Dear Student,

As BSW Program Director, I join my colleagues in welcoming you to the Social Work Program at Augusta University. Social work is a profession in which students study both the art and science of helping people to solve problems at micro, mezzo, and macro levels. Working in roles such as activists, advocates, brokers, coordinators, educators, mediators, negotiators, group facilitators, practitioners, and researchers, professional social workers help persons enhance their social functioning.

Social work acknowledges the inherent dignity of the person. By demonstrating respect for others, social work evidences its ethical base and its commitment to social justice. Social work empowers others to help themselves. Social workers willingly face challenges in helping the downtrodden and the disenfranchised, the dejected, and the dominated to become more empowered. Social work is a rewarding profession. Social work calls forth the best in us to help others to bring out the best in themselves.

In light of the above, students learn both via classroom and via field education. Both components are critical elements in helping students to learn about themselves and others. Students will find that their experiences as interns in field agencies are designed to help them integrate theory and practice.

The Field Placement Manual will serve as a resource for helpful information for our BSW Program. The faculty and staff stand ready to help you, as you proceed. Please know that we want you to feel welcome in our BSW Program. We look forward to working with you, as you work toward your academic and career goals.

Sincerely,

Jessica Ziemboski, MSW, PhD

Augusta University Field Education Faculty:

Field Education Director: Dr. Dale White, PhD, MSW,
Office: 706-737-1735; Mobile: 706-339-7272; swhite27@augusta.edu.

BSW Field Liaison: Penny Alderman, MSW
Office: 706-737-1735; Mobile: 706-394-8396; palderman@augusta.edu.
AUGUSTA UNIVERSITY BSW PROGRAM FIELD PLACEMENT MANUAL
LIST OF APPENDICES

Appendix 1 – Application for Field Placement
Appendix 2 – Authorization for Release of Records and Information
Appendix 3 – Suggested Orientation Checklist
Appendix 4 – Suggested Field Placement Learning Activities
Appendix 5 – NASW Code of Ethics Acknowledgment
Appendix 6 – Field Placement Time Sheet
Appendix 7 – Student Journal Format
Appendix 8 – Augusta University Directory of Social Work Field Placement
Appendix 9 – Academic Grading Policy
Appendix 10 – Field Placement Evaluation Agreement
Appendix 11 – Augusta University Student Grievances Policies
Appendix 12 – Dual Relationships Form
Appendix 13 – Incident Report
Appendix 14 – AU Academic Honesty Policy
Appendix 15 – AU Academic Standing Policy
Appendix 16 – Student Feedback Form
Appendix 17 – Statement of Understanding
Appendix 18 – Field Placement Checklist
Appendix 19 – Field Placement Learning Plan
Appendix 20 – Field Placement Evaluation
Augusta University BSW Program

Introduction

Social Work Program History
The Social Work Program at Augusta University is housed in the Department of Social Sciences. The program began as a minor in the 1980s and in 2005 it became a major, and became fully accredited during the fall of 2011 by the Council on Social Work Education (CSWE). The program currently has approximately 120 majors. It is staffed by three full-time and two part-time faculty.

Social Work Program Mission Statement
The Social Work Program at Augusta University seeks to develop competent generalist social work practitioners who can integrate the knowledge, values, and skills of social work in order to enhance the social functioning of individuals, families, groups, organizations, and communities. Grounded in the profession's history and commitment to social justice and diversity, the BSW Program is committed to excellence in teaching and scholarship; and to the facilitation of community within the department, with students, and within the greater environment in which we live.

Social Work Program Definition of Generalist Practice
Grounded in a person in environment perspective, utilizing a flexible theory base, generalist social work practitioners apply a broad base of knowledge and skills to effectively implement a problem solving process with client systems of all sizes, building from their unique strengths and available resources.

Social Work Program Goals
In order to accomplish our mission, we have identified the following goals:

- To prepare students for beginning level professional social work practice with individuals, families, groups, and communities.
- To provide the student with a liberal arts perspective which includes a broad knowledge of written and oral communication skills; ways knowledge is gained and applied; the social, biological, and behavioral sciences; and variations in values through culture.
- To help the student develop a worldview consistent with major social work knowledge, skills and values including a basic respect for human dignity, equality, and justice, and a positive respect for cultural and social diversity.

Field Placement Program
Field instruction is a required component of the BSW curriculum, and occurs during the senior year of the students’ academic experience. It is in a very real sense the capstone of the BSW program.

Field instruction provides the opportunity for students to integrate theory learned in the classroom, and apply skills in a professional setting over the fall and spring semesters for 200 hours per semester. Agencies where field instruction takes place are all approved by the BSW program; these agencies are located throughout Augusta and its surrounding counties. Students must apply to and be accepted to the Field Placement experience. Under no circumstances does the BSW Program accept prior professional experience as field
placement hours. The social work field placement is similar to the process for medical students in residency programs. In fact, the words field placement and internship are used interchangeably in the social work practice community. Students have the opportunity to learn, apply, and refine values, knowledge, and skills under the guidance of experienced social work practitioners who serve as Field Instructors within agencies. These field placement experiences are brought back to the weekly Integrative Seminar class, where they are further examined within the context of the course curriculum and the social work profession.

Social Equity
Affirmative Action and Non-Discrimination: The BSW Program is committed to equal opportunity, promoting cultural diversity, and ensuring that all aspects of the program are carried out without discrimination on the basis of race, color, national origin, gender, age, disability or status as a veteran.

We welcome students from diverse backgrounds to the BSW Program. We believe that this diversity enriches our educational program and promotes social responsibility. The AU BSW Program upholds the right of qualified students from all ethnicities, cultures, and physical abilities to take part in the program. We adhere to the National Association of Social Workers' Code of Ethics (https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English).

Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

Students who believe they have been discriminated against are encouraged to consult and follow the student grievance policy as outlined in the Augusta University BSW Program Student Manual, and to consult with the Social Work Program Director, Dr. Jessica Ziembroski.

Students with Disabilities
Students with disabilities are protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and may need to request accommodations. Any student in this course who has a disability that might prevent her/him from fully demonstrating her/his abilities in Field Placement, the student may meet with Field Instructor as soon as possible to initiate necessary accommodations to ensure his/her full participation in the successful completion of course requirements.

The BSW Program will make every effort to assist students with disabilities to participate fully in the program. Students who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in Augusta
University Disability Services office: 
(https://www.augusta.edu/search.php?q=disability%20services%20augusta%20university) 
as soon as possible to initiate disability verification, and discuss accommodations 
that may be necessary to ensure full participation in the successful completion of 
course requirements. Students should also inform their Field Instructor or Field 
Liaison of any accommodations that may be necessary during field education at the 
field site.

**Sexual Harassment Policy**
The BSW Program is committed to providing a learning environment free of sexual 
harassment. Should a situation of sexual harassment arise, the BSW Program will 
adhere to current university guidelines (https://www.augusta.edu/prevention/). 
Under these guidelines, however, if a student discloses to a professor a situation of 
harassment, occurring within the Augusta University community or in the Field 
Placement office, the professor is not allowed to keep this information confidential, 
and must follow up according to university procedure. If at any time while at a Field 
Placement a student experiences discomfort, threatened or perceives themselves as a 
target of sexual discrimination or harassment, please notify the Field Instructor or 
Liaison immediately. The Field Instructor or Field Liaison will take the appropriate 
steps to ensure university and agency procedures are followed to address the 
problem. Complete reporting guidelines for sexual harassment can be found in the 
Augusta University BSW Student Manual.

**Background Check**
Student background checks and fingerprinting may be required depending on the agency 
where students are placed. Some agencies require finger printing, immunizations, and drug 
screenings, while other agencies may have other requirements. Students are to follow 
agency procedure as instructed. Please contact the Field Instructor or a Field Placement 
faculty member if you have concerns about these requirements. Field Placement Faculty 
may be able to assist in finding low cost resources for required tests.

**BSW Student Learning Objectives**

Upon completion of the BSW program, students will be able to demonstrate the Core 
Competencies as identified by the Council on Social Work Education (CSWE) 
standards, in accordance with the 2015 EPAS:

**EPAS Core Competencies**

1. Competency 1: Demonstrate Ethical and Professional Behavior
2. Competency 2: Engage Diversity and Difference in Practice
3. Competency 3: Advance Human Rights and Social, Economic and Environmental 
   Justice
4. Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
5. Competency 5: Engage in Policy Practice
6. Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities
7. Competency 7: Assess with Individuals, Families, Groups, Organizations and Communities
FIELD PLACEMENT PROGRAM OVERVIEW

Field Placement is recognized as the central form of education for guiding the social work student to the performance of the role of BSW practitioner. Many persons play integral educational roles in this educational component.

Descriptions of Educational Roles Involved in Student Field Placement

The AU BSW Field Placement program is viewed as a shared responsibility of the Augusta University BSW Program, field agencies and Field Instructors, the BSW Program Advisory Board and students. Each of the components contributes to the process of establishing and maintaining opportunities for student Field Placement learning. Field Placement emphasizes the student's ability to apply theoretical concepts and knowledge to practice situations. Field Placement is distinct from job training, volunteer experience, or apprenticeship because it is designed to provide a broad, integrated education; i.e., the ability to know why a specific professional response to a situation is chosen from a variety of competing responses. A brief description of the responsibilities for the various units and persons involved in the AU Field Placement program follows:

**Augusta University BSW Program**

The Augusta University BSW Program agrees to (a) provide agency Field Instructors an initial orientation to the Field Placement program, (b) provide Field Instructors information regarding the Social Work curriculum, (c) provide on-going training and seminars for Field Instructors, (d) assign a faculty member who will serve as a consultant between the Social Work Program and the field agency, and (e) provide the Field Instructor with information regarding the background, experience and education of students prior to any pre-placement interviews with prospective students, (f) ensure agencies have signed MOUs with Augusta University and the Department of Social Sciences, (g) ensure students are covered with general liability insurance policy for practice.

**Field Agency**

The field agency is expected to (a) release the social worker designated as a Field Instructor from usual responsibilities to allow sufficient time for Field Placement responsibilities, (b) select learning tasks for the student which will meet their educational needs, and (c) make available suitable space and working facilities for the student, consistent with what is considered necessary for the proper functioning of any staff member, and (d) enter into and sign a Memorandum of Understanding with Augusta University.
**Field Instructors**

The Field Instructor is expected to carry primary responsibility for the Field Placement of the student although other staff members may participate in the educational process and carry secondary responsibility for the placement. Specifically, the Field Instructor is expected to (a) provide a minimum of 1-2 hours of face-to-face supervision per week, (b) select learning tasks for the student which will provide an opportunity for the application and integration of social work knowledge, values and skills, (c) attend orientation sessions and meetings designed for Field Instructors by the BSW Program (d) write and submit to the Social Work Program required educational assessments and evaluations (e) provide input into a grade for the Field Placement course, and (f) advise the Integrative Seminar Instructor of any special performance problems related to educational, physical, or psychological difficulties which may arise.

**Field Placement Director**

The Field Placement Director is responsible to recruit, approve and work with agencies interested and willing to supervise students. The Director provides agencies with an orientation to the Field Placement program, shares information about the curriculum, and organizes workshops to enhance the supervisory knowledge and skills of Field Instructors. The Director also works with students to facilitate the application process, assess readiness, and explore options for student placements. The Application for Field Placement in Social Work is found in Appendix 1. The Director will share information about prospective field students with the agency Field Instructors and help to facilitate the initial interview. The Director provides assistance to students and Field Instructors whenever needed.

**Integrative Seminar Instructors**

Integrative Seminar Instructors are responsible for conducting weekly seminars for senior students enrolled in Field Placement. These seminars are designed to facilitate the integration of classroom with practice, help each student process concerns and/or needs relative to the Placement experience, and provide feedback to students regarding ideas, information, and assignments shared in the field seminar sessions. Seminar Instructors will evaluate the students’ abilities to articulate the integration of theory and practice and any special concerns students might have about their Field Placement experience. Seminar Instructors receive all time sheets with original signatures, and keeps records of completed field hours. Seminar Instructors assign the final grade to students upon completion of field placement. Final grades are determined with input from the Field Instructor, evaluation of the Student Learning plan and field assignments, and an evaluation of Integrative Seminar coursework.

**Social Work Program Advisory Board**

The BSW Program Advisory Board is composed of community representatives (Field Instructors, alumni, and faculty). Community representatives are recommended by the faculty. It is the purpose of the BSW Program Advisory Board to advise the faculty on policies, procedures, and any problems which arise related to BSW Field Placement. The Advisory Board provides advisory level input about placement sites including, but not limited to, approval of new sites and Field Instructors; decisions to terminate working agreements with current sites and/or Field Instructors; and responding to site-related problems, grievances and appeals. At the discretion of the Director of Field Placement, the Advisory Board may review student applications for Field Placement (anonymously) and
recommend placement or document concerns. Advisory Board members will also be involved in the annual review of Field Placement policies and procedures and the content and administration of Field Instructor training and recognition.

Field Placement Students

Students are expected to:

- Practice within the values and ethics of the social work profession.
- Take responsibility for learning (designation of learning needs and goals, develop and complete a learning plan), follow through on field assignments, and participation in the supervisory process with the Field Instructor).
- Respond constructively to evaluations of performance.
- Notify the agency in the event of unavoidable absences.
- Arrange to make-up for any excused absences.
- Attend and participate at Field Placement seminars and classes.
- Adhere to the policies of the agency.
- Complete the required clock hours and all classroom assignments.

BSW Course Descriptions

The following social work courses are required for completion of a Bachelor’s Degree in Social Work (BSW) at Augusta University unless noted as an elective. The coursework is intended to prepare students for the field placement experience, where they apply both theory and skills to practice.

SOWK 1101 Introduction to Social Work (3)

This course introduces students to the social work profession, examines the requirements for social work practice, and makes projections about the profession’s future. Emphasis is on developing an awareness of the scope of the profession, and exploring an interest in pursuing social work as a career.

SOWK 2100 Social Welfare History and Philosophy (3)

Students examine policies and programs that have been developed to meet human needs in American society. Historical background, ideas, philosophies, and political climate are explored as they impact decision-making.

SOWK 2102 Fundamentals of Social Work Practice (3)

The course covers basics of helping, including active listening, appropriate body language, philosophies of the helping professions, and problem solving.

SOWK 3300/3301 Human Behavior in the Social Environment I, II (3-3)

Human Behavior and the Social Environment is a study from a systems perspective of how the interaction of cultural, biological, psychological, social, and environmental influences promote or deter the development of individuals at various stages of life from birth to death. Attention is given to the range of social systems in which persons live. The impact of social and economic forces, oppression, gender, and class, on human adaptation are examined as they relate to client situations.
**SOWK 3400 Social Work Practice (3)**
The three-semester practice course is designed to be taken in sequence. Social Work Practice I presents the basics of professional, generalist social work practice as it has developed in response to changing human needs. Included are methods that can be used in direct practice with individuals and families within organizations and communities. Emphasis is on work with diverse human populations and the importance of evaluation in practice. The systems perspective is used as an integrating theme.

**SOWK 3401 Generalist Practice with Groups (3)**
The course represents small group theory, models for intervention, strategies, practice skills, and ethics necessary for beginning, culturally competent, practice in social service agencies. Lecture, discussion, demonstration, small group exercises, papers, and examinations are required. Extensive opportunity is provided to acquire and apply knowledge through experiential learning.

**SOWK 3402 Generalist Practice with Communities (3)**
This course provides knowledge and skills for practice with larger systems, organizations and communities. Foundation practice knowledge is expanded to include community organizing and advocacy; and grant writing. The course teaches the skills necessary to assess communities, assist in planning and organizing around social issues, and assist in acquiring program funding. The skills and knowledge gained from SOWK 2102, SOWK 3400, and SOWK 3401, are applied in this context. The course objectives are met through lecture, discussion, and application of theory and knowledge through a Community Practice project and mock grant writing assignment.

**SOWK 3500 Social Welfare Policy (3)**
It is through this course that students are introduced to current social welfare policy, both in how it is developed through the legislative process, how it is administered, and its intended and unintended impact of client populations.

**SOWK 3501 Child and Family Welfare (3)**
Students explore programs and policies that have been developed to meet the needs of children and families. The ideas, philosophies, politics, and economics affecting these programs and policies are studied in terms of choices made in policy and social work practice. This course meets the requirements for junior-level writing.

**SOWK 3600 Social Work Research I (3)**
This course introduces students to how the research process enhances the knowledge base of social work. Students are introduced to the basic concepts and procedures of social work research and learn the quantitative and qualitative research approaches that are common to social work and the social sciences. Topics include the research in social work practice, formulation of research questions, diversity and ethics; approaches to knowledge development, quantitative and qualitative approaches, measurement and measurement instruments. A balance of lecture material and interactive learning exercises are used including discussion, course assignments, in-class exercises, and in-class computer assignments.

**SOWK 3601 Social Work Research II (3)**
This course builds on the knowledge and skills developed in SOWK 3600, by introducing
students to issues of data collection for both quantitative and qualitative research methods. Students will be exposed to data analysis for both research methodologies. Also covered are the processes of research proposals, as well as the dissemination of research findings through reports and publications. Topics include research sampling and design, data collection; data analysis; and research reports. A balance of lecture material and interactive learning exercises are used including discussion, course assignments, in-class exercises, and in-class computer assignments.

**SOWK 4421 Gerontology (3)**
This course offers an introduction to the study of aging with attention given to current research, problems faced by the elderly, the impact of an increasingly aged population on society, and the resulting implications for policy and social intervention.

**SOWK 4601 and 4602 Integrative Seminar I, II (3-3)**
This seminar course integrates and further develops the generalist practice knowledge and skills learned in the classroom for the social work student currently in Field Placement. Skills for working with diverse client populations are further developed through ongoing self-reflection, case-analysis and in-class presentation. The development of collaborative working relationships, ethical practice, accurate self-assessment, beginning services with clients, and effective use of supervision are emphasized during this first semester of this two-semester sequence.

**SOWK 4701 and 4702 Field Placement I, II (6-6)**
The Social Work Field Placement provides a setting for the development of practice skills and an opportunity for the integration of the knowledge, skills, and values of social work. Students complete a minimum of 400 hours in an approved agency.

The above course of study was developed in accordance with the educational guidelines as set forth by the 2015 EPAS through the Council on Social Work Education.

**STUDENT READINESS FOR BSW FIELD PLACEMENT**

The BSW Program’s commitment to the profession obligates it to evaluate students’ readiness to enter the profession in the form of field placement. BSW Program faculty assess readiness for Field Placement before students are given a placement at an area agency. BSW students must have passed all of the social work courses during their junior year with a “C” grade.

The BSW Program consults with the Office of Student Affairs (https://www.augusta.edu/student-affairs) about issues of academic and professional performance and makes recommendations regarding students whom it refers to that office. Academic and professional performance concerns include, but are not limited to, the behaviors listed below:

- Failure to meet or maintain department or University academic requirements.
- Academic dishonesty, including cheating, lying, plagiarism, collusion, or falsifying academic records.
- Unethical professional behavior in violation of the current National Association of Social Workers (NASW) Code of Ethics.
• Any threat or attempt to harm oneself or someone else.
• Discriminatory behavior or harassment toward others that is unlawful or inconsistent with the professional standards for social work, including discrimination based on dimensions of diversity and difference; commission of a criminal act that is contrary to professional standards, occurring during the course of study or occurring prior to admission to the department and becoming known after admission.
• A pattern of unprofessional behavior such as inability to accept appropriate evaluation feedback from BSW/Supervisor/faculty, or to modify unprofessional behaviors as requested; habitual tardiness to class or to an agency, habitual unexcused absences from class or from an agency.
• Consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.

