MASTER SYLLABUS

Nashville State Community College
Field Practicum
SWRK 2060

Field Practicum Guide
(5 SCHs)
Catalog Description:
The course is designed to provide students with direct professional experience in the field of social services. Students complete a minimum of 150 clock hours of field work in a social service agency approved by the Department and will be supervised by both an on-site mentor and a college practicum supervisor. Students are also required to attend all scheduled seminar meetings. Pre-requisite(s): Completion of 30 hours of Major Core Courses or permission of instructor.

Credits: 5

Course Purpose/Rationale:
The Social Services Field Practicum Course is designed to be the direct professional experience in the A.A.S. Social Services degree program. Students will complete 150 clock hours at a social services agency under the supervision of both an on-site mentor and a college practicum supervisor. The intern is expected to participate in the daily routine of the assigned social service agency and will identify, investigate, propose and implement selected individual assignments. The internship will include selected outside observations and 15 hours of on-campus classroom instruction.

Specifically, this course provides the opportunity for the intern to demonstrate professional skills required of a general social services worker. These include, but are not limited to the following:

- Planning, observing, participating and evaluating program activities.
- Critiquing her/his own performance and the performance of other professionals.
- Participating in outside observations to broaden one’s professional perspective.
- Utilizing methods learned in the social services degree course work.

Required Text:
Please see bookstore link for textbook information.

General Goals and Performance Outcomes:

Goal I: Conduct a structured investigation of a specific social services agency.

Performance Outcomes:
a. Assume responsibility for identifying, selecting and Justifying appropriate agencies for a practicum experience.
b. Summarize the history, goals, philosophy and organizational structure of a particular agency.
c. Develop a list of service agencies for particular type of client needs.
d. Identify “success” qualities and/or behaviors exhibited by currently employed staff members at the practicum agency.
Goal II: Identify and analyze personal and academic factors which are related to success in the chosen career field.

Performance Objectives:
a. Assess personal strengths and weaknesses that have the potential to affect employability.
b. Compare one’s strengths and abilities with characteristics exhibited by people who are considered successful in the field of interest.
c. Summarize academic coursework needed for entry level position.
d. Determine if one’s current carrier choice is appropriate in the foreseeable future.

Goal III: Increase one’s skill in effective, concise written and oral communication.

Performance Objectives:
a. Neatly, completely and accurately complete a variety of forms.
b. Increase interpersonal skills.
c. Exhibit the ability to communicate an understanding of the practicum agency’s functions and one’s responsibilities within an agency.

Goal IV: Recognize and exemplify professional behaviors expected of a student/entry level professional.

Performance Objectives:
a. learn to work through various work situations, including situations conflict potential.
b. Exemplify in her/his own behaviors the social obligations associated with the world of work.
c. Recognize and respect the times, schedules and responsibilities of other people.
d. Exemplify characteristics of a positive attitude.

Course/Practicum Policies:

Attendance Policy:
Attendance is mandatory; therefore, active participation is expected. Students are accountable for content assignments and announcements made during class and should, therefore, make arrangements to get information whenever absent.

Responsibility for class attendance and participation is considered an important element of the student’s development and training. Absences negatively affect the individuals with who the student works, interacts and learns. In this regard, both class attendance and participation are important for successful completion of the course. It is also assumed that in this field practicum the student will have similar work related responsibilities as other professional staff. Lateness to work, non-communication of absences and other unprofessional behaviors will result in point deductions.

In regard to make-up work, no credit (a zero) will be given for any assignment that is not completed by the announced “due date” unless prior arrangements are made with the instructor. If there are extenuating circumstances beyond one’s control, the intern should arrange an appointment with the instructor to negotiate mutually agreeable alternative arrangements regarding the completion of said assignment.
Failure to attend class will result in a final course grade of “FA” or “FN”
- FA – Failure – attendance related (last date of attendance required)
- FN – Failure – never attended class

**Instructional Methodology:**
Lecture, discussion, demonstration, participation and field based assignments such as journaling and short observations.

**Course Topics:** *(drawn from recommended text’s 12 chapter titles)*
Getting ready, Getting Started, Getting Acquainted, Learning to Learn from experience: The Integrative Processing Model, Using Supervision, Dealing with Diversity, Developing Ethical Competence, Writing and Reporting Within your Field Agency, Managing your Feeling and your Stress, Trouble-Shooting, Evaluating your Performance, and Leaving your Field Placement.

