



Bachelor of Social Work

Field Manual

2026-2027

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Purpose of the BSW Field Manual

This manual is designed to help students and field instructors understand the Texas A&M University-Texarkana Master of Social Work field practicum program, philosophy, and approach to training the next generation of social workers. We hope it will answer most of the questions you have and that it will help make the field placement experience one that is exciting and productive for the student, the field instructor, and the agency.

This manual contains curriculum, policies, and procedures for the field practicum component of the TAMUT BSW program. The curriculum, field program and policies were designed to align with The Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education which can be found at www.cswe.org. Also included are the forms used by our school for agency applications and evaluation.

If, after reading this material, you have any questions about field placement issues, please feel free to contact me.

Best regards,

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Mission Statement

The TAMUT Baccalaureate Social Work (BSW) Program mission is to prepare students as generalist Social Work practitioners to work with constituents at various systems levels to address regional problems related to poverty, chronic illness, and other social and economic injustices. The program seeks to prepare students with professional knowledge, values, skills, and processes guided by human rights, respect for diversities, and social responsibility and centralized around anti-oppressive, and trauma-informed social work practices essential for working with complex issues faced by individuals, families, communities, and organizations.

BSW Program Goals

The TAMUT BSW program has developed the following program goals:

1. Prepare competent generalist social workers ready to engage with diverse client systems.
2. Prepare students to promote anti-racist and anti-oppressive practices with constituents at various system levels within a variety of professional contexts.
3. Enhance students' problem-solving skills through experiential learning designed to prepare them for complex case work and ethical decision making in their field work and beyond.
4. Engage students to work in partnership with the community to address local and regional concerns.
5. Educate students about person-in-the-environment and ecological frameworks and how each gives context to providing anti-oppressive and trauma-informed care."

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Field Education: The Signature Pedagogy of Social Work Education

Field education is considered the “signature pedagogy” in social work education, meaning that it is the central form of instruction and learning in which the profession socializes its students to become practitioners. In the field, students have the opportunity to test what they learn in the classroom and to integrate theory with practice. In accordance with CSWE standards, field education is an integral part of the BSW Program’s academic curriculum, designed to reinforce students’ identification with the purposes, values, and ethics of the social work profession, to foster the integration of empirical and practice-based knowledge, and to promote the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of the core competencies of generalist and specialization social work practice.

The BSW field practicum is founded upon the guidelines provided by the Council on Social Work Education (CSWE) and its Educational Policy and Accreditation Standards (EPAS). The TAMUT BSW Program carefully selects field settings based on their compatibility with the values, purposes, and ethics of the profession, and guides both agencies and students in fostering the integration of theoretical and conceptual knowledge between the classroom and the field setting. The field education program provides ongoing dialogue between the student, agency, and on-campus faculty, and provides a structure for detailed evaluation of the student’s progress in developing social work practice behaviors and demonstrating mastery of the CSWE core competencies. Field internships are tailored under the defined mission, objectives, and educational level of the TAMUT BSW program.

Core Competencies of Social Work Practice

The Council on Social Work Education identifies nine core competencies with associated practice behaviors that are the building blocks of the BSW program training. The knowledge, values, skills, and cognitive and affective processes of these competencies will be addressed and assessed throughout the program.

The Social Work Program at Texas A&M University–Texarkana prepares students to develop the knowledge, values, skills, and professional behaviors necessary for effective and ethical social work practice. The program's field education curriculum is guided by the 2022 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE).

The core competencies provide a framework for integrating classroom learning with supervised professional practice. Through field education, students are expected to demonstrate progressive development in professional conduct, ethical decision-making, critical thinking, research-

informed practice, policy practice, engagement with clients and systems, assessment, intervention, and evaluation.

Students are expected to apply professional knowledge and skills when working with individuals, families, groups, organizations, and communities. Students should demonstrate respect for the perspectives, circumstances, strengths, and needs of the people they serve while maintaining appropriate professional boundaries and adhering to applicable laws, regulations, organizational policies, and the NASW Code of Ethics.

The competencies represent the knowledge, skills, values, and professional behaviors students are expected to demonstrate during field education. Field instructors and faculty use these competencies as a framework for student learning, supervision, professional development, and evaluation.

The competency language presented in this Field Manual is intended to provide a field-education framework consistent with the 2022 CSWE EPAS while reflecting applicable institutional and state requirements.

2022 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs: https://www.cswe.org/sites/default/files/2026-07/2022_EPAS.pdf

Field Practicum Program

The BSW internship consists of a two-semester placement of approximately 16 hours per week for a total of 400 hours. The field experience is educationally directed and professionally supervised by a person with either a BSW or MSW from a CSWE accredited program and who is two years post-graduation. The purpose of the internship is to provide students with the opportunity to engage in generalist social work activities in social service agency settings. Students are placed in agencies located within a 60-mile radius of the university.

Eligibility for Field Practicum

To begin the field practicum with an agency, an overall grade point average of 2.6 and a 3.0 grade point average in required social work courses are prerequisites. Students must maintain a 2.6 GPA overall and a 3.0 social work GPA to continue their field placement. Acceptance into Field Practicum will be based on their progress toward completing the curriculum required to earn the BSW degree. Completion of the following courses is a prerequisite or co-requisite for admission to the field practicum. For students to be eligible for field practicum, they must: Be accepted into candidacy for a Social Work degree and have completed or be enrolled in the courses listed below:

SOCW 331 Human Behavior in Social Environment
SOCW 334 Practice I: Social Work Individuals

SOCW 335	Social Welfare Policy & Analysis
SOCW 432	Statistics in Social Work
SOCW 433	Research Methods in Social Work
SOCW 430	Social Work Practice II: Social Work with Families and Groups or
SOCW 431	Social Work Practice III: Social Work with Organizations and Communities

If there is a concern about placing a student in the field, the Field Director (along with the Program Director and other members of the BSW Program faculty, if appropriate) will meet with the student to discuss the student's suitability to the social work profession and the BSW Program. A final decision regarding the student's eligibility for Practicum will be made by the Field Director, in consultation with the Program Director and other members of the BSW Program faculty. On rare occasions--and only with the explicit consent of the Field Director, the Program Director, and the Field Instructor-- a student on Academic Probation may be allowed to enter or remain in the field on a provisional basis. In such a case, an addendum specifying the agreement will be added to the Field Placement Agreement.

Selection and Expectations of Practicum Agencies

Social service agencies, and departments or programs selected as Practicum placements must meet the following criteria:

- a. The Field Agency's philosophy and standards are compatible with the values and ethics of the social work profession, including a respect for all persons and an understanding of diversity and difference (such as age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, and sexual orientation).
- b. The Field Agency values undergraduate social work students and is interested in participating in their training and education.
- c. The Field Agency agrees to allow a qualified staff person to use the time and resources necessary to provide appropriate field instruction to each student, as discussed below.
- d. The Field Agency agrees to provide students with a variety of learning experiences that are appropriate to the requirements of Practicum, including:
 - i. An initial orientation to the agency, its services and its policies, including any personal safety issues specific to this field placement.
 - ii. Opportunities to learn about the agency in the broader context of its funding sources and organizational structure.
 - iii. Opportunities to attend staff meetings and in-service staff development programs
 - iv. Regular contact with clients.
 - v. Opportunities to demonstrate the application of the Core Competencies and practice behaviors.