For all students, such difficulties will be addressed by faculty by providing support and resources to promote improvement. Once a student’s readiness for field placement has been determined, students will be invited to apply to BSW Field Placement.

APPLICATION TO FIELD PLACEMENT

During the semester before the BSW student enters the field internship (spring semester of the junior year), the BSW Field Director will meet with the student to discern which agencies would be the most appropriate match to meet the student’s learning needs. This follows the student submitting an application to Field Placement. Consideration will be given to location and other variables as well, including readiness to enter field placement. The student can reach out to prospective agencies to arrange an informational meeting, at which time the two will discuss the possibility of a field internship the subsequent semester, or decide a placement at the current time is not workable. In the case of a lack of match, the BSW Field Director will continue working with the student until an appropriate match is made.

The steps below detail the process the student should take to determine their field placement match.

Step 1: Think seriously about the kind of placement that you want and the population that you wish to serve. Think about which skills you want to attain and what kind of tasks you want to have in your internship.

Step 2: Review the (partial) list of approved agencies with field staff within this manual. Make contact with a student currently in the placement if you want more information; the BSW Field Director can help you make this contact. Because we enlist new agencies all the time, there may be many agencies that are not on the website. Therefore it is critical to work in close cooperation with the BSW Field Director or other Field Education faculty as you plan your internship choice.

Step 3: Meet with the BSW Field Director or other Field Education faculty for a face-to-face field advising conference to discern which agency best fits your expressed interests and the assessment of agency needs.
Step 4: The BSW Field Director will contact the chosen agency to alert them to expect to hear from the student. The student will then contact the agency Field Instructor via email to schedule an interview. The student will attach a current resume to this interview request. A student-agency interview is required – there are no exceptions.

Step 5: After your interview, follow up with the BSW Field Director to discuss your assessment of the interview. If you are not selected by the agency, the Director will assist you in arranging an interview with a different agency.

Step 6: Once you receive an offer for placement, the Director will follow up with the agency to confirm.

Step 7: You will want to stay in touch with the agency prior to the beginning of the placement. This should be in the form of a check-in to make sure all is well. Sometimes supervisors leave or there may be agency changes before fall semester begins. Of course, we have no control over this, but the sooner we know of an issue, the sooner we can respond with productive alternatives.

Please also discuss any personal limitations or circumstances that may affect your Field Placement experience. These may include a work or class schedule, your availability/interest in non-traditional settings and use of an automobile. Some agencies require a criminal background check and/or a drug screen.

Sharing Personal Information

Information is relevant to a Field Placement if it relates to practice, relates to the knowledge, values, and skills of the profession, impacts the ability to succeed in a Field Placement, and impacts the ability to protect clients. Examples of relevant student information to be shared include: (a) If you want to be placed at XYZ Women’s Center and you or a member of your family has been a victim of physical or sexual abuse, you should probably share this information, (b) If you or a member of your family received services from child welfare and you want to do your placement in an agency providing child welfare services, you should probably share this information, (c) If you have an illness or disability that will or may affect the performance of your Field Placement responsibilities, you should probably share this information, (d) If you have received psychiatric treatment, substance abuse treatment, have been convicted of a crime, have a chronic illness, have had performance problems in class, previous Field Placement, or previous employment, you should probably share this information.

The sharing of information is meant for the sole purpose of serving the student best with regard to their needs: educational, experiential, supervisory, ethical, and professional. Information shared in the application as well as all-relevant personal student information may be shared with Field Instructors. Relevant student information may come from such places as the classroom, practice labs, and field seminars. Information will be shared if it will enable an appropriate Field Placement, informed choices by Field Instructors, protect clients, protect students, and facilitate the learning process. Students who believe personal information may be or has been misused can present their concerns to the Social Work Program Advisory Board for assessment and recommendations. If the matter cannot be resolved at this level, the student may appeal the recommendations of the Advisory Board through the appropriate channels starting
with the BSW Program Director and moving up to the next level if satisfactory resolution is not obtained.

**Release of Information/Confidentiality**

FERPA stands for the Federal Educational Rights and Privacy Act of 1974. This legislation protects the privacy of student records and regulates how the information is utilized. These are your rights and it is to your benefit to familiarize yourself with them: (https://www.augusta.edu/registrar/privacy.php).

AU BSW Program faculty therefore, are not able to discuss your status as a student, your academic performance, or your behavior in the BSW Program with potential field placement agencies without a release of information. The Release of Information form is found in Appendix 2.

**Field Placement Interview**

Field placement interviews can be competitive, so the student should present in a serious and professional manner. Dress as you would for any professional job interview. Be sure to have done your research on the agency by reading over their website and using any other means to learn what they do. Expect that the agency will ask questions to determine how much you know about them.

During the interview, you need to learn about the requirements of the particular placement and the educational opportunities available at the agency. The interview is a two-way process. Students should come to the interview able to express clear goals and learning priorities, and should be prepared to ask specific questions about learning experiences available, clients served, skills that can be developed, type of setting (structured or unstructured), and methods of supervision, etc.

**The most important objective of the field placement interview is for you to determine whether you are able to do broad enough work to fulfil the requirements of the BSW Student Learning Plan (Appendix 19). This document should be brought to the interview and if there are any reservations about whether the student can fulfil all of the activities, another placement should be considered.**

**Suggested Interview Questions from the Student**

1. Are any tests or procedures required before one can begin an internship—for example, medical exams, drug tests, proof of having a driver’s license, background checks, etc. If so, what is the time frame for fulfilling these requirements?
2. What kind of activities and programs does this agency undertake?
3. What activities, tasks, and/or projects will I be able to undertake? Will these fulfil the requirements of my Learning Plan?
4. What specific skills will I be able to develop at this agency?
5. Does this agency have a particular theoretical approach to intervention?
6. What are general characteristics of clients and communities served by this agency?
7. What is the approach to and structure of supervision?
8. What amount of interaction does a student have with other students and with permanent staff?
9. What opportunities exist for inter-professional collaboration or cooperation?
10. What types of in-service training or workshops and conferences will be available to me?
11. What kinds of cases and/or projects do you anticipate assigning to me?
12. What kinds of skills do you hope a student will bring to the agency?
13. How much independence and initiative do you expect me to demonstrate?
14. How are students helped to handle issues of diversity regarding age, gender, race, ethnicity, sexual orientation, and mental and physical ability on both staff and client levels?

Students should be prepared to answer questions about their background, educational and career goals, and why they might desire the particular placement. At the interview, agency personnel assess the student’s level of interest and suitability for the general type of assignments they have in mind. Typically, it is at this point that placement decisions are finalized. However, if there are well-founded reservations about the suitability of the match between the agency and the student, the BSW Field Director should be informed at once by the student and/or the agency Field Instructor.

Students should voice any special considerations they may need. Students must comply with agency requirements such as background checks, drug screens, etc., once they accept the placement.

**Agency Factors Considered in Matching Students with Placement Sites:**

- Types of services and populations of individuals served through the agency—years of experience, training of Field Instructors.
- Attendance of Field Instructor at BSW Program sponsored trainings.
- Frequency and nature of supervision provided.
- Expectations of Field Instructor for student independence.
- Breadth and depth of Field Placement with regard to a full range of generalist practice experiences that fulfill the Student Learning Plan.
- Prior student and Field Placement Director evaluations of agency and Field Instructor.
- Field Instructor's particular interests.
- Current stability of the agency with regards to employees, administration, and programming.

**Student Learning Needs & Other Factors Considered in Placements for Students:**

- The breadth, depth and relevance of a student's prior work experiences as identified by student and interpreted by members of the Advisory Board.
- Characteristics of the student's preferred learning environment as identified by student and concurred with by the Field Placement Director and faculty.
- The student's expressed interest in a particular style of supervision.
- Personal factors (prior personal-emotional experiences, student perceived - physical, mental or emotional limitations, transportation concerns, family concerns, economic concerns) as identified by the student and possibly student age
at the time of placement (some agencies require a student to be 21 for example).

- The student's work habits in the classroom setting as identified by faculty and the student.
- The student's verbal and written communication skills as identified by faculty and the student.
- The nature and extent of a student's assertiveness and interpersonal skills as identified by faculty and the student.
- A student's abstract/concrete thinking skills as identified by faculty.
- The extent of independence with which a student's tends to function as identified by the faculty and the student.
- Student's expressed career goals.

Conflict of Interest Preventing Internship in Certain Agencies

Students are not permitted to intern at an agency wherein she/he or an immediate family member was, or is, a client during the previous five years. Also, a family member cannot serve as the student’s agency BSW Field Instructor. Since the AU BSW Program does not access client information from agencies or students, it is the responsibility of the student to decline (or not select) a placement based on this conflict of interest. Students who want a placement that could be perceived as a conflict of interest are encouraged to discuss the situation with the BSW Field Placement Director before requesting or accepting the placement. Students who attempt to secure or who secure a placement in an agency where a known conflict of interest exists may be administratively dropped from the field course.

Dual Relationship at Field Placement

Should there be a question about the existence of a dual relationship, the student has the responsibility to inform the Field Education Office to determine if the field placement can be approved. Augusta University discourages and in most situations, will not approve placement of students in agencies where they have previously received services as a client, have been employed, or where family members or friends are employed or are receiving services. These recommendations exist to protect students, agency employees, and clients from conflicts that may arise due to dual relationships.

Student Accepts Placement Offer

When you and the agency agree that you will begin an internship the next semester, you are committed to begin an internship with that agency the following semester. This is not negotiable and cannot be changed without consultation with the BSW Field Placement Director. A student will not be allowed to switch agencies simply because he/she discovers a placement that she/he likes better. It is important that we maintain positive professional relationships with agencies, and undoing a commitment is unprofessional.

Failure to follow through on your verbal commitment with an agency could delay your start in field placement. And as stated above, be sure to maintain some contact with the agency from the time of the offer through the beginning of internship semester.
Student Not Accepted by Placement Agency

Not all students will be accepted by their first-choice agency for placement. Students must be mindful that the placement process can be competitive. Though there are many available opportunities in the area, there are also several universities that have social work programs. Their programs are also working hard to give their students the best opportunities.

Invariably this means that some students may have to interview with a second agency. This is not a sign of failure or cause for alarm.

If a student has not been accepted after their initial interview with a potential field placement, the student will be directed to interview with another agency. If the student is not accepted by a field agency a second time, the student will be reevaluated by the BSW Field Placement Director. If the reason for the student’s non-acceptance by an agency is due to student-related issues, the Director reserves the right to refer the student to the department’s Field Placement Director for further assessment of fit for field placement. This is not a sign of failure or alarm; it is an opportunity for further assessment and advisement.

If the student is rejected for agency-related reasons, like space, competition, supervision, etc., the student will be offered other placement options at the discretion of the BSW Field Placement Director until an appropriate fit is made.

Student Declines Placement Offer

We strongly discourage shopping for the “perfect” placement. Agencies depend on our field faculty to send them the most appropriate candidates. Yet we recognize that it may not always be a good fit for various reasons. However, in order to make the best use of everyone’s time and talents, a student can only decline one offer. Even this one decline must be for good reason and discussed with the BSW Field Placement Director.

We ask students to be mindful that agency staff members are very busy and prefer to meet only with students who have a sincere interest in their agency. If you decline an offer from an agency, you must have a second face-to-face meeting with the BSW Field Placement Director before getting a second referral. Failure to secure a placement after a second referral will require a meeting with the BSW Program Director.

Expectations at Field Placement Agencies

Many social work graduates and practicing professionals say that it was the field experience they valued most in their social work education. There are many different settings in which social work is practiced. In all agencies there are opportunities to learn, both from satisfying experiences and challenging ones. You may find yourself placed in an agency that was not your first choice, but ends up being a rich experience. Internships offer you the opportunity to make a good impression on professionals who can choose to help you advance your career.

You may feel very ready for your field placement. You may feel uncertain. All of this is fine. The important part is that, as soon as possible, you must position yourself as a receptive learner in your field agency and in the Integrative Seminar classroom. This
stance of flexibility, engagement, and willingness to learn is the foundation of a positive field education experience.

You will have a Field Instructor who will meet with you in the agency every week for at least an hour for supervision. Your Field Instructor has been approved by the AU BSW Program. Field Instructors complete BSW Field Orientation, and will have demonstrated commitment to social work education and teaching the next generation of social workers. We consider our Field Instructors like faculty – they have a role in teaching professional practice skills to our students.

Each Field Instructor is unique; they have their own styles of instruction and personal expectations. Much depends upon the agency and the type of social work that is practiced. We expect that you will be in a professional agency setting in which ethical values, social work skills, and professionalism are demonstrated and taught.

**What can you expect from your field agency setting?**
- Expect to learn about clients, the agency, and yourself.
- Expect to increase your practice skills, from wherever you are starting.
- Expect to be challenged – a good field placement requires you to go beyond your comfort zone.
- Expect to have at least one supervision conference each week.
- Expect to learn about and utilize community resources.
- Expect to be part of the agency team and to contribute to that team.
- Expect to be valued as a contributor and given the time to learn.
- Expect to put into practice what you have learned from books.

**What does the BSW Program and your agency expect from you?**
- Be professional – dress appropriately, be dependable and prompt, respectful and receptive.
- Bring evidence-informed information from the classroom to the field agency.
- Communicate often and openly with your Field Instructor.
- Be committed to social and economic justice.
- Approach those you serve with compassion and a willingness to help.
- Talk with a BSW Field Education faculty member if you have any concerns.
- Be receptive to feedback from your Field Instructor, others in the agency, and the BSW Field Education faculty.
- Bring “cultural humility” to working with diverse groups, as you learn about various cultures other than your own.
- Complete all required written work for field thoughtfully and on time.

*No homework is to be done at the field agency.*
- Work actively to develop skills and integrate your classroom knowledge in the field agency.
- Grow where you are planted…. be open and receptive to learning.

**FIELD PLACEMENT BEGINS**

**BSW Student Learning Plan**
The use of a Student Learning Plan in Field Placement is built around this model of
learning and accountability in competency-based education. The BSW Student Learning Plan provides structure to your placement experience and minimizes confusion about what it is you are supposed to do. The Student Learning Plan is a tool for students to use to enhance their ability to function within a rational framework of setting goals, deciding strategies and tasks for achieving those goals, taking actions, and then evaluating outcomes. An individualized Student Learning Plan can provide a guideline for an intentional field instruction experience. It can enable the field experience and associated learning to be even more of a joint effort. The Student Learning Plan can help (a) define tasks a student will carry out in the agency, (b) meet learning objectives of the Field Placement experience and (c) provide the student with the structure to make more productive use of Field Placement time. The Learning Plan demonstrates that students are having the opportunity to build skills concurrent with the 2015 EPAS Core Competencies. Over the course of the academic YEAR- NOT SEMESTER, all of the Core Competencies must be covered; usually half in the fall and half in the spring.

In a collaborative field experience, the Field Instructor and the student need to have a shared idea of where they are going to be headed, how they are going to achieve these (learning tasks as spelled out in the Student Learning Plan) and how they will know when they have arrived or achieved the learning objectives (methods of evaluation, tools for monitoring). The BSW Student Learning Plan provides an overarching framework that directs the actions of the student and the interventions of the Field Instructor. Together, over the Field Placement experience, the student and the Field Instructor meet in regularly scheduled sessions to evaluate their progress or problems in trying to achieve the goals. As with any rational method of projecting activities, the Learning Plan and associated tasks are subject to revision. The Learning Plan provides the student and the Field Instructor the opportunity to finalize goals and general learning tasks that the student will engage in during the Field Placement. Successful completion of these tasks will indicate interrelated competency development on each component behavior over the course of the academic year.

Appendix 19 contains the BSW Student Learning plan.

REQUIRED WEEKLY SUPERVISION OF BSW INTERNS

Supervision is a critical part of the field placement. Although guidance and attention from the supervisor is ongoing, the agency Field Instructor minimally provides a one-hour weekly conference with the student. Through supervision, the student and Field Instructor plan, organize, review, and evaluate the field experience. The Field Instructor should also help the student as s/he questions some of her/his attitudes toward the people and systems with whom he/she is working.

Both the Field Instructor and the student are expected to participate actively in the supervisory conference. The student should develop an agenda that is submitted to the supervisor prior to the conference, and should take responsibility of planning of the issues to be discussed in the conference.

Weekly Supervision When the Field Instructor Does Not Have a Social Work Degree

All students in BSW field placement must have at least one hour of supervision each week
by someone that has a BSW or MSW from a CSWE-accredited institution and two years postgraduate experience. Occasionally there is an excellent educational opportunity with an agency that does not have a BSW or MSW staff person available to provide the required supervision. In such cases, BSW Program faculty members assume responsibility for assuring supervision for the student. The BSW Program assures that students in these settings have access to weekly supervision from assigned field faculty or works with agency to identify an external agency supervisor.

**Weekly Supervision Groups by the BSW Program**

Students under agency task supervisors who do not have social work degrees are required to attend weekly group supervision with a field faculty person designated by the BSW Field Placement Director or another faculty member. These supervision groups are held at the same time and day each week and include BSW students in field. The supervision counts toward field hours. The weekly group supervision provides students with opportunities to ask questions, raise concerns, process field experiences, present cases, and participate in other supervision activities as directed by a field faculty designee.

**Weekly Supervision by External Agency Social Workers**

Agencies where the Field Instructor does not have a BSW or MSW degree may enlist a qualified external social worker to provide weekly field supervision and reflection for the student. The external supervisor must have a BSW or MSW degree and a minimum of two years post-graduate practice experience, and must be approved by the BSW Field Director. The BSW Program recommends that the external supervisor and the student set a consistent weekly meeting time.

**PLACEMENT STRUCTURE AND REGULATIONS**

**Concurrent Placement:** Augusta University BSW students are expected to participate in a concurrent Field Placement during the fall and spring semesters during their senior academic year. A concurrent Field Placement requires the student to be in field at least 12.6 hours per week and to begin the concurrent placement at the beginning of an academic term and to finish during the following academic term. *The AU BSW Program does not offer summer field placement experiences.*

**Policy re: Hours in the Placement Setting and Other Time Requirements:**

Students should expect to be in the Field Placement agency during agreed upon schedules so as to complete learning tasks and the required 400 hours over two semesters.

**What counts as Field Placement hours:**

- Time spent in the Field Agency that is specifically related to the tasks identified in the student's Learning Plan.
- Travel time on behalf of the agency (NOT normal commuting to and from Field Placement).
- Time spent in attendance at workshops and seminars that are considered continuing education oriented and are specifically related to the student's Learning Plan and endorsed by the Integrative Seminar Instructor.
- Any other relevant time approved by the Integrative Seminar Instructor/faculty liaison.
What does not count as Field Placement hours:

- Time spent in seminar or completing assignments for seminar.
- Travel time to and from work and travel time to and from field seminars.
- Time spent away from the Field Agency due to illness, holidays, vacations, and non-work related situations.
- Time spent attending pre-placement seminars.
- Time spent on lunch breaks.

Weekly Time Sheets:

Students are to complete weekly time sheets *EACH WEEK- NOT AT THE END OF THE TERM** that details the number of hours spent in the Field Placement setting. These hours are recorded based on direct and indirect client contact, supervision, paperwork, etc. The weekly time sheets are signed by the Field Instructor and submitted to the Integrative Seminar Instructor at the weekly Field Integrative Seminar. (It is advisable for a student to keep personal backup copies of the time reports in case one is misplaced.) Students can expect to be contacted by their Integrative Seminar Instructor if they fail to submit weekly time sheets.

