

**Social Work Program**

**BSW Field Education Handbook**

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College of Arts and Sciences

Social Work Program

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**General Information**

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**Notice to Students, Field Agencies, and Field Instructors**

This handbook is intended as a source of general information of interest to students enrolled in the social work program, students involved in the Social Work Program’s Field Education Program at Texas A&M University-Kingsville (TAMUK), to Field Education agencies affiliated with the TAMUK Social Work Program, and to agency-based Field Instructors credentialed by the TAMUK Social Work Program. It contains an overview of the Social Work Program and its policies and procedures, the Social Work Field Education Program and its policies and procedures, as well as other related material with which social work majors, field instructors, and program faculty and staff should be familiar. It supplements but does not take precedence over other official publications of the university. Students are also advised to consult the *University Catalog* and the *Student Handbook* for information that applies to all students, and all are advised to consult the *B.S.W. Student Handbook*. Furthermore, the provisions of this handbook do not constitute a contract, express or implied, between any applicant, student, faculty, or staff member of the Social Work Program at Texas A&M University-Kingsville, field agency, or agency based field instructor. This handbook is for informational purposes only. The Social Work Program reserves the right to change or alter any statement herein without prior notice. This handbook should not be interpreted to allow a student that begins his or her field education under the handbook to continue the program under the provisions in the handbook. Each student is responsible for knowing the academic regulations, policies, or standards in this handbook. Unfamiliarity with these academic regulations, policies, or standards does not constitute a valid reason for failure to fulfill them.

**Accreditation**

 Texas A&M University-Kingsville is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master’s and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Texas A&M University-Kingsville.

 The B.S.W. degree program is accredited by the Commission on Accreditation of the Council on Social Work Education, 1701 Duke Street, Suite 200, Alexandria, Virginia 22314 or call 703-683-8080 for questions about the accreditation of the Texas A&M University-Kingsville B.S.W. degree program.

**Program Memberships**

 The Texas A&M University-Kingsville Social Work Program is a member of the Council on Social Work Education (CSWE), the Association of Baccalaureate Social Work Program Directors (BPD), and the Texas Association of Social Work Deans and Directors (TASWDD).

**Equal Opportunity Policy**

 In compliance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Executive Order 11246, Texas A&M University-Kingsville is open to all persons regardless of race, color, religion, sex, national origin, age, disability or veteran’s status who are otherwise eligible for admission as students. Texas A&M University-Kingsville does not discriminate on the basis of disability in admission or access to its programs. Texas A&M University-Kingsville is an Equal Opportunity/Affirmative Action Employer and no applicant or employee will be discriminated against because of race, color, age, religion, sex, national origin, disability or veteran’s status in any personnel action. This university will not enter knowingly into contractual agreements for services or supplies with any firm failing to follow fair employment practices. Contact the Compliance Office, Lewis Hall, Room 130 - (361) 593-4758 for additional information.

**The Social Work Profession**

 Per the CSWE (2008), “the purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons” (p. 1). The Social Work Program at Texas A&M University-Kingsville embraces the CSWE’s stated purpose of the social work profession and incorporates it into its course offerings and the overall program philosophy.

 The State of Texas generally defines the practice of social work as “the application of social work theory, knowledge, methods, ethics, and the professional use of self to restore or enhance social, psychosocial, or biopsychosocial functioning of individuals, couples, families, groups, organizations, or communities,” and depending on the level of licensure one holds, “the practice of social work may include the provision of individual, conjoint, family, and group psychotherapy using the Diagnostic and Statistical Manual of Mental Disorders, the International Classification of Diseases, and other diagnostic classification systems in assessment, diagnosis, treatment, and other activities by a person licensed under this chapter (Social Work Practice Act, Texas Occupations Code, Chapter 505, 2011, p. 2).

 Further, the Social Work Practice Act restricts the use of the titles ‘social worker,’ ‘licensed master social worker,’ ‘licensed social worker,’ ‘licensed baccalaureate social worker,’ ‘licensed clinical social worker,’ or any other title that implies licensure or certification in social work” (Texas State Board of Social Worker Examiners, 2011, p. 2).

**The Nature of Social Work Education**

 Social work education is based in the liberal arts and consists of a structured and integrated curriculum and applied experiences that are designed to train social work practitioners to competently apply social work values, theories, and methods to the various social problems encountered by individuals, couples, families, groups, organizations, and communities. Concerning curriculum design, social work education consists of four integrated components including the Social Work Program’s 1) mission and goals; 2) the explicit curriculum (i.e., actual courses, course content, and their structure and sequence); 3) the implicit curriculum (i.e., the learning environment, administrative structure, and associated Social Work Program policies); and 4) assessment (i.e., the evaluation of students to determine if the Social Work Program’s competencies have been met). The Social Work Program at TAMUK is designed to meet the accreditation standards set forth by the Council on Social Work Education (CSWE).

**The Nature of Generalist Social Work Practice**

 Per the Council on Social Work Practice (2008), “generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. B.S.W. practice incorporates all of the core competencies” (pp. 7-8). The TAMUK Social Work Program endorses this definition of generalist social work practice.

**Social Work Licensing in Texas**

 The Texas Behavioral Health Executive Council (“Council”) was created by the 86th Legislature in 2019 following consecutive reviews of its member boards by the Sunset Advisory Commission. The Council consists of the Texas Board of Examiners of Marriage and Family Therapists, Texas State Board of Examiners of Professional Counselors, Texas State Board of Examiners of Psychologists, and The Texas State Board of Social Worker Examiners (TSBSWE).

The TSBSWE regulates licensing and the profession of Social Work in Texas. The TSBSWE licenses social workers on the baccalaureate level as Licensed Baccalaureate Social Workers (LBSW), on the master’s level as Licensed Master Social Workers (LMSW), and on the clinical level as Licensed Clinical Social Workers (LCSW). Graduates from the B.S.W. degree program at Texas A&M University-Kingsville are eligible to sit for the social work baccalaureate level (LBSW) examination.

 Per the TSBSWE (2022), the practice of baccalaureate social work includes “applying social work theory, knowledge, methods, ethics, and the professional use of self to restore or enhance social, psychosocial, or bio-psychosocial functioning of individuals, couples, families, groups, organizations and communities. Baccalaureate social work is generalist practice and may include interviewing, assessment, planning, intervention, evaluation, case management, mediation, counseling, supportive counseling, direct practice, information and referral, problem solving, supervision, consultation, education, advocacy, community organization, and policy and program development, implementation, and administration” (p. 89).

**Occupational (Job) Outlook**

 According to the United States Bureau of Labor Statistics’ Occupational Outlook Handbook (2021-2022), “employment of social workers is expected to grow 9 percent from 2021 to 2031, faster than the average for all occupations. Approximately 74,700 social work positions are projected each year and the median pay in the U.S. is $50,390 (Job Outlook, para. 1).

“Employment of child, family, and school social workers is expected to grow by 8 percent from 2021 to 2031, and the demand for child and family social workers should continue to grow in order help strengthen parenting skills, prevent child abuse, and identify alternative homes for children who are unable to live with their biological families.” However, growth in this occupation may be limited by budget constraints at all levels of government (federal state, and local). (Job Outlook, para. 2).

“Employment of healthcare social workers is expected to grow by 11 percent.” Social workers will be needed in order to “help aging populations and their families adjust to new treatments, medications, and lifestyles” (Job Outlook, para. 3).

“Employment of mental health and substance abuse social workers is expected to grow by 11 percent.” Continued growth is expected “as more people seek treatment for mental illness and substance abuse. In addition, drug offenders are increasingly being sent to treatment programs rather than to jail.” As a result, the social work profession will continue to experience an increasing demand for mental health and substance abuse social workers” (Job Outlook, para. 4).

**The Bachelor of Social Work (B.S.W.) Degree Program**

 The B.S.W. degree program at Texas A&M University-Kingsville offers the Bachelor of Social Work (B.S.W.) degree preparing students to engage in entry level, generalist social work practice with individuals, couples, families, groups, organizations, and communities with particular emphasis on the ecological perspective. The B.S.W. degree program has been continuously accredited by the Council on Social Work Education since 2004, and as previously mentioned, our graduates are eligible to sit for the social work baccalaureate level examination. Additionally, the Social Work Program participates in the Title IV-E program facilitating the involvement of our graduates with the Texas Department of Family and Protective Services. Our graduates provide social work services in a variety of fields of practice including youth and family services, mental health care, health care, criminal and juvenile justice, and services to older adults in many settings including schools, mental health clinics, hospitals, skilled nursing facilities, departments of juvenile and adult probation, higher education, and in social service organizations like family and protective services’ offices, Head Start programs, and so forth.