Any questions or concerns should be directed to the Field Liaison, who will maintain regular contact with the student and Field Instructor throughout the academic year, or the BSW Field Director.

The Process of Selecting Field Agencies

Specific procedures are used to identify agencies within the community, (usually within a 60-mile radius of TAMUT). This is accomplished through:

- a. a review of community resource manuals and/or word of mouth.
- b. a pre-screening process which consists of contacting the agency director or other designated person.
- c. exploring the agency's interest in becoming a field site and the types of experiences students could receive in the agency.
- d. determining if BSW workers are available to perform the field instructor duties.

If the pre-screening is successful, then a visit is made to the agency to meet with the director and/or designee and the field instructor. This visit explores the agency's fit with the selection criteria, as well as determining the needs and requirements of the field agency. If the site visit is successful, the agency and field instructor is entered onto the field list of approved field agencies.

Selection and Expectations of Field Instructors

A Field Instructor must possess a BSW degree from a CSWE-accredited institution and at least two years of post-BSW degree practice experience. On rare occasions, a Field Instructor may be selected as someone who has special qualifications for the role but does not have a social work degree or sufficient post-degree practice experience. In such a case, a staff member who holds the BSW degree may assume responsibility for supervision. Otherwise, the TAMUT BSW Program will assume responsibility to provide joint supervision with an appropriate social work perspective, and the specific arrangements and responsibilities will be formalized in writing.

Field Instructor candidates will be interviewed by the Field Director and selected on the basis of their willingness and ability to carry out the following responsibilities:

- a. Plan a diversified range of learning experiences to enable students to achieve the core competencies of generalist social work practice.
- b. Develop and implement a Learning Plan for each student.
- c. Provide students with regularly scheduled weekly individual and/or small group educationally focused supervision sessions.
- d. Teach students the value and use of agency documentation, and review and provide written feedback on a regular basis.

- e. Assess each student's performance, capacity, learning patterns and needs, to facilitate the individualization of planned learning experiences.
- f. Assist students in learning to critically evaluate their own practice.
- g. Consult with the BSW Program Field Liaison or Field Director regarding educational planning and assignments, student progress, and any problems that result.
- h. Provide timely mid-semester and end-of-semester student evaluations to the Field Liaison, who will assign the student's grade. [OBJ]

Field Instructors are asked to sign off on students' Field Logs on a frequent basis. The Field Logs can now be located in Tevera. Students are required to spend a minimum of 200 hours per semester in their field placement. In most cases, students will work two full workdays per week throughout the semester to meet this requirement, but alternative scheduling is permitted through a mutual agreement between the student and the Field Instructor. All scheduling agreements must be documented in writing in the student's Learning Plan.

All new Field Instructors will be provided with an orientation to the mission, goals, and objectives of the BSW Program at TAMUT. First-time Field Instructors must attend a Field Instruction Orientation to help new Field Instructors learn how best to educate Practicum students. The orientation will cover the following topics: the role of the Field Instructor; conducting a successful agency orientation, elements of effective supervision, understanding learning styles and stages, core competencies, and practice behaviors, integrating theory and practice, ethical issues in field education, cultural competence, and effective feedback and evaluation. Experienced Field Instructors are invited, but not required, to attend the Orientation. New and Experienced Field Instructors will be invited to attend an annual Training Conference which will offer up-to-date information on an appropriate topic. Continuing Education credit hours will be awarded to Orientation and Training Conference attendees in accordance with the criteria established by NASW.

All Field Instructors will be granted access to a TAMUT social work website maintained by the BSW Program Field Director. This website provides information relevant to Practicum, including timelines, policies and procedures, educational materials provided during Orientation and Training, and links to other helpful websites.

Admissions Procedures for Practicum

By mid-March, students must submit an Application for Field Practicum (see Appendix C) to the Field Director. On the application, students are asked to provide information about preferences regarding agency placement, transportation concerns, hours of availability, previous employment and/or volunteer experiences, and special needs or concerns. Along with this application, students must submit a current resume. (In preparation for this requirement, students are encouraged to take advantage of the opportunity to meet with TAMUT Career Development Center staff for assistance with resume-writing).

Placement Process

When students submit their application for practicum and their resume, they should set an appointment for an interview with the Field Director. The Field Director will review the application information with the student and confirm the student's site preferences. The Field Director will match a student with an agency on the basis of the availability of appropriate agencies and Field Instructors, the student's general interests and career plans, and the Field Director's assessment of each student's individual learning needs. The Field Director will refer the student to the appropriate agency representative to schedule an interview. The agency representative will notify the Field Director if the student was selected for placement at the agency. If selected, the Field Director will notify the student and forward the Field Placement Agreement (found in Exxat) for signatures. The student will arrange to visit the agency again to meet the Field Instructor and begin agency-required paperwork and processes like a background check. If the agency does not select the student, the Field Director will refer the student to another agency, and the student will initiate the process to interview with the agency representative. Students who have not completed the interview process before the end of the spring semester are not guaranteed a field placement. Any questions, concerns, or problems that arise from the field placement interview process should be referred immediately to the Field Director.

Students should be aware that some Practicum agencies may require health screening, drug testing, a criminal background check and/or fingerprinting, and that these results may then be shared with the Field Director. It is the student's responsibility to inform the Field Director of any information that would be understood to have a direct impact on field placement recommendations (i.e., a felony conviction). Depending on the student's area of interest for field placement, other types of information that would potentially be relevant may include: personal experience with domestic violence or sexual assault, a history or current involvement with DCFS or DFPS, a history of substance abuse and/or mental illness, or other such issues. If the student or a close family member received services from any local agencies that might be recommended as a field placement, that information should be provided as well. Students are encouraged to make an appointment with the Field Director to discuss any concerns about current issues or past experiences that may impact field placement. Please note that students are asked to share sensitive personal information only in order to assist the Field Director in determining appropriate field placement recommendations. This information may be disclosed to the BSW Program Director, a potential Field Instructor and/or the Field Seminar Professor/Field Liaison *only if it is relevant to the student's field placement*. Students who have concerns about the release of any specific information should discuss this directly with the Field Director.

Employment-based Practicum

Field placement in an agency at which the student is also employed is strongly discouraged and will be considered only if the student's Practicum responsibilities differ significantly from those associated with the student's employment, and if the Field Instructor is someone other than the student's employment supervisor. In such a case, the student must present the Field Director with

a letter from the program supervisor or agency director indicating the agency's support of these criteria, and a proposal clearly delineating the student's work hours and responsibilities and Practicum hours and responsibilities. The Field Director will make the final decision about whether the proposed arrangement can appropriately meet the BSW Program's educational objectives.