Transporting Clients

Students are not allowed to use their own vehicles to transport clients. Students may use their own vehicles to transport themselves to agency-related activities, but not clients or agency staff. Student interns may ride with an agency employee who is driving a company vehicle if transporting clients as part of the service delivery. These activities must be noted on the student’s Learning Plan.

Agency Site Visits

Integrative Seminar Instructors make at least two agency site visits per term, at midterm and at the end of the semester. Typically, one of these visits is in person and the other may be by phone or Skype. Additional visits are scheduled as needed.

The agency Field Instructor completes the Mid-term Evaluation of Field Placement student and submits a mid-term grade of satisfactory or unsatisfactory to the Integrative Seminar Instructor. The Seminar Instructor reflects information received from the agency site visit and required course assignments. This is a mid-term assessment of Field Placement and the Field Instructor makes plans with the student and Integrative Seminar Instructor as dictated by the mid-term assessment.

Illness/Emergency

Occasional illness or emergencies may cause students to be absent from field placement. Each student is allowed two sick days per semester, but must still inform the Field Instructor of this absence. The BSW Field Placement Director or other Field Placement faculty should be informed of absences of more than two days per semester. Plans for making up extended absences (e.g., prolonged illness) should be discussed with the Field Instructor and/or Field placement faculty.
Agency Holidays and Inclement Weather

Students are entitled to any agency holidays. If the agency holiday does not coincide with a school holiday, then students are entitled eight hours (or student’s usual number of scheduled hours for that particular day of the week) of field credit for the day. Students are not expected to make up for days or hours the agency is closed due to inclement weather or to other events resulting in the agency closing. These missed hours can never result in a student interning fewer hours than the minimum required by CSWE.

Policy on University Holidays, Vacations, and Exam Week

Students are generally excused from field placement on vacation breaks, and during exam week. However, the BSW Program understands that the continuity of service to clients sometimes requires that students carry out all or part of their assigned tasks during these times and/or make arrangements with their Field Instructors for any necessary coverage required. It is important to discuss expectations about Field Placement hours early on in the placement, especially if there is the possibility that your field responsibilities will require your participation at the Field Placement agency during Winter break, Spring break, and other University holidays not shared by the agency.

Attendance at University-Sponsored Programs

Students are allowed to attend special programs sponsored by Augusta University. Such programs may include workshops, career/volunteer fairs, and the annual Social Work Graduate School Fair. There are also some University-sponsored events that students are encouraged to attend. The student should notify the field agencies in advance of such programs. Students can be given field hour credits for University-sponsored programs identified by the BSW Field Director as relevant to professional development.

Trainings, Workshops, and Conferences

Any assignment or activity that is required or requested by the field agency counts toward field hours. This could include research to orient to the agency, outside reading to add to the student’s skills, research done for the agency, meeting attendance, conferences, workshops, trainings, etc. Students should be given field hour credits for training, workshops, conferences, board meetings, and any work, assignments, or activities approved by the agency Field Instructor.

Monetary Compensation for BSW Field Placement

Provision for monetary compensation to students must be arranged under separate agreement between the student and the agency. The agency must stipulate that any such agreement between itself and the student will comply with state and federal laws, including the Fair Labor Standards Act, if such act is applicable to the agency. These cases are treated as paid field placements and must still meet all guideline, policies, and procedures of unpaid placement. Even when they agency provides compensation or stipend, it must still be a learning environment for the student.

Employment Based BSW Field Placement
The AU BSW Program recognizes that the personal economic situation of some students makes it necessary for them to explore field placement opportunities in their agencies of employment. We recognize that professional activity and learning are not inconsistent, but there is a difference in emphasis between the goals of educational development and those of a job description. The focus of the field placement must be on the student’s learning. In accordance with CSWE policy, field credit cannot be given for any past work experience.

CSWE requires that an employment-based field placement must meet certain guidelines. Within these guidelines is the requirement of clear differentiation between the current job responsibilities and the proposed educational work to be completed as field placement. The hours can be within the regular 40 hours week, but must be different from work assigned as one’s job. Also, the hours used for field placement must be under a supervisor different from one’s supervisor for employment.

The agency of employment can be used as a placement setting when the following conditions are met:

- When the agency has available either different units or distinctly different learning opportunities that will provide the student with professional learning experiences different from areas covered with their routine job duties. Thus the student will be taken out of her/his current job description activities for the number of required hours per week that constitutes the field placement, to ensure that specific BSW Core Competencies and practice behaviors can be achieved.

- When the agency has available a qualified supervisor who can serve as the Field Instructor and who is a different person from the student’s job supervisor. This is to ensure, in part, that the BSW is free to focus on educational aspects of the placement rather than workload issues. The agency and the Field Instructor are expected to provide professional supervision.

- When the agency and the BSW Program can agree that the assignments given to a paid placement student are consistent with the educational objectives of the department, and that the assignments (client caseload, administrative duties, etc.) are designed and planned to enhance the student’s professional development. This may mean lighter caseloads, planned and varied assignments for educational purposes, and additional hours above the normal workweek to achieve placement requirements.

**Students’ Eligibility for Internship at Place of Employment**

All students employed by an agency meeting the criteria outlined above are eligible to request an employment-based field placement. Agencies must meet the AU BSW Program standards and procedures for the selection and appointment of field agencies and Field Instructors. If the agency is not already an approved field agency, the process for gaining such approval should begin with the student notifying the BSW Field Director. Field credit will not be given until an agency meets department approval.

**Procedure for Initiating a Request for a Placement in the Place of Employment**

Below are the steps for developing a field placement in the place of employment.
• The student initiates the process by discussing with the BSW Field Placement Director the wish to have an employment-based placement in writing.

• The BSW Field Placement Director reviews the request and notifies the student within one week as to whether the placement is acceptable. Any adjustment in the request may be included in this notification.

• The student must obtain documented approval for this arrangement by all relevant agency personnel, including the agency administrator, the student’s immediate employment supervisor, and the proposed Field Instructor. This would include a signed MOU between the agency’s executive director and Augusta University with an addendum for the Department of Social Sciences.

• The BSW Field Placement Director may make a visit to the agency to review the placement plans in relation to the department’s objectives.

• If internship in an employing agency is found to be unacceptable, the student must coordinate with the BSW Field Director to find another placement.

• If the arrangement is approved, the situation must be monitored to assure adherence to the guidelines for employment-based field internships. Deviations from these guidelines may result in the student’s placement being terminated.

Early Completion of Internship
Students are responsible for keeping up with their field hours and must have them verified by the agency Field Instructor. Students have until the last day of the exam period each semester to complete the required hours. Students may complete hours prior to this time, but not before all Integrative Seminar assignments are completed.

Transportation to Field Agencies
Transportation to and from the agency and/or community setting is the responsibility of the student. The Augusta area does not have extensive public transportation and it is not advisable to rely solely on public transportation to get to and from the placement agency. While there are some agencies on the bus line, they are limited in number.

Home Visits and General Safety
As part of professional social work education, students may have assignments that involve some risks, depending on location, clients served, etc. Home visits may be an occasional or routine responsibility of a student’s field placement, or indicated in a variety of situations. Sound choices and caution may lower risks inherent to the profession. The Field Instructor must assure that the student is oriented to agency guidelines and procedures for risk reduction and personal safety, as well as agency emergency procedures. In certain circumstances students may need additional support and security. The BSW Field Placement Director or other Field Placement faculty should be consulted by the student or Field Instructor if safety is a concern. All personal safety incidents, (e.g., an accident which
may have resulted in an injury or a case of sexual harassment or stalking) must be reported immediately to the BSW Field Placement Director by either the student or the Field Instructor.

**Transporting Clients: Personal Liability Coverage**

Students should be aware that the transporting of clients is a responsibility that is attempted to be assigned to interns by some field internship sites. That said, students are **NOT PERMITTED** to transport clients in EITHER agency vehicles or their personal vehicles.

**BSW Field Placement Liability Insurance**

All students will have intern liability insurance as provided through a group policy through the AU BSW Program in the amount of $1,000,000/$3,000,000 (individual/aggregate claim). Insurance is paid through student fees and is required for each semester the student participates in field placement.

**Background Checks**

It is the student’s responsibility to determine if the agency will require a background check and to request it in a timely manner. It can take up to two weeks for background checks to return.

Some agencies require background checks before students can be placed in the agency. Typically this is true of all hospitals, schools, clinics, mental health facilities, and many government agencies. See the BSW Field Placement Director if you are asked to provide a background check. The current cost of background check generally around $25.00 (cost subject to change). Students who are required to have background checks are responsible for this fee. All information from the background check is treated with strict confidentiality.

**Electronic Devices in the Field Placement Site**

Emailing, texting, social networking, cell phone use and any other use of electronic devices, including computers, for non-field related reasons is unprofessional and not permitted. Inappropriate use of electronic devices at the field site can result in removal from the field placement. If it is a practice of your field site to use email to communicate with clients, you should only use the email address that was assigned to you by your field site. All emails and texts whether to clients or other professionals should be communicated professionally and in a manner that maintains the client’s confidentiality. You should not use or give your personal email or phone number to your clients.

**Social Media**

The BSW Program recognizes the everyday uses of social media. It can be a great tool for staying connected and informed however it is important to use it professionally. Confidentiality in the field extends to Facebook, Twitter, Snapchat, Instagram and other forms of social media. It is an ethical violation to share information about your work with clients, including pictures, or confidential information about your field site on social media sites unless it is part of your role at your field site and all of the necessary release of
information forms have been signed. When referring to the BSW Program, your field site, clients, colleagues, classmates or client populations, you should use respectful, professional language without misrepresenting or misleading information. In addition, it is important that you represent yourself accurately and identify yourself as a student/intern.

When using social media, it is important to maintain good professional boundaries. You should not “friend” your current or former clients. If you receive a “friend” request from a client, you will need to have conversation with your client to inform them on why you cannot “friend” and the importance of maintaining appropriate boundaries.

**Your Web Presence**

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

**Other Agency Requirements**

All requirements of agencies should be discussed during the placement interview. Be sure to ask about this. Some agencies may require a medical physical exam, immunizations, TB testing, drug screening, or other similar procedures. The agency may refuse to accept any student who does not complete these requirements. They may also refuse to accept a student who does not meet their standards in these tests and assessments. Some agencies may also request driver’s license check and proof of personal automobile insurance. Any fees associated with such tests and assessments are the responsibility of the students. The BSW Program does not partner with agencies that have requirements that violate the anti-discrimination policy of Augusta University.

**Student Behavior Expectations at Field Placement**

- Students will approach field experience with various levels of intellectual ability and personal maturity. Each student should be given increasing responsibility and be encouraged by the agency supervisor to work independently as the semester progresses.

- Students should be engaged in agency service provision. Their experiences may include assessments, formulation of goals, assisting clients in following through with goals, or other tasks appropriate to the agency setting. These may include writing social histories, assisting individuals and families to utilize community resources, intervening in interpersonal relationships when problems arise, organizing and conducting groups, participating in community organizing strategies and policy advocacy, and conducting research.

- Each student must to adhere to agency regulations and schedules. This includes recordkeeping, attending staff meetings, and completing agency forms or other expectations as set by agency Field Instructor. Students should also be encouraged by the Field Instructor to attend conferences, workshops, and professional/coalition
The NASW Code of Ethics and AU BSW Field Placement

Professional ethics are at the core of social work practice. The NASW Code of Ethics sets forth the values, principles, and standards to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. This includes the AU BSW Field Placement.

The NASW Code of Ethics serves six purposes:

1. It identifies core values on which social work’s mission is based.
2. It summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide practice.
3. It is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. It provides ethical standards to which the general public can hold the social work profession accountable.
5. It socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
6. It articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code of Ethics can be seen at: 

Although all elements of the NASW Code of Ethics are important and should be followed by those in the profession, two are covered below in terms of field placement. These two elements concern impairment and discrimination.

NASW Code of Ethics: Section 4.05, Impairment

Students are admitted to field practice at the discretion of the AU BSW Program. If a student experiences or appears to be experiencing impairment as defined in the NASW Code of Ethics Section 4.05, the social work faculty has an obligation to take action to safeguard students, practitioners, and clients. Therefore, The BSW Program Director, in consultation with the Field Director may deny a student’s admission into field practice or may suspend or terminate the field placement for reasons of student impairment. The BSW Program may also require the student to provide professional documentation of readiness for field practice before being admitted to field or continuing in field.
Similarly, if a social work student believes that he/she or another student is experiencing impairment as defined under Section 4.05, then the student has an obligation to share this information with a social work faculty member.

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

**NASW Code of Ethics: Section 4.02, Discrimination**

Students in field placement should adhere strongly to the AU BSW Program’s nondiscrimination policy and NASW Code of Ethics Section 4.02. The ability to work effectively with diverse populations is essential to success in the program and in the professional field of social work. A student who states an unwillingness to work with clients, colleagues, or student peers based on race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability may be denied entry to field placement.

*Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.*

**PERFORMANCE PROBLEMS IN BSW FIELD PLACEMENT**

It is not uncommon for students to experience difficulties in carrying out the responsibilities and assignments related to their BSW Field Placement. A certain amount of problems, anxiety and stress is normal and expected when students are sufficiently challenged and stretched in their personal and professional growth. This will happen because it is common for students to encounter a certain number of human needs and problems, which activate their own personal struggles. Other situations will demand skills and intervention responses, which make them uncomfortable or create internal conflicts. Still other situations will require knowledge and skills, which are not yet a part of the students’ abilities or capacities. With support and guidance, students weather these situations and become more self-aware, knowledgeable, and skilled in social work practice.

On occasion, the problems and challenges for students in Field Placements are significant enough that they pose a risk to the student's ability to meet obligations to clients, a risk to the agency's reputation, and/or a risk to the health of the student.

Examples include students with health problems, acute and/or chronic, too many demands on time (family, employment, school work, etc.), financial difficulties, and car problems.
In these situations, the Field Instructor, together with the Integrative Seminar Instructor, has a responsibility to intervene in order to address the particular issue. If the issue is identified early and can be dealt with by planning, flexibility, and accommodations, hopefully the student can adequately cope to the extent that they are able to meet the obligations of clients and perform at an expected level of performance. It might take an extra effort on everyone's part, but the student is able to remain in placement with the appropriate changes.

Sometimes the problems are such that accommodations and flexibility will not adequately address the problem. Perhaps the student demonstrates a serious skill deficiency or is experiencing personal problems to a degree that she/he is not able to satisfactorily carry out their field assignments. It may involve an unwillingness to comply with agency policy or an ethical violation. In these cases, the student placement may be terminated at the request of the agency, the Integrative Seminar Instructor, or student. Additionally, if the "drop deadline" is not passed and the student withdraws from the course due to reasons just described, the student will need to reapply in order to enroll in a BSW Field Placement. When and under what conditions the student may apply and be readmitted to field will be based upon the findings and recommendations of the BSW Program Advisory Board. These recommendations will have been shared in writing with the student. There are usually several concerns in these situations. Field Instructors need to protect the client's rights to adequate treatment/service. The educational and sometimes personal needs of the student need to be addressed. The gatekeeping function for the profession is also a concern. These are considered while keeping adequate service to the client as the highest priority.

If problems occur, the following is helpful:

1. Discuss the situation with your Field Instructor.

2. If your Field Instructor is not helpful, schedule an appointment with your Integrative Seminar Instructor to discuss the situation.

3. Integrative Seminar Instructor may meet with Field Instructor and student at the Field Placement for resolution to the problem.

4. The Integrative Seminar Instructor will intervene, if necessary and as agreed with the student and/or the Director of the BSW Program.

5. Student may be transferred to another agency only as a last resort. No more than one switch to an alternative agency during a semester will be permitted.

6. If a student is asked to terminate the agency due to negative situations or problems caused by the student - then the student will locate another agency to be contacted by the Field Placement Director This will not be the Integrative Seminar Instructor's responsibility.

Ideally, the problems will not occur, however, if difficulties do arise, be assertive and discuss them with your Field Instructor and Field Seminar Instructor. Feel free to consult with the Field Placement Director at any time. Please call to schedule an appointment.
EVALUATION OF STUDENTS IN BSW FIELD PLACEMENT

- Students are primarily evaluated by the degree to which he or she successfully completed the BSW Student Learning Plan.
- Field Instructor completes and reviews the Final Evaluation with the student and submits to the Field Instructor. Original document to be kept in student file.
- Integrative Seminar Instructor makes a site visit where the Final Evaluation will be finalized with the Field Instructor and the student. Original, signed Final Evaluation to be kept in the student’s file.
- Students are to complete the Field Placement Site Student Evaluation.
- Students are to complete course instructor evaluations of the Field Instructor teaching the Field Placement Integrative Seminar.
- Integrative Seminar Instructor is to submit student final grade that reflects information received from the Field Instructor.

The evaluation process is a critical part of the field instruction program. In order to guide this process, the BSW Program has identified for evaluation the 31 Component behaviors (CBs) of the 9 2015 EPAS Interrelated Competencies, consistent with the knowledge, skills, and values for beginning level generalist practice. These are represented in the BSW Student Learning Plan and BSW Student Evaluation (Appendix 19 and 20).

The evaluation process is on-going and occurs throughout the semester. In addition this regular process, the AU BSW Program requests that a formal, evaluation occur twice each semester the student is in Field Placement. These formal evaluations are completed in writing at approximately mid-semester by the Integrative Seminar Instructor after a site visit (Mid-term Evaluation of Field Placement Student) and the comprehensive evaluation at the end of the semester by the Field Instructor in consultation with the Integrative Seminar Instructor (Final Evaluation).

In Field Instructor training, Field Instructors are taught the requirements of the BSW Student Field Placement Evaluation (Appendix 20). The evaluation is to be discussed with the student prior to the signature by that student and the Field Instructor. The student designates if she/he agrees that the evaluation is a fair and just appraisal of that student’s skills and abilities. Field Instructors and students are encouraged to write comments on this evaluation form. If a student disagrees with the written evaluation of the Field Instructor, the student may request a conference with him or her prior to the completion of the final evaluation. Should the student remain dissatisfied with the evaluation, a request for review should be made to their Integrative Seminar Instructor.

If the student ultimately disagrees with the appraisal, the student is to attach a written explanation for the disagreement that will remain part of the student file. Given the information from the site visits, observations, course assignments and final evaluation from the Field Instructor, the Integrative Seminar Instructor assigns the final grade for the course per the course syllabus.
The original evaluation will be kept in the student's academic file, which is open to the student and social work faculty. It will not be shared with those requesting references unless the student has provided the BSW Program with written permission to do so.

Evaluation tips for Field Instructors
The following are suggestions for successfully handling the evaluation process.

When the evaluation form has been prepared, the student should be given a copy and should also sign it. The way this sharing process is handled can affect the student’s response to the evaluation. Some guidelines for the process are:

1. Hand the evaluation to the student personally and be available to answer questions and deal with the student’s reactions to the evaluation.
2. The evaluation conference should be held in a place where privacy and quiet are assured. Interruptions should be avoided and the student should feel that she/he has the Field Instructor’s undivided attention.
3. Try to avoid scheduling the conference at the end of the day and allow a full hour or more.
4. Elicit the student’s response after she/he has read the evaluation to check understanding, agreement, disagreement, and feelings, giving examples as needed.
5. Encourage student involvement during agency treatment planning meetings and agency conferences.
6. Be open to making changes in the evaluation based on the discussion with the student when there is mutual agreement to make a change.