**Evaluation Procedures/Grading Policy**

| Field Placement (supervisor’s evaluation, attendance, participation, etc.) | 60 points |
| Learning Plan | 10 points |
| Intern’s Journal and Narrative | 10 points |
| Intern’s Observation Reports/Process recording | 20 points |
| **100 Total Points** |

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It is the student’s responsibility to check D2L and MyNSCC email on a regular basis. These are the official communication channels between the college and students. Students are responsible for the information communicated through those channels. D2L contains specific course information and MyNSCC contains information important for other purposes.

Nashville State Community College has implemented an Early Warning System to notify students via e-mail about academic problems such as poor classroom attendance, poor performance on assignments/tests, poor communication skills, late/missing assignments, and/or lack of classroom participation. **Please note that Early Warning Alerts do not affect a student's academic standing.**

**Accommodations:**
Nashville State complies with the Americans with Disabilities Act. Consult with the office of Student Disability Services. If you need any accommodation(s) for this class, notify the instructor by the second class meeting.
OVERVIEW OF THE FIELD PRACTICUM

Educational Philosophy and Approach

The field practicum is a sequence of courses in which the student applies theoretical knowledge within a social welfare context under the instruction and supervision of persons recognized by the college as competent practitioners. The student is in the practicum for 150 clock hours on site and 15 hours on campus in seminar. The student will receive 5 credit hours for this course work. The educational objectives and policies of the field practicum are formulated by the faculty and periodically revised to reflect changing practice.

The educational philosophy underlying the field practicum is a blend of the idealism and pragmatism that is characteristic of the profession. Within a framework of social work values and knowledge, the student in the practicum: tests out theory; develops skills and demonstrates competencies; evaluates his/her own performance; and gains an understanding of generalist practice.

The field agency is the arena in which practice is carried out and is an essential source of learning for the student. Through interaction with agency staff, service to clients, and exposure to the programs and policies of the agency, the student learns from the agency and, in turn, contributes to its programs. The agency field instructor is a professional colleague entrusted by the college with the task of assisting the student in the application and integration of knowledge. The college is responsible for providing the field instructor with the academic resources and consultation to implement this task.

Nashville and the surrounding counties have a wide variety of human service agencies that are potential practicum sites. The following are examples of the kinds of settings available: public welfare, homeless shelters, mental health centers, justice centers, family service agencies, public housing and residential treatment centers. Client populations are diverse in terms of race/ethnicity, socio-economic status, age, and residency in rural/urban neighborhoods.

In summary, the field practice experience provides the student with an arena to apply social work knowledge and skills in actual social work practice situations under the direct supervision of an experienced professional practitioner. The field instructor acts as a role model for the student by demonstrating social work knowledge and skills and through the use of professional behaviors that are consistent with values and ethics of the profession. This process facilitates the student's professional socialization and provides the student with an opportunity to test his/her knowledge, values, skills and commitment to the profession.

B. Structure of the Social Work Practicum

The field curriculum is sequenced and integrated to provide students with opportunities for developmental and graduated learning. The Field Practicum Learning Plan is used in the field course to organize the student’s learning activities around the identified competencies.
At the completion of the practicum, the student is expected to demonstrate progression of knowledge and skills in the following field practice areas:

A. The organizational context of practice
   1. Knowledge of the agency
   2. Representing the agency
B. The community context of practice
   1. Awareness of community needs and concerns
   2. Assessment of existing social policy and programs
   3. Knowledge and utilization of community resources
C. The social work problem solving process
   1. Preparation for the client contact
   2. Relationship skills
   3. Clarification of role and purpose
   4. Interpersonal communication skills
   5. Information gathering and recording
   6. Definition of the problem
   7. Analysis of the information collected
   8. Contracting
   9. Termination of service
   10. Evaluation of the intervention
D. The professional context of practice
   1. Knowledge of the profession
   2. Handling of work expectations
   3. Use of supervision
   4. Integration of the professional role

The emphasis of the practicum is on the introduction and early development of basic social work skills in four essential practice areas: the organizational context of practice, the community context, the social work problem solving process, and the professional context of practice. Learning experiences, both observational and participation are designed to expose students to a wide variety of social work functions. Students will receive a minimum of 45 minutes to one hour of supervision per week from an agency field instructor.

Field seminars; one-on-one and group meetings with the faculty instructor, held concurrently with field practice, are designed to facilitate the integration of classroom learning with the knowledge and experience gained in agency settings. The diversity of agencies and client populations experienced by the students is shared through examination of the content and context of practice. Thus, each student's knowledge and skill base is broadened and strengthened beyond his/her own field placement. The seminar meetings provide a vehicle for students to engage in a dynamic, interactive exchange designed to facilitate the integration of classroom learning with the knowledge and experience gained in agency settings.