Field Placement Interview

It is important to put your best self forward during your interviews with agencies. You are encouraged to utilize resources available through the Texas A&M University Texarkana Career Development Center to solicit feedback on your resume or interviewing skills. The tips below may also be helpful:

1. Demonstrate professional behavior:

- Communicate respectfully via e-mail and/or phone. Return calls if messages are left for you and respond to e-mails you receive from agency personnel.
- Dress professionally for your interview.

2. Take a resume. Resumes should include relevant professional and volunteer experience. You may also want to include information about relevant coursework you have completed to date, as well as professional references.

3. Prepare questions: Take time to consider what you would like to ask agency personnel in order to get an understanding of what fieldwork in their agency might be like. Some sample questions include:

- What is the mission and purpose of your agency?
- Who are your most common clients and what are the problems/challenges they commonly face?
- What learning opportunities/experiences will I be able to participate in at your agency?
- How is social work viewed in your agency? Will I be able to see a variety of social workers in practice?
- What specific social work skills will I have the opportunity to develop in this setting?
- How does your agency support student learning and balance the needs of the student, Agency Field Instructor, and clients?

Integrated Seminar

Students are required to attend the weekly seminars conducted by the Field Director. Students may not have more than two absences. Exceptions and other arrangements are made for students completing field placements out-of-state or internationally.

Student Responsibilities

Students are asked to check the BSW program website and their Ace email regularly for communications from the Field Director. The Integrated Seminar will maintain a Blackboard site for all students registered for Practicum, and students should also check this on a regular basis for information relevant to Practicum including timelines, policies and procedures, and links to other helpful websites.

Students should submit Practicum Field Logs, signed by their Field Instructor, during Integrated Seminar classes. Students are required to spend a minimum of 200 hours per semester in their field placement. In most cases, students will work two full workdays per week throughout the semester to meet this requirement, but alternate scheduling will be permitted through a mutual agreement between the student and Field Instructor, which must be documented in writing in the student's Learning Plan. Unexpected absences from the field placement, whether due to illness or other emergencies, must be made up. A passing grade for Field Placement will not be granted until the student has met the 200-hour requirement. Please note that students are not allowed to end the field placement each semester prior the 15th week of classes without the special permission, in writing, of the Field Instructor and Field Director.

Students in a field placement act as representatives of both their Field Agency and of the TAMUT BSW Program, and they are required to present themselves in a professional manner. Students are expected to:

- a. Arrive at the field placement on time, as scheduled, and end at the scheduled time. Note that students are responsible for their own transportation.
- b. Carefully plan for any absences from the field placement. Students do have a right to all federal and state holidays recognized by TAMUT; however, students should be aware that fall and spring breaks and holidays from classes at TAMUT do not necessarily correspond with Practicum agency holidays. It is the student's responsibility to discuss in advance *all* absences from field with the Field Instructor. In the case of an absence because of illness or other emergency, the student must notify the Field Instructor *prior to* the first scheduled hour of work.
- c. Abide by norms of dress appropriate to their particular field setting.
- d. Use time at the field agency for Practicum work only.
- e. Complete all agency paperwork carefully and in a timely manner.

Throughout the year of Practicum, students are expected to demonstrate a commitment to, and responsibility for, their own learning both in the field and in the classroom. Students must therefore:

- f. Participate in the identification of their learning needs.
- g. Prepare for supervision sessions with the Field Instructor.
- h. Make use of supervision to identify client needs and determine appropriate intervention techniques.
- i. Evaluate their own practice.

All students are required to complete appropriate agency documentation, which are to be discussed with the Field Instructor during supervision sessions. Students are also required to maintain a field journal which will include the student's reflections on his/her learning experiences. Journal entries, along with sample agency documentation, will be reviewed by the Field Liaison.

Practicum students are required to behave in accordance with the NASW Code of Ethics; a link to the Code is available on the BSW website. This includes the expectation that students in field placement will appropriately identify themselves as students, as well as the mandate that they will respect clients' rights to confidentiality. If the student uses client-related material in class, the agency's permission must be secured and the information must be carefully disguised so that the identity of the client is protected. If, at any time during field placement, a student has questions or concerns about a potential ethical dilemma, s/he has a responsibility to discuss the matter with the Field Instructor, the Field Liaison/Seminar instructor, and/or the Field Director.

Risks Associated with Practicum

Certain risks are inherent in any activity. Students entering Practicum should be aware of the following:

Health Risks

Some settings require specialized health screenings or immunizations. Students should consult with their Field Instructor regarding health issues, and precautions and policies specific to the placement setting.

Working with Clients

Social workers sometimes encounter clients whose behavior is aggressive and/or unpredictable. Students should discuss such matters with their Field Instructor during orientation to the field placement. Students should be made aware of agency policies and procedures related to safety. If students feel uncomfortable with a client, they should inform their Field Instructor. It is acceptable for students to ask that a staff member be present when meeting with such clients.

Home Visits

In many field placement settings, it is common for social workers to meet with clients in the clients' homes. Students should be informed of agency policies and procedures related to home visits and know in advance whom to call or what steps to take in the event of car trouble.

Students should exercise care when on a home visit. In most cases, the Field Instructor or another staff member should accompany students on a home visit. The Field Instructor must have full knowledge of any home visits students make, including time of departure, planned activities, and estimated time of return. Students should be attentive to their surroundings, for example, beware of dogs or other pets that might be a threat. It is important for students to take note of whether anyone in the household appears to be under the influence of drugs or alcohol. If a student feels uncomfortable or threatened in the situation, s/he should return to the agency and report the experience to the Field Instructor.

Automobile Use and Liability Insurance

The BSW Program at TAMUT strongly recommends that students should not use their personal vehicles to transport clients. If clients are to be transported, an agency vehicle should be used. Students should be informed of agency policies and procedures regarding transporting clients. If students are to use their personal vehicle in the field, they should check with their Field Instructor for the mileage reimbursement rate and recommended vehicle coverage. Students should check with their insurance company for a clear understanding of their vehicle coverage.

Professional Liability Insurance

While the risk is relatively small, students and Practicum agencies should recognize the possibility that students in field placement can be sued for malpractice. For this reason, TAMUT carries liability insurance for all BSW students enrolled in Field Placement. This insurance is administered through the campus Risk Management and Compliance office.

Field Liaison Responsibilities

At TAMUT, a student's Practicum professor also fulfills the role of Field Liaison, serving as a bridge between the Practicum agency and the BSW Program. Field Liaisons often are adjunct faculty who are clinically licensed social workers and who are also currently employed in a Field Agency. This arrangement is designed to give students a dual academic and agency perspective of the integration of their practicum experience and coursework. Field Liaisons are expected to have a minimum of two phone or email contacts with each student's Field Instructor, and to make one site visit to each field placement, per semester. In this process, Field Liaisons may assist Field Instructors in developing appropriate learning activities, maintaining an educational focus in supervision, and evaluating student progress and problem-solving any issues that may arise. (If the Field Liaison is unavailable to visit a Practicum agency within an appropriate timeframe, the Field Director will do so.) The Field Liaison assigns the student's Pass/Fail course grades for Integrated Seminar and Field Placement, in consultation with the student's Field Instructor. No student will be assigned to a Field Liaison who is employed by the Field Agency where the student is placed.

