FIELD APPENDICES
SYLLABUS
AGENCY AFFILIATION FORM
LEARNING CONTRACT
SOCIAL WORK PROGRAM
SW 420 SYLLABUS

COURSE NUMBER: SOCIAL WORK 420 A & B CREDIT HOURS: 12

COURSE TITLE: SOCIAL WORK FIELD PRACTICUM

COURSE DESCRIPTION: The student will spend approximately three to four days a week (for a total of 400 clock hours) as a social work intern in a social service agency under the supervision of a professional social worker. Field practicum is accompanied by a weekly one-hour seminar and/or meeting with the Field Practicum Director on campus or other designated site. Credit (3) hours each.

PREREQUISITE(S): Senior standing and fulfillment of requirements for Field Practicum. Requirements include completion of all general education and social work major required courses.

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<tr>
<th>Contact Area</th>
<th>Contact Professor</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Main Campus</td>
<td>Jackie Puckett - Director</td>
<td>800-795-7151 ext. 4585</td>
</tr>
<tr>
<td>Gaffney, Columbia, North Augusta/Aiken, Greer</td>
<td>Tim Hanshaw <a href="mailto:thanshaw@limestone.edu">thanshaw@limestone.edu</a></td>
<td>800-795-7151 ext. 8213</td>
</tr>
<tr>
<td>Florence, Kingstree, Yemassee, Charleston</td>
<td>Austin “Chuck” Kuhn <a href="mailto:ckuhn@limestone.edu">ckuhn@limestone.edu</a></td>
<td>803-691-3016, ext 104</td>
</tr>
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Professor: ____________________________ Phone: ____________________________
Office: ____________________________ Office Hours: ____________________________
Email: _________________________________

*** The following program objectives are met in this course. ***
(To view Program Objectives see, “Key 1” at the end of this syllabus)

I. COURSE LEARNING OBJECTIVES:

The student will utilize the Field Practicum Manual as a guide to complete course-learning objectives:

A. Application of Generalist Social Work Practice knowledge using the Eco system model in problem solving especially as it applies to social and economic justice. (Meets Program Goal(s) 1, 3, 4 and Program Objective(s) 1, 3)

B. Understanding of how workers and clients impact upon one another and practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (Meets Program Goal(s) 2 and Program Objective(s) 3)

C. Use of good communication and interviewing skills, development of life-long learning, analytical, and critical thinking skills, and effective communication skills
through the integration of a liberal arts foundation and social work education. (Meets Program Goal(s) 1, 3 and Program Objective(s) 8)

D. Ability to assess and use client strengths in intervention planning and the application of knowledge and skills of generalist social work practice including micro, mezzo, and macro systems. (Meets Program Goal(s) 1, 2, 3 and Program Objective(s) 1, 6)

E. Interdisciplinary teams and community networking and learning use of theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals, families, groups, and organizations. (Meets Program Goal(s) 2, 3 and Program Objective(s) 6, 7)

F. Evaluation skills for agency, client, and self as well as the development of a basic understanding of the qualitative and quantitative scientific methods, particularly as they relate to problem-solving and evaluation processes. Develop the ability to evaluate one’s own practice, using the method of single subject design and make improvements where necessary. (Meets Program Goal(s) 1, 3 and Program Objective(s) 7)

G. Ability to integrate agency policy and procedures into field practicum learning and develop an understanding of the history of social welfare policy and apply that knowledge to economic and social change and translate that knowledge to the successful delivery of social services. (Meets Program Goal(s) 1 and Program Objective(s) 4)

H. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (Meets Program Goal(s) 2 and Program Objective(s) 3)

I. Demonstrate an understanding of and be able to apply social work principles that illustrate a positive regard for the diversity of culture, ethnicity, and sexual orientation of client populations that are being served. Promote social and economic justice through education and empowerment for populations at risk. (Meets Program Goal(s) 1, 2, 3 and Program Objective(s) 1, 3, 4)

J. Understand the history of social welfare policy and apply that knowledge to economic and social change and translate that knowledge to the successful delivery of social services. (Meets Program Goal(s) 1 and Program Objective(s) 4)

K. Demonstrate evidence of applied knowledge in global society in order to improve the quality of life for individuals, groups, organizations, and communities and seek necessary organizational change where necessary. (Meets Program Goal(s) 3 and Program Objective(s) 6)

L. Use supervision and consultation appropriate to social work practice. Demonstrate effective service to clients and social service agencies through the completion of a minimum of 400 clock hours of field experience. Integrate knowledge learned in the classroom within the context of the field practicum setting, evidenced by successful completion of the State Licensure Exam. (Meets Program Goal(s) 1, 3 and Program Objective(s) 9)

M. Demonstrate a professional use of self by being responsible for one’s own ethical conduct and quality of practice during and beyond the field practicum which are demonstrated by the NASW Code of Ethics. (Meets Program Goal(s) 4 and Program Objective(s) 2)
II. Student Learning Outcomes

A. The student will be able to define what knowledge is required and what duties are expected of a generalist social worker practicing in a specific field placement setting. This will be demonstrated in both written and verbal form and will be presented in Field Seminar class PRN. An electronic blackboard based portfolio will be developed and evaluated at mid-term and before the final grade is given by the Field Director.