Students share experiences related to agency diversity and client populations along with ethical and practice dilemmas encountered during field. The seminar becomes a “safe” place for students to question, share, and learn from faculty instructor. In addition to the interactive processing, the students keep a weekly field journal that requires self-reflection and focus on self in the professional role. The seminars are conducted by faculty members (both fulltime and adjunct) who also serve as field faculty instructors to the students’ placement.
Field practice, field seminars, and course work are interrelated building blocks designed to prepare the student to be a generalist practitioner and to achieve proficiency in the eleven competencies delineated previously.

The faculty instructor is responsible for developing and maintaining a variety of field practice settings for the A.A.S degree program. The faculty instructor receives feedback from faculty, students, and practitioners in the community regarding the availability and appropriateness of various field settings. The faculty instructor makes one or more visits to the agency to determine its appropriateness as a field setting. Field practice settings are continuously re-evaluated as new information appears or when there is a change of circumstance in the field setting.

A. Criteria for the Selection of Practicum Settings
   The following are criteria for field agency selection:
   
   1. The agency's philosophy and standards are consistent with the goals of social work education and the values and ethics of the social work profession.
   
   2. The agency is able to provide a MSW or a BSW field instructor who has practice competence and preferably some supervisory experience.
   
   3. The field supervisor must provide the student with at least 45 minutes to one hour of supervision weekly.
   
   4. The field supervisor is willing to work with a student and the faculty instructor in a cooperative manner to clearly identify student learning needs and develop assignments to facilitate the student’s educationally directed field experience.
   
   5. Field learning experiences are selected for their educational value and in accordance with the eleven competency areas.
   
   6. The agency is able to provide the student with the necessary physical resources for the learning experience; e.g., office space and supplies, travel reimbursement, etc.

B. Agency Agreements
   Formal, written agreements are used with all field placement agencies to delineate the roles and responsibilities of the college, the field agency, and the student. Essentially, the agreement indicates the college, the agency, and the student are expected to abide by the policies and procedures outlined in the field practice manual. These agreements are kept on file in the college.

C. Criteria for the Selection of Field Supervisors
   The agency field supervisor is a master's or bachelor’s level professional social worker employed by an agency. The faculty instructor is responsible for screening practicum supervisor using the following criteria as guidelines:
   
   1. The field supervisor is a competent practitioner and preferably has supervisory or teaching experience.
   
   2. The field supervisor is interested in undergraduate social work education as a process and is willing to supervise a variety of students with diverse learning needs.
3. The field supervisor is available in the agency while the student is in placement and is able to devote adequate time to supervision. At minimum, the student must receive 45 minutes to one hour of supervision per week.

4. The field supervisor is willing to work cooperatively with the faculty instructor and the college to insure a successful placement experience.

V. ROLES AND RESPONSIBILITIES IN THE FIELD PRACTICUM
To insure a quality field practicum, it is essential that key persons involved in the practicum understand their roles and work cooperatively. The following section delineates the roles and responsibilities of key persons.

A. Faculty instructor
The Faculty Instructor is responsible for the oversight of the practicum and its relevance and congruence with the overall curriculum. In addition, the faculty instructor is responsible for the efficient coordination of all field practicum activities involving field supervisors, students, and agencies.

The faculty instructor is a faculty member or an adjunct faculty member who serves as liaison between the agency and the college and as faculty instructor to the agency field instructor. While the field supervisor carries the primary educational role with the student, the faculty instructor acts as a facilitator to the field supervisor and, when necessary, provides a mediating or problem-solving function in the student's field education. The faculty instructor is the student's seminar instructor. This unique arrangement facilitates the student's integration of field and classroom learning.

The faculty instructor's responsibilities are to:

1. Identify, develop, and maintain field agencies and field supervisors with the concurrence of the program director.

2. Assign students to field practicum sites.

3. Maintain efficient reporting systems and records of field practice activities.

4. Confer with the field supervisor when a student's performance is below expectations and/or when a grade of D or less is anticipated.

5. Prepare and maintain a current field practice manual and other materials which have an educational value for field supervisors.

6. Develop and deliver training program for field supervisors.

7. Plan and deliver personal safety training for students.

8. Initiate and respond to field supervisor, student, and agency suggestions for the continuous upgrading of the field practice curriculum.
9. Conduct periodic evaluations of practicum methodology and outcomes and initiate appropriate changes.