A note on gatekeeping to Field Instructors

From an ethical point of view, it is the trusting clients and innocent students who suffer most from an inadequate, incomplete, or superficial field placement evaluation. In order to assure that we provide adequate social workers to the community, each student must be subjected to an honest appraisal of their ability to function with clients, co-workers, and peers.

A Field Instructor acts as one of the gatekeepers for the social work profession. You may have seen many students and many professional social workers. You know, first hand, that inadequate social work practice can injure clients, produce negative feelings about the agency in the community and have a damaging impact on other professionals. You know, too, that most students in our department have sufficient academic ability to pass their courses and most do pass. It is in the field placement that learning is turned into practice.

It is in the field that students who will become competent social workers can be most easily differentiated from those who will not; and it is the responsibility of the Field Instructor to make the differentiation. If you do not perform this task objectively and conscientiously, you are failing in your duty to our clients, our community, and our profession. On the other hand, you must understand the impact of a negative evaluation upon the student. You have taught the student. You have formed a relationship with the student. You may personally like the student very much. As a social worker, you are trained to be non-judgmental. You spend your working life trying to be helpful, trying to be positive, giving the benefit of the doubt whenever possible, being very careful to accept people for what they are and avoid imposing your own values on them.
Yet now you are in a position where you are required to make a judgment. You are required to impose professional standards and values—which are your own values—upon the student and may write that, in your opinion, the student has failed to meet these standards. It is not surprising that many Field Instructors shrink from doing this. You agonize over the decision. You defend your student in your mind by telling yourself that it might have been different with another instructor in another setting. Then you think about the student's future clients who will inevitably be hurt if the student is allowed to continue.

There is also the matter of the Field Instructor's responsibility as a teacher. Teachers of adults are only responsible for teaching; they are not also responsible for ensuring that the student learns. Nevertheless, if the student fails to learn, there is always a nagging doubt in your mind. Perhaps the material could have been presented differently. Perhaps there could have been more or different feedback, a different client, a different project.

Even when you, the Field Instructor, know that you have done all you could for the student, there may still be a lingering temptation to blame yourself anyway, to let the student pass the placement in the hope that additional experience will bring improvement.

The whole evaluation is a matter of balance. You should note the student's negative qualities, and you should note the student's positive qualities.

This brings up a problem in the evaluation system—subjectivity is necessarily present in the whole affair. You will have records to support your opinion of student performance in various areas but nevertheless it is an opinion. Some of you have standards that are higher than others; some agency requirements are more stringent than others.

Thus, the evaluation may seem inherently unfair. The question of making allowances for the skills and backgrounds of different students is always a difficult one for the Field Instructor. A field placement assessment is supposed to reflect the actual level of skills attained, not the number of problems the student solved in order to get there. Nevertheless, the problem-solving process in itself says something about the student. A student who has had to overcome her own prejudices in order to attain a certain skill level has learned more than one who has not; moreover, she has demonstrated self awareness, self control, and an ability to use herself for the client's benefit.

All other things being equal, a student who has struggled to achieve will probably be given a slightly higher assessment rating than another student who has reached the same skill level without a struggle. If this does not seem fair, remember that you will be looking for two things: evidence that learning has taken place; and evidence that the student has the ability to learn. Remember, a student who is outstanding in the classroom is not necessarily outstanding in the field.

The primary purpose of a Mid-Semester Evaluation is to assess the student's achievements to date in order to properly focus and direct future growth. A major task after the evaluation may be to revise the learning outcomes, paring down or supplementing some learning outcomes, and adding or eliminating others. The Field Instructor will act as the recorder for the Mid-Semester Evaluation and will make notes on the form as the student and instructor discuss progress toward meeting the learning outcomes. We will use the meeting as a time to summarize and to plan for the remainder of the semester.

Areas for concern include, but are not limited to:

- inadequate oral communication skills
- inadequate interpersonal relationship and/or helping skills
- inadequate written communication skills
- lack of adherence to social work values and the NASW Code of Ethics
- personal values that consistently interfere with upholding the values of the profession
• lack of respect toward clients related to issues of race, ethnicity, gender, sexual orientation, class, age, disability, religion, etc.
• sexual/romantic involvement with clients
• confidentiality violations
• mental/emotional instability
• unresolved personal issues which impair performance in the classroom or in the field
• possible drug/alcohol addiction
• criminal conviction
• lying, cheating, or plagiarizing in coursework or field work
• inadequate performance of assigned field activities
• display of behaviors which undermine the work or morale of faculty, students, or field personnel
• excessive absenteeism
• persistent inability to meet deadline dates on assignments and projects.

Field instructors who experience difficulty in any of the above situations (or others which cause concern but are not listed above) with students should consult with the BSW Field Director to determine an appropriate action.

The Final Evaluation assesses achievements during the entire semester, highlighting major growth areas and areas for ongoing attention after placement ends.

**Termination from Field Placement**

A student who does not meet the ethical and academic standards of the BSW Program may be terminated from field placement. The Director of Field Education has the authority to take immediate corrective action in the Field Placement area with regard to student conduct and performance. Generally, grounds for dismissal fall into three main areas:

1. Violation of the University Academic Integrity Policy: The BSW Program follows the University guidelines for all students suspected of violating the university academic integrity policy. The BSW Program reserves the right to impose additional sanctions according to the BSW Conduct Code, based on the outcome of the academic integrity process.

2. Low grade average: Continuation in the program requires a demonstration of academic ability. A student must maintain a 2.5 GPA in all coursework and must pass required social work courses with a 2.5 or higher.

3. Student Misconduct: Failure to abide by the standards required of the Augusta University students.

The faculty of each course has the responsibility for determining if the student has met the course requirements. The student in jeopardy of possible dismissal is counseled by the individual instructor, the Field Instructor, to apprise the student of his/her deficiencies and rights. The student may be issued a written warning statement at this time. A copy of this warning will be given to the student and placed in the student’s file. Specific remediation guidelines for avoiding dismissal will be established between the student and the Field Instructor. Identified behaviors will be achieved within a specified
timeframe.

In the case that the student is deemed in violation of the NASW Code of Ethics, termination may occur. The criteria are outlined below.

4. **BSW Conduct Code**: Integrity is a basic characteristic required of students in the Social Work Program. Although it is not possible to provide an exhaustive list of all types of violations that may result in probation or termination, the following are some examples:
   a. Misrepresenting or misstating events surrounding an incident involving professional conduct.
   b. Poor or improper professional conduct during Field Placement or service learning assignments.
   a. Being under the influence of alcohol and/or other controlled substances during classes or in Field Placement.
   b. Unprofessional involvement with a client or any staff while engaged in Field Placement activities.
   c. Breach of professional confidentiality.
   d. Derogatory comments and/or behavior towards a client.
   e. Displaying prejudicial behavior and/or attitudes toward a client of a different class, race, age, religious and/or sexual orientation.
   f. Violation of the NASW Code of Ethics.
   g. Insubordination.
   h. Stealing.
   i. Inappropriate professional attitude/disposition.

**Grades for BSW Field Placement**

Social Work 4701 and 4702 are graded on a pass/fail basis. The grade is the responsibility of, and recorded by, the Integrative Seminar Instructor. The Field Instructor will have the greatest opportunity to observe student performance in the agency; therefore, the Field Instructor’s written recommendation and advice will be a primary factor in determining the final grade. **An Incomplete will only be given in medical reasons and must be cleared prior to the end of the next semester by the Integrative Seminar Instructor.** The Integrative Seminar Instructor may lower a grade based on incomplete or consistently late journals and timesheets submitted to the Integrative Seminar Instructor. The original copy of the student evaluation will be maintained by the BSW Program office, and only the grade is recorded in the Office of the Registrar.

Students who receive a “Fail” by midterm of the semester will be asked to have a conference with the Field Placement Director and BSW Program Director.

**No credit will be granted until the minimum of 200 hours for the semester is complete and signed by student’s Field Instructor.**
TERMINATION FROM THE BSW PROGRAM

A student who does not meet the ethical and academic standards of the AU BSW Program may be terminated from the program. The Director of Field Placement has the authority to take immediate corrective action in the Field Placement area with regard to student conduct and performance. In the case that the student is deemed in violation of the NASW Code of Ethics, termination may occur. The criteria are outlined below.

5. BSW Conduct Code: Integrity is a basic characteristic required of students in the BSW Program. Although it is not possible to provide an exhaustive list of all types of violations that may result in probation or termination, the following are some examples:
   a. Misrepresenting or misstating events surrounding an incident involving professional conduct.
   b. Poor or improper professional conduct during Field Placement or service learning assignments.
   a. Being under the influence of alcohol and/or other controlled substances during classes or in Field Placement.
   b. Unprofessional involvement with a client or any staff while engaged in Field Placement activities.
   c. Breach of professional confidentiality.
   d. Derogatory comments and/or behavior towards a client.
   e. Displaying prejudicial behavior and/or attitudes toward a client of a different class, race, age, religious and/or sexual orientation.
   f. Violation of the NASW Code of Ethics.
   g. Insubordination.
   h. Stealing.
   i. Inappropriate professional attitude/disposition.

6. Violation of the University Academic Integrity Policy: The BSW Program follows the University guidelines for all students suspected of violating the university academic integrity policy. The BSW Program reserves the right to impose additional sanctions according to the BSW Conduct Code, based on the outcome of the academic integrity process.

7. Low grade average: Continuation in the program requires a demonstration of academic ability. A student must maintain a 2.5 GPA in all coursework and must pass required social work courses with a 2.5 or higher.

8. Student Misconduct: Failure to abide by the standards required of the Augusta University students.

The faculty of each course has the responsibility for determining if the student has met the course requirements. The student in jeopardy of possible dismissal is counseled by the individual instructor, the Field Instructor, to apprise the student of his/her deficiencies and rights. The student may be issued a written warning statement at this time. A copy of this
warning will be given to the student and placed in the student’s file. Specific remediation guidelines for avoiding dismissal will be established between the student and the Field Instructor. Identified behaviors will be achieved within a specified timeframe.

Grievance Procedures for Augusta University Students

Most problems encountered by students can be resolved through communication between the student and faculty member and/or administrator. If a matter arises that cannot be resolved to the student’s satisfaction within the department, the student may follow Augusta University Grievance Procedures, which are found at: https://www.augusta.edu/compliance/policyinfo/policy/student-academic-grievance.pdf

POLICIES AND PROCEDURES RELATED TO NEW FIELD AGENCIES

Selecting Field Placement Agencies

The selection of Field Placement Agencies is an important part of BSW Program’s curriculum development. The Field Placement Director, with oversight of the BSW Program Director and the BSW Advisory Board maintains responsibility for determining an agency's suitability for serving as a training site for providing field instruction.

Process for Selection of Field Placement Agencies

Potential Field Placement agencies are required to review and complete a Social Work Placement Memorandum of Understanding Agreement with the Augusta University BSW Program. The Agreement requires prospective placement agencies to endorse a set of criteria in relation to the agency and in relation to the educational nature of the placement. These agreements are signed by the executive director of the agency and often legal department at Augusta University. It is a very important document so this process needs to be initiated immediately by the student. The Field Placement Director is responsible for assessing the agency's compatibility with selection criteria and for recommending approval or disapproval to the BSW Program Director and the BSW Program Advisory Board. Following receipt of the completed Agreement, a site visit is scheduled with an agency executive or her/his designee to discuss the agency's readiness to provide a Field Placement experience for BSW students.

Criteria for Selection of Field Instruction Agencies

- The agency must provide a sanctioned human service.
- The agency must provide an opportunity for students to gain generalist social work practice experience in working with individuals, groups, families, organizations, and communities. Students need to be able to demonstrate competencies in all areas of their learning objectives, including policy and research. Students should be allowed to assume responsibility for the clients they are serving.
- The agency must provide an opportunity for students to utilize the network of human services, which are available in the community.
- The agency must provide an opportunity for students to gain social work practice experience with persons from diverse racial, ethnic, and cultural heritages.
- The agency must be willing to provide resources to students including
supervision that is one-to-one for a minimum of 1 to 2 hours per week and available for consultation throughout the week; office space, telephone, support services and other resources necessary for students to perform as professionals.

- The agency must be willing to permit the Field Instructor to: (a) interview prospective social work interns to determine compatibility between field agency, Field Instructor and student, (b) participate with the student in developing a Learning Plan and (c) collaborate with faculty from the BSW Program to evaluate learning strategies that will support student learning during Field Placement.
- The agency must be willing to provide Field Instructors who have a social work degree with the time and other resources necessary to supervise students and to attend training seminars sponsored by Augusta University.
- The administration of the agency must be supportive of students completing a Field Placement experience in the agency setting, recognizing that the Field Placement experience is an educational experience and not employment.
- The agency must adhere to social work values and ethics.
- The agency must be willing to follow the procedures outlined in the AU BSW Field Placement Manual.

POLICIES AND PROCEDURES RELATED TO FIELD INSTRUCTORS

Criteria for Selection of Field Instructors

The role of Field Instructors in the Field Placement is fundamental to the socialization and training of social work students. In accordance with standards developed by the Council on Social Work Education and endorsed by the faculty of the Augusta University BSW Program, approved Field Instructors must meet certain minimum standards. Following a request to be a Field Instructor, a site visit is conducted with the Field Instructor to discuss the Field Instructor's readiness to accept a student.

- The BSW Program requires that Field Instructors hold a CSWE-accredited baccalaureate or master’s social work degree and have 2 years post social work degree practice experience in social work. If not immediately available to the Field Placement student, a task Field Instructor who holds a human services-related degree may provide supervision of students if another agency employee with CSWE-approved credentials is available to the student to provide social work perspective. In rare circumstances if neither is available within the agency, the Augusta University Social Work Program may provide social work faculty supervision in addition to the task Field Instructor for the Field Placement student to gain social work perspective. This would be determined by the Field Placement Director.
- The Augusta University BSW Program requires that Field Instructors possess the interest, motivation, and commitment to provide intensive supervision of students.
- Field Instructors must be willing to provide the necessary time to supervise students and assure an educational focus to their learning. This means weekly scheduling of one-to-one sessions for a minimum of 1 to 2 hours per week; it means being available to consult with students during the week.
- Field Instructors new to the Augusta University BSW Program must participate in field instruction orientation seminars and workshops designed by the Augusta University Social Work Program. Field Instructors who have completed the required training are encouraged to attend other training sessions throughout the
Field Instructors must be willing to assist students in developing Learning Plans and in completing evaluations of performance. Field Instructors must feel comfortable collaborating with Augusta University faculty in designing learning strategies suited to student learning needs.

FIELD INSTRUCTOR ORIENTATION AND TRAINING

Field Instructors, approved by the BSW Program are provided with annual training opportunities.

Training sessions will focus on issues specific to Field Instructors' work with students. These training sessions are to involve topics such as: orientation to Augusta University Social Work Field Instruction, supervision, working with the 2015 EPAS 9 Social Work Competencies and 31 component behaviors, creating Learning Plans, and use and integration of research projects. Generally, these sessions will be interactive and include BSW Program Faculty.

Field Instructors who are new to Augusta University Social Work Program are expected to attend field training sessions. In accordance with Council on Social Work Education Guidelines and with the BSW’s Program's efforts to maintain quality field experiences, all Field Instructors are expected to attend ongoing training sessions offered by the faculty.

Memorandum of Understanding (MOU)

Field agencies must complete a Memorandum of Understanding (MOU) with the department and University before being able to engage in field internships. Our Director of Field Placement handles this procedure. If you need an MOA, please contact Ms. Pat Henderson in the Department of Social Sciences at phender2@augusta.edu.

Evaluating Field Setting Effectiveness

At the end of the BSW Field Placement experience, students are expected to complete the Field Placement Site Student Evaluation Form (Appendix 20) to be submitted to the Integrative Seminar Instructor. These forms are then kept in the agency files so that future prospective students may review an agency’s effectiveness in determining their placement preferences.

If any concerns are noted by the Integrative Seminar Instructor during a mid-term or final site visit, or are brought to their attention by a student at any time during the Field Placement experience, the Field Placement Director is responsible for discussing these items with the other faculty and the Advisory Board and for determining if the agency should continue as a placement setting.

Student Evaluations of the Integrative Seminar Instructor

Students are to complete the Faculty and Course Evaluation form at the last meeting of the Field Placement Integrative Seminar. Students are also expected to offer verbal constructive evaluation and comment related to their field experience, particularly in terms of their agency Field Instructor, and also address any strengths or weaknesses of the Field Instructor in the Field Placement Site Student Feedback Form (Appendix 16).
APPENDIX #1
Augusta University
BSW Field Placement Application

Date: ________________________  *GPA: 

*Name: 
______________________________________________________________________________

*Address: 
______________________________________________________________________________

*Phone (cell & other if applicable): 
______________________________________________________________________________

*Email (school): 
______________________________________________________________________________

*(personal): 
______________________________________________________________________________

*Skills/certifications relevant to Field Placement (foreign language, computer skills, CPR, self-defense):
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

*Geographic preference for agency: 
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

*Is transportation an issue that needs to be planned around? ________, If so, what are the parameters that need to be considered in matching you with a field agency?
*Do you have special considerations that need to be made in matching you with a field agency? (to accommodate a 504 plan, ADA, etc.):

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Do you have a criminal history, felony convictions, and/or pending court involvement? This would include anything other than misdemeanor traffic violations. Please explain. This does not generally preclude you from participating in a field placement, but it may rule out a few agencies. We would only want to refer students to agencies that are agreeable to taking students who have had prior experience with the legal system.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Have you been the recipient of any employment disciplinary actions in the last 2 years? ______
If so, please explain the circumstances of this action or actions.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Have you been caught for violating the academic honesty or disciplinary policies for the school?
If so, when, for what department, and what were the accusations?

Are you an international student? If so, what is your Visa status F-1 or J-1?

Is there anything else that would be helpful for us to know in matching you with a field agency?

Please indicate what the top three populations are that you would like to work with by placing the numbers one through three in order of preference.

<table>
<thead>
<tr>
<th>*Populations</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Children</td>
<td>___ Physically Disabled</td>
<td>___ LGBTQ</td>
</tr>
<tr>
<td>___ Adolescents</td>
<td>___ Developmentally Disabled</td>
<td>___ African-American</td>
</tr>
<tr>
<td>___ Adults</td>
<td>___ Domestic Violence</td>
<td>___ Hispanic/Latino</td>
</tr>
<tr>
<td>___ Elderly</td>
<td>___ Survivors</td>
<td>___ Groups</td>
</tr>
<tr>
<td>___ Families</td>
<td>___ Abused or neglected children</td>
<td>___ Other</td>
</tr>
<tr>
<td>___ Veterans</td>
<td>___ Low income</td>
<td></td>
</tr>
<tr>
<td>___ Terminally Ill</td>
<td>___ Rural</td>
<td></td>
</tr>
<tr>
<td>___ College Students</td>
<td>___ Urban</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*Settings</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Aging/Alzheimer’s case</td>
<td>___ Nursing/Personal Care Home</td>
<td></td>
</tr>
<tr>
<td>___ Corrections/Criminal Justice/Public Defender</td>
<td>___ Private Non-Profit</td>
<td></td>
</tr>
<tr>
<td>___ Crisis Intervention</td>
<td>___ Public Agency (DFCS, DJJ, APS, HD,)</td>
<td></td>
</tr>
<tr>
<td>___ Juvenile Court (CASA, CAC)</td>
<td>___ School System</td>
<td></td>
</tr>
<tr>
<td>___ Family Service Agency</td>
<td>___ Substance Abuse/Recovery</td>
<td></td>
</tr>
<tr>
<td>___ Health Care/Hospital/Hospice</td>
<td>___ Other</td>
<td></td>
</tr>
<tr>
<td>___ Mental Health</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*Problems</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Abuse and Neglect</td>
<td>___ Developmental Disabilities</td>
<td></td>
</tr>
<tr>
<td>___ Adoption and Foster Care</td>
<td>___ Poverty/Indigent/Homelessness</td>
<td></td>
</tr>
</tbody>
</table>
*Please attach an up-to-date resume.