B. The student will be able to identify the skills necessary to deliver services to clients groups of all types but especially for those represented by the various agencies providing field experiences to the cohort represented in their seminar.

C. The student will be able to relate the commonalities and interpret the differences that are present in various populations with which different students within their seminar are dealing. This will be demonstrated through case presentations and case analysis. Students will further demonstrate their understanding of cultural influences through treatment plans that are reflective of the cultural backgrounds of the different client populations represented at each agency covered by cohort members.

D. The student will be able to evaluate skill development both in relation to what she/he is learning personally but also in the development of fellow seminar participants’ skill levels. This is all in relation to various skills demonstrated to meet the needs of the diverse populations at risk and method of service delivery required represented in the seminar.

E. Students will be able to apply their understanding of the NASW Code of Ethics in relation to values, ethics, and confidentiality. This will be demonstrated in class participation (discussion) and within the body of the portfolio which documents each of the assignments required over the course of the seminar.

F. The student will choose an individual client and develop a treatment plan that involves all liabilities creating obstacles and assets available to the chosen client. The student will further demonstrate an understanding of how the effective use of these tools might facilitate the development of wellness within an entire family system.

III. METHODOLOGY

The following methods will be used to attain the course learning objectives:

A. Application of information from class lectures, classes discussions, and assigned readings. Mandatory course attendance PRN.

B. Participation in supervision weekly with the site supervisor.

C. Completion of outside-of-class assignments.

D. Formal evaluation procedures. Establish and present a professional portfolio of completed assignments.

IV. COURSE CONTENT: The following concepts will be covered:

A. Information gathering and interview techniques

B. Review of case history and client records
C. Bio-Psycho-Social-Spiritual assessment
D. Geno-grams/Eco-grams (PRN) in assessing client history
E. Diversity/Cultural issues
F. Social/Economic Justice issues
G. Evaluation and identification of client problem(s)
H. Written problem statement
I. Contracting with client
J. Development of goals and setting of objectives.
K. Written treatment plan
L. Method of problem solving
M. Written and measurable outcomes
N. Case planning and coordination of services
O. Written community network/referral
P. Case transfer and documentation
Q. Termination with client/agency
R. Additional content: personal safety, community social work, ethics, legal concerns, planned change and leadership.

Note: This course may utilize guest speakers, films, and additional readings to augment information from the text and lecture. These assignments can be added at the instructor’s discretion.

V. GRADING
Students are responsible for all textbook assignments, outside readings, and class lecture, student presentations and discussion topics. Students are required to share any relevant information received through training provided by the student’s home agency. Thus, it is to the student’s advantage to attend all classes, pay attention, take good notes, complete all reading assignments in a timely manner, and participate in class discussions. The Field Practicum Portfolio is due with the completion of regularly scheduled classes. Social work majors must receive a “C” or better in this class.

Grading scale:
A: 90 -100% B: 80 - 89% C: 70 - 79% D: 60 - 69% F: < 60%

Grade percentage for each project is in the following tables:

<table>
<thead>
<tr>
<th>Evaluations, Papers, Projects, etc.</th>
<th>Date</th>
<th>Percent of Grade</th>
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V. LIMESTONE COLLEGE POLICIES

Students are responsible for reading and abiding by Limestone College’s policies concerning:
1. Attendance
2. Withdrawal
3. Academic Integrity
4. Disabilities Statement
5. Online Content Disclaimer
6. Disruptive Behavior Statement
7. Limestone College Online Writing Lab Statement
8. Limestone College Mathematics On-line Learning Experience (MOLE)
These can all be found on the Limestone Website at:

Day:  http://www.limestone.edu/course-quality
ECC:  http://www.limestone.edu/course-quality/extended-campus-classroom
ECI:  http://www.limestone.edu/course-quality/extended-campus-internet

VI. STATEMENT OF NONDISCRIMINATION
Limestone College does not discriminate against employees, students, or applicants for employment who are handicapped. This policy is in keeping with Section 504, the Rehabilitation Act of 1973 as amended.