**The Social Work Program’s Mission**

 The mission of the social work program at Texas A&M University-Kingsville is to prepare graduates to provide competent, entry-level, generalist social work to diverse populations.

**The Social Work Program’s Values**

 The values of the social work program at Texas A&M University-Kingsville are those of the social work profession. According to the National Association of Social Workers (NASW; 2009), “the mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective” (p. 1); the six core values include: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These values serve as our defining principles guiding our application of social work knowledge and skills to diverse client populations.

**The Social Work Program’s Goals**

 The goals of the B.S.W. degree program at Texas A&M University-Kingsville are: 1) to prepare entry-level, generalist social work practitioners to provide ethical and competent services utilizing the knowledge, values, and skills of the social work profession; 2) to equip students with critical thinking and problem solving skills that are essential in the contemporary social service environment; 3) to prepare students for continued graduate work in social work or related disciplines; and 4) to increase student success through civic, research, and professional engagement.

**The Core Competencies and Observable Components/Behaviors of the Social Work Program**

 According to the Council on Social Work Education (2015), “competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes” (p.6). The nine core competencies are listed below, followed by a description of characteristic knowledge, values, skills, and the resulting observable components or behaviors that are used to implement the curriculum and assessment methods.

1. **Demonstrate Ethical and Professional Behavior.** Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:
2. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
3. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
4. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
5. use technology ethically and appropriately to facilitate practice outcomes; and
6. use supervision and consultation to guide professional judgment and behavior.
7. **Engage Diversity and Difference in Practice**. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

**2.6** apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

* 1. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
	2. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
1. **Advance Human Rights and Social, Economic, and Environmental Justice.** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

 **3.9** apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

 **3.10** engage in practices that advance social, economic, and environmental justice.

1. **Engage In Practice-informed Research and Research-informed Practice.** Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
	1. use practice experience and theory to inform scientific inquiry and research;
	2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
	3. use and translate research evidence to inform and improve practice, policy, and service delivery
2. **Engage in Policy Practice.** Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
	1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
	2. assess how social welfare and economic policies impact the delivery of and access to social services;
	3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
3. **Engage with Individuals, Families, Groups, Organizations, and Communities**. Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
4. apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
5. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
6. **Assess Individuals, Families, Groups, Organizations, and Communities.** Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:
7. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
8. apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
9. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
10. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
11. **Intervene with Individuals, Families, Groups, Organizations, and Communities.** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:
12. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
13. apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
14. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
15. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
16. facilitate effective transitions and endings that advance mutually agreed-on goals.
17. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.** Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
18. select and use appropriate methods for evaluation of outcomes;
19. apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
20. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
21. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Retention in the B.S.W. Degree Program**

 A student may be advised to consider another major at any point after achieving admission into the B.S.W. degree program based on the social work faculty’s assessment of the student’s academic and professional performance. The social work faculty continually assesses B.S.W. degree students’ academic progress, and B.S.W. degree students must maintain at least a 2.25 overall college grade point average, a 2.50 grade point average in their major (social work) and earn a grade of “C” or higher in each social work course. Social work faculty also expect students to adhere to the social work profession’s *Code of Ethics*, show emotional and mental stability, demonstrate strong communication skills, show working interpersonal relationship skills, and be self-aware. Any student who is withdrawn from the social work major may reapply to the social work program after sufficient evidence is shown to the social work faculty that the academic or professional performance issues that resulted in the student being withdrawn from the program are resolved.

**Recommended Course Sequence for Social Work (B.S.W.) Majors**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Freshman Year |  |  |  | Junior Year |  |  |  |
| ENGL 1301 | 3 | ENGL 1302 | 3 | Elective | 3 | SCWK 3335 | 3 |
| HIST 1301 | 3 | HIST 1302 | 3 | SCWK 3325 | 3 | SCWK 3339 | 3 |
| SOCI 1301 | 3 | PSYC 2301 | 3 | SCWK 3329 | 3 | SCWK 3341 | 3 |
| UNIV 1101 | 1 | UNIV 1102 | 1 | SCWK 3331 | 3 | SCWK 3343 | 3 |
| *^*Mathematics | 3 | *^*Oral communications | 3 | SCWK 3333 | 3 | Elective | 3 |
| Elective | 3 | *^*Creative arts | 3 |  | 15 |  | 15 |
|  | 16 |  | 16 |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sophomore Year |  |  |  | Senior Year |  |  |  |
| BIOL 2401 | 4 | BIOL 2402 | 4 | SCWK 4641 | 6 | SCWK 4643 | 6 |
| ENGL 2342 or ENGL 2362 | 3 | POLS 2302 | 3 | SCWK, adv.\* | 3 | SCWK, adv.\* | 3 |
| POLS 2301 | 3 | Elective | 3 | SCWK, adv.\* | 3 | *†*SCWK 4331 | 3 |
| ENGL 1171 | 1 | PSYC 3381 or SOCI 3381 | 3 | SCWK, adv.\* | 3 |  | 12 |
| Elective | 3 | SCWK 2331 | 3 |  | 15 |  |  |
| Elective | 1 |  | 16 |  |  |  |  |
|  | 15 |  |  |  |  | Total Hours Req.: 120 |  |

*\* Students may choose from SCWK 4306, SCWK 4311, SCWK 4313, SCWK 4315, SCWK 4317, SCWK 4319 or SCWK 4386.*

*^ For courses listed under Core Curriculum “Components” see “General Requirements for Graduation with a Baccalaureate Degree” in an earlier section of this Catalog.*

*† This course includes the B.S.W. degree program exit examination.*

**Basic Requirements for the B.S.W. Degree Program**

 The B.S.W. degree in social work requires the completion of 120 semester credit hours including 54 hours in social work and 66 semester credit hours in liberal arts and related courses with 54 advanced hours. The major in social work does not require the student to have a minor.

**Social Work Field Education**

 As an integral part of the 120 semester credit hour B.S.W. degree program, the social work field practicum experience occurs in year 4 of the program, and constitutes 12 semester credit hours of the 54 required semester credit hours in social work. Students will take SCWK 4641 Social Work Practicum I in the fall semester and must take SCWK 4643 Social Work Practicum II in the spring semester.

**Social Work Field Education: Social Work Signature Pedagogy**

**Social Work Education and Social Work Field Education**

 The B.S.W. degree program is divided into three phases, pre-social work (year 1 and year 2), the foundation curriculum (year 3), and the field education (year 4) phases. Each of these three phases builds upon the other. The purpose of the practicum in social work education is to provide opportunities for 4th year students to apply social work knowledge, skills, and values that they learned in year 3 of the program; this is to say to apply what they have learned in the classroom to real-life situations with clients, “in the field,” under the supervision of a practicing social worker. Field practicum students, called “Social Work Interns” are able to observe the benefits and challenges of working within various organizational settings with diverse client populations. Social Work Interns are supervised by a practicing social worker; these supervisors are called Field Instructors, and by the TAMUK Social Work Field Education Director or Field Liaison. This dual perspective is intended to facilitate the integration of social work knowledge, skills, and values, defined by the CSWE EPAS, learned during year 3 in the classroom with agency-based practice during year 4 of the program, and to provide the necessary support for students as they engage in this rigorous process. Additionally, field agencies often benefit from the presence of social work interns; however, the primary focus of the practicum is on integrating and learning the practical application of social work knowledge, skills, and values.

**Social Work Field Education: Signature Pedagogy**

 According to the CSWE, field education or the social work practicum or internship experience, is the signature pedagogy of the social work profession. The CSWE EPAS states, “Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.4 In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies” ([CSWE, 2008, p. 8](http://www.cswe.org/NR/rdonlyres/2A81732E-1776-4175-AC42-65974E96BE66/0/2008EducationalPolicyandAccreditationStandards.pdf)).

4 Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedelus,* 52-59.

**The Philosophy of the Field Education Program**

 The Social Work Field Education Program at Texas A&M University-Kingsville employees an ecological paradigm, person-in-environment perspective, and biopsychosocial approach as its overall philosophy and as the theoretical foundation for generalist practice. Generalist social work practice includes the provision of social work services with individuals, couples, families, groups, organizations, and communities. This perspective is reinforced through the knowledge, skills, and values content taught in the social work courses. The Generalist Intervention Model\*, which may be employed with all clients (individuals, couples, families, groups, organizations, and communities) is defined below.