10. Maintain ongoing contact with the field supervisor via telephone and through agency visits.

11. Assist the field supervisor in the design of learning experiences for the student; and consult with/advise the field instructor regarding the student’s special learning needs.

12. Provide the field supervisor and other relevant agency personnel with current knowledge about the academic curriculum and any necessary assistance in relating it to field practice.

13. Consult with the field supervisor regarding the student's semester evaluation, assign the field practice grade, and insure the written evaluation and grade are given to the college at the specified time.

14. Conduct the field practice seminar.

15. Contribute ideas for innovation and upgrading of field practice and for expansion into new agencies and practice fields.

C. Field Supervisor
The field supervisor has the primary responsibility for the student's education in the field placement. The field instructor is a role model and an educator who demonstrates professional skills and behaviors and guides the student in the learning and integration of social work knowledge, values, and skills.

The field supervisor:

1. Selects and makes appropriate assignments that take into consideration as much as possible the student's past experience, learning patterns, career expectations, unique learning needs, and the program's educational objectives.

2. Completes, with student the Field Practicum Learning Plan.

3. Provides an orientation to the agency.

4. Informs relevant agency staff about the expectations of the program and the student's role in the agency.

5. Meets at least 45 minutes to one hour each week with the student for supervision.

6. Contacts the faculty instructor if necessary.

7. Assesses the student's progress on a regular basis and completes all evaluation instruments in a timely manner.

8. Contributes knowledge and suggestions to the college for up-dating the program.
D. Student
1. The student is an adult learner with a commitment to and investment in preparation for a career in the profession of social work. In particular, the student is expected to:

2. Participate with the field supervisor in examining the educational objectives and the learning assignments for the field practicum. These learning assignments are listed on the Field Practicum Learning Plan.

3. Prepare for weekly conferences with the field supervisor by: developing a written agenda; submitting written recordings and/or audio or video tapes in advance; taking the initiative in raising questions for discussion; and demonstrating the application of theoretical knowledge to practice.

4. Participate actively in agency staff meetings, if possible, given personal and agency schedules.

5. Engage actively in the evaluation process, seeking ongoing feedback from the field supervisor and participating in the semester formal evaluation.

6. Bring to the field supervisor any problems or dissatisfaction with the field experience and engage constructively in finding solutions, if possible. If the problems cannot be resolved; the student should contact the faculty instructor.

7. Use the NASW Social Work Code of Ethics as a guide in all agency activities.

8. Treat all agency information about clients in a confidential manner.

9. Abide by agency procedures regarding practice activities, dress codes, working hours, snow days, and attendance.

10. Report absences to the field instructor in advance and make arrangements with the field supervisor to make up any lost hours as soon as can be arranged.

11. Provide transportation to and from the field practice agency. Students with cars must have a current, valid driver’s license and car insurance.

12. Participate actively in all field practicum seminars.

VI. FIELD PRACTICUM POLICIES AND PROCEDURES

A. Commitment to Cultural Diversity and Social Justice
It is important for students to be culturally sensitive and respectful of differences among people. Field offers students the opportunity to recognize their own biases, prejudices, or ignorance regarding diverse groups. Sometimes these feelings are not apparent until students have encounters with persons who are different. This presents an opportunity for self-examination and correction. These values are clearly stated in the NASW Code of Ethics. Nashville State Community College, staff, and students shall:
1. “Act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin (or ancestry), color, sex (gender), sexual orientation, age, marital status, political belief, religion (creed), mental or physical disability, or socio-economic status” (NASW Code of Ethics, 6.04(d)).

2. Practice within the defining principles of “service, social and economic justice, dignity and worth of the person, importance of human relationships and integrity and competence” (CSWE, 1.0).

3. “…Enhance human well-being and alleviate poverty, oppression, and other forms of social injustice” (CSWE, 1.0).

4. “…Develop and apply practice in the context of diverse cultures” (CSWE, 1.0). To this end, the BSW curricula shall provide content and learning experiences to prepare social workers “…to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation (and)...to alleviate poverty, oppression, and other forms of social injustice (CSWE, 1.2).

F. Professional Liability Insurance
Students in field practice can be sued for malpractice.

H. Personal Safety Training
All students must participate in the personal safety training provided as they begin their field experience. The training includes content on: anger management skills, infectious disease control, sexual harassment and practicum advice to minimize risks to safety at the agency, in the community, and when making home visits. Before students begin field practice, they sign the document, Acknowledgment of Risk in the Field Practicum.