Moreover, in compliance with section 668.44(A)(6) of the United States Department of Education, Office of Post Secondary Education Publication, “current student aid and other related regulations,” Limestone College has installed ramps and handicapped restrooms in recently renovated buildings to comply with ADA requirements and will incorporate similar provisions in any future renovation of campus facilities. Limestone College has made extraordinary efforts to accommodate students with learning disabilities by establishing the Program for Alternative Learning Styles (PALS). This statement is derived from the Limestone College Academic Catalog.

Social Work Program Policy on Nondiscrimination and Human Diversity
The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession’s fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

VII. COURSE MATERIAL
A. Current Limestone College Social Work Field Practicum Manual
B. Completion of outcome measures as directed by instructor. On-line forms and evaluations.

<table>
<thead>
<tr>
<th>Field Practicum Seminar: Week 1</th>
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<tr>
<td><strong>Orientation:</strong></td>
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<tr>
<td>• Syllabus and assignment review</td>
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<td>• Professional Responsibilities</td>
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<td>• Code of Ethics/Confidentiality</td>
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<td>• Roles of Field Director and Agency Supervisor</td>
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</table>
- Learning Contract – Provided by Field Director

### Field Practicum Seminar: Week 2

**Topics:**
- Professional Identity
- Ethical Practice
- Critical Thinking
- Diversity & Human Behavior

**Assignments:**
- **Student Conference Report:** A written record of this report will be kept by the student and presented weekly for discussion in the student’s field seminar course.
- **The following information will be included on your supervisory conference report:**
  1. Focus of session (purpose/agenda)
  2. Content of session (brief narrative summary)
  3. What were the accomplishments of the session (outcome)?
  4. Did the session achieve the purpose/focus for the meeting? If not, why? In what ways did you engage in the session?
  5. Did you actively engage in the supervisory session? If not, why? In what ways did you engage in the session?
  6. Are there any unresolved issues/concerns that were not covered/resolved during this session? If so, what are they?
  7. What do you want the focus of your next session to be and what do you want to accomplish from that session (purpose and goals)?
- **Weekly Log:** Maintain a weekly log which will contain the following information:
  1. Hours worked daily.
  2. What did you learn?
  3. What was the most significant thing you learned at your field placement this week and how does that learning tie into your classroom learning?
  4. What was the high point of your week? Why?
  5. What was the low point of your week? Why?
  6. Whom did you get acquainted this week that was of importance to your functioning as a social worker and/or to your clients? In what way did you get to know him/her better, and why was this important?
  7. What new skill did you try to use this week? How would you rate your performance of that skill? What can you do to enhance that skill?
  8. What can be done to enhance your time in placement?
  9. What have you learned about yourself in relation to you own biases with the social work profession and your own growth as a professional?
  10. What have you learned about working with people who are diverse? Including: race, gender, sexual orientation, value system, age, social class, and ethnicity.
  11. Discuss any concerns/problems you experienced with our placement this week.

### Field Practicum Seminar: Week 3

**Topics:**
- Diversity in Practice & Barriers to Effective Communication
- Verbal & Written Communication
**Assignments:**
- Student Conference Report
- Weekly Log
- Student will respond to case posted in blackboard by Field Director. Specific instructions will be given in week 3.

<table>
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<tr>
<th>Field Practicum Seminar: Week 4</th>
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<tbody>
<tr>
<td><strong>Topics:</strong></td>
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<tr>
<td>- Boundaries</td>
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<td>- Human Rights &amp; Justice</td>
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<td>- Monitoring Self</td>
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<td>- Rights/Privileges</td>
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<td>- Policy Practice</td>
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<td><strong>Assignments:</strong></td>
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<tr>
<td>- Student Conference Report</td>
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<td>- Weekly Log</td>
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<th>Field Practicum Seminar: Week 5</th>
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<tr>
<td><strong>Topics:</strong></td>
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<tr>
<td>- Clients</td>
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<td>- Engage, Assess &amp; Evaluate</td>
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<td>- Self–Disclosure</td>
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<td>- Theory</td>
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<tr>
<td><strong>Assignments:</strong></td>
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<tr>
<td>- Student Conference Report</td>
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<td>- Weekly Log</td>
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<th>Field Practicum Seminar: Week 6</th>
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<td><strong>Topics:</strong></td>
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<tr>
<td>- Angry/Hostile Clients,</td>
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<td>- Informed Consent</td>
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<tr>
<td><strong>Assignments:</strong></td>
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<td>- Student Conference Report</td>
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<td>- Weekly Log</td>
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**Client Interview (Informed Consent must be obtained from client)!!!!

