



# Student BSW Field Placement Manual

Bachelor of Social Work Program  
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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 Ziembroski, MSW, PhD

**AUGUSTA UNIVERSITY BSW PROGRAM FIELD  
PLACEMENT MANUAL  
TABLE OF CONTENTS**

Social Work Program Mission	5
Definition of Generalist Social Work Practice	5
Program Goals	5
Statement about Course Credit for Life Experience	5
Field Placement Program Description	5
Social Equity	6
Sexual Harassment	6
Background Check	6
Students with Disabilities	6
BSW Student Learning Objectives	7
Overview of the Field Placement Program	7
BSW Course Descriptions	9
Learning Plan	13
Field Placement Structure	14
Field Agencies	16
Evaluation of Student Learning Opportunities	20
Selection of Field Instructors	22
Additional Field Placement Policies	23
Field Placement Evaluations	25
Handling Problems in Field Placement	27
Grades for Field Placement	28
Termination from BSW Program	28
Appendix 1 – Field Instructor Profile	
Appendix 2 – Application for Field Placement	
Appendix 3– Authorization For Release of Records and Information	
Appendix 4 – Summary of Responsibilities in Field Placement	
Appendix 5 – Suggested Orientation Checklist	
Appendix 6- Field Instructor Questionnaire	
Appendix 7- Criteria for Termination Form	
Appendix 8- NASW Code of Ethics Acknowledgment	
Appendix 9-Field Placement Time Sheet	
Appendix 10- Field Placement Statement of Understanding	
Appendix 11- Student Journal Format	
Appendix 12 – BSW Field Checklist	
Appendix 13- Field Placement Evaluation Agreement	
Appendix 14- Academic Grading Policy	
Appendix 15- Field Placement Student Feedback	
Appendix 16 – Augusta University Directory of Social Work Field Placement	
Appendix 17- Augusta University Student Grievances	
Appendix 18 – Suggested Field Learning Activities	
Appendix 19 – Field Evaluation	

# **Augusta University BSW Program**

## **Introduction**

### **Social Work Program History**

The Social Work Program at Augusta University is hosted in the Department of Sociology, Criminal Justice, and Social Work. The program began as a minor in the 1980s. In 2005 it became a major, and became fully accredited in the fall of 2011 by the Council on Social Work Education. The program currently has approximately 120 majors. It is staffed by four full-time and three part-time faculty.

### **Social Work Program Mission Statement**

The undergraduate BSW 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**

1. 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.
2. 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, as well as a positive respect for cultural and social diversity.
3. To prepare students for beginning level professional social work practice with individuals, families, small groups, organizations and communities.

**Note: The Baccalaureate Program of Social Work at Augusta University does not, under any circumstances, grant course credit for life experience or work experiences.**

### **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. 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.

## **Social Equity**

Affirmative Action and Non-Discrimination: The Social Work 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. Students who believe they have been discriminated against are encouraged to consult and follow the student grievance policy as outlined in the Augusta University Student Manual, and to consult with the Social Work Program Director.

The Social Work 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 Disability Services 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 of any accommodations that may be necessary during field education at the field site.

## **Sexual Harassment Policy**

The Social Work Program is committed to providing a learning environment free of sexual harassment. Should a situation of sexual harassment arise, the Social Work Program will adhere to current university guidelines. Under these guidelines, however, if a student discloses to a professor a situation of harassment, occurring within the Augusta University community or in Field Placement, 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 immediately. The Field Instructor 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 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 require standardized psychological assessments. Students are to follow agency procedure as instructed. Please contact the Field Instructor if you have concerns about these requirements.

## **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.

## **BSW Student Learning Objectives**

Upon completion of the program students will be able to:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate 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 Field Placement program is viewed as a shared responsibility of the Augusta University Social Work Program, field agencies and Field Instructors, the Social Work Program Advisory Board and students. Each of the components contributes to the process of establishing and maintaining opportunities for 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 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.

### **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.

### **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 Social Work 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 2. The Director will share information about prospective field students with the Field Instructors and help to facilitate the initial interview. The Director provides assistance to students and Field Instructors whenever needed.

### **Integrative Seminar Instructors/Field Liaisons**

Integrative Seminar Instructors are responsible for conducting weekly seminars for 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 social work Placement. Final grades are determined with input from the Field Instructor, evaluation of field assignments, and an evaluation of the student's participation in the Integrative Field Seminar.

### **Social Work Program Advisory Board**

The Social Work 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 Social Work Program Advisory Board to advise the faculty on policies, procedures, and any problems which arise related to 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 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:

#### **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 Council on Social Work Education.

## **FIELD INSTRUCTION SUMMARY & CONNECTION TO THE CLASSROOM (2015 EPAS 2.2.1 )**

With evidence-informed practice as the goal, the Augusta University BSW Program in many ways ties the field instruction program to the classroom. The most evident way is by placing each of the two integrative seminar classes in the concurrent year they are in the field for development for the student.

In these classes, the theory and concepts of the mentioned classes are drawn upon in the field class for case studies, learning assignments, and continual competency development. For each weekly progression, student assignments directly connect back to classroom learning about that interrelated competency.