I. Students Who Experience Sexual Harassment at the Field Agency
Sexual Harassment of students is a violation of Title IX of the Education Amendments of 1972, which prohibits sex discrimination in education. Unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature constitute sexual harassment when grades of educational progress are made contingent upon submission to such conduct, or when the conduct has the purpose or effect of interfering with the individual’s academic performance, or of creating an intimidating, hostile, or offensive educational environment.

Students should follow the following procedure if they have experienced sexual harassment in their field agency.
1. The student should contact the faculty instructor as soon as possible to report this situation and to receive advice on how to proceed.

2. The most important consideration is the student’s safety. That will be discussed with the field supervisor/faculty instructor and an immediate “safety plan” will be designed if that is necessary.

3. The field supervisor will notify the faculty instructor and they will work with the agency to further assess the situation and decide on an intervention strategy.
4. A copy of the agency's sexual harassment policy is needed and will be requested by the faculty instructor.

5. The future of the student's placement at the agency will be determined after a thorough assessment of the situation. The student may choose or be advised not to return until the assessment has been completed.

6. If needed, referrals to appropriate resources will be made to help the student cope with the situation.

**J. Professional Conduct**

Students must conduct themselves in a professional and ethical manner toward clients, fellow students, and the faculty. Because membership in a profession implies an encompassing set of values, professional conduct is expected at all times, on-campus and off-campus. The college subscribes to the NASW Code of Ethics which is discussed in the classroom and in field placements. Any act that would constitute unethical practice or a violation of law, whether committed in college-related activities or not, is grounds for disciplinary action, including dismissal from the program.

In addition, the field instructor should use the Incident Report form to document other problematic behaviors of the student. It is normal for students to make mistakes because field is a learning situation. However, when the student repeatedly fails to respond to the field supervisor’s feedback, the supervisor should document on the Incident Report what has been happening. For example, it is a problem when a student is frequently absent or tardy and fails to inform the field supervisor and faculty instructor or when the student fails to schedule time to make up the missed field hours. The Incident Report form is a helpful supervisory tool and should be used when appropriate. The field instructor is strongly encouraged to check with the field faculty instructor or the faculty instructor if there are questions regarding when to use this form.

**K. Transportation**

All students must provide their own transportation to and from the agency. If transportation is a problem, this should be noted on the Field Placement Information. Students who drive their own vehicles must have a current, valid driver's license and car insurance. Many agencies will pay mileage for travel required to perform agency work. Ask your field instructor about mileage reimbursement if you are required to travel on the job.

**L. Practicum Hours**

Students receiving the A.A.S. degree are in field placement for a total of 150 clock hours in addition to the 15 hours of seminar. Students are not expected to be in field practice on school holidays or when classes are not held at NSCC.

**M. Grading Policy**

The field practice grade is determined by the field supervisor and faculty instructor after consideration of the student's performance in field (60%) and in the field seminar (40%). The grade is based primarily (60%) on the student's performance in the agency. The field instructor should notify the faculty instructor immediately if there is any indication that the student's performance is below satisfactory. Undergraduate grades are as follows:
A. Superior  
B. Good  
C. Satisfactory  
D. Unsatisfactory  
E. Failure  
F. Incomplete

N. Evaluation of Student Performance in Field Practice  
An evaluation of each student's progress in field practice is required at mid-semester and at the end of each semester. The evaluation, completed by the field instructor, is read and signed by the student. Signing the evaluation only means the student has read the evaluation. The student has the right to submit a written statement to the college outlining the areas of disagreement with the evaluation.

The evaluation is a joint appraisal by the field instructor and student of the student's progress in meeting the educational objectives during the period covered. The student's participation in the evaluation process stimulates the student to evaluate critically his/her own performance and to recognize areas of strength and weakness. The completed evaluation is given to the field faculty instructor. The evaluation is placed in the student's file after it has been reviewed and signed.

P. Student Evaluation of Field Practice  
At the conclusion of the field placement, students are asked to evaluate their placement experience. Using the form Student Evaluation of Field Practice students are encouraged to comment on various aspects of their field practicum and make recommendations for change. The completed forms are returned to the school. The faculty instructor will compile a written summary of all student perceptions which is then shared in aggregate form with all field instructors.

Q. Confidentiality  
Students should not discuss clients or their problems outside the agency. If the student uses client-related material in class or in a portfolio, the agency's permission must be secured and the information must be carefully disguised so the identity of the client and others is protected.
Nashville State Community College
FIELD PLACEMENT INFORMATION/PREFERENCE FORM

Complete this form and return it to ________________. If you have questions, please contact me at (615)353-3350. Please print

Name: ____________________________ MI ____________________________ Last ____________________________ CWID ____________________________

Address: ____________________________ Street ____________________________ City ____________________________ State ____________________________ Zip code ____________________________

Phone: ____________________________ Work/Day ____________________________ Home/Evening ____________________________ Beeper/Cell Phone ____________________________

E-mail address: ____________________________

Please list the courses that you will have or plan to take before entering your practicum.