“By signing this form I certify that all information contained herein is accurate and complete to the best of my knowledge. So that my educational needs can best be met, I consent to the sharing of all information contained in my educational record, including that which is disclosed on this application, to be shared with potential or actual field instructors/task managers. This consent includes records and documents that would otherwise be protected under FERPA and applies to information currently in my educational record, as well as information that will be added during my tenure in the social work program.
I am voluntarily consenting to waive my FERPA rights. I also understand that I have the right to revoke this waiver and any actions that occur after this revocation will need to comply with FERPA.”

Source: Social Work Field Directors (pp. 88 – 89)
APPENDIX #2
AUTHORIZATION FOR RELEASE OF RECORDS AND INFORMATION

TO: The Board of Regents of the University System of Georgia or any of its member Institutions (hereinafter referred to as the "Institution"), and any Facility where I participate in or request to participate in an applied learning experience (hereinafter referred to as the "Facility").

RE: ________________________________
(Print Name of Student)

As a condition of my participation in an applied learning experience and with respect thereto, I grant my permission and authorize The Board of Regents of the University System of Georgia or any of its member institutions to release my educational records and information in its possession, as deemed appropriate and necessary by the Institution, including but not limited to academic record and health information to any Facility where I participate in or request to participate in an applied learning experience, including but not limited to the Facility (hereinafter referred to as the "Facility"). I further authorize the release of any information relative to my health to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the applied learning experience. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my medical history and about my performance in an applied learning experience.

I further understand that I may revoke this authorization at any time by providing written notice to the above stated person(s)/entities, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Confidential Records and Information".

I further agree that this authorization will be valid throughout my participation in the applied learning experience. I further request that you do not disclose any information to any other person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law. I understand that this authorization shall continue in force until revoked by me by providing written notice to the Institution and the Facility, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Records and Information".

In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this "Authorization for Release of Records and Information" may be accepted in lieu of the original.

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or
my parent or guardian has signed below; that I am legally competent to execute this "Authorization for Release of Records and Information"; and that I, or my parent and/or guardian, have read carefully and understand the above "Authorization for Release of Records and Information"; and that I have freely and voluntarily signed this "Authorization for Release of Records and Information".

This __________________________ day of __________________________.

________________________________________  __________________________
Participant Signature                                      Witness Signature

Name: __________________________  Name: __________________________
(Please print)                                                      (Please print)

________________________________________  __________________________
Parent/Guardian Signature                                      Witness Signature (If applicable)
APPENDIX #3
BSW FIELD PLACEMENT SUGGESTED ORIENTATION CHECKLIST

OBJECTIVES: To begin to relieve student anxiety about beginning a Field Placement, to orient the student to the peculiar requirements, policies, working conditions, client needs and internal organization of the agency, and to help students begin to focus on self to increase higher own self-awareness.

THE FOLLOWING ACTION STEPS ARE PRESENTED TO HELP ACHIEVE OBJECTIVES:

- Develop written orientation schedule.
- Circulate memo to staff introducing student interns.
- Introduce student to clerical and receptionist staff.
- Arrange for key supervisory staff or administrators to meet with students.
- Tour the agency.
- Specify to the student, agency expectations on rules of behavior and appropriate dress and how to call in late or sick.
- Provide student with current job description detailing the functions of the intern and the responsibilities of the agency.
- Make a check list of tasks to be completed during orientation.
- Focus on exact role of social work student at your agency.
- Provide student with information on history of agency, organizational structure, funding sources, policies, programs, etc.
- Provide organizational charts.
- Provide agency procedural and personnel manuals.
- Arrange for student to observe each step of process (intake-termination), seeing what each staff person does and how each relates to the other.
- Arrange for student to spend time in the field visiting key agencies and people the student will be working with.
- Develop bibliography of suggested readings.
- Arrange for the student to directly observe you in your work with clients and other social workers.
- Set specific learning goals.
- Discuss the supervision process and schedule weekly supervision times.
- Discuss the human element of social work practice.
APPENDIX #4
SUGGESTED FIELD LEARNING ACTIVITIES

Ethical Practice
Read agency policy manual
Review *NASW Code of Ethics*.
Discuss ethical practice reading with Field Instructor.
Discuss agency’s ethical procedures with Field Instructor:
- Restrictions on sharing confidential information.
- Confidentiality and limits to confidentiality
- Duty to warn
- Full disclosure
- Release of information
- Informed consent
- Protection of confidential records
- Victim contact
- Rights and responsibilities of clients
- Grievance process

Shadow staff as they apply the ethical procedures listed above.
Role play rights and responsibilities and confidentiality discussion with FS. Explain rights and responsibilities and confidentiality to clients.
Go over consent forms with new intake clients.
Obtain proper releases including informed consent.
Keep records secured out of sight of clients and others.

Professional Conduct
See clients only to provide agency’s services at agency-approved sites.
Follow the agency dress code.
Arrive at the agency meetings and appointments on time.
Keep work and personal relationships separate.
Redirect client questions about personal life.
Discuss questions or concerns about professional behavior with Field Instructor.
Discuss strategies for limiting contact with clients when in public places with Field Instructor.

Agency Practice Approach(es)
Read professional literature on the agency’s practice model(s) (specifics to be added when identified).
Watch a video/DVD or listen to an audiotape/CD of practice using the model.
Observe Field Instructor and other staff using the model.
Answer questions about the model.
Co-facilitate using the model with clients. Co-lead
and then facilitate psycho-educational group. Co-
Lead a Social Skills Group.
Attend interdisciplinary conferences and/or case presentations as an observer or participant.
Attend a court hearing to determine mental competence and guardianship.
Attend a court hearing on the return of custody of minor children.
Make a home visit to observe family dynamics.
Provide individual counseling to
clients.
Co-Lead a play therapy session.
Provide short-term solution focused therapy with clients.
Develop and conduct an in-service training relevant to the agency’s practice

Professional/Research Literature
Read assigned articles, books, etc. (add titles as identified).
Discuss reading with Field Instructor.
Identify relevant professional literature on own for in-service presentation.
Apply information in professional literature to work with assigned clients.

Casework/Problem Solving Process
Identify the service steps by reading agency documents.
Discuss service process with Field Instructor.
Shadow staff conducting intake, assessment, case planning, intervention, monitoring,
termination, and follow up sessions.
Conduct an intake, an assessment, a case plan, intervention, monitoring, and termination
sessions with live supervision by Field Instructor or other staff.
Conduct intake, assessment, case planning, intervention, monitoring, and termination of
assigned cases independently.
Develop treatment plan with client.
Conduct a comprehensive mental health assessment interview.
Assess clients using the DSM-V criteria.
Complete a biopsychosocial assessment.
Complete a social history.
Help develop discharge packets for clients leaving for adult placement.

Verbal/Interviewing Skills
Audiotape 1st interview with client (or Field Instructor observe interview) and receive
Field Instructor feedback.
Audiotape 2nd interview with client (or Field Instructor observe interview) and
receive Field Instructor feedback.
Complete written evaluation of one or both client interviews and submit to Field
Instructor.
Complete process recording of one interview and submit to Field Instructor.
Observation by identified staff.
**Community Resources**
Read PATH (or local) provider directory to learn service network
Do a ride-along with staff to see where services are located
Visit local provider agencies and other community resources and meet with personnel
Create a resource directory of community service providers.
Assist a staff member in discharge planning
Assist a staff member in making a referral
Locate community resources for clients
Make referrals (local, regional, statewide) based on fit between client needs and provider’s services.
Set up and observe equine therapy for a client.
Share all pertinent information with receiving agencies to ensure proper placements.
Identify new resources or untapped resources.
Make transportation linkage for home visits that will occur post-discharge.

**Agency Recording** (Use real names of agency documents for each)
Review case records and agency reports (both open and closed cases).
Speak with Field Instructor about current documentation policies.
Complete mock case note to Field Instructor for review and feedback.
Complete a mock intake.
Complete a mock assessment.
Complete a mock case plan.
Complete a new client intake form.
Complete case/progress notes.
Complete client assessments/evaluations.
Complete case plans.
Complete progress reports.
Complete discharge reports.
Complete a transition plan.
Write trauma focused strength based service plans.
Complete Medicaid assessment and treatment plans.
Write Medicaid notes on clinical sessions.

**Advocacy**
Explain process and procedures to clients.
Identify client advocacy needs through strength-based interviews. Participate in the development of a bill for a state or federal legislative body.
Lobby for a bill.
Advocate for a client at an IEP (Individual Educational Plan) school meeting.
Work with the DFCS Liaison to promote and educate staff and provide services.
Develop relationships with other providers in the state.
Teach clients self-advocacy skills.
Obtain interviews for clients who are tough to place due to sexual behaviors, fire setting, or violence.
Obtain commitments from placements to take tougher cases.
Explain behavioral changes and successes of clients from their treatment.
Network through conference calls and the Network Advisory Council monthly meetings.

**Cultural Competence**
Identify the diverse populations served by the agency.
Interact with different types of clients and observe own biases (both positive and negative).
Discuss biases positive and negative with Field Instructor.
Discuss talents or challenges with various groups of clients.
Gather information about diverse clients’ experience and attitudes toward helping. Attend diversity training.
Take a walk through the neighborhoods where the clients live.
Apply new information to work with clients.
Discuss ways to prevent pushing one’s biases on clients with Field Instructor.

**Agency Policies and Procedures**
Complete agency orientation.
Review agency table of organization.
Identify policies, procedures, and regulations that guide agency administration and practice by reading the personnel and program manuals.
Review protocol for handling crises.
Take training in physical restraint policy and procedures.
Review billing practices.
Attend a Quality Assurance Meeting.
Observe an agency audit.
Observe or participate in the agency’s/LEA’s peer review, quality assurance, or audit process.
Assist in updating the agency’s policy manual.
Assist the program administrator in preparing an annual budget.
Participate in writing a grant.
Participate on a committee to plan a major agency-sponsored event.
Attend and participate in case staffings (e.g. contribute information, present a case).
Present case to the Clinical Advisory Panel.
Attend weekly staff meetings.
Attend a board meeting.
Attend a regional planning meeting.
Attend and take notes at the POS-DCFS meeting and share information with management. Attend statewide meetings for DD/DHS, & Residential Leadership Teams.

**Supervision**
Keep journal of questions/issues to discuss with Field Instructor.
Attend scheduled weekly individual supervision with prepared topics/questions to discuss.
Discuss issues, concerns, cases, and other experiences with Field Instructor.
Implement Field Instructor feedback with clients and others.
Implement feedback from daily informal instruction and supervision from Field Instructor. Seek consultation as needed.
Participate in monthly group supervision.
Monitor and discuss vicarious trauma.
Reflect on growth gained from practicum experience.
**Professional Development**

Work with Field Instructor to identify strengths (add specifics as identified). Work with Field Instructor to identify areas needing improvement (add specifics as identified). Ask staff for feedback. Complete reading in areas needing improvement (add specifics as identified). Attend a professional workshop, seminar, or lecture in community (specifics to be added when identified).

Attend in-service training in agency (specifics to be added when identified). Attend a meeting of a local/national professional organization (e.g., NASW, PFLAG, NAACP). Complete reading in areas needing improvement (specifics to be added when identified). Complete reading on topics of special interest (specifics to be added when identified).

Observe Field Instructor and other staff as models. Use weekly supervision to monitor progress.
NASW CODE OF ETHICS

Please read the latest NASW Code of Ethics booklet and return this signed sheet to the Field Instructor.

I have read the NASW Code of Ethics.

__________________________________________________________________________

Student Signature                             Date
# BSW FIELD PLACEMENT
## TIME SHEET

Student Name: 

Agency Name: 

Week of: 

<table>
<thead>
<tr>
<th>Description</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client contacts (direct work, with individuals, families, and groups)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inner agency meetings, Orientation &amp; training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meetings/conferences outside Agency (includes: law enforcement, schools, court, and county)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation (client activity, client communication)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paperwork*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research, Resource Building, Collateral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macro / Special Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Totals per day                                                            |        |         |           |          |        |       |

**Previous total hours:**  

**Total hours fieldwork to date:**  

* Describe hours in this category

Field Instructor’s Signature (required)

**NOTE:** Remove this time sheet and reproduce copies. Each week the time sheet is to be completed and signed by the Field Instructor. Please turn it in to the Field Instructor weekly. Failure to do so puts you at risk of a reduction in your overall grade. You are responsible for keeping track of your hours. **Be sure to write your total hours to date on your next week’s timesheet.**
APPENDIX #7

BSW FIELD PLACEMENT
STUDENT JOURNAL FORMAT

The field journal serves as a way to chart both personal and professional growth. It is the Field Instructor’s best method for monitoring your progress; thus it should be done with care and thought. Through the journals, your Field Instructor checks your ability to present ideas clearly, analyze experiences, and apply practice principles to your day-to-day work in the field. The Field Instructor also checks for basic writing skills since writing is a critical social work skill. Your Field Instructor will also require that other issues/topics be addressed in your log. (See the course outlines for SOWK 4601 and 4602 - Field Instruction Seminar I/II for more details).

What counts when writing your weekly journal?

1. Clarity and thoroughness of content.
2. Depth and perceptiveness of assessments and analysis.
3. Up to date, complete and confidential (use initials or first name only).
4. Openness and honesty in your journaling.
5. Improved level of skill development over time.
6. Improved quality of evaluations of self, clients, and events.
7. Improved quality of goals established and plans for accomplishing these goals.
8. Use of basic principles, terms, theories, etc.

FIELD JOURNAL

Name: __________ Week Ending: ______ Hours worked: ______________

Number of ongoing clients: ________ New clients seen: ________

Number of hours of supervision: ________ in service training: ________

Other related activities: __________
This log is a professional journal that records your experiences throughout the practicum and helps you to chart your professional growth. You are required to answer 4 of the following 16 questions each week. Be sure to select 2 different questions each week however, The Topic of the Week and # 2 will always be two of the required questions.

1. TOPIC OF THE WEEK

2. A GENERAL SUMMARY OF YOUR WEEK IN YOUR PLACEMENT OR A SPECIFIC SITUATION THAT HAPPENED DURING THE WEEK THAT YOU WANT TO MENTION.

3. What stimulated your interest from the readings, discussion in the seminar or other classes? What concepts became clearer or more confusing?

4. Discuss your observation or experiences of the impact of external systems dynamics (i.e.: policy, programs, politics, personalities etc.) on client services.

5. Discuss awareness of ethical considerations pertaining to clients/case situations, colleagues, practice settings, the social work profession and/or professionals. Describe possible solutions to these dilemmas.

6. Discuss cultural issues and awareness pertaining to your clinical work, program, personal/professional or internship site dynamics. Cultural issues may include race, ethnicity, sexual orientation, religion, ageism, gender issues etc.

7. What are you learning about the supervisory process and supervisory dynamics? What topics did you discuss in supervision? What values or knowledge may be in conflict?

8. What stands out as most important/significant this week and why? Focus on Micro, mezzo and macro practice. What social work principle or value is relevant?

9. As you reflect on the past week, what did you learn that you were able to apply to either class work or your work directly with clients? What theory of human behavior, problem, or intervention does this situation represent?

10. What skills, or what did you learn, that you used which connect class content with what you are doing in the field? What strategies did you try and how did you select the one (s) you did?
11. What clinical questions arose during the past week? What actions and strategies were considered to address the clinical question or situation? If action or strategy was selected, why?

12. What did you do this week to manage any stress related issues in your personal and/or professional life? What skills have been applied or could be applied in situations such as these?

13. What personal growth issues (i.e.: awareness, insights, struggles etc.) emerged recently and how did you cope with them? How do they impact your professional development?

14. What aspects of my personal views, experience, etc. might be influencing my perceptions related to this issue?

15. What are your plans for the next week? What else do I need to know to effectively intervene in situations such as these? Be specific and elaborate.

16. Discuss the progress you are making on your learning goals. Be specific and elaborate.
APPENDIX 8

AUGUSTA UNIVERSITY BSW PROGRAM
DIRECTORY OF SELECTED FIELD PLACEMENT AGENCIES

*This is not an exhaustive list*

1. **Advanced Placement BHHS**
   Mr. Christopher Stewart
   206 Pitcarin Way, Suite A
   Augusta, GA 30909
   (706) 955-8647

2. **Alliance Hospice**
   Ms. Sharon O’Connor, Executive Director
   3685 Old Petersburg Road #145
   Augusta, GA 30907-0871
   (706) 447-2461

3. **Benchmark Family Services**
   Ms. Sonya Lee, M.ED., M.S.CP
   4389 West Maysfield Drive Suite 100
   Augusta, GA 30909
   (706) 868-7200

4. **Burke County DFCS**
   Ms. Phyllis Mozee, Director
   729 West 6th Street
   P. O. Box 390
   Waynesboro, GA 30830-0390
   (706) 554-7751

5. **Burke County Early Head Start**
   Ms. Allene Reed, Director
   518 College Street
   Suite A
   Waynesboro, GA 30803

6. **Camp Long Youth Development Center**
   Ms. Penny Gray
   82 Camp Long Road
   Aiken, SC 29805
   (803) 649-9512
7. Child Enrichment, Inc.
   Ms. Ginette Messer, L.M.S.W.
   P.O. Box 12036
   Augusta, GA 30914
   (706) 737-4631

8. Cumbee Center (The)
   Ms. Sherry Cheatham
   Director of Volunteers and Interns
   135 Lancaster Street, SW
   Aiken, SC  29801

9. Christ Community Health Services, Inc.
   Mr. Thomas J. (Jeff) Drake, III
   Executive Director
   1226 D’Antignac Street
   Augusta, GA 30901
   (706) 922-0600

10. Columbia County Department of Family and Children Services
    Ms. Brandi Threat, County Director
    6358 Columbia Road
    Appling, GA  30907
    (706) 678-6249

11. Covenant Care Services
    Ms. Jill Thomley, LMSW
    Executive Director
    3950 Ridge Avenue
    Macon, Georgia  31210

12. Doctors Hospital
    Ms. Barbara Cooper-Grant
    Wheeler Road
    Augusta, GA  30909
    (706) 651-6883

13. Dwight David Eisenhower Army
    Medical Center
    Department of the Army
    Fort Gordon, GA  30905

14. East Central Regional Hospital
    100 Myrtle Boulevard
    Gracewood, Georgia  30812
    (706) 790-2030
15. **Family Counseling Center**  
Ms. Dawn M. Jett, LCSW, Executive Director  
3711 Executive Center Drive  
Suite 201  
Martinez, GA 30907  
(706) 868-5011

16. **Family Promise of Augusta**  
Ms. Latoya Hardman  
2177 Central Avenue  
Augusta, GA 30907  
(706) 364-4462

17. **Friendship Community Center**  
Mr. Leonard Maxey, Executive Director  
1720 Central Avenue  
Augusta, GA 30904  
(706) 736-4339