\* Kirst-Ashman, K. K., & Hull, G. H. (2018). *Understanding generalist practice* (8th ed.). Belmont, CA: Brooks/Cole.

1. Engagement
2. Assessment
3. Planning
4. Implementation
5. Evaluation
6. Termination
7. Follow-up

Social work students and social work interns are encouraged to further develop their critical thinking skills which enable them to apply this model regardless of the setting or context of practice.

**The Field Education Program Goals**

 The primary goal of the Social Work Field Education Program is to provide students with opportunities to apply generalist social work knowledge, skills, and values with clients at all system levels (micro, mezzo, and macro). The following are the goals of the field education program:

1. to facilitate the integration and application of social work knowledge, skills, and values (based on the CSWE 2015 EPAS 9 core competencies and 31 practice behaviors), to generalist social work practice;
2. to provide social work students with an opportunity to practice generalist social work under supervision;
3. to promote good supervisory practices as supervision relates to the social work profession helping social work students to seek, accept, and benefit from social work supervision;
4. to promote a culture of ethical social work practice based on the National Association of Social Workers *Code of Ethics* and the Texas State Board of Social Worker Examiners *Code of Conduct* and *Standards of Practice*.
5. to promote a culture of evidence-based practice, enabling social work students and field instructors to use practice experience to guide research and practice or program evaluation efforts and for the application of the scholarly social work literature to practice;
6. to enable social work students and field instructors to work effectively with diverse client groups, especially populations vulnerable to discrimination and oppression;
7. to facilitate the professional socialization of social work students enabling them to identify with the social work profession and as professional social workers;
8. to facilitate the development of self-awareness and the professional use of self;
9. to promote the utilization of critical thinking and professional communication skills (oral and written); and
10. to offer a continuing education program to facilitate the professional development of field instructors across all agencies, to meet the training requirements of the Title IV-E program, and to facilitate the professional development of other social workers in the region.

**The Field Education Program Structure**

**Administration of the Social Work Field Education Program**

 In accordance with the CSWE EPAS, the Social Work Program Field Education Director has the overall responsibility for administering the Social Work Field Education Program under the supervision of the Social Work Program Director who has the overall responsibility for the entire Social Work Program. The Social Work Program Field Education Director is responsible for the development, utilization, and evaluation of field agencies and field instructors; screening and placement of potential field students and the monitoring and evaluation of social work interns; development, implementation, and evaluation of field education policies and procedures; development of data bases and reporting systems as they relate to social work field education; evaluation of all Social Work Field Education Program activities and events; development and evaluation of field instructor training; and the coordination of faculty which interface with various aspects of the Social Work Field Education Program.

**Structure and Design of the Social Work Field Education Program**

 The Social Work Field Education Program has three components including the continuing education program, the Title IV-E program, and the social work field education for social work interns. Continuing education offerings are made on an as needed basis or upon request of a community agency or social worker. The Title IV-E program is structured via a grant and contract between the Texas A&M University-Kingsville Social Work Program and the Texas Department of Family and Protective Services; all activities in the Title IV-E program are outlined in the previously mentioned contract.

 The field education for social work interns portion of the Social Work Field Education program consist of field agencies, Field Instructors, social work students, the Social Work Field Education Director and Field Liaison, and two social work practicum courses. Field agencies must apply to the Social Work Field Education Program to become a field agency. Field Instructors must be credentialed with the Social Work Field Education Program. Social work students must apply, be accepted, and be placed at a field agency. The Social Work Field Education Director must coordinate the activities of field agencies, Field Instructors, social work interns, and is the instructor of record for the two social work practicum courses (SCWK 4641 Social Work Practicum I and SCWK 4643 Social Work Practicum II) taken during Year 4 of the program. Additional sections of practicum courses may be taught by the Field Liaison.

 SCWK 4641 Social Work Practicum I is a six credit-hour course including two clock hours in the classroom per week and approximately 20 clock hours per week in the field. SCWK 4641 Social Work Practicum I is the first in a sequence of two field practicum experiences. The course is described as: “educationally directed and professionally supervised direct service activities providing practical experience in the application of social work values, knowledge, and skills acquired in social work foundation courses. Two hundred (200) clock hours of field placement and a weekly seminar of two hours. Prerequisites: SCWK 3335, SCWK 3339, SCWK 3341, SCWK 3343, good standing in the B.S.W. degree program, and permission of the Social Work Program Director and Field Education Director.” It is explicitly stated that each student in this course will develop, in conjunction with the Social Work Field Education Director or Liaison and their Field Instructor, a learning plan that addresses practicum activities designed to help the student demonstrate the 2015 CSWE EPAS 9 core competencies and 31 observable components or behaviors, integrating the knowledge, skills, and values operationalized by the 31 practice behaviors, learned in the classroom with their practical application to real-life clients under the supervision of a professional social worker. Each student in this course is required to complete weekly journals that are discussed in the two clock hour weekly classroom portion of the course facilitating the integration of classroom knowledge, skills, and values with the real-life application of the same with clients under the supervision of a professional social worker. Each student will be evaluated at mid-term and at the conclusion of the course against their observable demonstration of the 2015 CSWE EPAS 9 core competencies and 31 observable components or behaviors. Weekly time sheets are required of each student to document their completion of 200 clock hours of supervised experience (approximately 20 clock hours per week portion of the course) across the 16 week academic semester.

 SCWK 4643 Social Work Practicum II is described as “the second in a sequence of two field practicums. Educationally directed and professionally supervised direct service activities providing practical experience in the application of social work values, knowledge, and skills acquired in social work foundation courses. Two hundred (200) clock hours of field placement and a weekly seminar of two hours. Prerequisites: SCWK 4641, good standing in the B.S.W. degree program, and permission of the Social Work Field Education Director.” The Social Work Practicum II course is a six semester credit hour course, and is a continuation of the Social Work Practicum I course; two clock hours in the classroom are required weekly and approximately 20 clock hours in the field are required weekly as well. Students are required to renew their learning plan to ensure currency, complete weekly time sheets to document the required 200 clock hours of supervised field experience, to complete a weekly journal to facilitate the integration of classroom knowledge, skills, and values with their practical application with clients under the supervision of a professional social worker, and each student will be evaluated at mid-term and at the conclusion of the course against their observable demonstration of the 2015 CSWE EPAS 9 core competencies and 31 observable components or behaviors.

**Social Work Field Education Advisory Committee (Community Advisory Committee)**

 The Social Work Program’s Community Advisory Committee (CAC) also serves as the Social Work Field Education Advisory Committee. The CAC is comprised of professional social workers in the community, Field Instructors, and other interested social work and social service leaders in the South Texas region. The CAC collaborates with the Social Work Program in evaluating the policies and procedures for the Social Work Field Education Program as well as the overall Social Work Program. The committee also provides a valuable resource for, and an additional link between, the Social Work Field Education Program and the community. The CAC provides input into the development of new practicum sites and the review of existing sites. Additionally, CAC provides recommendations on training needs or other appropriate issues related to field education.

**The Social Work Field Education Director, Field Agencies, and Field Instructors**

**The Social Work Field Education Director**

 The Social Work Field Education Director is responsible for the administration of the Social Work Field Education Program and reports to the Social Work Program Director who is responsible for the overall administration of the Social Work Program in which field education is a component. The Social Work Program Field Education Director functions as a link between the Social Work Program, the field practicum student, the field agency, and the Field Instructor. The Social Work Field Education Director monitors and evaluates students’ progress and performance in the field agency and assumes primary responsibility for assigning students’ grades for the semester in SCWK 4641 Social Work Practicum I and SCWK 4643 Social Work Practicum II. Additionally, the Social Work Field Education Director is responsible for the continuing education (CEU) program offered through the Social Work Program.