1 ____________________________ 7 ____________________________
2 ____________________________ 8 ____________________________
3 ____________________________ 9 ____________________________
4 ____________________________ 10 ____________________________
5 ____________________________ 11 ____________________________

Please list your top three choices for your field practicum.
(FOR EXAMPLE: Enter either the name of a specific agency or type of agency setting or an area of interest such as Child Welfare; Mental Health; Health; Aging; Schools; Community Services; Family Services; Alcoholism/Addictions; Developmental Disability/Rehabilitation; Advocacy/Legislative; Corrections; Planning/Coordinating.)

FIRST: ____________________________
SECOND: ____________________________
THIRD: ____________________________

If you prefer a specific population (i.e., youth, families, elderly), please specify:

FIRST: ____________________________
SECOND: ____________________________
THIRD: ____________________________

Do you have a resume? [ ] Yes [ ] No If yes, please attach it to this form.
If you do not have a resume, please note that you will need to create one as a field practicum requirement.
List 3 personal/professional learning goals that you want to reach in your practicum.

1. 
2. 
3. 

Do you wish to have your employment site considered as a practicum site?  [ ] Yes  [ ] No

If yes, when did you begin employment with this agency? _______________________________________________________________________

How will you travel to your placement?  [ ] Car  [ ] Bus  [ ] Other

Are there other factors that must be considered when finding a field placement? (e.g., child care, work, etc.)?  [ ] Yes  [ ] No

If yes, please explain: _______________________________________________________________________

_____________________________________________________________________________________

When are you most available to complete your practicum?

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What are your overall professional/career goals?

1. 
2. 
3. 
4. 

_____________________________________________________________________________________

I understand that any information that is deemed important to the placement will be shared with the field instructor. I understand that the field supervisor and faculty instructor for my concentration practicum may have the opportunity to read my academic file which includes my transcript, academic plan, advising notes, foundation level field materials including evaluations, and other academic related correspondence. I am aware that many agencies require criminal checks and health screening (including drug testing, TB, and Hepatitis-B tests, etc.) for students to be accepted in placements. Declining an agency request for a criminal check or health screening may limit my placement options.

_____________________________________________________________________________________

Student’s Signature  Date

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Revised 4-4-12
Nashville State Community College  
Field Practicum Student Time Sheet

Student: ___________________________  Date: _________________________
Agency: ___________________________  Field Instructor: _________________________

Instructions: List the time as accumulated. Submit the time sheets to the field instructor for review and signature. Forward the time sheets to the faculty field instructor at the end of week 8 and at the completion of the semester. These timesheets will be used to verify and evaluate your practicum. **Keep copies of all of your time sheets.**

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Time should average 10 hours per week and include: 30 – 60 minutes/week of Supervision from the Field Instructor.

8-9 hours/week Practicum activity includes but is not limited to: Process recordings, other case records, Clinical Staffings, Telephone contacts, reading case materials, collaborative activities, reading materials assigned by the field instructor, community/agency meetings

Student Signature ___________________________  Field Supervisors Signature ___________________________

Field Instructor's Signature ___________________________

*Time sheet not valid without field signature*
ACKNOWLEDGMENT OF RISK IN THE FIELD PRACTICUM

This document is designed to inform you of the potential risks associated with the field practicum. It is the SOCS Program’s belief that you have a right to be informed of risks associated with this aspect of your educational and professional preparation and that with proper knowledge and preparation, risks can be minimized.

1. Automobile liability insurance. If you will be using your personal vehicle in field, it is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. Check with your field instructor to find out if the agency provides coverage for you if you use your vehicle to transport clients. Many agencies consider students “volunteers” and this allows them to provide some coverage through policies for volunteers. Whenever possible, use an agency vehicle to transport clients.

2. Personal Safety. You may encounter risks to your personal safety during the field practicum when dealing with angry or hostile clients making home visits, or being exposed to clients who have an infectious disease. It is important to learn what you can do to minimize the risks to your personal safety. Personal safety training is provided by the SOCS Program prior to beginning field practice. It is important that all students attend. You need to discuss personal safety issues with your field instructor early in the practicum so you can be informed of agency policies and procedures and any recommended courses of action.