18. **Gail Reyes Senior Center, Generations Unlimited**  
Ms. Betsy Harvey  
11403 Ellenton Street  
Barnwell, SC 29812  
(903) 259-4599

19. **Georgia Department of Human Services, Division of Aging Services**  
Mr. Andrea Glasper and Ms. Christene Peek  
520 Fenwick Street  
Augusta, GA 30903  
(706) 244-8718
20. Georgia Department of Public Health
Ms. Tia E. Jackson
Administrative Assistant to the District Administrator
East Central Health District – 6
1916 North Leg Road, Building F
Augusta, GA 30909

21. Georgia Mentor
Ms. Ollivette Long, Program Director
4210-17 Columbia Road
Martinez, GA 30907
(706) 868-5268

22. Georgia Rehabilitation Institute
Walton Community Services
Ms. Beth Miller, vice President
Harrison Heights
3648 Walton Way Ext.
Augusta, GA 30909

23. Golden Harvest Food Bank
Mr. Travis McNeal, Executive Director
3310 Commerce Drive
Augusta, GA 30909
(706) 736-6055

24. Goodwill Industries of Middle Georgia
Ms. Nancy Brownie
Volunteer Manager
231 Furys Ferry Road
Suite 210
Augusta, GA 30907
(706) 650-5760
25. **Heartland Hospice**  
   Ms. Marsha Hayes  
   153 Davis Road  
   Augusta, Ga 30907  
   (706) 860-7374

26. **Hope House, Inc.**  
   Ms. Karen Saltzman, Executive Director  
   P. O. Box 3597  
   Augusta, GA 30914

27. **Hospice Advantage**  
   Ms. Tiffany Judkins  
   2824 Hillcreek Drive  
   Augusta, Ga 30909  
   (706) 651-9841

28. **Hospice Care of America**  
   Ms. Monifa McCarther, MA, LMSW  
   Medical Social Worker  
   4314 Belair Frontage Rd., Suite B  
   Augusta, GA 30909

29. **Lincoln County DFCS**  
   Mr. Grant McCurley  
   DFCS County Director  
   PO Box 220  
   171 N. Peachtree Street  
   Lincoln, GA 30817  
   (706) 678-6249

30. **McDuffie County DFCS**  
   Ms. Teresa Foster  
   DFCS County Director  
   307 Greenway Street  
   Thomson, GA 30824  
   (706) 595-1740

31. **Mercy Ministries**  
   Ms. Fran Oliver, Executive Director  
   1739 Fenwick Street  
   Augusta, GA 30907  
   (706) 737-0242
32. NECCO  
4424 Columbia Road, Suite B  
Martinez, GA 30907

33. Neighbors to Family  
Ms. Monique Brabham, JD  
Executive Director  
801 Greene Street  
Augusta, GA 30901  
(706) 396-2180

34. The Old Frontier  
Mr. Chris Smith, President  
Board of Directors  
PO Box 1714  
Thomson, GA 30824  
(706) 533-2544

35. The Place at Martinez  
Ms. Aurie Allen, Administrator  
409 Pleasant Homde Road  
Augusta, GA 30907  
(706) 863-6030

36. Professional Hospice and Palliative Care  
Ms. Twaneisha McClain, RN Administrator  
2917 Professional Parkway  
Augusta, GA 30907

37. Rape Crisis and Sexual Assault Services  
Ms. Anne E. Henry  
University Hospital  
1350 Walton Way  
PO Box 760  
Augusta, GA 30903  
(706) 724-5200

38. Regency Hospice  
Celissa Knight, executive director  
2919 Professional Parkway, Suite A  
Augusta, GA 30907  
(706)-868-4422
39. Richmond County Department of Family and Children Services
Ms. Judy Richards, Director
520 Fenwick Street
Augusta, GA 30901-2902
(706) 721-2536

40. Ronald McDonald House
Betts Murdison, Executive Director
938 Greene Street
Augusta, GA 30919
(706)-724-5901

41. Safe Homes of Augusta
Aimee Hall, Director
904 Merry Street
Augusta, GA 30904
(706)-736-2499

42. The Salvation Army Augusta Area Command
Major Shirley Suarez / Major Tony Perez
1833 Broad Street
Augusta, GA 30909
(705) 364-5762

43. Second Providence Baptist Church
Rev. Albert M. James, Ed.D., DRS.
1202 Old Edgefield Road
North Augusta, South Carolina 29841

44. Select Specialty Hospital – Augusta, Inc.
Ms. Carole M. Gallagher, LMSW
1537 Walton Way
Augusta, GA
(706) 737-1331

45. Serenity Behavioral Health System
Charles Williamson, executive director
3421 Mike Padgett Highway
Augusta, GA 30906
(706)-432-4800

46. St. Stephen’s Ministry
Mr. Marion Roberson III
922 Greene Street
Augusta, GA  30903

47. **St. John Towers, Ste. 102**
   Mr. Greg Capers, Administrator
   724 Greene Street
   Augusta, GA 30901
   (706) 722-2096

48. **STEP (Support the Enlisted Project)**
   Ms. Kathi Bradshaw, MSW
   Director of Client Services
   P. O. Box 26747
   San Diego, CA  92196

49. **Steppings Stones to Recovery**
   Mr. Ken Wilson, M. Div., CAC II, MAC, CCS
   Director
   2610 Commons Boulevard
   Augusta, GA 30909
   (706) 733-1935

50. **Still Waters Professional Counseling Services, Inc.**
   Ms. LeAnn Oldfield, President and CEO
   2052 Gordon Hwy
   Augusta, GA  30909

51. **The Lydia Project**
   Ms. Michele Canchola, Executive Director
   1369 Interstate Parkway
   Augusta, GA  30909-5626

52. **Transitional Family Services**
   Ms. Cindi Taylor, L.P.C.
   Regional Director
   3643 Walton Way Extension Bldg 4
   Augusta, GA 30909
   (706) 364-1404

53. **TWI Counseling**
   Janelle Gentry Lambert,
   Northeast Regional President
   1227 Augusta West Parkway
   Augusta, GA 30909
   (706)-228-3211
54. **Uni-Health Post-Acute Care – Augusta**
Ms. Shawanna Hambrick,
Social Worker 2541 Milledgeville Road
Augusta, GA 30904

55. **United Way 2-1-1 of the CSRA, Inc.**
Ms. Nancy Szocinski, Director
630 Ellis Street
P.O. Box 1724
Augusta, GA 30903 (706) 826-1495

57. **Warren County DFCS**
Ms. Teresa Foster DFCS
County Director PO
Box 166
408 Hwy 80, N
Warrenton, GA 30828
(706) 465-3326

58. **Wilkes County Department of Family and Children’s Services**
Mr. Grant McCurley,
Director II 48 Lexington Avenue
P.O. Box 126
Washington, GA 30673 (706) 678-2814

59. **Wilson’s Garden of Hope, LLC**
Ms. Shatisha Wilson, Executive Director
P.O. Box 9875
Augusta, GA 30916

60. **Worthy 4 Success, LLC**
Mr. Khalif Ibere, President & CEO 3114 Augusta Tech Dr.
Ste. 110
Augusta, GA 30901
APPENDIX #9

FIELD PLACEMENT

ACADEMIC GRADING POLICY

1. The BSW program grades the Field Placement on a Pass/Fail basis. If you feel the student is not passing, please contact the Field Instructor as soon as possible so that we can meet with the student together.

2. It is important to outline at the beginning of the Field Placement experience what is expected of the student in order to pass. Also report on the mid-semester evaluation any improvements the student needs to make to improve their grade.

Guidelines for pass/fail in comparison to a letter grade system:

**Satisfactory:** This ranges from – “Excellent: unusual competence, excellent performance, and unusual commitment is profession in behavior at all times, and present and on time during work hours. Gives notice if unavoidably absent or late”, to “Good – Student meets normal expectations for field; good consistent grasp of content and competency in meeting field objectives and obligations. Is professional in behavior, and on time for work unless notice is given.

**Unsatisfactory:** Fair to poor – barely adequate; unevenness of grasp of field content. Not a passing grade. Not always present or on time; notice not given if late or sick.

If you need further discussion regarding your recommendation of a grade for your Field Placement student, the Field Instructor welcome your questions, and are here to help you.

If you feel the student is below the “passing” grade, please contact me as soon as possible so we can meet together with the student.

Most students indicate a desire to work for a passing grade in the Field Placement. Please outline at the beginning of each semester what is expected of the student to receive a passing grade. Also report on the mid-semester report any improvements a student needs to make to improve a grade.
APPENDIX #10

STUDENT AND FIELD INSTRUCTOR EVALUATION AGREEMENT

I have reviewed this evaluation with_____________________________ and my recommended grade is_____________________________.

Student’s name

________________________________________  ________________
Field Instructor’s Signature                Date

I have read and participated in the evaluation and I have come to an agreement with my Field Instructor's recommended grade of______.

________________________________________  ________________
Student Signature                           Date
The Augusta University Student Grievances Procedures can be found at:
http://www.augusta.edu/dentalmedicine/policies/grievances.php

Other Augusta University anti-discrimination policies:

http://www.augusta.edu/facultydevelopment-old/orientation/aa-eeo/non-discrimination.php
APPENDIX #12
Augusta University
BSW Field Placement Program
Dual Relationships

The purpose of this form is to help students understand what dual relationships are, to help a student identify one in their field placement, and to be aware of what one needs to do if you do become aware of such a relationship. This helps a student continue with ethical practice.

Dual relationship exists between a student and someone at their practice site when one of the following occurs. This is not an exhaustive list.

- The student was or is a client of the practice site.
- Relatives or friends of the student are clients or employees of the practice site.
- There are outside friendships between the student and practicum site employees or clients.
- The student is related to someone either by blood or marriage at the practice site.
- The practice site served as an employment site in the past.

By signing below you are asserting that to the best of your knowledge, you are not engaging or engaged in any dual relationships at your practice site. If you become aware of such a relationship you will need to report this to your field instructor, field liaison and the field director within five working days of you becoming aware.

__________________________________  ____________________
Name                                      Date

Please complete and return to your field liaison any time you experience an incident where you feel your safety or well-being was threatened. This includes harassment or aggression (emotional, psychological, or physical), attempted violence or violence.

Your name: ___________________________________________  Today’s Date: __________________________

Name of Field Agency: _____________________________________________________________________________

Name of Field Supervisor: __________________________________________________________________________

Name of Field Liaison: _____________________________________________________________________________

Have you informed your field supervisor and field liaison of this incident? ______________________________

Who was involved in this incident?
________________________________________________________________________________________
________________________________________________________________________________________

When did this incident occur – specific day and time?
________________________________________________________________________________________

Where specifically did this incident happen?
________________________________________________________________________________________

Describe what and how this incident occurred.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Describe any actions and outcomes as a result of this incident (injuries, hospitalizations, damage to property, use of restraints, police action, etc.)
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Faculty – describe the follow-up plan that includes debriefing and counseling as appropriate to address the impact on the student.
________________________________________________________________________________________
________________________________________________________________________________________
Faculty and Agency – follow-up plan for agency and university to review policy for potential review.

(Hunter, Moen, & Raskin 2017)
Appendix 14
Augusta University
Policy Library

Academic Standing for Undergraduate Students

Policy Owner: Office of Academic and Faculty Affairs

POLICY STATEMENT
Augusta University (AU) maintains required academic standards of performance for its undergraduate students. This policy describes those academic standards and the courses of action that can occur when these academic standards are not met. These include Academic Probation, Academic Suspension, Academic Dismissal, and Academic Renewal. This policy applies to students in all undergraduate programs at Augusta University. It should be noted, however, that departments may apply more stringent academic standards than are outlined in this policy.

Academic standards for graduate and professional level programs are set by the individual colleges at Augusta University.

AFFECTED STAKEHOLDERS
Indicate all entities and persons within the Enterprise that are affected by this policy:

☐ Alumni ☐ Faculty ☒ Graduate Students ☒ Health Professional Students
☐ Staff ☒ Undergraduate Students ☐ Vendors/Contractors ☐ Visitors
☐ Other:

DEFINITIONS
Good Standing: The academic standing of any student not on academic probation, suspension, or dismissal. Unless otherwise specified for a particular academic program, this term applies to an undergraduate student whose institutional grade point average is 2.00 or higher.

Academic Probation: The academic standing of any undergraduate student whose institutional grade point average (GPA) at Augusta University falls below 2.0 (on a 4.0 scale). Being placed on academic probation or continuing on academic probation obliges the student to meet prescribed academic performance levels in order to continue at the University.

Academic Suspension: A separation of at least one semester from the institution. Academic

Dismissal: A permanent separation of a student from Augusta University.

Academic Renewal: A policy that allows any undergraduate, degree-seeking student who has experienced significant academic difficulty to petition for one opportunity to make a fresh start.

Office of Compliance and Enterprise Risk Management Use Only
Policy No.: 741
Policy Sponsor: Type the title of the Executive Leader of the department.
Originally Issued: Not Set
Last Revision: 06/27/2016
Academic Renewal GPA: A revised institutional grade point average which begins when the student granted academic renewal resumes coursework at Augusta University.

Academic Standing: Academic standing refers to a student’s academic status at Augusta University.

Institutional GPA: The institutional GPA is computed using the total number of GPA credit hours attempted at Augusta University and the total number of grade points earned at Augusta University (excluding courses numbered 0001-0999) after including only most recent grade for courses that have been taken more than once at Augusta University and are not repeatable for credit.

Progression Level: The sum of all hours attempted at the university, plus all transfer credit hours attempted, plus all hours earned with grades that do not count in the GPAs, such as S and K. Progression Level is a rough measure of the actual amount of time the student has attended college.

**PROCESS & PROCEDURES**

1. **Academic Probation, Suspension, and Dismissal**

Any undergraduate student whose institutional grade point average (GPA) at the conclusion of any semester is below 2.00, shall be placed on academic probation or will continue on academic probation and will be subjected to the provisions of the suspension and dismissal policies described in subsequent sections of this policy. Undergraduate students at Augusta University who are placed on academic probation must have their course schedules approved by their advisors prior to registration. They may continue to attend Augusta University only if they meet the following minimum academic standards, which are based on progression level.

<table>
<thead>
<tr>
<th>Progression</th>
<th>Level Term GPA</th>
<th>or</th>
<th>Institutional GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 29</td>
<td>1.50</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>30 – 59</td>
<td>2.00</td>
<td></td>
<td>1.60</td>
</tr>
<tr>
<td>60 – 89</td>
<td>2.00</td>
<td></td>
<td>1.90</td>
</tr>
<tr>
<td>90 and above</td>
<td>2.00</td>
<td></td>
<td>2.00</td>
</tr>
</tbody>
</table>

Students who meet the Term GPA or the Institutional GPA requirement as specified above will remain on probation until their Institutional GPA is at or above 2.00, at which time they will return to good standing. Students who are on probation and fail to meet the minimum Term and the Institutional GPA requirements specified above will be suspended or dismissed (see below, “Academic Suspension”). Some programs within the University maintain academic standards specific to their degree requirements which may exceed these basic requirements.

**Academic Suspension**

The mandatory minimum term of suspension shall be one semester. Students wishing to return to the University after a suspension must petition for reinstatement (see below “Appeal for Reinstatement”). If reinstatement is approved, the student will be placed on academic
probation, and may be subject to additional conditions of continuation established by the University at the
time of reinstatement. Should the probationary student achieve good standing, the student will be subject
to the policy guidelines for students in good standing.

**Appeal for Reinstatement**

There is no guarantee of reinstatement from any academic suspension. Students suspended for academic
deficiencies who complete the mandatory period of suspension may be considered for reinstatement. The
student must submit a petition, in writing, at least 30 days prior to the desired semester of reinstatement.
The appeal should state clearly the reasons why the student should be considered for reinstatement.
Students should submit petitions to the dean of his or her major college, unless they are assigned to the
Academic Advisement Center. These students should submit petitions to the Director of Academic
Advisement for reinstatement. If a student has been away from the University for more than three
semesters (including summer), he or she must also apply for readmission through the Office of Academic
Admissions.

**Academic Dismissal after Reinstatement**

Should the student not satisfy the conditions of continuation established after returning from suspension,
he or she will be academically dismissed from Augusta University. If dismissed, the student may be
readmitted only after a successful appeal process which is outlined below. Students wishing to appeal a
dismissal must follow the Augusta University appeals process. Students may be readmitted only after
successful appeal to the University or, if denied by the University, after successful appeal to the University
System of Georgia Board of Regents (see USG BOR Policy Manual, Section 4.7.1, “Student Appeals”).

### 2. Academic Renewal

Any undergraduate, degree-seeking student who has experienced significant academic difficulty at
Georgia Regents University may petition to have one opportunity to make a fresh start after an absence of three
consecutive calendar years (nine semesters) from Augusta University. The following procedures will be
applied for students seeking academic renewal (excerpted from USG Board of Regents Academic and
Student Affairs Handbook, Section 2.5.1):

#### 1. Applying for Academic Renewal Status

Students are encouraged to apply for Academic Renewal status at the time of reenrollment or enrollment
as a transfer student at Augusta University. Students who do not request Academic Renewal at that time
must do so within one calendar year after reenrollment.

Applications for Academic Renewal are made through the dean of the college housing the student’s major,
unless the student is assigned to the Academic Advisement Center. These applications are made through
the Director of Academic Advisement. Students who are denied academic renewal may repetition after
one calendar year (three semesters).
A student can be granted Academic Renewal status only one time.

II. All previously attempted coursework continues to be recorded on the student’s official transcript.

Only coursework completed prior to the period of absence may be considered for Academic Renewal.

The Academic Renewal GPA will be used for determining academic standing and eligibility for graduation.

To earn a degree from Augusta University, a student must meet the institution’s academic residency requirements after acquiring Academic Renewal status.

Academic credit for previously completed coursework, including transfer coursework, will be retained only for courses in which a grade of A, B, or C has been earned.

Retained grades are not calculated in a Renewal GPA. Such credit is considered in the same context as transfer credit, credit for prior learning, and courses with grades of “S.”

Courses with grades of D or F prior to the Academic Renewal must be repeated at Augusta University if they are required in the student’s degree program.

Applicability of retained credit to degree requirements will be determined by the degree requirements in effect at the time Academic Renewal status is conferred on the student. Specific institutional program regulations must also be met.

Augusta University will accept transient credits for students with Academic Renewal status in accordance with current policy.

The Academic Renewal GPA is not used to determine graduation with honors. In order to graduate from Augusta University with honors, all attempted coursework from all institutions attended is used to calculate the final grade point average.

III. Undergraduate students who are transferring to Augusta University or are returning to Augusta University after a period of absence may be eligible for Academic Renewal.

Readmitted Students
Readmitted students may be eligible for Academic Renewal for coursework taken prior to the period of absence. Students must be absent from Augusta University for three consecutive calendar years (nine semesters).

Transfer Students
Students who leave a regionally accredited institution of higher education and transfer to Augusta University are eligible to apply for Academic Renewal. Only coursework completed three years or more prior to the enrollment at Augusta University can be considered for academic renewal. Courses taken more recently than the period of eligibility are ineligible for consideration for Academic Renewal. However, transfer credit can be granted for coursework taken during this period in accordance with current Augusta University policy.

IV. Any scholastic suspension that occurred in the past shall remain recorded on the student’s permanent record. If a suspension is on the record and the student encounters subsequent academic difficulty after having been granted Academic Renewal, the next suspension subjects the student to dismissal.