Agency and Field Instructor Responsibilities

The agency may decide to interview and/or to accept or reject students proposed by the Field Director. When the student has been accepted, the agency will then assign a qualified in-agency field instructor to direct the student's field learning experience within the agency. The field instructor will evaluate the student's field work and provide feedback on each student's skills, knowledge, and performance in the agency.

The Field Instructor should properly orient the student to the agency. This includes the provision of written material as well as discussions related to the agency's history, philosophy, goals, eligibility requirements, and administrative structure. It is also the field instructor's responsibility to help the student perceive and understand the agency as it relates to and complements other community social welfare services. The Field Instructor should arrange for adequate working space, access to secretarial help, parking spaces, and generally provide satisfactory working conditions.

It is important for Field Instructors to provide an opportunity for the student to participate in the agency's staff meetings, conferences, and consultations, both within and outside the agency. It is also critical to discuss the role and responsibilities of the student as an official representative of the agency. This includes an agreement as to the times the student will be available to be in the agency.

Field Instructors should provide a balanced and meaningful experience that will facilitate the student's development of Social Work practice behaviors and mastery of CSWE core competencies. It is also expected that the instructor will utilize the field manual and make certain that each student experiences the full range of educational objectives. It is essential that all case and specific task assignments be given only after careful consideration of the feelings, abilities, and skills demonstrated by the student at a given point in time. To the maximum degree possible, students should be given opportunities to work with clients of diversity and minority groups. Field instructors should assist students to understand relevant dynamics and applicable intervention strategies and to assure the student an opportunity to work in collaboration with a variety of other social services in the community.

Field Instructors are required to set apart and protect supervision time for the student of at least one hour per week. Supervision may be conducted in small groups by a qualified agency employee when the task field instructor does not have a BSW degree. Field Instructors are to complete mid-semester and final evaluations of the student's performance in the agency. This should be done after the evaluation has been carefully discussed with the student and/or Field Liaison.

Learning Plans

At the start of the semester, a formalized written plan is developed for each student. The purpose of a Learning Plan is to clearly structure learning goals and activities that will form the basis for ongoing supervision and evaluation, so it is helpful for each plan to be as specific as possible. The Field Instructor (with the assistance of the Field Liaison or Field Director) should identify most of the learning activities before the student begins Practicum. Soon after the student begins

work at the field placement, the Field Instructor and the student should review the learning goals and activities together. In this process, the plan can be altered and adjusted to address any special needs, interests, and abilities of the student. Once this individualized Learning Plan has been created, it should be signed and dated by both the Field Instructor and the student, who should each keep a copy for their records. Students are asked to submit their Learning Plans to the Field Liaison for review no later than the third week of the semester. A new Learning Plan should be developed for the second semester in the field. Though the identified learning activities may be similar, there is an expectation that the student will demonstrate an increased level of knowledge and skills. Field Instructors should gradually increase a student's responsibilities during the course of the placement, but under no circumstances should a student be given responsibilities that are inconsistent with his/her level of training and competence.

Specific learning activities will, of course, be chosen with consideration of the agency's particular setting and the individual student's interests and abilities. Some general guidelines are as follows:

- a. To the extent possible, students should be given the opportunity to interact with a range of diverse clients and client systems.
- b. An effort should be made to provide students with the opportunity to engage in a sustained, ongoing relationship with at least one client or client system.
- c. Students must have the opportunity to participate in both micro- and macro-oriented activities in order to learn about practice with individuals and families, and to gain an understanding of social work in the context of groups, organizations, and communities. The following examples may assist Field Instructors in selecting appropriate learning activities:
 - i. Social work with individuals: Students may review case records, outreach to clients by telephone or in writing, observe and/or conduct intake interviews, gather data for assessment, draw eco-maps and genograms, identify clients' strengths and vulnerabilities, create service plans,; and provide concrete services, advocacy, case management and/or social work counseling.
 - ii. Social work with families – Students may review case records, observe and/or conduct intake interviews, gather data for assessment, prepare genograms to assess family patterns, assess impact of family dynamics on individuals, create service plans, and provide concrete services, advocacy, case management and/or social work counseling.
 - iii. Social work with groups – (Note that group work may include a variety of educational, socialization, recreational and task-focused groups.) Students may review meeting minutes and group reports, review group membership criteria, participate on a committee, and prepare a needs assessment questionnaire to determine client interest in a group. They may also interview potential group members, observe a group, and identify the facilitator's role, the stages of the group's

development, roles of group members, etc., participate in a presentation to a group, facilitate a group activity, and co-facilitate a group with a licensed social worker present.

iv. Social work with organizations – (Note that organizations may include both the Field Agency and outside organizations.) All students should become familiar with their Practicum agency's mission and goals, organizational structure, and policies and procedures. In addition, students may assist with a variety of program coordination and assessment activities. They may help design an orientation program for newly hired employees, help to design an agency-wide cultural competence plan, and design and implement an in-service training program on a specific topic of concern to the agency. They may research funding sources for a specific project, participate in the planning, development, and implementation of fundraising activities, write descriptive materials such as flyers, pamphlets or brochures about the agency's services or programs, and prepare press releases about agency activities for newspapers or newsletters.

v. Social work with the community – Students should become familiar with the community's demographics and characteristics and should identify community resources. They may interact with community residents and members in a variety of ways, participate in outreach activities and/or community education programs, assist in the coordination of resources or participate on a task force or consumer interest group.

Guidelines for Problem Resolution in Practicum

In general, problems in the field should be attended to sooner rather than later. Many concerns can be addressed easily once they are openly identified and discussed.

In rare cases, a field placement may be discontinued through no fault of the student. If, for example, an agency closes unexpectedly, a qualified Field Instructor becomes permanently unavailable, or a student's personal safety is jeopardized by remaining in the placement, the Field Director will make every effort to reassign the student to another field placement as quickly as possible.

A student who is experiencing problems in the field should first discuss them with the Field Instructor. If additional assistance is needed, the problem should then be brought to the attention of the Field Liaison and/or the Field Director. When appropriate, the Field Director will facilitate a conference which may include the student, Field Instructor, and Field Liaison to discuss and resolve the problem. If a conference has been required, the Field Director will closely monitor the situation by maintaining regular contact with the parties involved for the remainder of the semester.

A Field Instructor who has concerns about the student's performance in the field placement should follow the same process. First, the Field Instructor should discuss the problem with the student directly. If additional assistance is needed, the problem should then be brought to the

attention of the Field Liaison and/or the Field Director. When appropriate, the Field Director will facilitate a conference which may include the student, Field Instructor, Field Liaison and/or the Program Director to discuss and resolve the problem. If a conference has been required, the Field Director will closely monitor the situation by maintaining regular contact with the parties involved for the remainder of the semester.

Throughout the process of addressing problems in the field, documentation should be maintained by all involved, including a notation of the date or dates of contact, and a clear description of any plans or corrective actions agreed upon. Whenever possible, students should be given an opportunity to correct mistakes or deficiencies and to demonstrate improvement. However, please note that Field Instructors are not expected to tolerate inappropriate behavior that is disruptive to the functioning of the agency or potentially harmful to clients or colleagues.

In order to remain in Practicum, students are required to maintain the standards of behavior established by the college, the BSW Program, and the social work profession. A student whose inappropriate behavior constitutes a significant violation or pattern of violations of professional standards (for example, failure to adhere to the NASW Code of Ethics), may be dismissed from the field placement, thereby earning a failing grade in Practicum. In such a case, the Field Director and the Program Director will meet with the student to discuss the student's status in the program. A decision regarding the student's termination from the program will be made by the BSW Program Director, in consultation with the Field Director, the Field Liaison, and the Field Instructor.

Evaluation of Student Performance in Practicum

An evaluation of the student's progress will be completed twice each semester. Ideally the student and Field Instructor will meet together to complete both the mid-semester and final semester evaluations as it is a helpful learning opportunity for both. However, time and other circumstances may necessitate the need for evaluations to be completed separately. The mid-term evaluation form will be completed by the Field Instructor and discussed with the student prior to submitting it to the Field Liaison. At the end of the semester, the student will complete a self-evaluation using the End of Semester Evaluation form and share their own rating of their performance with the Field Instructor. The Field Instructor should use the student's self-evaluation to inform their own evaluation, preferably meeting to discuss it together before the Field Instructor completes the final version. Both the student and Field Instructor submit their evaluations to the Field Liaison who will assign the student a grade of Pass or Fail. If a student is not meeting the minimum standards of Practicum, the Field Instructor will first meet with the student to resolve the problem. If additional assistance is needed, the problem should be brought to the attention of the Field Liaison and/or the Field Director. When appropriate, the Field Director will facilitate a conference which may include the student, Field Instructor, Field Liaison and/or the student's Advisor.

Students who do not meet the minimum standards of field placement will fail Field Practicum and be placed on academic probation with the BSW Program. If a Practicum agency declines to allow a student to continue in a field placement on the basis of the student's performance and/or if the Field Liaison expresses concern about the appropriateness of allowing a student to continue

in a field placement, the Field Director will facilitate a conference which may include the student, Field Instructor, Field Liaison, and/or the Program Director to discuss the student's suitability to the social work profession and the BSW Program. On the recommendation of the Field Director, the Program Director may give students permission to apply for a second field placement the following year. Any student who is unable to pass Practicum again will be terminated from the program.

Evaluation of Field Education

The Field Liaison (or Field Director) will make a minimum of two site visits to the field placement each academic year. As Field Seminar instructor, the Liaison will also evaluate the quality of the field placement by monitoring students' work on their field assignments. The Field Liaison and/or Field Director will share with the Field Instructor any significant concerns or observations regarding the field placement.

At the conclusion of the Field Practicum, each student will be asked to evaluate their experience. These evaluations will not be shared with Field Instructors but will be reviewed by the Field Director and used for the purposes of program evaluation.

At the conclusion of the academic year, all Field Instructors will also be asked to evaluate their experience in working with the field education program for the purposes of program evaluation.

Use of Exxat

The Social Work Program utilizes Exxat as the official field education management system for placement coordination, documentation, communication, and evaluation. Students are required to maintain an active Exxat account and are responsible for completing and submitting all required field education documents, forms, evaluations, timesheets, and assignments through the platform by established deadlines.

Students are expected to regularly monitor their Exxat account for announcements, placement information, required actions, and program communications. Failure to maintain accurate records or complete required documentation in Exxat may affect a student's ability to begin, continue, or successfully complete field education requirements.

Field instructors, faculty liaisons, and program administrators may also utilize Exxat to review student progress, verify field hours, complete evaluations, and maintain records related to field education activities.

Exxat serves as the official repository for field education records. Students are responsible for ensuring that all information submitted through the system is accurate, complete, and submitted in a timely manner.

Counseling Services

College life is full of opportunities, but it can also be a stressful time. Even the most self-reliant student might have difficulties negotiating academic, or interpersonal and emotional concerns, and would benefit from speaking with a professional. Social work students are not exempt from these concerns, even with the best of training. Student Counseling Services (SCS) works directly with students in overcoming difficulties that may interfere with defining and accomplishing educational and personal goals. The staff is available for consultation to students, faculty, and staff who are concerned about the well-being of students. SCS is located on the fourth floor of the University Center in UC 420.

Counseling for Individuals: Individual counseling sessions may be scheduled at the Counseling Center while school is in session. Appointments are available during office hours and some evenings and can usually be made to accommodate the student's schedule.

Educational Outreach Programs: Psycho-educational programs and groups are scheduled regularly throughout the academic year on a variety of topics including depression, anxiety, grief and loss, suicide prevention training, and eating disorders. Please check with SHS for up-to-date listings.

Referrals: SCS staff maintains a network of referrals to outside mental health professionals and other helpful resources.

Crisis Assistance: The professional staff of the SCS is available to respond to mental health emergencies during school hours. For emergencies during office hours, please call extension 8276. After hours, please contact the closest hospital emergency room.

For more information on any of the above services, or for an appointment, contact the SCS at (903) 334-6613.

Field Practicum Calendar

August / September

Field Instructor Orientation and Training

- **Seminars in Field Instruction:** Orientation for new Field Instructors and continuing education/training opportunities for continuing Field Instructors.
- **Fall Semester Begins:** BSW students participate in Fieldwork Orientation.
- The specific start date and schedule for each Fieldwork student will be determined by mutual agreement between the Field Instructor and student. In most cases, students should begin their field placement during the first week of classes.

Field Instructors: Please remember to check and sign students' timesheets on a weekly basis.

First Two Weeks of Internship

Field Instructors should:

- Orient students to the field agency, including agency policies, procedures, expectations, and responsibilities.
- Review the student's role and responsibilities within the agency.
- Collaborate with the student to finalize the individualized Learning Plan.

Students are responsible for submitting a signed Learning Plan to the Field Liaison by the end of the third week of the semester.

First Three Weeks of Internship

The Field Liaison will contact each Field Instructor to:

- Determine how the student is adjusting to the field placement.
- Address any questions, problems, or concerns.
- Arrange the initial site visit.

The Field Liaison will visit each field placement at least once during the fall semester, preferably at a time when the student is present.

October / November

Mid-Semester Evaluation Process

The Field Liaison will communicate with Field Instructors regarding the mid-semester evaluation process and provide instructions for completion.

Field Instructors should monitor the student's progress throughout the semester and provide ongoing feedback regarding the student's performance, professional development, and progress toward the Learning Plan competencies.

Mid-term evaluations will be sent to Field Instructors before the end of the fall semester. Field Instructors will complete the evaluation, review it with the student, and submit the completed evaluation according to instructions provided by the Field Liaison.