### **FIELD PLACEMENT BEGINS**

#### **Student Learning Plan/Worksheet as demonstration of Interrelated Competencies and component behaviors (2.2.4)**

The key method in which the Augusta University BSW Program ensures that students are provided generalist practice opportunities to demonstrate the Interrelated Competencies of social work is through requiring the completion of, and then monitoring the adherence to, a Student Learning Plan/Component Behavior Worksheet. The use of goal-setting and outcome assessments is increasingly part of the fabric of social workers in human service agencies. Social workers in classrooms and agencies are told that social services need to document their effectiveness or at minimum justify the use of resources by measuring outcomes.

The use of a Student Learning Plan in Field Placement is built around this model of learning and accountability in competency-based education. 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.

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 (learning objectives for the Field Placement are indeed the BSW Program Interrelated Competencies, in accordance with CSWE), 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 Learning Plan/Worksheet 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 18 contains Suggested Field Placement Learning Activities to Accomplish Practice Behaviors, meant to be of assistance to students and Field Instructors in this collaborative tool to tailor a learning experience specific to the needs of the individual student. Appendix 18 contains suggested activities to include in the student Learning Plan to assist students and Field Instructors identify how the 9 Interrelated Competencies will be addressed during each Field Placement semester.

## **PLACEMENT STRUCTURE AND MINIMUM HOURS**

### **Concurrent Placement**

**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 12.5 hours per week and to begin the concurrent placement at the beginning of an academic term and to finish during the following academic term.

### **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.

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.

Students are to complete weekly time sheets that detail 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/Field Liaison 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.

### **DURING PLACEMENT**

During the first week of Field Placement, students are to report to the agency Field Instructor as agreed upon to begin agency orientation.

Students are to complete the Learning Plan through consultation and coordination with the Field Instructor, sign and submit to the Integrative Seminar Instructor during the first few weeks of the Field Placement Integrative Seminar. Original will be kept in student file.

Students are to attend the required Field Placement Integrative Seminar as scheduled twice weekly.

Students are to complete Weekly Time Sheets and submit to the Integrative Seminar Instructor at each Field Placement Integrative Seminar or as directed by the Integrative Seminar Instructor.

Students are to complete assignments for Field Placement Integrative Seminar per the course syllabus.

Students are to meet with Field Instructor at least one hour per week.

Concerns, problems and/or special needs are addressed in individual consultation with the Integrative Seminar Instructor and can be initiated by the student or the Field Instructor or faculty liaison.

### **Midterm**

Integrative Seminar Instructor makes agency site visit.

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/Field Liaison. 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.

## ENDING PLACEMENT

### Final

- 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 in addition to other course requirements.

### **POLICIES AND PROCEDURES RELATED TO FIELD AND STUDENTS (B2.2.2-2.27)**

Numerous policies and procedures have been created for effective student learning in the field. This section will outline Augusta University Social Work Program policies related to 1) selection of field agencies, 2) placing and monitoring students in those settings, 3) maintaining Field Instructor contacts, and 4) evaluating student learning and field setting effectiveness.

#### **Selecting Field Agencies**

The selection of Field Agencies is an important part of BSW Program's curriculum development. The Field Placement Director, with oversight of the Social Work Program Director and the Social Work 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 Instruction 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. The Field Placement Director is responsible for assessing the agency's compatibility with selection criteria and for recommending approval or disapproval to the Social Work Program Director and the Social Work 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 Field Placement Manual.

### **Placing and Monitoring Students**

#### **Selecting Placement Sites**

BSW students are encouraged to be actively involved in the assessment of their learning needs. A major part of this involvement is the student's self-assessment of the type of Field Placement experience desired and the nature of supervision desired while in the Field Placement. To facilitate this assessment, students are encouraged to express preferences for agencies and to express limitations with regard to geographic placements during an interview with the Field Placement Director and on their Application for Social Work Field Placement. Although the Field Placement Director is responsible for matching students with Placement sites, student preferences are strongly considered. BSW students are placed in Field Placement sites that are closely supervised by approved personnel who function as Field Instructors. To the extent possible, student preferences will be considered, however, extenuating circumstances may preclude this. The Field Placement Director will discuss reasons with students upon her/his request.

### **Selecting Preferred Placement Sites from Directory of Social Work Placement Sites**

As part of the student's Application for Social Work Field Placement, students are asked to select three agencies where they prefer to be placed. The prospective agencies can be from those listed in the Directory of Social Work Placement Sites (Appendix 16). Students are encouraged to visit the agency website or call prospective agencies to inquire further about learning opportunities that are available within those agencies. Although routine efforts are made to keep the Directory current, agency information changes quickly. It is advisable for students to learn as much as possible about the preferred agencies.

### **Student Learning Needs Assessment & Other Factors Considered in Placement**

- 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.

### **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 Program sponsored training.
- 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.
- 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 Pre-Placement Interview with Prospective Field Instructor**

The purpose of the pre-placement interview is to establish the compatibility of the student, the student interests, the Field Instructor, and the Field Agency. Student and Field Instructor mutually explore interests, learning objectives, learning opportunities, personal and professional interests, and limitations in order to assess the mutuality of their needs and interests.

Following the interview, the student takes the initiative to contact the Integrative Seminar Instructor to report on the acceptability of the site. The Field Instructor also contacts the Field Placement Director to report on the acceptability of the student. Upon discovery of mutual acceptability, the Field Placement Director places notification of this mutual acceptance in writing to the student's file. The student is assigned to the placement site.