**Responsibilities of the Social Work Field Education Director**

The responsibilities of the Social Work Field Education Director include, but may not be limited to:

1. teaching a six semester credit hour social work practicum course in the fall and a six semester credit hour social work practicum course in the spring which processes the students’ experiences in the field agency, integrates the theoretical and conceptual information learned in the classroom with the student’s supervised practice in the field agency fostering the implementation of evidence-based practice;
2. monitoring and evaluating students through weekly assessments related to students’ work in the field (reflected in journals, written summaries, time sheets and so forth); the appropriateness of students’ job descriptions related to their field placement and learning contracts for their field placement; individual visits at the agencies with the students and Field Instructors (at least twice per semester and more if necessary); and overall review of the students’ performance in their field placement as reflected in the verbal and written evaluation processes;
3. providing support and training to Field Instructors and field agencies in the effective use of supervision with field students and evidence-based social work practice through an annual orientation;
4. participating in faculty meetings related to curriculum development; coordination, assessment, screening and review of field students; coordination, assessment, screening and review of field agencies; coordination, assessment, screening and review of Field Instructors and other planning issues; and
5. communicating with the social work faculty on students’ progress at their field agencies, including any problems, issues, or concerns which need to be addressed by the Social Work Field Education Program.

**Criteria to Become a Field Agency**

 Field agencies provide social work interns the opportunity to apply classroom knowledge, learned skills, and social work values to the real life problems experienced by clients across system levels (micro, mezzo, and macro). In turn, social work interns provide agencies the opportunity to bring new ideas and challenges to service delivery. To become affiliated with the Texas A&M University-Kingsville Social Work Program, agencies must meet the following criteria:

1. the agency’s philosophy of service delivery should be compatible with the mission, goals, and values of the social work profession;
2. the primary purpose of the agency (or program within the agency) must be to address human needs;
3. services provided by the agency must be appropriate for undergraduate, generalist social work practice and there must be a sufficient caseload of clients (and work) for students to gain actual, supervised generalist social work practice experience including the 2015 CSWE EPAS 9 competencies and associated 31 observable components or behaviors;
4. the agency must allow social work interns to practice generalist social work under supervision;
5. there must be availability of appropriate supervision, via a person to serve as the Field Instructor for the student. Field Instructor qualifications are to have at least a B.S.W. degree and two years post- BSW experience or an M.S.W. degree and two years post BSW- or MSW- experience. Agencies that do not employ social workers may qualify if there is a Task Advisor with a related degree or a related credential (e.g., LBSW, LMSW, LCSW, RN, LCDC, LPC, LMFT, CCC-SLP, PA-C, licensed physician, licensed psychologist, etc.) or a related higher degree (M.S.W., M.A., M.S., M.Ed., D.S.W., Ed.D, Psy.D., Ph.D., M.D., etc.) who is able to provide supervision in cooperation with an external Field Instructor provided by the Field Education Program.
6. agencies must support the social work field education process by providing release time for Field Instructors to carry out field instruction responsibilities and to attend field education related meetings held by the Social Work Program;
7. agencies must provide students with adequate office or work space, office supplies, access to a telephone, access to a computer, transportation or travel reimbursement for travel required by the agency and information regarding transportation policies and liabilities, and access to client and agency records appropriate for the learning experience;
8. agencies should not engage in discriminatory practices in the hiring of personnel, the acceptance of Social Work Interns, or the provision of services to clientele regardless of race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability, veteran status or genetic information.
9. agencies must be in compliance with the American Disabilities Act (ADA).
10. gencies must agree to participate in various processes of the field program, including field orientation, periodic field agency updates, interviews with prospective field students, and communication with the field faculty.

**Selection of Field Agencies**

 The process of becoming a field agency for the Social Work Program may be initiated by the university or the agency. The affiliation process begins with a conversation between the agency and the Social Work Field Education Director to determine that the agency meets field agency criteria. If the agency is determined to be an appropriate social work field practicum site, an agency application form, a field instructor data form(s) and two original copies of the affiliation agreement will be delivered or sent to the agency. The two affiliation agreement copies are to be reviewed and signed by the agency and university. Once all copies have been reviewed and signed by the appropriate parties, the field agency is mailed an original copy to keep for their records and the Social Work Program keeps an original copy for their records.

 The Social Work Program encourages agencies from a wide variety of social work practice areas to consider becoming a field agency across the South Texas region in order to best meet the needs of our students. Depending upon the number of students admitted to the social work practicum phase of the Social Work Program, and their geographic and practice area preferences, some agencies may not have students placed with them every semester. However, all active field agencies will receive an Agency Profile Form to be updated every two years in order to provide the Social Work Field Education Program with current information. Active field agencies are asked to have any new or additional Field Instructors complete a Field Instructor Data form and send the completed form to the Social Work Field Education Office.

**Responsibilities of Field Agencies**

 Field agencies are committed to the educational process of social work students. Through the social work practicum at a field agency, social work interns have the opportunity to integrate classroom knowledge with supervised practice experience and become socialized into the profession. Field agencies are expected to provide designated field instructors and other resources stated in the “Criteria to Become a Field Agency” selection above. Field agencies are asked to work cooperatively with the Social Work Program (and the Social Work Field Education Program and its Director) in creative problem-solving and efforts to enhance the learning experience for social work interns. As an approved field agency, affiliated with the Texas A&M University-Kingsville Social Work Program, agencies agree to:

1. participate in the pre-placement process, which includes completing an interview with the prospective social work intern and providing an assessment of the appropriateness of a respective student for the agency;
2. provide opportunities for social work interns to participate in agency programs and activities which will enhance the intern’s learning experience;
3. appoint appropriate personnel to serve as field instructors or task advisors and provide the necessary agency support for field instructors to provide necessary supervision and attend field orientation and training provided by the University as well as participate in all other field-related functions (supervision, evaluation, conferences, etc.);
4. provide social work interns with the necessary resources to successfully complete required field assignments, including office space, office supplies, access to a telephone, and access to client and agency records appropriate to the field practicum experience;
5. inform the Social Work Field Education Director of staff or organizational changes which affect the field placement; and
6. work in partnership with the Social Work Field Education Program to maximize the field education of social work interns.

**Selection of Field Instructors**

 The Field Instructor plays a critical role in the educational process. In order to be approved by the Social Work Program as a Field Instructor, an agency employee should meet the criteria listed below. Exceptions to any of the following criteria must be granted by the Social Work Field Education Director in collaboration with the Social Work Program Director.

1. An earned B.S.W. or M.S.W. degree from a CSWE accredited social work program, which will be verified by the Field Instructor Data Sheet that must be completed by each field instructor.
2. A current social work license from the state of Texas (LBSW, LMSW, or LCSW) is preferred.
3. At least two years work experience, post B.S.W. or M.S.W. degree, which will be verified by the Field Director Data Sheet that must be completed by each field instructor.
4. The ability to supervise and instruct social work interns.
5. Acceptance of the generalist social work model and the educational philosophy of Texas A&M University-Kingsville Social Work Program.
6. A commitment to work cooperatively with Social Work Field Education Director and the Social Work Field Education Program.
7. Demonstrate professional social work values, knowledge, and skills in relation to clients, agency co-workers, and with social work interns.

 There may be unique situations when agencies do not have a B.S.W. or M.S.W. available to directly provide field instruction, but they do have qualified professionals with the interest, expertise, and ability to provide supervision of tasks for social work interns. Such individuals will be identified as “Task Advisors,” and will be eligible to provide direct oversight of the daily field activities of the social work intern. Task Advisors must be approved by the Social Work Program’s Social Work Field Education Director, based upon their educational qualifications, other credentials, value and ethical orientation compatible with the social work profession, supervisory ability, their understanding of social work education and practice principles, and work experience. Students working under a Task Supervisor will be provided with social work supervision through an assigned, approved B.S.W. or M.S.W. level Field Instructor from another program within the agency, from another agency, or from the Texas A&M University-Kingsville social work faculty. The Task Advisor and Social Work Field Education Director will work collaboratively in designing the intern’s assignments, guiding activities, and evaluating the intern’s performance.

**Responsibilities of Field Instructors**

 Field Instructors engage in the dual role of agency practitioner and social work educator. Since the primary goal of field instruction is social work education rather than agency service, the teaching role of the Field Instructor is critical. Conversely, the primary task of the social work intern is that of learning rather than serving. Below are the specific responsibilities and duties of Field Instructors.