- Choose a client to interview. Specific information contained in client interview:
  1. Identifying information
     - Names of worker (student) and client
     - Date of interview
     - Basic client demographic information
     - Goal/purpose of interview
     - Where interviewed (location)
  2. Description of non-verbal communication or gestures by either worker or client.
  3. Worker’s (student’s) feelings and reactions to the client and the interview. Those unspoken thoughts and reactions.
  4. Worker’s (student’s) on-going observations and analytical thoughts regarding the worker-client transaction. These thoughts/ideas often guide our reactions (verbal and non-verbal) during an interview.

Beginning workers/students, in particular, may be very conscious of
5. Impressions. Sometimes referred to as “Diagnostic Summary”. This section contains a written summary of the worker’s impressions of the entire interview. A good way to think of this section is an integration of the content of an interview with your thoughts about what occurred, based on your comprehension of relevant theory. This section should identify your strengths and weaknesses in the interview and what you would do to improve the interview.

6. A review of essential interviewing skills as to body language and personal space, etc.

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**Field Practicum Seminar: Week 7**

**Topics:**
- Development of Professional Self

**Assignments:**
- Complete assignment related to competency 6 (a) in learning contract
- Student Conference Report
- Weekly Log
- **Student Self-Assessment Guide:** Self-assessment is considered to be an integral part of the evaluation process. It is to be completed at the middle of the field placement and submitted to the Field Director/Associate Field Director. Follow verbatim the example provided under “Papers and Projects” in Blackboard.

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**Field Practicum Seminar: Week 8**

**Topics:**
- Group Processes
- Group Norms
- Group Values
- Group Boundaries

**Assignments:**
- Student Conference Report
- Weekly Log
- **Students will attend and observe a group.** Follow verbatim the example provided under “Papers and Projects” in Blackboard.

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**Field Practicum Seminar: Week 9**

**Topics:**
- Networking

**Assignments:**
- Student Conference Report
- Weekly Log
- Networking Report: Follow verbatim the example provided under “Papers and Projects” in Blackboard.

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**Field Practicum Seminar: Week 10**

**Topics:**
- Community Analysis
- Macro Practice
- Problem Identification
- Generalist Social Work Practice

**Assignments:**
- Student Conference Report
- Weekly Log
- Completion of a professionally written community analysis paper (using the current APA writing style). Follow verbatim the example provided under “Papers and Projects” in Blackboard.

Field Practicum Seminar: Week 11

**Topics:**
- Research Based Practice
- Informed Consent
- IRB

**Assignments:**
- Student Conference Report
- Weekly Log

Field Practicum Seminar: Week 12

**Topics:**
- Case Presentation
- Bio-Psycho-Social-Spiritual Assessment
- Policies Affecting Client System

**Assignments:**
- Student Conference Reports
- Weekly Logs
- **Case presentation:** Follow verbatim the example provided under “Papers and Projects” in Blackboard.

Field Practicum Seminar: Week 13

**Topics:**
- Bio-Psycho-Social-Spiritual Assessment
- Ethical Practice
- Confidentiality

**Assignments:**
- Student Conference Report
- Weekly Log
  - Bio-Psycho-Social-Spiritual Assessment, Intervention and Evaluation Plan with an Individual or Family. (Informed Consent must be obtained)!!!!!
  - Follow verbatim the example provided under “Papers and Projects” in Blackboard.

Field Practicum Seminar: Week 14

**Topics:**
- Single Subject Research Design
- Assessment
- Evaluation
- Legal Terminology
- Professional Negligence & Malpractice

**Assignments:**
- Student Conference Report
- Weekly Log
  - **Student self-assessment guide:** Follow verbatim the example provided under
### Field Practicum Seminar: Week 15

**Topics:**
- Becoming A Professional Social Worker
- Social Justice Leader
- NASW Code of Ethics

**Assignments:**

!!!Turn in all assignments/portfolio and complete the on-line outcome measure evaluations!!!  Note your final grades will not be processed until all work is completed.

**Disclaimer:** This is to notify you that the material you may be accessing in chat rooms, bulletin boards, or unofficial web pages is not officially sponsored by Limestone College. The United States Constitution rights of free speech apply to all members of our community regardless of the medium used. Limestone College disclaims all liability for data, information or opinions expressed in these forums.

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### SW 420 A & B BIBLIOGRAPHY

Resources for this course may be accessed using K.A.T.E. This is the on-line catalog for electronic and hard copies of materials in the Eastwood Library of Limestone College. The website is [http://www.limestone.edu/library](http://www.limestone.edu/library).

### THE GOALS OF THE LIMESTONE COLLEGE SOCIAL WORK PROGRAM ARE:

1. To prepare traditional and nontraditional students for employment as beginning generalist social workers and to prepare them for graduate study.