V. Re-entry into any program is not automatic.

VI. The granting of Academic Renewal does not supersede financial aid policies regarding Satisfactory Academic Progress.

VII. The granting of Academic Renewal does not supersede the admissions requirements of certain programs, e.g., teacher education and nursing, which require a specific minimum grade point average based upon all coursework.

VIII. Academic Renewal status granted by another USG institution shall be honored at Augusta University.

REFERENCES & SUPPORTING DOCUMENTS

Augusta University Catalog
http://catalog.gru.edu

BOR Policy Manual, Section 4.7.1 Student Appeals
http://www.usg.edu/policymanual/section4/policy/C333/#p4.7.1_student_appeals USG

Academic Affairs Handbook, Section 2.5.1 Academic Renewal
http://www.usg.edu/academic_affairs_handbook/section2/handbook/C749/#p2.5.1_academic_renewal

RELATED POLICIES
Intentionally left blank.

APPROVED BY:
President, Augusta University and CEO, AU Health System Date: 06/08/2017
Academic Honesty

Policy Owner: Office of Academic and Faculty Affairs

POLICY STATEMENT

Augusta University (“AU”) recognizes that academic honesty is essential to its academic function. The following regulations protect the equity and validity of the University’s grades and degrees, and help students develop ethical standards and attitudes appropriate to academic and professional life. Violations of academic honesty include, but are not limited to, cheating of all kinds, plagiarism, research misconduct, collusion, and false statements made to avoid negative academic consequences.

Cheating is prohibited. Cheating includes but is not limited to the following:

- Possessing, using, or exchanging improperly acquired information, whether in written or oral form, in the preparation of any essay, laboratory report, or other assignment in an academic course, or in preparing for any examination in a course.
- Copying from another student’s paper.
- Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.
- Collaboration with another student during an examination, unless such collaboration is explicitly allowed by the course instructor for the examination in question.
- Unapproved use of any technological device to gain or provide advantage on an examination, lab practical, or other assignment to be submitted for academic credit.
- Substituting for another person during an examination or allowing someone else to substitute for you.
- Solicitation or bribery of any person to obtain examination information.

Plagiarism is prohibited. Themes, essays, term papers, tests, presentations, creative works, and similar work submitted to satisfy course and program requirements must be the personal work of the student submitting it. Plagiarism is the failure to acknowledge indebtedness to the authors/creators of works used to complete such assignments and/or other course requirements. It is always assumed that the work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person’s actual words; whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased; and whenever one borrows facts, statistics, or other illustrative materials, unless the information is common knowledge. Further, it is expected, in the production of creative work, that the student's work products are original, and that any images, sounds, or other intellectual properties that are not the original work of the student will be used fairly and with acknowledgement of the original source(s).
**Research Misconduct** is prohibited. Misrepresentation of data collection and analysis, including falsification, fabrication or omission of data is prohibited. Augusta University Policy for Responding to Allegations of Research Misconduct applies to students.

**Collusion** is prohibited. Collusion is defined as unauthorized assistance from or collaboration with another person in the preparation or editing of notes, themes, reports, or other written work or in laboratory work offered for evaluation and credit, unless such assistance or collaboration is specifically approved in advance by the instructor. In cases of collusion, both the provider and recipient of such assistance are in violation of this academic conduct policy. However, students are authorized to use appropriate campus resources in the completion of written work (e.g., the campus Writing Center). Unless stated otherwise by the course instructor, use of such campus resources does not constitute academic misconduct under this policy. However, no student, except those working in a tutorial capacity in a university-approved academic support center, will knowingly give or receive unauthorized assistance in the preparation of any assignment, essay, laboratory report or examination to be submitted for credit in an academic course.

**False statements** are prohibited. False statements are defined as declarations made to avoid negative academic consequences. They include oral and/or written statements designed to obfuscate, misrepresent, or otherwise distort the presentation of facts related to a student's academic conduct in a course or program of study. Examples of such false statements include, but are not limited to, oral or written documentation providing willfully inaccurate information related to attendance, course work, examinations, and/or other course requirements enumerated in the syllabus of the particular course for which such a statement is provided.

**Other acts** of academic dishonesty are prohibited. Other acts of academic dishonesty may be defined by the instructor in his/her course syllabus or other written instructions (e.g., exam directions).

**Responsibilities**

**Faculty Responsibility**: It is the duty of the faculty to practice and preserve academic honesty and to encourage it among students. The instructor must clarify in writing (for example in the course syllabus) any situation peculiar to the course that may differ from the generally stated policy. He or she should, whenever possible, make explicit the intent and purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty. It is the responsibility of the faculty member to provide for appropriate oversight of assignments, examinations, internship components, and other course requirements. Finally, it is the responsibility of the faculty member to provide written notice to the student of any suspected violations of the academic honesty policy as described in process and procedures below.

**Student Responsibility**: It is the duty of the student to practice and preserve academic honesty. Each student should be aware of the specific policies governing academic conduct for
the program(s) and course(s) in which he or she is enrolled, as well as the grievance and appeals processes put in place for adjudicating such policies. If the student has any doubt about a course policy, s/he should consult with her/his instructor or the course director. It is also the student’s responsibility to check daily her/his Augusta University email so that official notification to the student regarding academic dishonesty can be carried out in timely fashion.

The following colleges handle disciplinary actions according to policies and procedures set forth in their respective conduct or honor codes:

Dental College of Georgia (DMD Students) – Student Conduct Code. Available upon request of the Associate Dean for Students, Admissions, and Alumni.

Medical College of Georgia (MD Students) – Medical College of Georgia Honor System. Available upon request by calling (706) 721-2231.

If the student is alleged to have engaged in non-academic misconduct, he or she should refer to the Augusta University Student Code of Conduct and the procedures outlined therein.

AFFFECTED STAKEHOLDERS
Indicate all entities and persons within the Enterprise that are affected by this policy:
☐ Alumni ☒ Faculty ☒ Graduate Students ☒ Health Professional Students
☒ Staff ☒ Undergraduate Students ☐ Vendors/Contractors ☐ Visitors
☐ Other:

DEFINITIONS
Business Day: refers to any day on which the offices of Augusta University (excluding University police, libraries and housing) are open to the general public.

Student: includes any person taking courses at the University, either full-time or part-time. Persons who withdraw after allegedly violating the Student Code of Conduct, who are not officially enrolled for a particular term but who have a continuing relationship with the University or who have been notified of their acceptance for admission are considered students.

PROCESS & PROCEDURES
For use in colleges that do not have their own respective conduct or honor codes, the procedures set forth here are intended to provide a means for resolving accusations of academic misconduct made by another student, an instructor, an administrator, or a university employee.
1. **General Procedures**

Violations of the Academic Honesty policy will be handled initially in the department in which the instructor of record has his/her primary appointment. In all cases, the expectation is that faculty members and deans will take action within a reasonable time of the faculty member becoming aware of the alleged violation, usually within five (5) business days. The following procedures will be followed upon encountering an alleged violation of academic honesty by a student:

1.1. The faculty member discusses the matter thoroughly with the student so that the student’s and the instructor’s positions are clearly delineated.

1.2. The faculty member decides upon the action, if any, that is appropriate to the incident. The instructor may request informal consultation with the chair and/or dean when making this decision.

1.3. The faculty member will provide a written summary of the discussion with the student along with the notice to the student of the charge(s) of academic dishonesty, what action will be taken as a result of the incident, and the right a student has to aggrieve the decision per the Student Academic Grievances policy, if not satisfied, to the department chair. In the case that the faculty member is the department chair or the unit does not have departments, then the student aggrieves to the dean or her/his designee. The written notice should be sent to the student’s AUGUSTA.edu email address. Any correspondence between the instructor, individuals consulted, and student must be maintained by the faculty member.

2. **Actions Taken in Cases of Alleged Academic Dishonesty**

The severity of the action to be taken depends on the nature of the violation and should align with program and department standards. If the action is less severe than assigning a withdrawal failing or “WF” grade for the course, the instructor must specify the action to be taken (e.g., a “zero” grade for the assignment or test, reduced credit, requirement to complete additional work, etc.) per 1.3 above.

2.1. If the action is a “WF” grade for the course, the following procedure applies:

2.1.1. The faculty member initiates a “WF” via the Withdrawal Form accompanied by the rationale for the “WF” and a copy of the letter sent to the student and submits to the chair.

2.1.2. The department chair submits copies of the above to the dean of the college in which the department is housed.

2.1.3. The dean shall notify the student of the “WF” in writing to her/his AUGUSTA.edu email address. This letter must remind the student of his/her right to appeal the decision per the Student Academic Appeals
policy and that the appeal must be filed within five (5) business days of the email being sent. The office of the dean shall hold the “WF” form until expiration of the appeal deadline. If the appeal comes at the end of a term or near the deadline for final grades, the instructor will notify the University Registrar who will assign an “NR” until the appeal has been completed.

2.1.3.1. If the student appeals, the Withdrawal Form shall not be processed until the appeal process has run its course. The student is expected to continue to abide by the syllabus for the course in which the academic misconduct is alleged to have occurred during the appeals process.

2.1.3.2. If no appeal is made, the dean shall send the withdrawal form to the Vice President for Academic and Faculty Affairs (VPAFA) who will maintain a record of the violation. The VPAFA will send the withdrawal form to the University Registrar to be recorded on the student’s academic transcript. An automatic notification of the withdrawal will be sent to the student and faculty’s AUGUSTA.edu email addresses.

3. Second Offenses

If a student incurs more than one (1) “WF” for academic dishonesty, the VPAFA shall dismiss the student from Augusta University and direct the University Registrar to enter the phrase “Ineligible to Register” on the student’s academic transcript.

REFERENCES & SUPPORTING DOCUMENTS
Policy 4.7.1 of The Policy Manual of the Board of Regents
http://www.usg.edu/policymanual/section4/policy/C333/#p4.7.1_student_appeals

AU Student Code of Conduct http://www.augusta.edu/student-life/conduct/

Withdrawal Form http://www.augusta.edu/registrar/documents/09.20.16withdrawalform.pdf

RELATED POLICIES
Grading System Policy
Identifying the Instructor of Record
Responding to Allegations of Research Misconduct Policy Student Academic Grievance Policy
Student Academic Appeals Policy
APPENDIX #16
FIELD PLACEMENT STUDENT FEEDBACK

Now that you have completed your Senior Field Placement:

1. Was the agency able to provide adequate space, supplies and equipment for you to fulfill your student responsibilities? YES___ NO___

   1. Were you provided with an adequate amount of orientation to introduce you to the agency?

   2. Was the agency able to provide you with an appropriate number of clients? If not, please explain.

3. What areas in the practice courses would you want to see covered in more detail that would help future students entering Field Placement?

4. Describe positive aspects of the agency as a placement site.

5. Describe any problems with the agency as a placement site.

In your opinion, please describe the qualities needed in a student for successful completion of this Field Placement (e.g. works independently, needs structure, beginning or more advanced student, etc.)

Student Signature: ___________________________
Date: _______
I, ____________________________, assert that I have read the Field Manual and understand the requirements of the Field Placement. I am aware of my responsibilities, particularly related to safety and liability issues in field. I understand the role of the Field Instructor and the Field Instructor. I will discuss any problems or concerns with my Field Instructor and will talk with the Field Instructor if I am not satisfied or continue to be concerned about anything to do with my Field Placement. I understand that I am to conduct myself as a professional and seek assistance from my Field Instructor or other appropriate staff when uncertain about any action to be taken.

I understand information related to my class or field performance may be discussed by Augusta University, the Field Instructor, and the Field Instructor for the purpose of evaluating my needs or performance in field.

______________________________    ________________________________
Signature                                            Date
APPENDIX #18
BSW FIELD PLACEMENT CHECK LIST

COMPLETED JOURNAL OF ACTIVITIES __

DOCUMENTATION OF 400 HOURS (LOGS) __

SIGNED STUDENT UNDERSTANDING FORM __

SIGNED NASW CODE OF ETHICS FORM __

SIGNED EVALUATION AGREEMENT FORM __

STUDENT FEEDBACK FORM __

STUDENT EVALUATION BY INSTRUCTOR __

STUDENT INTERVIEWS 2 PER SEMESTER __

LEARNING PLAN FOR 4701 &4702 __

LIABILITY INSURANCE __

RELEASE OF INFORMATION VERIFICATION __

When you have completely checked off the above required assignments, please return this form to the Integrative Seminar Instructor. At this point, both the student and the Integrative Seminar Instructor will sign indicating all work has been completed.

____________________________________  ________________
Student                                      Date

____________________________________  ________________
Field Instructor                            Date
Field Placement Learning Plan for AU BSW Students

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor:</td>
<td>Practicum Agency:</td>
</tr>
<tr>
<td>AU Instructor:</td>
<td>Year: 20___/20___</td>
</tr>
</tbody>
</table>

SEMESTER: (circle) FALL SPRING

INSTRUCTIONS FOR COMPLETION OF WORKSHEET

**Important: please read carefully**

Below is a checklist of the BSW Program’s Nine Interrelated Competencies and corresponding Component Behaviors. These reflect on the Council on Social Work Education’s (CSWE) *Education Policy Accreditation Standards* (2015), and represent skills that students are to acquire during the BSW Program and can demonstrate in field placement. During the BSW Field Placement, students are expected to demonstrate to varying extents each of the competencies and behaviors over the course of the fall and spring semesters through required activities. **That is, all of the required activities do NOT have to be completed all in one semester or each semester.** The activities need to be completed between August and May. Whatever activities are completed by the end of a semester provide the basis for the student’s Field Placement Evaluation for that semester.

At the beginning of each semester, agency Field Instructors and students should discuss all the required activities on this form and whether these can be done at that agency. If a component behavior and its activity are not being addressed during the current semester; the field instructor simply writes “NYA or Not Yet Attempted” on this form. Often, the required activity to represent a component behavior is *slightly* adjusted due to various circumstances. Any adjustments to the required activities should be noted on the form. If there are questions about any of the activities or this form, please contact your field education faculty member. **Bolded information embedded in the evaluation rubrics designate a task needed to be completed by the field instructor in order to complete the activity being evaluated.**
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Component Behaviors</th>
<th>Required Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1: Demonstrate Ethical and Professional Behavior</strong> &lt;br&gt; 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.</td>
<td>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; &lt;br&gt; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; &lt;br&gt; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; &lt;br&gt; use technology ethically and appropriately to facilitate practice outcomes; &lt;br&gt; use supervision and consultation to guide professional judgment and behavior; and &lt;br&gt; promote clients’ right to self-determination by assisting them in identifying and clarifying their goals.</td>
<td>Student identifies a client or group’s ethical dilemma in field agency. Then, the student analyzes the situation according to the ethical-decision making model and presents this analysis in supervision. The presentation is videotaped and evaluated using a rubric by the field instructor. The student then offers this decision tree analysis to the client or group experiencing the ethical dilemma.</td>
</tr>
</tbody>
</table>
**Demonstration of Competency 1 Component Behaviors**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>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; Specific behavior: Student works effectively through the decision making tree and arrives at an ethical decision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; Specific behavior: Student does not insert personal values in the decision tree analysis when discussing with client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; Specific behavior: Student completes a professional presentation of the ethical decision-making tree.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>use technology ethically and appropriately to facilitate practice outcomes; Specific behavior: Student effectively searches for and cites ethical decision-making tree to field instructor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>use supervision and consultation to guide professional judgment and behavior; and Specific behavior: Student works with field instructor to identify an ethical dilemma and uses feedback in discussion with client/in role play.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>promote clients’ right to self-determination by assisting them in identifying and clarifying their goals. Specific behavior: Student effectively explains and discusses the decision-making tree with a client or group with an ethical dilemma, <em>or</em> role plays this with a colleague.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Excelled = 1**  
The intern has excelled in this area, as demonstrated by behavior.

**Exceeded expectations = 2**  
The intern is functioning above expectations in this area, as demonstrated by behavior.

**Met expectations = 3**  
The intern has met expectations in this area, as demonstrated by behavior.

**Hasn’t yet met expectations = 4**  
The intern has not yet met the expectations in this area through demonstration of behaviors, but gives indication they can do so in the near future.

**Not likely to meet expectations = 5**  
The intern has not met the expectations in this area through demonstration of behaviors, and does not give indications they can do so in
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Component Behaviors</th>
<th>Required Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td>apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</td>
<td>Student identifies work in field agency with individuals or groups that are diverse and/or different from themselves. Student has interaction with individual or group where he or she presents him or herself as a learner. The student demonstrates self-awareness and self-regulation of personal bias in this interaction, and indicates belief that individuals are the experts on their own experiences. Student frames differences as a strength to the client or group. This student/client interaction is videotaped, and evaluated using a rubric by the field instructor.</td>
</tr>
<tr>
<td>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.</td>
<td>present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Demonstration of Competency 2 Component Behaviors

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

   Specific behavior: Student effectively communicates to client or group the belief that diversity and difference are important and influential in their experiences.

   | 1 | 2 | 3 | 4 | 5 |

2. **present themselves as learners and engage clients and constituencies as experts of their own experiences; and**

   Specific behavior: Student does not assume knowledge about cultural differences and communicates a desire to learn about the client’s or group’s experiences, and validates these experiences.

   | 1 | 2 | 3 | 4 | 5 |

3. **apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.**

   Specific behavior: Student focuses on active listening in client or group interaction and clearly indicates an understanding that cultural experiences have shaped the experience of the client.

   | 1 | 2 | 3 | 4 | 5 |

<p>| Excelled = 1 | The intern has excelled in this area, as demonstrated by behavior. |
| Exceeded expectations = 2 | The intern is functioning above expectations in this area, as demonstrated by behavior. |
| Met expectations = 3 | The intern has met expectations in this area, as demonstrated by behavior. |
| Hasn’t yet met expectations = 4 | The intern has not yet met the expectations in this area through demonstration of behaviors, but gives indication they can do so in the near future. |
| Not likely to meet expectations = 5 | The intern has not met the expectations in this area through demonstration of behaviors, and does not give indications |</p>
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Component Behaviors</th>
<th>Required Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</strong>&lt;br&gt; 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.</td>
<td>1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and&lt;br&gt; 2. engage in practices that advance social, economic, and environmental justice.</td>
<td>Student identifies and researches a population affected by oppression and human rights violations served by the field agency, that are also affected by global forces of oppression and human rights violations. Student identifies and applies a human need or social justice theory to this population, focusing on the fundamental rights of all persons. Student promotes economic and social justice by outlining his or her work and communicating it to decision makers; such as to an elected official or presenting it to an advocacy organization to advance the human rights of that population. That document or videotape is evaluated by the field instructor using a rubric.</td>
</tr>
</tbody>
</table>
## Demonstration of Competency 3 Component Behaviors

<table>
<thead>
<tr>
<th>1.</th>
<th>apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specific behavior: Student effectively identifies and researches a population affected by oppression and human rights violations served by the field agency, that are also affected by global forces of oppression and human rights violations.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.</th>
<th>apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specific behavior: Student clearly identifies and effectively applies a human need or social justice theory to a population, communicating an understanding of the fundamental rights of all persons.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>engage in practices that advance social, economic, and environmental justice.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specific behavior: Student promotes economic and social justice by clearly outlining his or her research and theory on a population and effectively communicates it (in written and oral form) to decision makers; such as an elected official or presenting it to an advocacy organization to advance the human rights of that population.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Excelled = 1**  
The intern has excelled in this area, as demonstrated by behavior.

**Exceeded expectations = 2**  
The intern is functioning above expectations in this area, as demonstrated by behavior.

**Met expectations = 3**  
The intern has met expectations in this area, as demonstrated by behavior.

**Hasn’t yet met expectations = 4**  
The intern has not yet met the expectations in this area through demonstration of behaviors, but gives indication they can do so in the near future.