1. Pre-placement interviews and assessment of prospective social work interns. Field Instructors are asked to meet with the prospective intern to discuss what a practicum at their agency would entail and to assess the intern’s appropriateness for that setting. Field Instructors are expected to complete a post-interview evaluation form, which provides feedback for placement decisions.
2. Orientation of social work interns. Field Instructors are responsible for orienting the assigned social work intern to their agency. For example, interns need to learn about the agency’s mission, policies and procedures, expectations regarding work rules, dress codes, and supervision. The most effective form of orientation is participatory; therefore, rather than relying on manuals to orient the intern, Field Instructors are encouraged to discuss relevant policies and allow the intern to observe first-hand the way in which business is conducted at the agency.
3. Establishing a learning plan and job description. Field Instructors are expected to work with the assigned social work intern in the development of a learning plan and job description for their practicum. Input from the Field Instructor is critical to the identification of realistic and appropriate expectations for the practicum. Ongoing communication with the intern about roles, responsibilities, duties, and accountability during the practicum can be facilitated by the learning plan and job description.
4. Supervision of the social work intern. Field Instructors shall provide at least one hour per week of direct supervision. While most Field Instructors spend much more time than this each week working directly with interns, there is a need for a designated time strictly set-aside for discussing and processing the intern’s learning needs, identifying strengths and deficits in practice skill, updating learning goals, and giving feedback on the social work intern’s performance.
5. Serve as a professional role model. Field Instructors should reflect and model professional social work knowledge, values, and skills. Social work interns are keenly aware of how their Field Instructor interacts with clients, co-workers, and other community contacts. Field Instructors should be open to discussing questions the interns may have regarding different communication styles and contexts, agency politics, and balancing “real-life” dynamics compared to textbook ideals.
6. Provide appropriate learning experiences: Field Instructors should structure the social work intern’s practicum experience in such a way that interns are exposed to a wide range and variety of experiences, including but not limited to direct client contact, agency and staff meetings, board meetings, community meetings, court hearings, and so forth. Social work interns should be increasingly challenged in their role and involvement as the semester progresses, beginning with observational roles and working towards direct responsibility for specific experiences; for example, initial engagement or intake, assessment, planning of interventions, intervention, evaluation, termination, and follow-up. In addition, the Field Instructor is responsible for coordinating the intern’s involvement with other agency staff that function in various roles.
7. Evaluation of the social work intern: Field Instructors should provide the intern with ongoing feedback regarding her/his work and progress. The evaluation process includes completion of evaluation forms at mid-semester and at the end of the semester. The Field Instructor is responsible for completing the forms and discussing them with the student in conjunction with the Social Work Field Education Director’s field visits during the semester. The Field Instructor may elect to have the intern complete a self-evaluation as well in order to compare perceptions. Regardless of the format chosen, the Field Instructor should regard the evaluation as an integral part of the field instruction process and critical component to the intern’s practicum experience.
8. Participation in the field education experience: Field instructors are expected to attend field education orientation training session provided at the beginning of each academic year in late summer. Additionally, consultation from Field Instructors is appreciated to upgrade and enhance field education at the Texas A&M University-Kingsville Social Work Program, the curriculum, and the entire Social Work Program.
9. Communication with Social Work Field Education Director: Field Instructors should contact the Social Work Field Education Director as soon as possible should problems arise in relationship to the social work intern at the field agency or in the conduct of field practicum activities. In addition, Field Instructors are asked to communicate with the Social Work Field Education Director regarding any agency changes which may affect the field agency as a practicum site.

 While there is no monetary compensation for serving as a Field Instructor for the Social Work Program, Field Instructors do receive Continuing Education Units (CEUs) towards their required CEUs for social work licensure for each semester they supervise an intern, pursuant to the Rules Regulating Social Work Practice promulgated by the Texas State Board of Social Worker Examiners (2011).

**Expectations for the Social Work Practicum as a Learning Experience**

 The social work practicum is the highlight of the social work student’s education, and is considered the “signature pedagogy” in social work education by the Council on Social Work Education (CSWE; CSWE, 2008). The Social Work Program is dependent upon community agencies to carry out this component of the learning process. Because social work is a practice-based profession, the intern learns by doing, not from only being told how to do it*.* By working under the supervision and instruction of a competent professional social worker, students can initially observe the skills and processes, and then begin to demonstrate their own ability to provide social work services.

 The social work practicum should provide opportunities for interns to integrate classroom learning and skill development through closely supervised social work practice in a variety of situations. Rather than teaching a specialized approach to working with a given population, emphasis should be on generalist practice implemented in a specific setting. Therefore, interns are able to transfer the knowledge and abilities gained in one agency to another.

 The practicum should allow the intern to engage in both short-term and long-term client contact, a range of client situations, varied practice approaches, and diverse agency activities. While there are many societal changes that are influencing the contemporary context of service delivery systems (i.e., managed care systems, increased specialization, professional liability, accreditation standards, and so forth), the practicum continues to offer a somewhat insulated experience where the emphasis and priority should be on maximizing the intern’s learning opportunities. Field Instructors need to become increasingly creative and flexible in structuring the practicum for their assigned intern to ensure the intern is able to receive the fullest range of experiences – perhaps even allowing the intern to become involved with other agencies or programs in order to fulfill this need.

 As stated previously, the practicum is a mechanism for social work interns to become socialized into the profession. Interns can indeed be a wonderful resource to community agencies and bring a wealth of energy, enthusiasm, and commitment with them to the practicum experience. However, the primarily focus should always be on the intern’s learning and social work practice skill development.

**Teaching Methods Used in the Social Work Practicum**

 Since Field Instructors are typically agency practitioners, each may have an approach to field instruction based on their individual educational background and experience. Field Instructors should be sensitive to the diversity of learning styles and characteristics of social work interns and should utilize the most appropriate approach for the particular intern. The following methods are listed as *suggested* tools for field instructors to utilize to meet the educational needs of their assigned intern.

1. Assign, evaluate, and discuss process recordings.
2. Review and discuss case documentation.
3. Allow the intern to observe the Field Instructor’s client interaction and discuss such interactions.
4. Directly observe the intern’s client interactions and discuss such interactions.
5. Conduct role plays with the intern.
6. Allow the intern to observe and participate in agency staff meetings.
7. Ask the intern to visit other agencies to gather information.
8. Arrange for the intern to participate in various staff roles (e.g., receptionist, intake worker, therapist, direct-care staff, administration, and so forth).
9. Assign films and readings and discuss their relevance with the intern.

The above are just a few suggested teaching methods. Field Instructors are free to utilize other approaches, which are effective for them and their assigned intern.

**The Social Work Intern and Social Work Practicum**

**Requirements for Student Admission to the Practicum**

 Social work students applying to the social work practicum must have REGULAR admission status in the Social Work Program, must have completed all prerequisites, and have a “C” or higher in all social work courses. They must have a 2.5 GPA in the social work major and a 2.25 GPA overall, must have completed the application process for the practicum experience, and must have attended the social work field practicum orientation and training held in the spring semester prior to their entrance into the practicum the following fall semester. Students are required to have reliable transportation. All social work interns are provided malpractice insurance (i.e., 1m/3m policy) by the Social Work Program; field agencies and Field Instructors are provided evidence of such prior to by the Social Work Field Education Director upon request once the intern has been accepted by the field agency.

 Prospective social work interns who have successfully completed their university required general education requirements and foundation social work courses MUST attend a mandatory field education meeting and submit their field practicum application to the Social Work Field Education Director by the designated deadline, and MUST attend a practicum orientation and training session. Students must be members of NASW, and so bound to the NASW Code of Ethics, before starting placement and must sign the Confidentiality and Social Media Policy Agreement.

**Summary of Procedures for Monitoring and Placement of a Student into the Practicum**

 The following steps describe the sequence of events for acceptance into the social work practicum and placement at a field agency.

1. Eligible social work students attend a social work practicum field education orientation.
2. Eligible social work students complete and submit a social work field practicum application by a specified deadline during spring advising; which will include an indication of desired practicum experiences; students may request specific agencies, but are not ever guaranteed placement at any requested field agency.
3. The Social Work Field Education Director reviews the applications for eligibility and completeness consulting with the Social Work Program Director as needed.
4. The Social Work Field Education Director determines tentative practicum assignments for all social work students who are approved for agency placement and notifies the new social work intern and appropriate agencies in writing.
5. The social work intern schedules and completes an interview with assigned agencies.
6. The social work intern and appropriate Field Instructors submit interview evaluations to the Social Work Field Education Director.
7. The Social Work Field Education Director confirms and finalizes assigned agency placements and notifies the social work intern and appropriate Field Instructors.
8. Alternative placements may be made at the request of the social work intern or will be made at the request of Field Instructors following the initial interview.
9. Prior to the beginning of the social work practicum, an orientation and training session is provided to all Field Instructors and social work interns.