2. To provide access to beginning social work education to diverse individuals and groups of students who for economic, social, or geographical reasons would not be able to pursue a social work education elsewhere and through this process promote cultural diversity.

3. To prepare students who are aware of their responsibility to continue their professional growth and development by providing up-to-date content about social work practice with client systems of various sizes and types, while providing the most current content regarding the social contexts of practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change at all environmental levels.

4. To integrate throughout the curriculum the values and ethics that guide professional social workers in their practice, with special emphasis on social and economic justice.

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**THE OBJECTIVES OF THE LIMESTONE COLLEGE SOCIAL WORK PROGRAM ARE:**
At the end of the Social Work Program students should be able to:

1. Demonstrate life-long learning, analytical and critical thinking skills, and effective communication skills through the integration of a liberal arts foundation and Social Work education.

2. Identify with and implement the ethics and values of the Social Work profession, which are demonstrated by the NA SW Code of Ethics and are included at each level of study and practice.

3. Demonstrate during practice a lack of discrimination against all classes within populations, a positive regard for all types of diversity, and a motivation to promote social justice through education and empowerment of all who are at risk.

4. Understand the history of social welfare policy and apply that knowledge to economic and social conditions which can translate to a successful delivery of services through advocacy for clients.

5. Use theoretical frameworks supported by empirical evidence to understand the individual development of human behavior across the life span.

6. Demonstrate evidence of applied knowledge in a global society in order to improve the quality of life for individuals, groups, organizations, and communities, and to initiate leadership and seek organizational change where necessary.

7. Possess a basic understanding of qualitative and quantitative scientific methods, particularly as they relate to problem-solving and evaluation processes. Develop the ability to evaluate one’s own practice, using the method of single subject design to initiate improvements when necessary.

8. Use communication skills and current technologies differentially across client populations, colleagues, and communities.

9. Use supervision and consultation appropriate to social work practice. Demonstrate effective service to clients and social service agencies through the completion of a minimum of 400 clock hours of field experience. Integrate knowledge learned in the classroom within the context of the field practicum setting.
Policy Regarding Professional Behavior

There has been a growing concern regarding an increasing degree of unprofessional behavior within the field of Social Work.

Limestone College Social Work Program

Students are expected to read, understand and sign the “Student Acknowledgement of Ethical Behavior and Agreement to Abide: Statement of Ethical Social Work Practice and Program Requirements and Sanctions for Violations of Ethical Behavior.”

Limestone College Social Work Program

The Limestone College Social Work Program is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students, faculty and staff in the Social Work Program. The Social Work Program also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students, faculty and staff in the Social Work Program will be expected to exhibit the following ethical standards of behavior in the areas that are applicable to them.

1. **Accountability**: Attend class, arrive on time and return from break in a timely manner.
   
   Participate in group activities and assignments at a comparable level to peers. Complete work in a timely fashion and according to directions provided. Come to class prepared, with readings and other homework completed.

2. **Respect**: Treat all your peers, your instructors and all those with whom you come in contact with dignity and respect at all times.
   
   Listen while others are speaking.
   
   Give feedback to peers in a constructive manner.
   
   Approach conflict with peers or instructors in a cooperative manner.
   
   Use positive and nonjudgmental language.

3. **Confidentiality**: Treat any personal information that you hear about a peer or an instructor as strictly confidential.
   
   Maintain any information shared in class, dyads or smaller groups within that unit.
   
   Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

**Come to class with books, handouts, syllabus and pens.**

**Seek out appropriate support when having difficulties to ensure success in completing course requirements.**

**Take responsibility for the quality of completed tests and assignments.**

**Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.**

5. **Integrity:** Practice honesty with yourself, your peers and your instructors. Constantly strive to improve your abilities.

**Academic:** Commit yourself to learning the rules of citing others’ work properly.

**Do your own work and take credit only for your own work.**

**Acknowledge areas where improvement is needed.**

**Accept and benefit from constructive feedback.**

6. **Diversity:** Strive to become more open to people, ideas and creeds with which you are not familiar. Embrace diversity.

**Maintain speech free of racism, sexism, ageism, heterosexism or stereotyping.**

**Exhibit a willingness to serve diverse groups of persons.**

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

**Demonstrate effective communication with peers and instructors.**

**Practice positive, constructive, respectful and professional communication skills with peers and instructors:** (body language, empathy, listening)

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

**Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.**
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo and macro levels.

Consequences:

The Social Work Program may terminate a student’s participation in the program on the basis of professional non-suitability if the Program’s faculty determines that a student’s behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics or Limestone College Social Work Program’s Student Handbook. These violations may include but are not limited to:

1. Failure to meet or maintain academic grade point requirements as established by Limestone College and the Social Work Program.
2. Academic cheating, lying or plagiarism. Behavior judged to be in violation of the NASW Code of Ethics.
3. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice.
4. Inappropriate or disruptive behavior toward colleagues, faculty or staff (at the school or in field placement)
5. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
6. Documented evidence of criminal activity occurring during the course of study.