**Not likely to meet expectations = 5**  
The intern has not met the expectations in this area through demonstration of behaviors, and does not give indications they can do so in the near future.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Component Behaviors</th>
<th>Required Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 4: Engage In Practice-informed Research and Research-informed Practice</td>
<td>1. use practice experience and theory to inform scientific inquiry and research; and 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.</td>
<td>Student identifies and reads 3-4 scholarly articles related to agency work that could inform practice at the field agency. Of the articles that the student chooses, he or she identifies the various discipline specific approaches that contribute to this body of knowledge related to agency practice. Student makes a presentation to agency staff that outlines research implications for improved practice in the field agency. This presentation is videotaped and evaluated by the field instructor using a rubric.</td>
</tr>
</tbody>
</table>

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.
### Demonstration of Competency 4 Component Behaviors

1. **use practice experience and theory to inform scientific inquiry and research; and**

   **Specific behavior:** Student effectively solicits feedback from agency staff/field instructor on areas of research needed in their agency to inform practice.

   | 1 | 2 | 3 | 4 | 5 |

2. **apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and**

   **Specific behavior:** Of the articles that the student chooses, he or she clearly and accurately identifies the various discipline specific approaches that contribute to this body of knowledge related to agency practice.

   | 1 | 2 | 3 | 4 | 5 |

3. **use and translate research evidence to inform and improve practice, policy, and service delivery.**

   **Specific behavior:** Student makes a clear presentation to agency staff/field instructor that outlines research and theory implications for improved practice in the field agency.

   | 1 | 2 | 3 | 4 | 5 |

---

**Excelled = 1**

The intern has excelled in this area, as demonstrated by behavior.

**Exceeded expectations = 2**

The intern is functioning above expectations in this area, as demonstrated by behavior.

**Met expectations = 3**

The intern has met expectations in this area, as demonstrated by behavior.

**Hasn't yet met expectations = 4**

The intern has not yet met the expectations in this area through demonstration of behaviors, but gives indication they can do so in the near future.

**Not likely to meet expectations = 5**

The intern has not met the expectations in this area through demonstration of behaviors, and does not give indications they can do so in the near future.
<table>
<thead>
<tr>
<th><strong>Outcome</strong></th>
<th><strong>Component Behaviors</strong></th>
<th><strong>Required Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 5: Engage in Policy Practice</strong></td>
<td>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 shape delivery of and access to social services; and 3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td>Student identifies a local, state, or federal social policy that has significant effects on the population that the field agency serves. Student outlines how this policy and prior policies have shaped access to and delivery of services for the clients of the field agency. The student specifically identifies how this or alternative policies could better address human rights and social, economic and/or environmental justice and how this policy could be implemented. Student presents this information to agency staff/field instructor and elicits input on how specific agency policies may also negatively affect clients and how to achieve a policy shift within the agency to promote the human rights of their clients. This presentation is videotaped and evaluated by the field instructor using a rubric.</td>
</tr>
</tbody>
</table>

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:
Demonstration of Competency 5 Component Behaviors

1. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

   Specific behavior: Student identifies a local, state, or federal social policy that has significant effects on the population that the field agency serves.

   1 2 3 4 5

2. assess how social welfare and economic policies shape delivery of and access to social services; and

   Specific behavior: Student outlines how this policy and prior policies have shaped access to and delivery of services for the clients of the field agency.

   1 2 3 4 5

3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

   Specific behavior: The student specifically identifies how this or alternative policies could better address human rights and social, economic and/or environmental justice and how this policy could be implemented. Student clearly presents this information to agency staff/field instructor and effectively elicits input on how specific agency policies may also negatively affect clients and how to achieve a policy shift within the agency to promote the human rights of their clients.

   1 2 3 4 5

Excelled = 1                                      The intern has excelled in this area, as demonstrated by behavior.

Exceeded expectations = 2                The intern is functioning above expectations in this area, as demonstrated by behavior.

Met expectations = 3                         The intern has met expectations in this area, as demonstrated by behavior.

Hasn’t yet met expectations = 4        The intern has not yet met the expectations in this area through demonstration of behaviors, but gives indication they can do so in the near future.

Not likely to meet expectations = 5      The intern has not met the expectations in this area through demonstration of behaviors, and does not give indications
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Component Behaviors</th>
<th>Required Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>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.</td>
<td>Student identifies and outlines a theory of human behavior and the social environment, and critically evaluates it in terms of its use to facilitate engagement with clients and constituencies served by the field agency. Student presents this information to agency staff/field instructor, and reviews established strategies including inter-professional collaboration to engage diverse clients to create effective relationships with them. This presentation is videotaped and evaluated using a rubric.</td>
</tr>
</tbody>
</table>

1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;  
2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies; and (addressed in activity for Competency 2)
## Demonstration of Competency 6 Component Behaviors

1. **apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;**

   **Specific behavior:** Student clearly identifies and outlines a theory of human behavior and the social environment, and critically evaluates it in terms of its use to facilitate engagement with clients and constituencies served by the field agency. Student clearly presents this information to agency staff, and reviews established strategies including interprofessional collaboration to engage diverse clients to create effective relationships with them. This presentation is videotaped and evaluated using a rubric.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeded expectations = 2</strong></td>
<td>The intern is functioning above expectations in this area, as demonstrated by behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Met expectations = 3</strong></td>
<td>The intern has met expectations in this area, as demonstrated by behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hasn’t yet met expectations = 4</strong></td>
<td>The intern has not yet met the expectations in this area through demonstration of behaviors, but gives indication they can do so in the near future.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Not likely to meet expectations = 5</strong></td>
<td>The intern has not met the expectations in this area through demonstration of behaviors, and does not give indications they can do so in the near future.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies; and**

   **Specific behavior:** Student has field instructor or other agency staff videotape an interaction with a diverse client or group and evaluate empathy, reflection, and interpersonal skills using a rubric.

   Student also has field instructor or other agency staff videotape an interaction with a diverse client or group. Student effectively demonstrates empathy, reflective skills, and interpersonal skills.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeded expectations = 2</strong></td>
<td>The intern is functioning above expectations in this area, as demonstrated by behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Met expectations = 3</strong></td>
<td>The intern has met expectations in this area, as demonstrated by behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hasn’t yet met expectations = 4</strong></td>
<td>The intern has not yet met the expectations in this area through demonstration of behaviors, but gives indication they can do so in the near future.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Not likely to meet expectations = 5</strong></td>
<td>The intern has not met the expectations in this area through demonstration of behaviors, and does not give indications they can do so in the near future.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>Component Behaviors</td>
<td>Required Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</td>
<td>Student identifies with field instructor an opportunity to assess either an individual or group served by the agency <em>or</em> do an assessment/logic model regarding the efficacy of agency services. Student uses a theoretical frame work to guide assessment of strengths, needs, and challenges of the individual, group, or agency. Student interprets findings and presents these to and discusses with agency staff/field instructor. Student elicits feedback for potential intervention strategies, goals, and objectives pursuant with assessment findings. This presentation is videotaped and evaluated using a rubric.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Demonstration of Competency 7 Component Behaviors

1. **collect and organize data, and apply critical thinking to interpret information from clients and constituencies;**
   **Specific behavior:** Student identifies with field instructor an opportunity to assess either an individual or group served by the agency *or* do an assessment of the efficacy of agency services.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

2. **apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;**
   **Specific behavior:** Student uses a theoretical framework to guide assessment of strengths, needs, and challenges of the individual, group, or agency.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

3. **develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and**
   **Specific behavior:** Student elicits feedback from agency staff or field instructor for potential intervention strategies, goals, and objectives pursuant with assessment findings.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

4. **select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.**
   **Specific behavior:** Student communicates the use of feedback pursuant with assessment findings to agency.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**Excelled = 1**  
The intern has excelled in this area, as demonstrated by behavior.

**Exceeded expectations = 2**  
The intern is functioning above expectations in this area, as demonstrated by behavior.

**Met expectations = 3**  
The intern has met expectations in this area, as demonstrated by behavior.

**Hasn’t yet met expectations = 4**  
The intern has not yet met the expectations in this area through demonstration of behaviors, but gives indication they can do so in the near future.

**Not likely to meet expectations = 5**  
The intern has not met the expectations in this area through demonstration of behaviors.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Component Behaviors</th>
<th>Required Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td>1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</td>
<td>Students are to examine current agency policies, records, and processes. Utilizing the student’s experience within the other competencies (i.e. in policy, research, assessment, intervention, etc.), students should compare the agency’s current processes with what has been shown to be evidence-based within the agency’s diverse population and presents to supervisor and/or agency staff to consider for implementation at the agency.</td>
</tr>
<tr>
<td></td>
<td>2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
<td></td>
</tr>
</tbody>
</table>
### Demonstration of Competency 8 Component Behaviors

1. **critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;**

   Specific behavior: Student effectively examines current agency policies, records, and processes and demonstrates this in writing to field agency/field instructor in presentation to field instructor/agency staff.

   | 1 | 2 | 3 | 4 | 5 |

2. **apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;**

   Specific behavior: Utilizing the student’s experience within the other competencies (i.e. in policy, research, assessment, intervention, etc.), student compares the agency’s current processes with what has been shown to be evidence-based within the agency’s diverse population in presentation to field instructor/agency staff.

   | 1 | 2 | 3 | 4 | 5 |

3. **use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;**

   Specific behavior: Student presents to supervisor and/or agency staff to consider for implementation at the agency.

   | 1 | 2 | 3 | 4 | 5 |

4. **negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and**

5. **facilitate effective transitions and endings that advance mutually agreed-on goals.**

   Specific behavior: The intern presents to supervisor and/or agency staff to consider for implementation at the agency.

   | 1 | 2 | 3 | 4 | 5 |

---

**Excelled = 1**

The intern has excelled in this area, as demonstrated by behavior.

**Exceeded expectations = 2**

The intern is functioning above expectations in this area, as demonstrated by behavior.

**Met expectations = 3**

The intern has met expectations in this area, as demonstrated by behavior.

**Hasn’t yet met expectations = 4**

The intern has not yet met the expectations in this area through demonstration of behaviors, but gives indication they can do so in the near future.

**Not likely to meet expectations = 5**

The intern has not met the expectations in this area through demonstration of behaviors, and does not give indications...
<table>
<thead>
<tr>
<th><strong>Outcome</strong></th>
<th><strong>Component Behaviors</strong></th>
<th><strong>Required Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td>1. select and use appropriate methods for evaluation of outcomes;</td>
<td>Student investigates how evaluation is done in the placement agency. Additionally, student compiles information on best practices and theoretical approaches to evaluation and compares it to the agency process in terms of diverse individuals, families, groups, organizations and communities.</td>
</tr>
<tr>
<td></td>
<td>2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
<td>Student presents findings to staff/field instructor. This presentation is videotaped by field instructor or agency staff and evaluated using a rubric.</td>
</tr>
</tbody>
</table>
### Demonstration of Competency 9 Component Behaviors

1. **select and use appropriate methods for evaluation of outcomes;**
   Specific behavior: Student reviews agency client files or records for agency approaches to and methods of evaluation.
   
   Excelled = 1                  The intern has excelled in this area, as demonstrated by behavior.

   Exceeded expectations = 2    The intern is functioning above expectations in this area, as demonstrated by behavior.

   Met expectations = 3          The intern has met expectations in this area, as demonstrated by behavior.

   Hasn’t yet met expectations = 4 The intern has not yet met the expectations in this area through demonstration of behaviors, but gives indication they can do so in the near future.

   Not likely to meet expectations = 5 The intern has not met the expectations in this area through demonstration of behaviors.

2. **apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;**
   Specific behavior: Student presents theoretical basis for consistent use of evaluation to increase practice effectiveness, program processes, and wider policy changes. Student demonstrates understanding 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.

   Excelled = 1                  The intern has excelled in this area, as demonstrated by behavior.

   Exceeded expectations = 2    The intern is functioning above expectations in this area, as demonstrated by behavior.

   Met expectations = 3          The intern has met expectations in this area, as demonstrated by behavior.

   Hasn’t yet met expectations = 4 The intern has not yet met the expectations in this area through demonstration of behaviors, but gives indication they can do so in the near future.

   Not likely to meet expectations = 5 The intern has not met the expectations in this area through demonstration of behaviors.

3. **critically analyze, monitor, and evaluate intervention and program processes and outcomes; and**
   Specific behavior: Student compiles information on evaluation and presents it to agency staff including evidence-based evaluations that improve effectiveness with field agency population.

   Excelled = 1                  The intern has excelled in this area, as demonstrated by behavior.

   Exceeded expectations = 2    The intern is functioning above expectations in this area, as demonstrated by behavior.

   Met expectations = 3          The intern has met expectations in this area, as demonstrated by behavior.

   Hasn’t yet met expectations = 4 The intern has not yet met the expectations in this area through demonstration of behaviors, but gives indication they can do so in the near future.

   Not likely to meet expectations = 5 The intern has not met the expectations in this area through demonstration of behaviors.

4. **apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.**
   Specific behavior: Following discussion with staff, student selects evaluation method and utilizes it with a client or group to analyze effectiveness of interventions.

   Excelled = 1                  The intern has excelled in this area, as demonstrated by behavior.

   Exceeded expectations = 2    The intern is functioning above expectations in this area, as demonstrated by behavior.

   Met expectations = 3          The intern has met expectations in this area, as demonstrated by behavior.

   Hasn’t yet met expectations = 4 The intern has not yet met the expectations in this area through demonstration of behaviors, but gives indication they can do so in the near future.

   Not likely to meet expectations = 5 The intern has not met the expectations in this area through demonstration of behaviors.
Plan Approval

BSW Intern

Field Instructor

Field Education Faculty

Revised Fall 2018
Augusta University  
Baccalaureate Social Work Program  
FIELD PLACEMENT EVALUATION FORM

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor:</td>
<td>Practicum Agency:</td>
</tr>
<tr>
<td>AU Instructor:</td>
<td>Year:</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS FOR COMPLETION OF FORM**

Below is a checklist of the Program’s Nine Interrelated Competencies. These competencies were adopted by the BSW Program in 2016 and are based on the Council on Social Work Education’s (CSWE) *Education Policy Accreditation Standards* (2015). Each of these nine competencies includes component behaviors that are used to measure how well the student performed the competency during field placement. The completion of each of these competencies and behaviors happen over the course of the fall and spring semesters. **That is, they are NOT required to be demonstrated each semester.** At the beginning of each semester, Field Instructors and students will have developed a list of activities and tasks for each component behavior within the Field Placement Student Learning Plan/Worksheet. That document outlines how the component behavior will be demonstrated during that semester. **If a behavior is not being evaluated during the current semester, the evaluator simply circles “NYA or Not Yet Attempted” under the column on this evaluation form.** Additionally, Field Instructors will use this form to evaluate the student’s performance for each component behavior. The following rating scale should be used:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Student performs significantly above expected level and demonstrates excellent mastery of knowledge, skill, and ability in this area.</td>
</tr>
<tr>
<td>4</td>
<td>Student usually performs consistently above expected level in this area. Student demonstrates knowledge, skill, and ability above average.</td>
</tr>
<tr>
<td>3</td>
<td>Student performs at expected level and has met expectations in this area. Student demonstrates satisfactory (average) knowledge, skill, and ability.</td>
</tr>
<tr>
<td>2</td>
<td>Student performs somewhat below expected level. Student demonstrates basic knowledge, skill, and understanding but needs continued improvement in the area.</td>
</tr>
<tr>
<td>1</td>
<td>Student usually performs below expected levels in this area. Student demonstrates little ability or skill and evidences consistent weaknesses in this area.</td>
</tr>
<tr>
<td>NYA</td>
<td>Student has not had the opportunity to demonstrate this skill/ability.</td>
</tr>
</tbody>
</table>

**Grading for the Course:** This form is designed to give students feedback on their strengths, areas for continued professional development and to measure student achievement of social work competencies and component behavioral outcomes. Integrative Seminar Instructors assign course grades.
### Competency 1: Demonstrate Ethical and Professional Behavior

<table>
<thead>
<tr>
<th>Interrelated Competency/ Component Behavior</th>
<th>Fall Semester Midterm</th>
<th>Fall Semester Final</th>
<th>Spring Semester Midterm</th>
<th>Spring Semester Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations,</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>context.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>Use technology ethically and appropriately to facilitate practice outcomes.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
</tbody>
</table>

**COMMENTS:**
<table>
<thead>
<tr>
<th>Interrelated Competency/ Component Behavior</th>
<th>Fall Semester Midterm</th>
<th>Fall Semester Final</th>
<th>Spring Semester Midterm</th>
<th>Spring Semester Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
</tbody>
</table>

**COMMENTS:**
<table>
<thead>
<tr>
<th>Interrelated Competency/ Component Behavior</th>
<th>Fall Semester Midterm</th>
<th>Fall Semester Final</th>
<th>Spring Semester Midterm</th>
<th>Spring Semester Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>Engage in practices that advance social, economic, and environmental justice.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
</tbody>
</table>

**COMMENTS:**
## Competency 4: Engage in Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>Interrelated Competency/ Component Behavior</th>
<th>Fall Semester Midterm</th>
<th>Fall Semester Final</th>
<th>Spring Semester Midterm</th>
<th>Spring Semester Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use practice experience and theory to inform scientific inquiry and research.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>Signature:</td>
<td>Signature:</td>
</tr>
</tbody>
</table>

**COMMENTS:**
### Competency 5:
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

<table>
<thead>
<tr>
<th>Interrelated Competency/ Component Behavior</th>
<th>Fall Semester Midterm</th>
<th>Fall Semester Final</th>
<th>Spring Semester Midterm</th>
<th>Spring Semester Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
</tbody>
</table>

**COMMENTS:**
<table>
<thead>
<tr>
<th>Interrelated Competency/ Component Behavior</th>
<th>Fall Semester Midterm</th>
<th>Fall Semester Final</th>
<th>Spring Semester Midterm</th>
<th>Spring Semester Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
</tbody>
</table>

**COMMENTS:**
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities |
|---------------------------------------------------|---------------------------------------------------|---------------------------------------------------|---------------------------------------------------|---------------------------------------------------|
| Collect and organize data, and apply critical thinking to interpret information from clients. |
| 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. |
| Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. |
| Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |

**Comments:**
### Interrelated Competency/Component Behavior

<table>
<thead>
<tr>
<th>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interrelated Competency/Component Behavior</strong></td>
</tr>
<tr>
<td><strong>Fall Semester Midterm</strong></td>
</tr>
<tr>
<td><strong>Fall Semester Final</strong></td>
</tr>
<tr>
<td><strong>Spring Semester Midterm</strong></td>
</tr>
<tr>
<td><strong>Spring Semester Final</strong></td>
</tr>
<tr>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
</tr>
<tr>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
</tr>
<tr>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
</tr>
<tr>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
</tr>
</tbody>
</table>

**COMMENTS:**
<table>
<thead>
<tr>
<th>Interrelated Competency/Component Behavior</th>
<th>Fall Semester Midterm</th>
<th>Fall Semester Final</th>
<th>Spring Semester Midterm</th>
<th>Spring Semester Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select and use appropriate methods for evaluation of outcomes.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
<td>1 2 3 4 5 NYA</td>
</tr>
<tr>
<td>COMMENTS:</td>
<td></td>
<td></td>
<td>Signature:</td>
<td>Signature:</td>
</tr>
</tbody>
</table>