3. TB skin test. The prevalence of TB in society has seen an increase in recent years. If you anticipate a field practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some settings may require this test. You can get this test through the local Health Department for a fee.

4. Hepatitis B vaccine. If you anticipate a placement setting where there is the chance of being exposed to blood-borne pathogens, it is recommended that you get this vaccination. This involves a series of three injections over a six month period of time. The second injection is given one month following the first with the third coming five months later. You can obtain this series of injections through the local Health Department for a fee.

I have read the above and understand that the field practicum does present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations.

________________________________________  __________
Student Signature                Date
Field Practicum Professional Code of Conduct

The field practicum focuses on the education and training of students for entry-level generalist practice. There is the expectation that students in the program uphold the core values and ethical standards of the social work profession. These values and ethical principles are identified and discussed in the NASW Code of Ethics. As part of the requirement for entry into the major, a student is asked to read and sign the following code of conduct derived from the Code of Ethics.

1. Social work students are expected to uphold the values, ethics, and standards of the profession (5.01, Code of Ethics).

2. Social work students are expected to treat their peers, faculty, and staff with dignity and respect (2.01A), and avoid unwarranted negative criticism and demeaning comments of these constituencies (2.01B).

3. Social work students should strive to enhance their competence and recognize the need for continuous professional growth (4.01).

4. Social work students should not practice, condone, facilitate or collaborate with any form of discrimination (4.02).

5. Social work students should not participate in, condone, or facilitate any type of dishonesty, fraud or deception (4.04).

6. Social work students whose personal problems, psycho social distress, legal problems, substance abuse, or mental health difficulties interfere with their abilities to meet classroom and field practice requirements are expected to take appropriate remedial action (4.05).

7. Social work students should not permit their private conduct to interfere with their classroom and field practice responsibilities (4.03).

8. Social work students engaged in research are expected to protect the confidentiality of human subjects, obtain voluntary informal consent, and inform participants of their right to withdraw from the study (5.02).

Statement of Understanding
Participation in the social work program at Nashville State Community College requires students to adhere to the professional values, ethics and standards identified in the National Association of Social Workers Code of Ethics. If my field supervisor or faculty instructor determine my professional development is less than satisfactory, the program has the responsibility to review my suitability for the social work profession.

The student’s signature indicates the student has read and received a copy of this code of conduct.

Name (please print)

Signature ______________________________ Date _____________________
**Purpose:**

The purpose of the learning plan is to: (1) enhance student learning and professional development, (2) clearly delineate learning tasks and assignments, (3) provide a means for accountability, and (4) provide a structured learning environment.

**Directions for Completing the Plan:**

**Column One** - Plan for Competency Development - Completed by the Field Supervisor.
1. Field Supervisors will have most learning activities identified and described before the student arrives for placement.

2. After the student arrives, learning tasks can be added or adjusted to meet the special needs, interests, and/or maturity level of the student.

3. When Column One is complete, both the field supervisor and student sign and date the document. Then, the student hands in the plan to the faculty instructor for review – **no later than the third week into the semester**.

**Column Two** - Evidence of Plan Completion - Completed by the Student

1. The student completes the last column at the end of the semester, with field supervisor’s input.

2. No items should be left blank. If the student was not able to complete the assignment or circumstances changed, then a written explanation is provided.