I have read and understand this statement of Professional Expectations of Student, Faculty and Staff Behavior and Consequences.

_______________________________
Printed Name

_______________________________
Date

_______________________________
Signature

_______________________________
Date
Dear Potential Client,

This Social Work Major is currently enrolled in the Field Practicum Seminar. The student is required to complete a complete bio-psycho-social-spiritual assessment. The student will discuss with you the biological, psychological, social, and spiritual components of your life. It is important to understand that only the student and Professor will have access to the information contained within the assessment. If you, as the client, agree to assist the student with this assignment, your confidentiality will be protected and the assessment will be destroyed by the Professor upon completion and review of the assignment.

As the course professor, I am available to both you and the student if there are any questions or concerns regarding this assignment. At any time, you may also contact the Assistant Dean and Director of the Social Work Program, Jackie Puckett or your assigned Field Director regarding the assignment. The student’s role is not to conduct therapy. Students are instructed that if assistance is required or requested beyond the assessment, they are to contact their Professor. I appreciate very much your willingness to allow our student to learn and work with you. Your participation is voluntary.

Below is a statement that student is required to have you sign regarding confidentiality. This gives the student permission to conduct the assessment. Again, thank you for your voluntary cooperation. Please feel free to contact me at (800) 795-7151.

Sincerely,

Social Work Program
Limestone College

*******************************************************************************

Your signature on this consent form indicates that you fully understand the above mentioned, what is being asked of you, and that you are signing voluntarily. In other words, you are free to make your own choice and can stop at any point that you may become uncomfortable.

Client Signature: ___________________________ Date: ________

Student Witness: ___________________________ Date: ________
Dear Group Facilitator,

This student is taking an upper level undergraduate course, entitled Specialized Groups. As part of this course’s requirements, students have been asked to participate in a group, as an observer, so they can “see” in real life what we are discussing in the classroom. Student have been asked to find the type of group that they have professional interest in learning more about; either the topic, population, style of group, etc. Students have been instructed in, and are required to maintain confidentiality.

Students will need to ask permission from the primary group facilitator, group members, agency or institution to be allowed to observe their particular group. Students are at no time to serve as a group facilitator in this experience. Students must abide by the rules of the agency and group they are observing.

Student are also required to write a paper which researches the topic or issue you are dealing with in this group, learn about your group’s history, its funding, who would be an appropriate client, etc. Maintaining confidentiality is critical to this exercise. No identifying information will be used and students are not to share any specific information about any client or group participates outside of the group setting. Any student who violates confidentiality will be at risk for class expulsion.

As their course instructor, I am available to you and the student if questions or concerns may arise regarding their participation. Their role with your group is to be an observer. I appreciate very much your willingness to allow our students to learn from you and your group. Please feel free to call the Associate Dean/Director of the Social Work Program, Jackie Puckett, at (864) 488-4585 or the assigned Field Director for your area.

Sincerely,

Social Work Program
Limestone College
LIMESTONE COLLEGE SOCIAL WORK PROGRAM

AGENCY AFFILIATION AGREEMENT

Limestone College and the "Agency" agree that:

1. The "Agency" will agree to take ______ student(s) during the indicated academic semester of ______________.

2. This agreement shall remain in effect until completion of student(s) field practicum.

3. Either institution may discontinue agreement upon thirty (30) days advance written notice.


Agency Information

Name of Agency: ________________________________________________

Agency Address: ________________________________________________

Agency phone number __________________________________________

Signatures (Please sign and print your name)

Student: _____________________________ ID#: __________ Date: _____________

Agency Social Work Supervisor: ________________________________ Date: _____________

Agency Director: ______________________________________________ Date: _____________

Field Director: ______________________________________________ Date: _____________

SW Program Director: __________________________________________ Date: _____________
**Competency 1: Identify as a social worker and conduct oneself accordingly**

a. **Advocate for client access to the services of social work:**  0—1—2—3—4

   Task: Use interpersonal skills to engage with clients
   - Explore appropriate resources within the community
   - Understand referral process for services to other agencies

   Target date: Throughout field practicum

b. **Practice personal reflection & self-correction to assure continual professional development** 0—1—2—3—4

   Task: Student Self-Assessment
   - Apply social work ethical principles to guide professional practice
   - Utilize feedback during weekly supervision and field seminars