 Monitoring of social work interns during the social work practicum will be conducted by the Social Work Field Education Director and Field Liaison. The Social Work Field Education Director and Field Liaison will observe and monitor interns during the two clock hour per week class time scheduled for the social work practicum course. This requires the Social Work Field Education Director and Liaison to reinforce social work knowledge, values, and skills, when there is not a social worker (B.S.W. or M.S.W.) employed at the field agency, in cooperation with an assigned External Field Instructor.

**Sequence of the Social Work Practicum**

The following describes a general overview of sequential experiences, which are appropriate for most field students:

 **An orientation of the agency, programs, and services.** As specified under responsibilities of the Field Agency and Field Instructor, social work interns should receive adequate orientation to the agency and its services. This phase should include tours of the facility, introductions to staff, overview of the agency (particularly for large agencies with multiple programs), overview of the relevant agency procedures and services to clients, and specific expectations of the agency (such as parking, dress code, work schedules, etc.). This information is best transmitted in a personal or interactional process rather than simply reading agency policy and procedure manuals.

 **Observation of client service delivery.** By the third week of field, social work interns should be involved in opportunities with clients. This may include observing intake sessions, observing agency staff as they conduct biopsychosocial, psychosocial, or social assessments, observing group sessions, sitting in on staffing or treatment team meetings, and may culminate in the social work intern conducting intakes directly while being observed by the Field Instructor. As the student completes the observation phase, they should have developed a good understanding of the agency’s procedures for working with clients, documentation, and the organizational structure.

 **The provision of services to clients.** Because social work interns are being prepared for generalist social work practice, there should be opportunities for extensive client contact, a range of client situations across system levels, varied practice approaches, and diverse agency activities/assignments. It is expected that the placement should include the following: working one-on-one with clients to assess their needs and determine resources to meet these needs; working with people in couples, families, and groups; participation in staffing; documentation or a case record making; research, assessment, intervention, or evaluation within the agency setting and community; committee work; and so forth. Social work interns should be given as much direct responsibility as they are, in the Field Instructor’s professional judgment, capable of and comfortable with.

 **Conclusion of the practicum.** Social work interns should address the conclusion of their practicum with clients, co-workers, and the Field Instructor. The termination process should include evaluation of clients’ progress and accomplishments, providing for follow-up or aftercare, summarizing and evaluating their own learning and performance, and addressing their affective response to the termination process. Because the end of the semester typically comes “so quickly,” this phase is often overlooked as a part of the internship process. Attention to this time should be given by both the social work intern and the Field Instructor.

**Responsibilities and Requirements of the Social Work Intern in the Social Work Practicum**

 Social work interns are expected to assume responsibility for their own learning, for self-evaluation, communication with co-workers and supervisors, providing critical feedback regarding the field placement, completing the required hours, adhering to their job description, and fulfilling their learning plan. Part of the learning experience which takes place during the practicum is experiencing the frustration which may occur when working in an agency or organization structure, working with different personalities, or working under a supervisor (the Field Instructor) who may not be what the intern thinks the Field Instructor should be; therefore, interns are expected to demonstrate maturity and utilize good communication and problem-solving skills when encountering challenges in the practicum. *The most difficult situations do not usually involve clients; they involve agency staff.* Consequently, learning to effectively operate within an agency is an important part of the practicum.

**Hours.** Social Work Practicum I consists of 200 clock hours at the field agency and two hours per week in the classroom. This averages out to approximately 20 hours per week at the field agency in addition to the required classroom time. Social Work Practicum II consists of 200 clock hours at the field agency and two hours per week in the classroom. This averages out to approximately 20 hours per week at the field agency in addition to the required classroom time. Both placements may or may not be completed at the same agency, although completing both at the same agency is strongly preferred. Social work interns are required to record completed hours using the online time management system SONIA. In the event of a system malfunction or reported outages of SONIA, students will be required to document their time using official time sheets, located on the TAMUK Social Work Program website. This will require validation with the original signature of the Field Instructor each week. With the approval of the Field Instructor, an intern can work out a schedule of days and times they will be at the field agency. However, interns are not to work less than four-hour segments, and should work during regular agency office hours. The intern should generally work during the same schedule or shift as the Field Instructor; therefore, if a Field Instructor typically works weekdays, 8:00 am to 5:00 pm, then the social work student should not regularly work evenings or weekends if there are no alternative social workers on duty to supervise during these times.

 Social work interns should not complete their practicum hours any earlier than two weeks prior to the end of the semester. If an intern does complete their practicum hours two weeks before the end of the semester, the intern is expected to continue to attend required minimum hours at the field agency for remainder of the time period.

 **The learning plan and job description.** All social work interns are expected to develop learning plans and job descriptions as a part of their practicum. This assignment is to be done by the intern with input from the Field Instructor. The learning plan should reflect mutually-agreed upon learning goals for the semester in accordance with the CSWE 2015 EPAS. The job description should realistically reflect the duties and responsibilities of the intern at the field agency. Both of these documents will be utilized as a part of the evaluation process with the Social Work Field Education Director at the end of the semester.

 **Weekly summaries or journals.** Social work interns are expected to maintain documentation regarding their weekly practicum experiences. Regardless of the format, the intern is responsible for completing a written description and assessment of their work at the agency every week.

**The Social Work Practicum Evaluation Process**

 **By the social work intern.** The social work intern is expected to assume responsibility for evaluation as a part of the intern’s professional development and growth. The three tools, which are utilized to guide the intern in developing evaluation skills, include: the learning plan, the performance evaluation of the intern, and the evaluation of the field agency. The learning plan allows the intern to establish measurable goals and use this format to facilitate supervisory conferences and self-evaluation. The intern completes a self-evaluation by completing the same mid-term and final evaluation form as the Field Instructor. This is not a process, which is “done to” the intern, but is done with the intern. The intern should critically assess their own performance and discuss self-perceptions along with those expressed by the Field Instructor. The intern is also asked to complete an evaluation of the field agency and Field Instructor at the end of the semester. This provides feed back to the Social Work Program and the field agency regarding the practicum experience and allows the intern to have input into improving the quality of future practicum experiences at the field agency.

 **By the field instructor.** Field Instructors are encouraged to regard the evaluation forms and process as a tool for supervision as well as a measurement of progress. The Field Instructor and intern should complete the field evaluation form(s) at mid-semester and at the end of the semester. Many Field Instructors find it helpful to complete the evaluation with the intern or by asking the intern to rate themselves and compare it with the Field Instructor’s rating. Attention should also be given to evaluating how well the intern has performed according to the learning contract and job description. The evaluation form consists of measurements that address the CSWE 2015 EPAS 9 core competencies and 31 observable components or behaviors.

 The Social Work Field Education Director or Field Liaison will visit each intern at the field agency at least twice but generally three times during the semester, usually at the learning plan conference, mid-term and final evaluation. This will provide an opportunity for the Field Education Director to visit with the Field Instructor and social work intern, and to address particular concerns which need to be addressed.

 Field Instructors are asked to use the evaluation form to rate interns on their performance as objectively as possible. Often, Field Instructors who have a good relationship with an intern are reluctant to give critical feedback, or to give anything but the highest of ratings; this should be avoided as honest, constructive, and critical feedback is essential. However, it is essential that interns who perform exceptionally well in the practicum provided with appropriate feedback, given appropriate rating, and are challenged to develop professionally.

At the Annual Field Training, Field Instructors are educated on how to evaluate their students on their progress and performance in mastering the nine social work competencies and their observable components or professional behaviors. They are taught to use the Likert scale in evaluating their students where a 4=A or Outstanding, 3=B or Excellent, 2=C or Average, 1= D or Poor, and a 0=F or Unsatisfactory. Each observable component of each of the nine competencies is ranked with this scale. This scale is to be used at the mid-term and final evaluations. The Field Instructors are taught how to use the learning plan in order to evaluate the students appropriately for each professional behavior of each competency. Since this training is done before the students enter their field placement, a detailed email is sent before each evaluation reviewing the entire process on how to evaluate each student. The BSW Field Education Director or Field Liaison also meets with each Field Instructor and goes over the final evaluations in great detail. If a Field Instructor was confused on how to rate a student on any of the observable components or any of the nine competencies, changes can be made during this meeting upon clarification. Field Instructors are also asked to provide a recommended grade at the end of the semester. While the recommended grade may affect the grade assigned by the Social Work Field Education Director, other factors such as participation and performance in the field practicum seminar are also taken into consideration before the final grade is determined.