In a situation where the mutuality of the student and the Field Instructor/Field Agency is not obtained, the Field Placement Director will meet with the student to discuss the reasons for the decision and to explore an alternate Field Instructor/Field Agency.

Overall, the application process encourages students to assess their readiness for field, to thoroughly examine their individual learning needs, to explore their preferences of agency settings for a Field Placement, and to take initiative in defining learning tasks during Field Placement. With any agency the following should be kept in mind:

No less than 400 hours will be completed at your agency.

Time to and from your agency is not counted. If student leaves their agency and on the way home make a home visit, the time from the agency to the visit is counted, not the time you leave the agency task to continue home. After you report to your agency and you leave for a workshop, seminar, etc. all time is counted.

No homework, readings, or assignments for other classes are allowed during Field Placement hours.

Process recordings and getting information from your agency for your senior seminar case preparation or research class is counted. The time spent with your instructor on your case preparation is counted.

If you find "down time," immediately bring it to your Field Instructor's attention. Agency reading is counted toward your hours, but within reason. Your journal entries and time log is to be done at the agency and is counted toward agency hours.

You are responsible to see that your Field Instructor completes the student evaluation. After you have read and agreed with the grade assigned to you, sign the evaluation and return the completed evaluation to the Integrative Seminar Instructor.

### **Monitoring Students in Placement**

Once placed, the Integrative Seminar Instructor monitors the student's progress by reviewing weekly timesheets, and by making at least one visit to the field agency during the semester and additionally as needed. Informal monitoring also occurs over the phone throughout the term. Also, students meet weekly with the Integrative Seminar Instructor during seminar, and are provided the opportunity to discuss placement issues and progress toward Learning Plan goals.

Students and Field Instructors are informed to contact the Integrative Seminar Instructor with any Field Placement issues that arise.

### **Evaluating Student Learning and Field Setting Effectiveness**

#### **Placement Evaluation Process and Content**

The evaluation process is a critical part of the field instruction program. In order to guide this process, the Social Work Program has identified for evaluation the 31 Component behaviors (CBs) of the nine 2015 EPAS Interrelated Competencies, consistent with the knowledge, skills, and values for beginning level generalist practice.

The evaluation process is on-going and occurs throughout the semester. In addition this regular process, the Social Work 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 Field Placement Evaluation (Appendix 19). 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 the student 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.

#### **Performance Problems**

It is not uncommon for students to experience difficulties in carrying out the responsibilities and assignments related to their 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 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 Social Work 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 all need to be considered while keeping adequate treatment/service to the client as the highest priority.

### **Evaluating Field Setting Effectiveness**

At the end of the Field Placement, students are expected to complete the Field Placement Site Student Evaluation form 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 as part of participation in the last field seminar, particularly in terms of their agency Field Instructor.

## **POLICIES AND PROCEDURES RELATED TO FIELD INSTRUCTORS (B2.2.9)**

### **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 Social Work Program requires that Field Instructors hold a CSWE-accredited baccalaureate or master's social work degree. 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 year. 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.

## **Process for Selection of Field Instructors**

Potential Field Instructors are required to review and complete a Field Instructor Profile (Appendix 1) to serve as a Field Instructor. The intention to serve as a Field Instructor requires prospective instructors to endorse a set of criteria in relation to the educational nature of the Field Placement. Each individual in a Field Agency who serves as an agency-based Field Instructor is required to complete the Field Instructor profile. The Field Instructor profile is reviewed by the Field Placement Director in assessing the potential Field Instructor's qualifications to serve as Field Instructor for the BSW Program. Prospective Field Instructors who meet the selection criteria are approved by the Field Placement Director, and are then recommended to the Social Work Program Director and the Social Work Advisory Board for final approval as Social Work Field Instructor.

### **FIELD INSTRUCTOR ORIENTATION AND TRAINING (2.2.10)**

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 41 practice 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.

### **ADDITIONAL FIELD PLACEMENT POLICIES AND PROCEDURES**

#### **a) Paid Field Placements or Placements at Places of Employment (2.2.11)**

As a general policy, students are not assigned a Field Placement at their place of employment nor paid by the agency for their work as Field Placement students. Students may, on occasion, use their place of employment for their Field Placement. In situations where a student is interested in a Field Placement in an agency where they are employed, they need to submit a two-page proposal that describes how the Field Placement experience will be different from the work experience. The Social Work Program Advisory Board acts upon the proposal, along with other application materials. The Social Work Program Advisory Board may recommend to the Field Placement Director that: (1) the student's proposal does not adequately address the necessary criteria for placement in the respective agency, (2) the student's proposal

is conditionally approved pending further clarification, approval of agency and Field Instructor, and completion of a Learning Plan, (3) the student's proposal is approved pending approval of field agency and Field Instructor and completion of a Learning Plan, (4) approved pending completion of a Learning Plan.

**b.) Criteria to be met in student proposals to be considered for placement at an agency where the student is employed**

1. The Field Instructor is approved by the BSW Program and therefore has completed the application process and initial field orientation training;
2. The Field Agency is approved by the BSW Program and therefore has reviewed and signed the Memorandum of Understanding. In doing so, the Field Agency affirms that the Field Placement is to be educationally oriented, as opposed to employment based.
3. The **Field Instructor must be different** from the student's work supervisor and cannot be a current or past employee of the student or an immediate work colleague. Ethical boundary concerns between the student and the prospective supervisor must be identified and adequately addressed.
4. The population of clients served in the Field Placement must be substantially different from the population of clients served through work.
5. The nature of the tasks and assignments **must be distinctly different** from the tasks and assignments assigned through work.
6. The Field Placement **time must be protected** through regularly scheduled times and procedures for handling work related requests.