   Target date: Throughout field practicum

c. **Attend to professional roles & boundaries:**

   Task: Practice NASW Code of Ethics in professional and personal environments 0—1—2—3—4
   - Engage in appropriate work behaviors
   - Present to weekly meetings prepared and on time
   - Discuss social work roles and boundaries with supervisor and correct as needed

   Target date: Throughout field practicum

d. **Demonstrate professional demeanor in behavior, appearance, and communication** 0—1—2—3—4

   Task: Practice NASW Code of Ethics in professional and personal environments
   - Utilize feedback during weekly supervision meetings and field seminars
   - Dress according to agency policy

   Target date: Throughout field practicum

e. **Engage in career-long learning** 0—1—2—3—4

   Task: The student will participate in professional development opportunities within the agency setting. Gain knowledge about the field site- its purpose, mission, policies and procedures for service delivery.
   The student will demonstrate an understanding of the agency’s purpose, mission, policies and procedures for service delivery during field seminar. The student will begin by shadowing an experienced social worker in the agency setting. The student will solicit feedback and information from more experienced professionals in the field setting.
f. Use supervision and consultation

Task: The student will change his/her behavior (s) after receiving information or feedback from a supervisor or more experienced social worker (consultant). The student will list and explain two or more ways in which supervision has been used in field placement. Student will explain the importance of receiving supervision.

The student will complete a self-assessment and report in seminar.

Target Date:

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

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers should be knowledgeable about the value base of the profession, its ethical standards, and relevant law.

a. recognize and manage personal values in a way that allows professional values to guide practice

Task: The student will be able to apply his/her understanding of the NASW Code of Ethics in relation to the development of social policy affecting the agency where the student is placed, by identifying and discussing how ethics and values conflicts have influenced the development of social policy within the agency.

Target Date:

b. Make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

Task: You will acquire the skills you will need for direct work with your clients. This one semester-long field experience will help you to understand the connection between theory and practice. You will also learn practical, concrete skills: how to interview, how to establish rapport, how to complete a social history, how to refer, and how to terminate services. These skills will form the foundation for the rest of your social work career. You will learn to work with culturally diverse populations at different system levels.

Target Date:

c. Tolerate ambiguity in resolving ethical conflicts

Task: A scenario will be posted in Blackboard discussion by the Field Director in Week 3 and the student will respond with how they would respond. They will use
the Code of Ethics and other materials learned in classes to support their answer. They will respond to peers with suggestions or feedback.

Target date:

d. Apply strategies of ethical reasoning to arrive at principled decisions

Task: Students will identify an issue in their field placement and discuss the resolution or suggested resolution in their journal.

Target date

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

a. Distinguish, appraise, and integrate multiple sources of knowledge 0—1—2—3—4

Task: Students will create a Blog in Blackboard discussing at least two theories or concepts they learned in the classroom and are applying to field placement.

Target date

b. Analyze models of assessment, prevention, intervention, and evaluation.

Task: The student will complete a community analysis which assesses the agency’s effectiveness from a holistic perspective.

Target date

c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

Task: The student will conduct and document a client interview. The student will present this case and discuss with peers.

Target date:

**Competency 4: Engaging diversity and difference in practice**

a. Recognize and communicate their understanding of the importance and difference’s in shaping life experiences

Task: Prepare a bio-psycho-social-spiritual assessment of a client (within the agency) 0—1—2—3—4
b. View themselves as learners and engage those with whom they work as clients

Task: Student will gain information regarding the following questions from site supervisor
1. Agency’s policy and procedures
2. The population the agency serves
3. The manner in which the agency serves the population

Target date:

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

a. Understand the different types of oppression and discrimination

Task: using the bio-psycho-social assessment, identify any areas of oppression and discrimination

Target Date:

b. Advocate for human rights, social and economic justice

Task: Complete a community analysis of the field agency as the community

Target Date:

**Competency 5: Advance human rights & social & economic justice**

a. Engage in practices that advance social & economic justice

Task: Based on the population served by the student's agency, he or she will design a list of at least 3 specific things they can do during the course of their field practicum to advance social and economic justice for members of this population. These items should be measurable and concrete. When these items are completed, the student will complete this assignment with a reflective writing assignment in which they discuss the process of becoming actively involved in advancing the cause of this population and the impact this had on them individually, on their experience in field, and potentially on their future work as professional social workers.

Target Date:
**Competency 6: Engage in research-informed practice & practice-informed research**

**a. Use practical experience to form scientific inquiry**

Task: Students will generate a research-oriented question specific to the population served by their field agency and pursue current peer-reviewed research to learn more about their question. They will then discuss what they have learned in a formal report that is double-spaced and completed in current APA format. This information can then be discussed with the student's field supervisor/field instructor during supervision for further learning and application.