The Field Liaison will continue to communicate with Field Instructors throughout the semester to address questions or concerns. Additional site visits may be arranged as needed.

December

Fall Semester Completion

Students and Field Instructors should review the student's progress toward completion of the required field hours and Learning Plan competencies.

Fall semester mid-term evaluations should be completed and returned according to the submission instructions provided by the Field Liaison.

Students must meet the required field hours for the semester in order to successfully complete the field placement requirement. For BSW students, a passing grade for Field Placement will not be granted until the required 200 hours per semester have been completed, unless otherwise specified by the program.

Winter Break

Texas A&M University–Texarkana observes a winter break between the fall and spring semesters. Unless special arrangements are made by mutual agreement between the Field Instructor and student, students are not expected to work at their field placement during the university's winter break.

Please be aware that the BSW Field Liaison, Field Director, and Program Director may have limited availability for consultation during university breaks.

January

Spring Semester Begins

BSW students begin the spring semester and continue their field placement.

Field Instructors: Please remember to check and sign students' timesheets on a weekly basis.

First Two Weeks of Spring Internship

Students and Field Instructors should review and finalize the Learning Plan for Fieldwork II, as applicable.

Students are responsible for submitting a signed Learning Plan to the Field Liaison by the end of the third week of the semester.

February / March

Spring Semester Site Visits

The Field Liaison will contact each Field Instructor to:

- Discuss the student's progress.
- Address any questions, problems, or concerns.
- Arrange the spring semester site visit.

The Field Liaison will visit each field placement at least once during the spring semester, preferably at a time when the student is present.

Ongoing Evaluation and Feedback

Field Instructors should continue to provide students with regular feedback regarding their performance and progress toward the Learning Plan competencies.

The Field Liaison will communicate with Field Instructors regarding the spring evaluation process.

Texas A&M University Texarkana observes fall and spring breaks. Unless special arrangements are made by mutual agreement between the Field Instructor and student, students are not expected to work at their field placement during university breaks.

Please be aware that the BSW Field Liaison, Field Director, and Program Director may have limited availability for consultation during university breaks.

April / May

Spring Semester Completion

Students and Field Instructors should review the student's overall progress and ensure that all required field hours and Learning Plan competencies have been addressed.

Final evaluations will be sent to Field Instructors at the end of the spring semester.

Field Instructors will be responsible for completing the final evaluation, reviewing the evaluation with the student, and submitting the completed evaluation according to the instructions provided by the Field Liaison.

The Field Liaison will provide Field Instructors with information regarding the evaluation submission process and any remaining requirements for completion of the field placement.

Please remember that a passing grade for Field Placement will not be granted until the student has successfully completed the required field hours for the semester.

End of Academic Year

The Field Liaison will verify completion of required field hours and evaluation requirements and communicate with Field Instructors and students regarding any outstanding field placement requirements.

Field Instructor Reminders

Throughout the academic year, Field Instructors are asked to:

- Check and sign student timesheets on a weekly basis.
- Provide ongoing feedback and supervision to students.
- Communicate promptly with the Field Liaison regarding concerns about student performance, attendance, professionalism, or other issues.
- Participate in required evaluation processes.
- Review evaluations with students before submitting them.
- Maintain regular communication with the student and Field Liaison.
- Notify the Field Liaison as soon as possible if circumstances arise that may affect the student's ability to successfully complete the placement.

APPENDIX A

BSW Program Curriculum Guide

BSW Curriculum

(RECOMMENDED 4-YEAR PLAN)

This 4-year plan is critical to timely graduation. Students who aren't TSI complete (not college ready in reading, writing and/or math) will need to take additional developmental education courses. Students who drop/fail a course, reduce semester hours, or take courses out of sequence risk delaying graduation and/or taking part-time terms (less than 6sch) where financial aid is not an option.

PREQ = Course has Prerequisites	F = Fall Only	S = Spring Only	D = Daytime Only	P = In Person	W = Web Only
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1st Year: Fall Courses	HRS	1st Year: Spring Courses	HRS
English 1301	3	SPAN 1311 OR SPAN 2311	3
Math Core Curriculum Requirement	3	Soc 1301	3
Life or Physical Science	3	HIST 1301	3
Core Course Credit	3	Language, Philosophy, and Culture	3
Creative Arts	3	Elective (Optional)	3
Total Hours*	15	Total Hours*	15

Electives can also be taken in the summer of year one. *Students will need to take 3 to 4 electives @3SCH each to meet degree requirements. Students can take 3 undergraduate electives if they plan to take 5 upper division social work electives or they can take 4 undergraduate electives if they only wish to take 4 upper division social work electives.

2nd Year: Fall Courses	HRS	2nd Year: Spring Courses	HRS
SPAN 1312 or SPAN 2312	3	ENG 2311	3
HIST 1302	3	PSYC 2301	3
PSCI 2301	3	PSCI 2302	3
SOCW 2361: Intro to social work	3	SOCW 2390: Interviewing and Documentation	3
Elective (optional)	3	Elective (Optional)	3
Total Hours*	15	Total Hours*	15

Students will need to apply to social work major during the Spring of their 2nd year. Electives can also be taken during the summer of the second year.

3rd Year: Fall Courses	HRS	3rd Year: Spring Courses	HRS
SPCH 1315 or COMM 1315	3	Life or Physical Science with Lab	4
SOCW 330: Introduction to trauma (PREQ) F	3	SOCW 333: Child Welfare & Maltreatment (P	3
SOCW 331: HBSE (PREQ) F	3	SOCW 334: Practice I - Individuals (PREQ) S	3
SOCW 332: Diversity, Oppression, and Social Justice	3	SOCW 335: Social Welfare Policy (PREQ) S	3
Social Work Elective (PREQ)	3	Social Work Elective (PREQ)	3
Total Hours*	15	Total Hours*	15

Upper division electives can be taken in the summer of year 3. *Students will need to complete 4 to 5 social work electives to complete degree requirements (only need 4 social work electives if they took 4 undergraduate electives; need 5 social work electives if they only took 3 undergraduate electives).

4th Year: Fall Courses	HRS	4th Year: Spring Courses	HRS
SOCW 430: Practice II - Social work with Famili	3	SOCW 431: Practice III - Social Work with C	3
SOCW 432: Statistics in Social Work (PREQ)	3	SOCW 433: Research Methods in Social Work	3
Social Work Elective (PREQ)	3	Social Work Elective (PREQ)	3
SOCW 434: Field I (PREQ) F	3	SOCW 435: Field II (PREQ) S	3
SOCW 410: Field Seminar I (PREQ/CoR) F	1	SOCW 411: Field Seminar II (PREQ/CoR) S	1
Total Hours*	13	Total Hours*	13

Upper division electives can be added during year 4. *Students can add an upper division social work elective during this final year of courses to meet graduation credit requirements.

Electives
*Student will also need to take one additional elective in one of the semesters or during the summer sessions to complete the 120 hour degree requirement.

APPENDIX B

Field Agency Contract with Texas A&M University-Texarkana



Bachelor of Social Work Field Placement Agreement

Student Name:		UV ID:	
Organization:			

This is an agreement among four parties: the student in TAMUT's BSW Program, the TAMUT BSW Program, the Field Instructor/Supervisor (a host organization staff member who meets the qualifications for this role as detailed in the TAMUT *BSW Program Field Education Manual*), and the Field Agency. The respective roles and responsibilities of these parties are detailed in the *BSW Program Field Education Manual*, with which each party agrees they have reviewed and will consult when questions arise.

The purpose of this is to formalize an agreement among the parties as to the arrangements for the field placement, including required credentials, hours, and arrangements for supervision, evaluation, and linkage with the social work program. The signatures of the parties below affirm the following agreements:

The Student agrees to:
a. Provide hours of time to the organization. This time will begin on approximately _____ and end on approximately _____.
b. Be accountable for their actions and take ownership of their learning process.
c. Conduct her/himself in a professional manner including, but not limited to, bring on time, dressing in accordance to agency policy, and immediately informing Field Instructor and Field Liaison of unforeseen changes in their schedule.
d. Notify Field Instructor of any absence prior to the regularly scheduled field work day. If a student is absent for any reason, including sickness, arrangements must be made to make up those hours. If an agency has approved a professional training and requests the student to attend those hours may count towards the practicum requirement.
e. Complete all university requirements in relation to field placement.
f. Communicate with the Field Instructor and the Field Liaison in a timely manner any conflicts that have arisen or might arise and be open to discussing strategies and problem-solving techniques to minimize any potential or ongoing conflicts in their field placement.
g. Establish and maintain a positive, courteous, and professional working relationship with the agency staff, Field Instructor, Field Liaison, and Director of Field Education.
h. Adhere to the mission, policies, and procedures of the field agency and notifies the Field Liaison or Field Director in a timely manner if there are any discrepancy between agency policy and professional ethics.

i. Work with the Field Instructor to prepare and implement a learning plan in their field agency.
j. Take responsibility for being an active participant in supervision with the Field Instructor by preparing for an participating in weekly supervision meetings.
k. Complete a time sheet and obtain the signature from the Field Instructor and provide a copy to the Field Liaison in a timely manner.
l. Follow all policies and procedures of the agency, including those governing the use and disclosure of individually identifiable health information under federal law, specifically the Patient Confidentiality and the Health Insurance Portability and Accountability Act (HIPAA).
m. Have dependable transportation to the field agency.
n. Look for ongoing ways to apply classroom knowledge to field experience activities.
o. Have a firm understanding of the NASW Code of Ethics and apply these principles to the practice setting at all times.
p. Complete all field hours over the course of the complete semester and be present at the agency throughout the entire academic semester as outlined by the BSW Program Calendar.
q. Complete a minimum of 200 hours each semester during what are considered normal working days and hours (Monday-Friday 8am to 5pm).
The Field Instructor agrees to:
a. Provide an educationally focused practicum experience as outlined in the Field Manual.
b. Anticipate remaining in the field agency for the duration of the student's practicum.
c. Assign someone at the agency to oversee the student's learning in the case of their absence.
d. Provide educational supervision. The expectation is to meet with the student for a minimum of one hour per week to review and provide feedback to work performed, allow opportunities for the student to ask questions, and promote the integration of classroom and field learning experiences.
e. Develop a Learning Plan with the student by appropriate deadlines.
f. Monitor the student's performance when they are assigned to work with other agency staff as a part of their practicum experience.
g. Provide an orientation to the student of agency policies and procedures including but not limited to, dress code, attendance, record keeping, practice procedures, and agency safety protocol.
h. Attend and participate in the Field Instructor Orientation organized by the BSW program.
i. Provide times of availability to the student during the student's practicum hours.
j. Complete the student's evaluation at the end of the practicum.
k. Inform the Field Liaison or Director of Field Education immediately in the event concerns arise in the student's performance.
l. Communicate periodically with the Field Liaison. This includes allowing opportunities and providing agency space to meet with the student and the Field Liaison at least once each semester.

m. Provide assignments which will enhance the student's learning and professional growth as a generalist practitioner.
n. Review the student's hours in the practicum setting and ensure the student has completed their required hours prior to the final evaluation.
The Texas A&M University-Texarkana Master of Social Work program agrees to:
a. Develop and maintain cooperative relationships between the social work program and field agency.
b. Build a positive working relationship with the student, Field Instructor, and field agency representatives by being available on a reasonable basis and having a working knowledge of the BSW field policies and procedures.
c. Coordinate the field placement process with the student and selected agency representative.
d. Oversee the implementation of field education policies and procedures in the field education setting by providing consultation and necessary materials to the student and field agency.
e. Empower students' professional growth and development in the field agency and support the student and field agency in the event difficulties arise in the field placement.
f. Monitor student learning in field placement by reviewing and approving the Learning Plan and providing feedback on assignments.
g. Meet with Field Instructors and students during the semester to discuss the student's field experiences, assignments, and progress.
h. Provide a field orientation training workshop at the beginning of each fall semester.
i. Keep documentation of required placement forms and student's reported time.
j. Assign a final grade for the student's field experience.
The Field Agency agrees to:
a. Provide learning opportunities for the students that allow demonstration of (CSWE) core competencies and practice experiences which are consistent with the philosophy and values of social work.
b. Demonstrate a commitment to high quality services to the client in an atmosphere compatible with the NASW Code of Ethics.
c. Offer opportunities for students to take part in staff meetings, in-service training, interagency conferences, and other available learning opportunities.
d. Provide adequate physical space, if needed, to meet with clients, write reports, have supervisory conferences, and to complete any other necessary work activities.
e. Orient the students to policies, forms, schedules, and organizational structure of the agency.
f. Develop and maintain records and reports on the student's performance.
g. Commit to allow the Field Instructor time away from their normal duties for the amount of time necessary to plan and oversee the student's learning experience.
h. Designate a Field Instructor, mutually agreed upon by the Field Agency and the Director of Field Education, who possesses a BSW degree and who will provide weekly supervision of at least one-hour duration for each student to discuss student's assigned tasks and activities.

i.	Allow time for the Field Instructor to attend BSW program meetings, orientations, etc., in conjunction with the placement.
j.	View participation in the education of BSW students as a worthwhile activity and agree to support the goals and objectives of the social work program.

Signatures			
Student:		Date:	
Field Instructor:		Date:	
Director of Field Education:		Date:	
Field Agency Representative:		Date:	

APPENDIX C

Application for Field Placement



Bachelor of Social Work Application for Field Placement

Complete the following Application for Field Practicum and turn in your application package at UC 201.

1. Completed and signed Application for Field Instruction form.
2. Current résumé.
3. Personal/Professional Narrative.

Incomplete application packets will not be processed.