**b) Selecting Placements not on Directory of Social Work Placement Sites**

If students seek a Field Placement experience in an agency that is not currently listed in the Directory of Field Placement Sites. In this case, students need to discuss with the Field Placement Director their situations and why they wish to have a particular type of Placement experience. Students who are interested in learning experiences that are unique need to express their interests to the Field Placement Director early in the placement process because of the length of time needed to develop approved sites and approved Field Instructors. The decision to pursue new options will rest on a number of factors including the unique opportunities of the placement they are requesting, an assessment of educational benefits to the student, and/or additional fees necessary to plan and supervise such an experience, the availability of supervision, the distance from Augusta University, and its proximity to other placements being planned that semester. Before a student will be placed in any agency, a Field Placement Memorandum of Understanding Agreement and an approved application from a Field Instructor needs to be on file with the Field Placement Director.

**c) 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 Program Director and moving up to the next level if satisfactory resolution is not obtained.

#### **d) Policy on Holidays, Vacations, and Exam Week**

Students are generally excused from field practice on holidays, vacation breaks, and during exam week. However, the Social Work 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.

### **FIELD PLACEMENT EVALUATION**

#### **Field Evaluation Process**

The student's field work education will be evaluated by the agency Field Instructor in cooperation with the Integrative Seminar Instructor. The student will be kept informed of his/her progress throughout the semester during weekly supervision. Evaluations are due at midterm and the end of each semester. The student will have the opportunity to respond to the evaluation and to make any additional comments he/she wishes to make. Any student's response will be written, signed, and dated and then attached to the evaluation form. The Integrative Seminar Instructor, who has final responsibility for grading, will inform the student of his/her final grade.

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.

A standard evaluation form has been designed for the agency Field Instructor to evaluate the student's performance. The topics in the outline indicate areas of knowledge and skills which the student should learn in field education. The final evaluation form is to be completed by the agency Field Instructor and may include any written evaluation the agency Field Instructor may wish to make. In addition, the student's Field Instructor may have the opportunity to attach a brief evaluation.

### **Evaluation Tips**

The following are suggestions for successfully handling the evaluation process.

Performance evaluation is an on-going process that starts with the student's first day of Field Placement and culminates in a final written evaluation at the end of the placement. On-going evaluation of the student's progress is a built-in aspect of supervision. Students are also expected to develop the ability to evaluate their own practice throughout the field experience. If there has been continuous sharing throughout the placement, **written evaluations should hold no surprises**. The student should know ahead of time what the Field Instructor is going to say before it is written.

Both students and Field Instructors experience anxiety about evaluations. It is important to recognize this anxiety and deal with it, discussing it together as a normal problem that commonly accompanies the evaluation process. The most effective way to deal with evaluations is to have a frank discussion with the student at the beginning of the Field Placement in which the Field Instructor's approach to performance evaluation, expectations of the placement, and how feedback will be given, is discussed.

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.
4. Be open to making changes in the evaluation based on the discussion with the student when there is mutual agreement to make a change.

## **HANDLING PROBLEM SITUATIONS IN FIELD PLACEMENT**

On occasion, students may have conflicts with Field Instructors or other staff. Students may encounter problems in the working environment, may lack of assignments or direction. 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 Field 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 Social Work Program.
5. Student may be transferred to another agency only **as a last resort**.
6. If a student is asked to terminate the agency due to negative situations or problems caused by the student - then the student will be responsible for locating another agency. 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. Feel free to consult with the Field Placement Director at any time. Please call to schedule an appointment.

## **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 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 Social Work 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 off by student's Field Instructor.**

### **Grade Information for Field Instructors**

A grading policy is in Appendix 13 to help with grading. Please start by going over the grading policy with your student. Second, go over the student evaluation together. When you have both agreed to the semester grade, both sign and date the evaluation form and give it to the Integrative Seminar Instructor.

Giving grades is a difficult task. If there are any questions, please contact the Integrative Seminar Instructor.

## **GRIEVANCES**

The Augusta University BSW Program follows the policies and procedures for grievances as set out in by Augusta University.

## **TERMINATION FROM THE PROGRAM**

A student who does not meet the ethical and academic standards of the Social Work Program may be terminated from the program. 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. In the case that the student is deemed in violation of the NASW Code of Ethics, termination may occur. The criteria are outlined below.

1. 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.

- c. Being under the influence of alcohol and/or other controlled substances during classes or in Field Placement.
  - d. Unprofessional involvement with a client or any staff while engaged in Field Placement activities.
  - e. Breach of professional confidentiality.
  - f. Derogatory comments and/or behavior towards a client.
  - g. Displaying prejudicial behavior and/or attitudes toward a client of a different class, race, age, religious and/or sexual orientation.
  - h. Violation of the NASW Code of Ethics.
  - i. Insubordination.
  - j. Stealing.
  - k. Inappropriate professional attitude/disposition.
2. 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.
  3. 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.
  4. 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.

**FIELD INSTRUCTOR PROFILE**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Agency: \_\_\_\_\_

Phone numbers: \_\_\_\_\_

Email address: \_\_\_\_\_

Undergraduate degree: \_\_\_\_\_

Graduate degree: \_\_\_\_\_

Licensure: Yes/No      If yes, what? \_\_\_\_\_

Total years social work experience: \_\_\_\_\_

If MSW, total years social work experience post masters: \_\_\_\_\_

Years of supervisory experience: \_\_\_\_\_

Years of experience supervising interns: \_\_\_\_\_

Number of years with Augusta University's Social Work Program:

Other programs for who you have supervised students: \_\_\_\_\_

\_\_\_\_\_

**Augusta University: Social Work Program Application for  
BSW Field Placement: Social Work 4701/4702**

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Telephone/Cell Phone: \_\_\_\_\_

Unique skills relevant to Field Placement (Foreign language, computer software):  
\_\_\_\_\_

Geographic preference:  
\_\_\_\_\_

Prioritize your top three choices for each area using a 1, 2, 3.

Settings:

- |                                    |  |
|------------------------------------|--|
| _____ Aging/Alzheimer's Case       | _____ Nursing/Personal Care Home       |
| _____ Corrections/Criminal Justice | _____ Private Non-Profit               |
| _____ Crisis Intervention          | _____ Public Agency (DFCS, DCYS, RYDC) |
| _____ Family Service Agency        | _____ School System                    |
| _____ Health Care/Hospital         | _____ Substance Abuse/Recovery         |
| _____ Mental Health                | _____ Other (please specify)           |

Populations:

- |                   |                                |                              |
|-------------------|--------------------------------|------------------------------|
| _____ Children    | _____ Physically Disabled      | _____ LGBTQ                  |
| _____ Adolescents | _____ Developmentally Disabled | _____ African-American       |
| _____ Adults      | _____ Low Income               | _____ Hispanic/Latino        |
| _____ Elderly     | _____ Rural                    | _____ Groups                 |
| _____ Families    | _____ Urban                    | _____ Other (please specify) |

Problems:

- |                                |                                      |
|--------------------------------|--------------------------------------|
| _____ Abuse and Neglect        | _____ Developmental Disabilities     |
| _____ Adoption and Foster Care | _____ Poverty/Indigent/Homelessness  |
| _____ Aging/Alzheimer's        | _____ Sexual Violence (rape, incest) |
| _____ Child Welfare            | _____ School Related Issues          |
| _____ Domestic Violence        | _____ Substance Abuse/Addictions     |
| _____ Health and Illness       | _____ Welfare to Work Issues         |
| _____ Mental Illness           | _____ Other (please specify)         |

**Note: Professor may ask for your Statement of Professional Orientation.**

In order that we may have a better understanding of your interests in **social work**, you are asked to prepare an essay regarding your professional orientation. This material will be considered confidential. However, it will be shared with those persons directly concerned with your Field Placement instruction.

Please set forth, in roughly chronological order, what you believe to be the most significant events and influences that have contributed to your choice of social work as a major. Use the following items as a guide.

1. Where and how did you first learn about the field of Social Work? What important relationships and interpersonal experiences with family, friends, advisors, teachers, or others influenced you in the choice of this major? Why does social work appeal to you? What experiences have you had which were

valuable in developing attitudes of service towards others? Include formal learning such as in high school, at college or, perhaps, in counseling, as well as more casual learning situations such as voluntary service or cross-cultural living.

2. Describe a situation in which you feel you contributed to the resolution or alleviation of a particular problem encountered by another person.
3. Describe a situation in which you were in need of help and had to ask for it. Did the “helper” assist in alleviating the problem? If so, how? If not, why?
4. What personal qualification do you have which you believe would be an asset for Social Work? What are your personal resources and strengths? What seems to you to be areas where difficulty might be expected in the process of becoming engaged in social work problem-solving activities? What are your limitations?
5. What do you expect to get from Field Instruction? What are your special interests within the profession of social work? What are your aspirations and plans for the future?
6. What are your expectations for your Field Instructor, regarding supervision, support, direction, shadowing, independence, etc.?

### **Individual Circumstances**

Please 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 time frames (i.e. evening and weekend hours) and use of an automobile. Some agencies require a criminal background check and/or a drug screen.

### **Appointment with Field Placement Coordinator**

Each student applying for a Field Placement schedules an appointment as soon as possible in the semester. The essay is submitted at the appointment. Include a resume that will be shared with the potential Field Instructor and agency.

### **Continuing Placement Experiences**

For students applying for SOWK 4701/4702 Field Placement, we would like to understand which desired professional experiences that you have not yet had in your prior placement. Every effort will be made to accommodate these requests.

1. Summarize either a former Field Placement experience(s) and/or describe the kinds of learning opportunities you had.
2. What kinds of learning experiences would you like to have in your next Field Placement and how do you hope these experiences will impact your professional development? Specifically, what kinds of experiences do you think are necessary for you to become a competent generalist practitioner upon graduation?
3. What strengths have you acquired in your first Field Placement that have improved your practice as a professional social worker?
4. What have you identified in your first placement, or previously, as areas for your growth and development? Discuss your limitations and biases. How do you hope to overcome and work on these during your next practicum?

**SOWK 4701 and 4702 are consecutive placements at the same agency. Any changes must be approved by the Social Work Field Director, following a Change of Field Placement Form.**

**APPENDIX #3**  
**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

Name: \_\_\_\_\_

(Please print)

\_\_\_\_\_

Witness Signature

Name: \_\_\_\_\_

(Please print)

\_\_\_\_\_

Parent/Guardian Signature  
(If applicable)

\_\_\_\_\_

Witness Signature

## SUMMARY OF RESPONSIBILITIES IN FIELD PLACEMENT

Primary responsibility for the education of the student attending Augusta University rests with that student. The Field Instructor and Field Instructor join with the student to become part of the team responsible to assure that the field learning experience is as complete and positive as possible. Each member of the team has certain responsibilities to insure the success of the field work experience.

STUDENT	FIELD INSTRUCTOR	FIELD INSTRUCTOR
Preliminary meeting with Field Instructor to make decisions re. placement	Preliminary meeting with student to make decisions, share what agency is all about, kinds of experiences, etc.	Final decision and notification of that decision. Provide information about student to Field Instructor.
Negotiate tasks with Field Instructor.	Define student tasks and expectations clearly.	Provide liaison to agency and advisement to student.
Learn about agency; get acquainted with agency personnel and agency organization and goals.	Introduce agency personnel to student, orient student to agency functions and procedures.	Communicate on a regular basis with agency; make visits.
Communicate expectations and learning agenda to Field Instructor and faculty	Develop learning plan consonant with student's needs, agency program, and the school requirements.	Plan and hold Field Instructor meetings to consult on their work. Keep Field Instructors informed of course content and requirements.
Be responsible for part of the agency for supervisory conferences.	Arrange regularly scheduled supervisory conferences.	Hold three-way conference whenever necessary.
Bring problems that arise in field assignment directly to the Field Instructor.	Give student honest ongoing feedback and evaluation.	Mediate when issues arise; yet mostly remain separate from Field Instructor/student relationship.
Take a responsible part in own evaluation.	Prepare written evaluation, involving student in process.	Provide clear guidelines for evaluation process.
Prepare evaluation feedback.	Receive student feedback.	Receive both evaluations.

**APPENDIX #5**  
**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 #6

### Augusta University BSW Program Field Instructor Questionnaire

We at the Augusta University Social Work Program are interested in providing support that will be as helpful as possible to Field Instructors who supervise AUGUSTA UNIVERSITY social work students. This questionnaire is designed to obtain information that will aid in this process. Please take a few minutes to complete the questionnaire and return it to Dr. Dale White, Director of Field Placement.

1. What has the school and Director of Field Placement done in the past that has been helpful to you in your role as Field Instructor?
2. What did/do you need as a first year Field Instructor?
3. Is there some kind of assistance that the Field Instructor or Director could offer that has not been offered in the past?
4. What topics do you think would be helpful to cover in training for Field Instructors?  
 Field manual/forms required  
 Topics for continuing education credits (suggestions: \_\_\_\_\_)  
 Clinical supervision  
 Grading of students  
 Facilitation of discussion of problems and successful techniques used with students  
 Networking with other Field Instructors (collaborative sharing)  
 Other (List) \_\_\_\_\_
5. How many students did you supervise last year? \_\_\_\_\_
6. How many students can be supervised in your agency next year? \_\_\_\_\_
7. How many scheduled visits from the Director of Field Education would be most helpful to you? \_\_\_\_\_ two per year \_three per year \_other (how many) \_\_\_\_\_
8. Would you be willing to be on a special committee in January to develop Field Instructor training at Augusta University?
9. What days and times would be best for you to come to training?

**CRITERIA FOR TERMINATION**

As part of the criteria and requirements for continued enrollment in the Augusta University Social Work Program, each student is required to read the "CRITERIA FOR TERMINATING A STUDENT'S ENROLLMENT IN THE BSW SOCIAL WORK PROGRAM". (*See Social Work Program Conduct Code Procedure*)

Your signature states you have read and understand the criteria for student termination.

---

Please return the following signed statement to the Field Instructor.

I have read the document "CRITERIA FOR TERMINATING A STUDENT'S ENROLLMENT IN THE BSW SOCIAL WORK PROGRAM" and I am fully aware and understand its contents.

---

Student's signature

---

Date

**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:** \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Client contacts (direct work, with individuals, families, and groups)						
Supervision						
Inner agency meetings, Orientation & training						
Meetings/conferences outside Agency (includes: law enforcement, schools, court, and county)						
Observation (client activity, client communication)						
Paperwork*						
Research, Resource Building, Collateral						
Macro / Special Projects						
Other *						
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 #10**  
**BSW FIELD PLACEMENT**  
**STATEMENT OF STUDENT UNDERSTANDING**  
**FIELD PLACEMENT MANUAL**

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 #11**  
**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.
9. Journal turned in on time.

**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?

## AUGUSTA U

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 #12**  
**BSW FIELD PLACEMENT CHECK LIST**

- APPLICATION TO FIELD \_\_\_\_\_
- PHOTO FOR YOUR FILE \_\_\_\_\_
- COMPLETED JOURNAL OF ACTIVITIES \_\_\_\_\_
- DOCUMENTATION OF 400 HOURS (LOGS) \_\_\_\_\_
- SIGNED STUDENT UNDERSTANDING FORM \_\_\_\_\_
- SIGNED CODE OF ETHICS FORM \_\_\_\_\_
- SIGNED UNDERSTANDING OF TERMINATION FORM \_\_\_\_\_
- STUDENT FEEDBACK \_\_\_\_\_
- STUDENT EVALUATION BY INSTRUCTOR \_\_\_\_\_
- STUDENT INTERVIEWS 2 PER SEMESTER \_\_\_\_\_
- PRACTICE BEHAVIOR WORKSHEETS FOR 4701 &4702 \_\_\_\_\_
- LIABILITY INSURANCE \_\_\_\_\_
- RELEASE OF INFORMATION \_\_\_\_\_

**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

## APPENDIX #13

### 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

**APPENDIX #14**  
**ACADEMIC GRADING POLICY**  
**FOR FIELD PLACEMENT**

Grading

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:**

**Pass:** 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.

**Fail:** 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 #15**  
**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: \_\_\_\_\_

## APPENDIX #16

### 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

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**2. Alliance Hospice**

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

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**3. Benchmark Family Services Ms.**

Sonya Lee, M.ED., M.S.CP 4389  
West Maysfield Drive Suite 100  
Augusta, GA 30909  
(706) 868-7200

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**4. Burke County DFCS**

Ms. Phyllis Mozee, Director  
729 West 6<sup>th</sup> Street  
P. O. Box 390  
Waynesboro, GA 30830-0390  
(706) 554-7751

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**5. Burke County Early Head Start**

Ms. Allene Reed, Director  
518 College Street  
Suite A  
Waynesboro, GA 30803

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**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

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**8. Cumbee Center (The)**

Ms. Sherry Cheatham  
Director of Volunteers and Interns  
135 Lancaster Street, SW  
Aiken, SC 29801

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**9. Christ Community Health Services, Inc.**

Mr. Thomas J. (Jeff) Drake, III  
Executive Director  
1226 D'Antignac Street  
Augusta, GA 30901  
(706) 922-0600

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**10. Columbia County Department of Family and Children Services**

Ms. Brandi Threat, County Director  
6358 Columbia Road  
Appling, GA 30907  
(706) 678-6249

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**11. Covenant Care Services**

Ms. Jill Thomley, LMSW  
Executive Director  
3950 Ridge Avenue  
Macon, Georgia 31210

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**12. Doctors Hospital**

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

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**13. Dwight David Eisenhower Army  
Medical Center**

Department of the Army  
Fort Gordon, GA 30905

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**14. East Central Regional Hospital**

100 Myrtle Boulevard  
Gracewood, Georgia 30812  
(706) 790-2030

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**15. Family Counseling Center**

Ms. Dawn M. Jett, LCSW, Executive Director  
3711 Executive Center Drive  
Suite 201  
Martinez, GA 30907  
(706) 868-5011

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**16. Family Promise of Augusta**

Ms. Latoya Hardman  
2177 Central Avenue  
Augusta, GA 30907  
(706) 364-4462

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**17. Friendship Community Center**

Mr. Leonard Maxey, Executive Director  
1720 Central Avenue  
Augusta, GA 30904  
(706) 736-4339

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**18. Gail Reyes Senior Center, Generations Unlimited**

Ms. Betsy Harvey  
11403 Ellenton Street  
Barnwell, SC 29812  
(903) 259-4599

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**19. Georgia Department of Human Services, Division of Aging Services**

Mr. Andrea Gasper and Ms. Christene Peek  
520 Fenwick Street  
Augusta, GA 30903  
(706) 244-8718

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**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

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**21. Georgia Mentor**

Ms. Ollivette Long, Program Director

4210-17 Columbia Road

Martinez, Ga 30907

(706) 868-5268

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**22. Georgia Rehabilitation Institute**

Walton Community Services

Ms. Beth Miller, vice President

Harrison Heights

3648 Walton Way Ext.

Augusta, GA 30909

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**23. Golden Harvest Food Bank**

Mr. Travis McNeal, Executive Director

3310 Commerce Drive

Augusta, GA 30909

(706) 736-6055

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**24. Goodwill Industries of Middle Georgia**

Ms. Nancy Brownie

Volunteer Manager

231 Furys Ferry Road

Suite 210

Augusta, GA 30907

(706) 650-5760

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**25. Heartland Hospice**

Ms. Marsha Hayes  
153 Davis Road  
Augusta, Ga 30907  
(706) 860-7374

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**26. Hope House, Inc.**

Ms. Karen Saltzman, Executive Director  
P. O. Box 3597  
Augusta, GA 30914

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**27. Hospice Advantage**

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

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**28. Hospice Care of America**

Ms. Monifa McCarther, MA, LMSW  
Medical Social Worker  
4314 Belair Frontage Rd., Suite B  
Augusta, GA 30909

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**29. Lincoln County DFCS**

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

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**30. McDuffie County DFCS**

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

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**31. Mercy Ministries**

Ms. Fran Oliver, Executive Director  
1739 Fenwick Street  
Augusta, GA 30907  
(706) 737-0242

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**32. NECCO**  
4424 Columbia Road, Suite B  
Martinez, GA 30907

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

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

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

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

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**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

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**38. Regency Hospice**  
Celissa Knight, executive director  
2919 Professional Parkway, Suite A  
Augusta, GA 30907  
(706)-868-4422

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**39. Richmond County Department  
of Family and Children Services**

Ms. Judy Richards, Director  
520 Fenwick Street  
Augusta, GA 30901-2902  
(706) 721-2536

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**40. Ronald McDonald House**

Betts Murdison, Executive Director  
938 Greene Street  
Augusta, GA 30919  
(706)-724-5901