Target Date:

**b. Use research evidence to inform practice**

Task: Students will translate research on either a current intervention utilized at their field agency or on a new type of intervention and write a report exploring this, supporting it well with current research findings. Paper will be double-spaced and in current APA format. Paper will include how student thinks the information can be translated to interventions with clients and what the potential impacts, both positive and negative on clients may be, and any ethical considerations.

Target Date:

**Competency 7: Apply knowledge of HBSE**

**a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation**

Task: Student will conduct a bio-psycho-social-spiritual assessment

Target Date:

**b. Critique & apply knowledge to understand person and environment**

Task:

1. Respect the clients and staff’s right without prejudice
2. Learn the social systems that will promote the well-being of the client
3. Respect the environment and discuss unwarranted matter and concerns with field supervisor

Target Date:

**Competency 8: Engage in policy practice to advance social & economic well-being & to deliver effective social work services**
a. **Analyze, formulate, and advocate for policies that advance social well-being**

Task:
1. Maintain a client case load
2. Complete an agency network report
3. Review NASW and CSWE code of ethics and policies
4. Understands state and federal policy issues that affect child welfare practice.
5. Student demonstrates awareness of agency and community resources available for children and families and has a working knowledge of how to utilize these resources to achieve case goals.

Target Date:

b. **Collaborate with colleagues & clients for effective policy action**

Task:
1. Meet with supervisor and prepare a student conference report and discuss performance progress.
2. Collaborate with colleagues and clients for effective policy action, review NASW Code of Ethics

Target Date:

**Competency 9: Respond to contexts that shape practice**

a. **Continuously discover, appraise and attend to changing locales, populations, scientific & technological developments, and emerging societal trends to provide relevant services**

Task:
1. Participate in agency’s trainings, meetings and conference that will enhance professionalism
2. Practice profession communication when interacting with staff, clients and responding to telephone calls.
3. Learn and utilize the agency’s data base file

Target Date:

b. **Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services**

Target Date:
Task: Develop or revise a community resource guide, and organize a community event to create and/or foster awareness of social services and client resources

Target Date

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

**Practice behavior 10 (a) Engagement**

a. *Substantively & affectively prepare for action with individuals, families, groups, organizations, and communities*  

Task: Seek feedback from supervisor about ways to build rapport and trust with client population, and plan, develop and carry out support group

Target Date:

b. *Use empathy & other interpersonal skills*  

Task: Identify areas of comfort & discomfort in client engagement and discuss in supervision, and participate in a client intake interview.

Target Date:

c. *Develop a mutually agreed-on focus of work and desired outcomes*  

Task: Work with a client or client system to develop an intervention plan, and role play an assessment with supervisor and discussing specific goals & outcomes.

Target Date:

**Practice Behavior 10(b) Assessment**

a. *Collect, organize, and interpret client data*  

Task: Completion of bio-psycho-social-spiritual interview

Target Date

b. *Assess client strengths & limitations*  

Task: Student will study and suggest ways to remove any blockages in the organization that handicap the client from achieving optimum self-ability.

Target Date:

c. *Develop mutually agreed-on intervention goals & objectives*  

Target Date:
Task: Engage and collaborate with and interview client/client system to formulate measurable goals and objectives.

Target Date

d. Select appropriate intervention strategies  
0—1—2—3--4

Task: Following gathering and organization/interpretation of data, demonstrate ability to develop/select appropriate intervention strategies for client/client system

Target Date:

Practice Behavior 10 (c) Intervention

a. Initiate actions to achieve organizational goals  
0—1—2—3--4

Task:

Community Analysis: Student will analyze the community resources available to help the clients and offer ideas to establish organizations to provide missing services.

Target Date:

b. Implement prevention interventions that enhance client capacities  
0—1—2—3--4

Task: Student will study and suggest ways to remove any blockages in the organization that handicap the client from achieving optimum self-ability.

Target Date:

c. Help clients resolve problems  
0—1—2—3--4

Task: Student will follow a mutually agreed upon case plan, and teach the client better ways to deal with problems.

Target Date:

d. Negotiate, mediate, and advocate for clients  
0—1—2—3--4

Task: Student will use their skills learned in the undergraduate program to work with the client in each of these areas. The goal being to help the clients learn skills to enhance their quality of life

Target Date:
Practice Behavior 10 (d) Evaluation

a. *Critically analyze, monitor, and evaluate interventions* 0—1—2—3--4

Task: The student will review on an ongoing basis the success or failure of their suggested interventions. The student will determine what failed, what worked and why. The student will keep written notes during all parts of the process in the weekly log. If faced with failure the student and client will do a face-to-face and come up with a new plan.

Target Date: