objectives are general and will need to be individualized to the specific student and agency. Therefore, field instructors and students are asked to familiarize themselves with the stated learning objectives and then identify assignments, teaching/learning strategies, and resources needed to accomplish each expected educational outcome within their particular field placement setting.

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

The expected educational objectives listed in this learning plan will serve as the basis for evaluating the student's performance during the academic year. Familiarity with the Field Education Curriculum and Student Evaluation Form may bring the purpose of learning plan into greater clarity. This learning plan form is due to the Director of Field Instruction by September, date specified in the field calendar.

Learning Objectives/ Expected Educational Outcomes	Learning Assignments, Strategies and Resources Needed to Achieve Learning Objectives	Evidence of Accomplishment of Learning Objective	Time Line/ Target Date for Completion
<p><u>1. To Engage in Ethical and Professional Behavior</u> <u>The student will:</u></p> <ul style="list-style-type: none"> • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; • use supervision and consultation to guide professional judgment and behavior. 			
<p><u>2. To Engage Difference and Diversity in Practice</u> <u>The student will:</u></p> <ul style="list-style-type: none"> • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 			

<p><u>3. To Advance Human Rights and Social, Economic, and Environmental Justice</u> <u>The student will:</u></p> <ul style="list-style-type: none"> • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; • engage in practices that advance social, economic, and environmental justice 			
<p><u>4. To Engage In Practice-informed Research and Research-informed Practice</u> <u>The student will:</u></p> <ul style="list-style-type: none"> • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; • use and translate research evidence to inform and improve practice, policy, and service delivery. 			
<p><u>5. To Engage in Policies Practice</u> <u>The student will:</u></p> <ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 			

Learning Objectives/ Expected Educational Outcomes	Learning Assignments, Strategies and Resources Needed to Achieve Learning Objectives	Evidence of Accomplishment of Learning Objective	Time Line/ Target Date for Completion
<p><u>6. To Engage With individuals, Families, Groups, Communities & Organizations</u> <u>The student will:</u></p> <ul style="list-style-type: none"> • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 			
<p><u>7. To Assess individuals, Families, Groups, Communities & Organizations</u> <u>The student will:</u></p> <ul style="list-style-type: none"> • collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; 			

<p><u>8. To Intervene With individuals, Families, Groups, Communities & Organizations</u> <u>The student will:</u></p> <ul style="list-style-type: none"> • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies • ; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients/constituencies; • facilitate effective transitions and endings that advance mutually agreed-on goals. 			
<p><u>9. To Evaluate individuals, Families, Groups, Communities & Organizations</u> <u>The student will:</u></p> <ul style="list-style-type: none"> • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 			

Learning Objectives/ Expected Educational Outcomes (#10 and #11 are your personal objectives)	Learning Assignments, Strategies and Resources Needed to Achieve Learning Objectives	Evidence of Accomplishment of Learning Objective	Time Line/ Target Date for Completion	
10.				
11.				

Scheduled Supervision Time _____

Student's Signature _____

Date - _____

Field Instructor's Signature _____

Date - _____

Liaison's Signature _____

Date - _____