PART I – Student Information & Advisor Approval

Student Information

Name:	Eagle ID:	
Local Address:		
Phone Number:	Email:	
Are you at least 21 years of age?	☐ Yes	☐ No
Sex:	☐ Female	☐ Male
Race:		
Expected Month & Year of Graduation:		
Are you planning to take any non-BSW courses during your field experience?	☐ Yes	☐ No
If so, what courses do you plan to take and why do you plan to take those courses (i.e. required minor, second major, etc.):		
Are you fluent in a second language (including ASL)?	☐ Yes	☐ No
If yes, please specify which language:		
Will you be employed during your field placement?	☐ Yes	☐ No
If yes, indicate planned commitment:		
Do you have a <u>valid</u> Texas or Arkansas driver's license?	☐ Yes	☐ No
Will transportation be a concern for you during field practicum?	☐ Yes	☐ No
If yes, please explain:		

Briefly describe your ideal field placement (in what setting(s) are you interested?):

Do you have any special considerations of which we should be aware when planning your field placement?

☐ Yes

☐ No

If yes, please briefly list concerns. You will be asked to describe your situation more fully in the attached narrative:

Have you ever been convicted of a felony?

☐ Yes

☐ No

Indicate any social service agency experience you have had, both paid and volunteer:

This application form is intended to convey information that will be helpful in determining fieldwork placements. Although the experiences and interests of the applicants are taken into consideration, educational needs take precedence over all other factors involved in the assignment of students to fieldwork agencies. The information on this application may be shared with an agency internship coordinator, field instructor, and/or field liaison.

Applying for a placement is a competitive process. Once applications are received by the Field Director, the placement process begins. Similar to a job interview, all students must interview for field placements. The student's application is reviewed and a referral is made to an agency or agencies for a phone screening and interview. Students are not guaranteed specific placements since the field placement process is competitive. Students often compete with fellow TAMUT students as well as students from other schools.

Please note that a background check, including but not limited to criminal history and fingerprinting, immunizations and health screening may be required for placement in certain settings. Note that these may be at student's expense. Please discuss this with the Field Director if you have questions or concerns regarding these requirements.

All elements of this field application and attachments are true and complete to the best of my knowledge.

Student Signature:

Date:

PART I: Résumé

Attach your current résumé to your BSW Application for Field Practicum.

PART II: Personal/Professional Narrative

Your 2-3 page narrative should be typed and double-spaced, with 1" margins, top, sides and bottom of each page. Prepare your statement to include the following:

- A. There are some practicum situations, given specific vulnerabilities of an individual student or circumstances of work with a given client population or in a particular agency, which might place you, the student, at either physical or emotional risk.
 - Describe any settings and/or populations where you have a reluctance to serve
 - Describe personal issues which may impact your choice of possible practicum sites; i.e., substance abuse, no car or a suspended driver's license, caretaking responsibilities for a family member, etc.
 - Please disclose whether you have any personal or family involvement with an agency with which you desire to be placed.
 - Briefly disclose pertinent information involving previous, existing, or continuing health/medical conditions or other issues that may impact placement
- B. Discuss your particular interests in social work. (Reasons for choosing the field; your educational pursuits; populations you would like to serve; and your eventual social work goals; etc.)

NOTE: Such issues need to be presented to the Field Director in advance to assist with planning for your field placement. It is your responsibility to apprise the Field Director of this information. Failure to disclose may result in denial of admission to field or termination of field placement. The Field Director will consider your special needs and circumstances and will try to make accommodations when and where necessary. In recognizing the importance of the field placement, however, please make arrangements for child care, caretaking duties for parents, etc. The field placement is a graded, professional practice experience that must meet the criteria of the field instruction program and the professional development needs identified for the program, the profession and you, the student.

APPENDIX D

Student Evaluation of Field Experience



Social Work Program Student Evaluation of Field Experience

Dates of Field Placement:

Field Placement:

Field Instructor:

To the Student in Field Practicum:

This evaluation form is to be completed by you toward the completion of your field internship in any agency.

Rating Scale

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Somewhat Disagree
- 4 = Somewhat Agree
- 5 = Agree
- 6 = Strongly Agree
- N/A = Not Applicable

Evaluation by Student

	1	2	3	4	5	6	N/A
1. The field placement provided an opportunity to integrate classroom theory and practice.	☐	☐	☐	☐	☐	☐	☐
2. The staff of the agency communicated an attitude of acceptance and helpfulness conducive to a positive learning experience.	☐	☐	☐	☐	☐	☐	☐
3. I believe that my field placement offered a good opportunity for learning.	☐	☐	☐	☐	☐	☐	☐
4. I received a minimum of one hour of supervision each week.	☐	☐	☐	☐	☐	☐	☐
5. This field experience stimulated the use of critical thinking (i.e. analysis, synthesis, problem solving, and evaluation).	☐	☐	☐	☐	☐	☐	☐
6. The placement provided the opportunity to be appropriately involved and busy.	☐	☐	☐	☐	☐	☐	☐
7. I was given the opportunity to demonstrate skills at all five levels of intervention:	☐	☐	☐	☐	☐	☐	☐

individual, family, group, organization, and community).

- | | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 8. The work load expected by the agency was appropriate. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. Because of my experience in the agency, I am able to better understand what it means to be a generalist practitioner. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. I would recommend this agency placement to other students. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. I would recommend this field instructor to other students. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. I feel like I was treated as valuable, professional colleague in the agency. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. Are there any unique requirements relating to this agency that should be known to students before being placed here? | <hr/> | | | | | | |
| 14. What improvements should be made in this placement? | <hr/> | | | | | | |
| 15. Other comments: | <hr/> | | | | | | |

APPENDIX E

Field Instructor Evaluation of Field Education Program



Social Work Program Field Instructor Evaluation of Field Education Program

Field Instructor Name:

Agency:

In order to continually improve our program, your feedback is requested. Please rate the following on a scale of 1 (low) to 5 (high).

	1	2	3	4	5
1. The Field Director provided direction and guidance with regards to the purposes and objectives of the practicum.	☐	☐	☐	☐	☐
2. Early contacts with the Field Director were clear.	☐	☐	☐	☐	☐
3. Communication with the Field Liaison throughout the practicum was sufficient.	☐	☐	☐	☐	☐
4. The Field Manual helped me fulfill my responsibilities.	☐	☐	☐	☐	☐
5. The Field Director made clear to me my roles and responsibilities.	☐	☐	☐	☐	☐
6. The Field Liaison was responsive to my needs.	☐	☐	☐	☐	☐
7. The site visits promoted a practicum that was educationally driven.	☐	☐	☐	☐	☐
8. The student was well-prepared educationally for this practicum.	☐	☐	☐	☐	☐
9. The annual Field Instructor Orientation helped me better understand the program and provided meaningful instruction to Field Instructors.	☐	☐	☐	☐	☐
10. I would recommend this field practicum program to a colleague.	☐	☐	☐	☐	☐
11. How could we improve the Field program to make it meet your agency's needs better?					
12. What is a strength of our program that we should continue?					
13. Please share any other comments you have.					