 **By the social work field education director.** The Social Work Field Education Director is continually assessing and evaluating interns based on information from interns’ journals, assignments, participation in the field practicum seminar, and feedback from Field Instructors. The Social Work Field Education Director or Field Liaison is responsible for determining the final grade for the intern based on performance both in the field agency and in the classroom. However, the assigned grade is not as significant as the learning and professional development that occurs in the practicum.

**Field Education Policies**

**Completion of Hours and Attendance**

 Social work interns are expected to complete a minimum of 400 clock hours at the field agency to satisfy the requirements for Social Work Practicum I and Social Work Practicum II. This is about 20 hours per week on average during both practicum experiences. Specific work schedules are to be worked out between the intern and the Field Instructor. If the field agency requires training or in-service hours, up to 40 hours may be counted towards the practicum hours. If training occurs before the semester begins, permission (in writing) from the Social Work Field Education Director should be granted to the intern in advance or the hours will not count towards the minimum 400 required. Travel time to and from the field agency may not be counted towards the intern’s required practicum hours, but travel which is incurred during the placement is appropriate to be included such as home visits, travel to other agencies, and so forth.

 Social work interns are responsible for accurately documenting their hours, with signed verification from their Field Instructor on the approved time sheet. Interns are expected to demonstrate professional work habits, such as being punctual and regular in work attendance. In the event an intern must be late or absent from their regularly scheduled practicum hours, the intern must call their Field Instructor. Excessive tardiness or absences are considered a serious problem and may necessitate a conference with the Social Work Field Education Director and may even result in intern failure in the practicum course.

 If a social work intern must miss their regular practicum hours, they may schedule make-up time with the approval of their Field Instructor. If an intern gets seriously behind on their hours due to circumstances beyond their control (documented illness, documented personal emergency, documented death in the family, etc.), they should discuss this with the Social Work Field Education Director in order to develop an outcome that is in the best interest of the field agency, the social work program, and the intern. Interns may not, typically, receive an incomplete for a practicum course. If the required hours or assignments are not completed by the end of the semester, students will receive an “F” and are expected to repeat the practicum (usually at another agency). Exceptions to this policy are made for only the most extenuating circumstances and must be approved (in writing) by the Social Work Field Education Director and the Social Work Program Director.

**Change of Practicum Placement**

 The Social Work Field Education Director should be contacted if problems arise during the practicum. Most concerns can be resolved through a conference with the Social Work Field Education Director, the intern, and Field Instructor. Changes in field agency are only made when the agency dictates the termination of the placement (programs closing, Field Instructors leaving the agency, etc.) or when problems between an intern and the Field Instructor or agency are determined to be irreconcilable by the Social Work Field Education Director. If circumstances necessitate a change in field agency, the Social Work Field Education Director should be contacted as soon as possible to make alternative arrangements for the intern’s practicum placement. Hours may be transferred for the initial placement to the new placement, with the approval of the Social Work Field Education Director.

**Removal of a Social Work Interns from a Practicum Placement**

 A social work intern may be removed from a practicum site at any time by request from the Field Instructor or agency for unprofessional conduct or for significant lack of progress in achieving the practicum’s learning objectives. If a social work intern’s performance is deemed unsatisfactory, the Field Instructor should contact the Social Work Field Education Director immediately. This contact is needed in order to arrange for a conference between the intern, the Social Work Field Education Director, and the Field Instructor. The Social Work Field Education Director also may remove an intern from practicum for unprofessional conduct or lack of progress or participation. The grounds for removal for of an intern from practicum may include, but are not limited to: failure to abide by the *NASW Code of Ethics*; failure to abide by the TSBSWE *Code of Conduct* or *Standards of Care*; attempts to harm oneself or someone else; repeated tardiness or absences at the agency; repeated changes in scheduled practicum hours without approval; and/or other behavior that is incompatible with accepted professional conduct. The final decision to remove an intern from their practicum will be made, after consultation with the Social Work Program Director, by the Social Work Field Education Director, with documentation from the Field Instructor or agency, and may be based on objective and/or subjective professional judgment. If the intern is not satisfied with the decision of the Social Work Field Education Director, the intern may appeal the decision to the Social Work Program Director.

**Supervision of Intern Activities and Work**

 Social work interns shall not be left alone in the agency without professional staff supervision. Leaving interns alone or in charge is not an appropriate situation for interns at this stage in their professional development. Social work interns, no matter how competent or skilled, do not yet have the required credentials for assuming staff responsibilities (e.g., a social work degree, a license to practice social work, etc.); it is also inappropriate for interns to make home visits alone without their Field Instructor, Task Advisor or other professional agency staff present.

**Safety Issues**

 Field agencies should be aware of safety issues related to the activities of the social work intern. Interns should not be expected to engage in any activity where there are safety concerns. Interns should be thoroughly oriented to the field agency’s policies and procedures to ensure their health and safety during their practicum experience. The following policies will also be covered during the mandatory field instructor training held before each academic school year begins. Both students and field instructors will be present at this meeting.

* Students should never be left in charge of an agency alone.
* Students should never be left at an agency alone.
* Students should never go on home visits by themselves.
* Students should never drive their own car to a home visit.
* Students should be properly educated on how to conduct a safe home visit before an actual home visit takes place,
* Students should never be left with a client alone without having staff nearby for help if needed.
* Field instructor should protect their student intern from sexual harassment from other staff and from clients.
* Students should never intentionally be around bodily fluids.

In addition to the actual field practicum, social work students will be educated on safety in the following ways:

* Two weeks of the field seminar class will be devoted to student safety where the above policies will be discussed in full detail again.
* A professional working in a social service agency will come and speak about his/her own personal safety issues on the job. He or she will also detail how they remain safe while conducting home visits/visits with clients.
* Students will be required to write a journal entry for every day that they were at their practicum during the week. They will turn these in weekly to the field instructor. The field instructor will carefully read each entry and if any unsafe practices or procedures are discussed, the field instructor will address these issues immediately with the student and the field instructor so that they never happen again.
* During field seminar students will also have an hour to discuss their placements and any issues they may have. At this time if a student says anything alarming, the field instructor will step in, explain why a situation is unsafe, and make sure that the student understands that that activity can never be done again while at field. The field instructor will also be notified immediately for corrective action.

**Malpractice/Liability Insurance**

 Social work interns have coverage for malpractice liability purchased by the university and provided to them. The intern must and will have malpractice insurance, at the 1 million/3 million level of coverage prior to beginning their practicum experience.

**The Provision of Credit for Life Experience, Work Experience, and Prior Internships**

 The Texas A&M University- Kingsville Social Work Program does not award academic course credit for non-academic experiences, life experience, or work experience. Additionally, the Social Work Program does not award academic course credit for internships, practicum experiences, or field experiences that occurred at other colleges or universities.

**Practicum Placements at One’s Place of Employment**

 As a general rule, social work interns shall not be placed in field agencies where they are currently employed. It is the intern’s responsibility to disclose such information to the Social Work Field Education Director during the application process. Experience has shown that when an intern is doing a practicum and employed at the same agency, the educational focus is severely limited. Any exceptions to the policy must be approved by the Social Work Field Education Director in consultation with the Social Work Program Director. The stated criteria which must be met for and exception to be granted is as follows: a) the intern must have a different supervisor for the practicum from their employment supervisor; (b) the intern must engage in practicum hours at different times or days than employment hours; and (c) the intern must be assigned to a different department from their employment for the practicum.

The Employment-Based Field Placement Agreement form is used for employment-based field placements and students will complete it with their field instructor or task advisor, and with their employment supervisor if this is a different person and will submit it, signed by the student, the student’s employment supervisor and the student’s Field Instructor or Task Advisor, to the BSW Field Education Director for review in order to be approved for an employment-based field placement.

In order to ensure the student is given assignments separate from their employment duties, the social work intern’s field placement assignments must be assigned to a different department from their employment for the practicum. The student must also engage in practicum hours outside of their employment hours and provide the Field Education Director with a copy of their employment job description. These tasks will be outlined in the student’s learning plan and will be components not associated with their job duties. Whether the supervisor is the same person in both roles or not, supervision of the social work intern’s practicum experience must occur separately from supervision of their job performance. Field supervision must be focused on the educational experience and progress towards mastery of the 9 core competencies and associated observable components.