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**41. Safe Homes of Augusta**

Aimee Hall, Director  
904 Merry Street  
Augusta, GA 30904  
(706)-736-2499

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**42. The Salvation Army Augusta Area Command**

Major Shirley Suarez / Major Tony Perez  
1833 Broad Street  
Augusta, GA 30909  
(705) 364-5762

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**43. Second Providence Baptist Church**

Rev. Albert M. James, Ed..D., DRS.  
1202 Old Edgefield Road  
North Augusta, South Carolina 29841

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**44. Select Specialty Hospital – Augusta, Inc.**

Ms. Carole M. Gallagher, LMSW  
1537 Walton Way  
Augusta, GA  
(706) 737-1331

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**45. Serenity Behavioral Health System**

Charles Williamson, executive director  
3421 Mike Padgett Highway  
Augusta, GA 30906  
(706)-432-4800

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**46. St. Stephen's Ministry**

Mr. Marion Roberson III  
922 Greene Street

Augusta, GA 30903

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**47. St. John Towers, Ste. 102**

Mr. Greg Capers, Administrator  
724 Greene Street  
Augusta, GA 30901  
(706) 722-2096

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**48. STEP (Support the Enlisted Project**

Ms. Kathi Bradshaw, MSW  
Director of Client Services  
P. O. Box 26747  
San Diego, CA 92196

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**49. Steppings Stones to Recovery**

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

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**50. Still Waters Professional Counseling Services, Inc.**

Ms. LeAnn Oldfield, President and CEO  
2052 Gordon Hwy  
Augusta, GA 30909

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**51. The Lydia Project**

Ms. Michele Canchola, Executive Director  
1369 Interstate Parkway  
Augusta, GA 30909-5626

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**52. Transitional Family Services**

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

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**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

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**55. United Way 2-1-1 of the CSRA,  
Inc.**

**56.** Ms. Nancy Szocinski, Director  
630 Ellis Street  
P.O. Box 1724  
Augusta, GA  
30903 (706)  
826-1495

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

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**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

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**59. Wilson’s Garden of Hope, LLC**

Ms. Shatisha Wilson, Executive  
Director  
P. O. Box 9875  
Augusta, GA  
30916

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**60. Worthy 4 Success, LLC**

Mr. Khalif Ibere, President &  
CEO 3114 Augusta Tech Dr.  
Ste. 110  
Augusta, GA 30906

**APPENDIX #17**  
**AUGUSTA UNIVERSITY**  
**STUDENT GRIEVANCES**

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 #18**  
**SUGGESTED FIELD LEARNING ACTIVITIES**

**Ethical Practice**

Read agency policy manual

Review *NASW Code of Ethics*.

Read Illinois Mental Health and Development Disabilities Confidentiality Act. Read Illinois Abused and Neglected Child Reporting Act (ANCRA).

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 1<sup>st</sup> interview with client (or Field Instructor observe interview) and receive Field Instructor feedback.  
Audiotape 2<sup>nd</sup> 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.



Competency/ Component Behavior	Midterm Date Start	Final Date Completed
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>		
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.	1 2 3 4 5	1 2 3 4 5
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	1 2 3 4 5	1 2 3 4 5
Use technology ethically and appropriately to facilitate practice outcomes.	1 2 3 4 5	1 2 3 4 5
Use supervision and consultation to guide professional judgment and behavior.	1 2 3 4 5	1 2 3 4 5
<b>COMMENTS:</b>		

**Competency 2: Engage Diversity and Difference in Practice**

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	1 2 3 4 5	1 2 3 4 5
Present themselves as learners and engage clients and constituencies as experts of their own experiences.	1 2 3 4 5	1 2 3 4 5
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1 2 3 4 5	1 2 3 4 5

**COMMENTS:**

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1 2 3 4 5	1 2 3 4 5
Engage in practices that advance social, economic, and environmental justice.	1 2 3 4 5	1 2 3 4 5

**COMMENTS:**

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

Use practice experience and theory to inform scientific inquiry and research.		1 2 3 4 5	1 2 3 4 5
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.		1 2 3 4 5	1 2 3 4 5
Use and translate research evidence to inform and improve practice, policy, and service delivery.		1 2 3 4 5	1 2 3 4 5

**COMMENTS:**

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

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.		1 2 3 4 5	1 2 3 4 5
Assess how social welfare and economic policies impact the delivery of and access to social services.		1 2 3 4 5	1 2 3 4 5
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		1 2 3 4 5	1 2 3 4 5

**COMMENTS:**

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.		1 2 3 4 5	1 2 3 4 5
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		1 2 3 4 5	1 2 3 4 5

**COMMENTS:**

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Collect and organize data, and apply critical thinking to interpret information from clients.		1 2 3 4 5	2 3 4 5
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.		1 2 3 4 5	2 3 4 5
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.			

<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>			
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**COMMENTS:**

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>		<p>1 2 3 4 5</p>	<p>1 2 3 4 5</p>
<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>		<p>1 2 3 4 5</p>	<p>1 2 3 4 5</p>
<p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>			
<p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>			
<p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>			

**COMMENTS:**

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Select and use appropriate methods for evaluation of outcomes.		1 2 3 4 5	1 2 3 4 5
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		1 2 3 4 5	1 2 3 4 5
Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		1 2 3 4 5	1 2 3 4 5
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.			

**COMMENTS:**