**Night and Weekend Placements**

 Most traditional social service agencies do not have qualified supervisory staff available during non-traditional hours. While the Social Work Program is sensitive to social work interns’ scheduling needs, interns should be aware that no evening or weekend hours will be approved that compromise the program’s educational objectives or the quality of the intern’s practicum experience. If an agency provides adequate and appropriate supervision during non-traditional hours, an intern may schedule up to eight clock hours during such alternative times with approval from Social Work Field Education Director.

**Travel and Mileage Reimbursement**

 It is the intern’s responsibility to secure reliable transportation to and from the practicum. It is also their responsibility to provide their own automobile liability insurance coverage for agency-related travel. Reimbursement for agency-related expenses, such as travel compensation should be the responsibility of the agency and should be congruent with the agency reimbursement policies and rates for regular staff members at that agency. The agency policies and procedures for the travel compensation should be discussed with interns as a part of the orientation process. It is the responsibility of the Field Instructor and agency to verify that the intern’s vehicle insurance coverage is adequate for the job required before allowing the intern to engage in agency activities involving transportation. Social work interns should never be allowed and are not allowed to transport clients alone or in their personal vehicle.

**Holidays**

 Social work interns are entitled to observe holidays as designated by Texas A&M University-Kingsville and their practicum agency. However, if an intern’s regularly scheduled hours occur on a holiday, they are still responsible for completing those hours on another day. Interns should communicate the university’s holiday schedule to their Field Instructor and make plans accordingly.

**Sick Days**

 If social work interns are unable to attend their practicum due to personal illness or the illness of a dependent family member, they should contact their Field Instructor before their scheduled shift and assume responsibility for rescheduling any appointments or work requirements. The intern shall make up any missed hours at a time agreed upon by the intern and Field Instructor. If the intern’s absences exceed 24 hours or three full practicum days, the intern should notify the Social Work Field Education Director and propose a plan to remediate the time missed.

**Conflicts of Interest**

 Social work interns, Field Instructors, field agencies, and all social work faculty members should all be aware of potential conflicts of interests. Interns and Field Instructors, particularly, should make known to the Social Work Field Education Director any potential conflicts of interest. Interns shall not be placed at agencies where relatives or family members are employed or serve on the board of directors of that agency without the approval of the Social Work Field Education Director.

**Social Media Policy**

Social work interns are not permitted to discuss their field placements, field agencies, clients or related class discussions on any form of social media. Students should not communicate with Field Instructors, Task Advisors, clients or other agency constituencies using social media.

**Requests for Documentation**

 The Social Work Program or field agencies may request that social work interns applying for practicum or participating in their practicum provide documentation regarding their physical or mental health, drug or alcohol use, or provide information for a criminal background check. Such information may be requested if required by the field agency or when it is deemed necessary to ensure the well-being of the social work intern or clients in the field. Decisions related to the information obtained will be made on an individual basis.

**Accommodation for Students with Disabilities**

 Texas A&M University-Kingsville is committed to the principle that no qualified person shall, on the basis of disability, be excluded from the participation in or be denied the benefits of the services, programs, or activities of the university, as required by the *Americans with Disability Act of 1990*. However, Texas A&M University-Kingsville does not waive the published degree requirements for students. To the extent practical, the faculty and administration will make reasonable accommodations to assist qualified individuals with disabilities meet their degree requirements, consistent with the applicable provisions of Texas statutes. The Social Work Program will work with students, interns, and other support services to enable an intern to work towards a successful practicum experience. It is recognized that interns may choose not to disclose a disability. In such cases, the intern shall not receive special accommodation in class or in practicum if the disability is unknown to the university, the Social Work Program, and the field agency.

**Nondiscrimination Policy**

 The Social Work Program at Texas A&M University-Kingsville is committed to a policy of nondiscrimination. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by Texas A&M University-Kingsville, on any basis prohibited by applicable law, including, but not limited to, race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability, veteran status or genetic information.

**Use of Titles and Practice Activity**

 The proper title for a social work student in practicum is “Social Work Intern”. The intern may NOT refer to themselves, or be referred to, as a social worker, or any other title that implies that they are licensed or are degreed. Moreover, social work interns are actually practicing social work under supervision; therefore, titles like “volunteer” or other titles that suggest that they are not professionals in training are inappropriate.

 Social work interns are prohibited from engaging in private practice of any kind, and may only engage in the practice of social work while at their practicum site, closely supervised by their credentialed Field Instructor or other professional staff.

**Grievance Procedures**

 The Social Work Program’s *Student Handbook* details students’ rights and explains complaint and grievance procedures. Social work interns have the right to appeal course grades and adverse decisions relating to the Social Work Field Education Program according to the appeal process outlined in the Social Work Program’s *Student Handbook*.

**Continuing Education Unit (CEUs) Offerings**

 The Texas A&M University-Kingsville Social Work Program is an approved continuing education unit (CEU) provider. The Social Work Program’s approval is from the Texas State Board of Social Worker Examiners; provider #6288. Additionally, because Texas A&M University-Kingsville is an accredited university of higher education, the Social Work Program is authorized to provide CEUs for Licensed Professional Counselors (LPCs), Licensed Marriage and Family Therapists (LMFTs), Licensed Chemical Dependence Counselors (LCDCs), and Licensed Psychologists (LPs).

**CEUs for Field Instruction**

 The TSBSWE (2011) “accepts continuing education in which the licensee learns by . . . (4) serving as a field instructor for social work interns attending a college or university accredited by or in candidacy status with CSWE” (p. 40). The TSBSWE (2011) “will grant the following credit hours toward the continuing education requirements for license renewal . . . (4) a field instructor for a social work intern will be granted five credit hours for each college semester completed, not to exceed 20 credit hours per renewal period” (p. 42).

**Other CEU Offerings**

 As requests from agencies or members of the community are made, or as the need arises, the Social Work Program may sponsor workshops, presentations, or other TSBSWE approved activities for CEU credit.

**Forms and Form Descriptions**

 All field education forms can be found on the Social Work Program’s website at: http://www.tamuk.edu/artsci/scwk/scwk\_field%20educ/index.html. Forms are updated from time-to-time; consequently, Field Instructors and social work interns are encouraged to check the website for the most current version.

**Program Forms**

 **Field education coordinator's evaluation of agency.** This form is to be completed by the TAMUK Social Work Field Director, and recorded in the Agency file located at the TAMUK Social Work Program.

**Agency Forms**

 **Agency field practicum application.** Agencies are required to complete the Agency Field Practicum Application if they desire to have social work field practicum students, in consultation with the TAMUK Social Work Field Education Coordinator, before a Field Practicum Agreement can be issued.

 **Field instructor data sheet.** This form is to be completed annually by all Field Instructors.

 **Agency interview response form.** This form is to be completed by the agency Field Instructor after interviewing a candidate for a practicum placement at their agency.

 **Field instructor's evaluation of the social work program.** This form is to be completed by the Field Instructor and submitted to the Social Work Program at the end of each semester.

 **Agency profile form.** This form is to be completed by the field agency every two years in order to provide the Social Work Field Education Program with current information about the agency.

**Student Forms**

 **Field practicum application.** This form is to be completed by the perspective field practicum student and submitted to the Social Work Field Education Director at a schedule date.

 **Student interview response form.** This form is completed by the perspective social work practicum student after their interview with the agency. This form is to be submitted to the Social Work Field Education Coordinator one week after the agency interview.

 **Student learning plan.** As an undergraduate generalist social work student, your learning goals should reflect efforts to demonstrate the knowledge, skills, and values of the core competencies promulgated by the 2015 Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS) accepted by the TAMUK Social Work Program. These learning goals will become the basis for evaluating your accomplishments and performance during your practicum experience.

 **Field practicum time sheet.** The Field Practicum Time Sheet is used by social work students who are in their field practicum to document their required field practicum hours.

 **Student mid-term and final evaluation.** This form is designed to evaluate student performance in the field practicum component of the Social Work Program, and readiness for entry-level, generalist social work practice. The uniqueness of the field education setting, client population, and student should be considered in reporting student progress.

 **Student evaluation of the agency.** It is important that the student be given the opportunity to evaluate their field practicum agency. This form is useful to assist the student, the Field Instructor, and the Social Work Field Education Director in understanding and improving the practicum experience. Once completed, this form is to be submitted to the Social Work Field Education Director.