3. When Column Two is complete, both the field supervisor and the student sign and date the document. The student enters the number of hours completed for the semester and returns it to the faculty instructor.
<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>PLAN FOR COMPETENCY DEVELOPMENT LIST AT LEAST 3 ITEMS</th>
<th>EVIDENCE OF PLAN COMPLETION</th>
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</table>
| 1. **ASSESSMENT** - Assess the relationship between people and social institutions based on gathered information, including existing research findings. | 1. 
2. 
3. 
4. | 1. |
| 2. **PLANNING** - Develop a goal oriented plan that empowers people to address problems identified in the assessment. | 1. 
2. 
3. 
4. | 1. |
| 3. **HELPING INTERVENTIONS** - Enhance the problem solving, coping, and developmental capacities of people in the context of their unique, diverse environments through appropriate interpersonal skills and professional use of self. | 1. 
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4. | 1. |
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<td>4. REFERRALS -</td>
<td>1. Accurately link people to available services that</td>
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<td>provide them with resources and opportunities.</td>
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<td>5. VULNERABLE POPULATIONS -</td>
<td>1. Recognizing the historical mission of social work</td>
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<td></td>
<td>and the importance of human diversity, use a</td>
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<td>multicultural perspective to respond on behalf of</td>
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<td>vulnerable populations that have experienced</td>
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<td>discrimination and limited opportunities.</td>
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<td>6. ADVOCACY -</td>
<td>1. Advocate for effective and humane resource</td>
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<td>systems and work with others to change those systems</td>
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<td>that are unjust, inequitable, and unresponsive to</td>
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<td>people.</td>
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<td>7. EVALUATION OF INTERVENTION - using research methods, evaluate the extent to which the goals of the change process have been met.</td>
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<td>8. EVALUATION OF PROFESSIONAL GROWTH - Critically assess one’s skill level, knowledge base, and use of self in the professional role and consult with and seek guidance and feedback in a non-defensive manner from one’s supervisor.</td>
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<td>9. Integration of Policy and Practice - Identify and analyze policies impacting service delivery systems that affect clients’ well-being</td>
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<td>COMPETENCY</td>
<td>PLAN FOR COMPETENCY DEVELOPMENT LIST AT LEAST 3 ITEMS</td>
<td>EVIDENCE OF PLAN COMPLETION</td>
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<tr>
<td>10. PRACTICE GUIDED BY KNOWLEDGE - Address both the person and the environment through an awareness of bio-psycho-social functioning of people, the theoretical understanding of the relationship between people and social systems, and an understanding of diversity and at-risk populations.</td>
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<td>11. ETHICAL STANDARDS - Adhere to the NASW Code of Ethics in one’s practice and extend professional knowledge through participating in professional development activities as well as by sharing one’s expertise.</td>
<td>1.</td>
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Nashville State Community College
STUDENT EVALUATION OF FIELD PRACTICE

Just as there are regular evaluations of each course taken at NSCC, all students are requested to evaluate their field practicum experience. These evaluations provide a profile of the practicum instruction received by students and a source of feedback to the field coordinator concerning student perceptions of their experience in the practicum. A copy of the evaluation may be shared with instructors and supervisors once grades have been submitted, if the student gives permission. Thank you for your time in completing this evaluation. Please submit this during the 13th week of the semester.

Please print the most appropriate response number in the blanks provided by using this scale to rate items:

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<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
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Evaluate your level of agreement on items 1 -2 regarding your field agency:

1. invited you to participate in the formal and informal communication systems
2. provided adequate office space and clerical services for you

Evaluate your level of agreement on items 3 -6 regarding your field practice assignments:

3. were related to field practice competencies
4. were appropriate to the time allotted, with time to think and relate theory to practice
5. provided experience with diverse clients in a variety of situations
6. reflected generalist practice

Evaluate your level of agreement on items 7 -26 regarding your field instructor:

7. made you feel welcome
8. accepted you as an integral part of the professional social work staff
9. oriented you to the agency and its services
10. was receptive to your opinions and ideas
11. was an appropriate role model of a professional social worker (modeled the NASW Code of Ethics)
12. had clearly stated expectations of you
13. demonstrated a strong commitment to social and economic justice
14. emphasized the importance of being sensitive to issues of human diversity in service delivery
Evaluate your level of agreement regarding your field instructor:

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<tr>
<td>15.</td>
<td>demonstrated knowledge of the generalist model in social work practice</td>
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<td>16.</td>
<td>related classroom content to practice</td>
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<td>17.</td>
<td>provided structure and clarity of expectations about assignments</td>
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<td>18.</td>
<td>required evaluation of your practice</td>
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<td>19.</td>
<td>provided opportunities for generalist practice in various size systems (from micro to macro)</td>
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<td>20.</td>
<td>provided regularly scheduled time for supervision</td>
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<td>21.</td>
<td>was accessible within reason when needed</td>
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<td>22.</td>
<td>provided opportunities for independence with appropriate support and reinforcement</td>
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<td>23.</td>
<td>provided an ongoing process of “feedback” to the student throughout the placement, as well as the required written evaluation</td>
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<td>24.</td>
<td>made evaluations that were fair, accurate, and helpful to you</td>
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<td>25.</td>
<td>provided a learning environment that challenged you to grow professionally</td>
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<td>26.</td>
<td>provided a learning environment that challenged you to grow personally</td>
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Evaluate your level of agreement on items 27 -29 regarding your field practice consultant:

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<td>27.</td>
<td>was available and willing to answer questions regarding the placement</td>
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<td>28.</td>
<td>provided help and support if you were experiencing problems in the placement</td>
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<td>29.</td>
<td>provided you with meaningful feedback on your journal</td>
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Use the following scale to rate the items listed below. Place your response number in the blank to the left of the question. Rate each item **individually** from 1 to 6, giving the value of the contribution of each item to your progress in field practice this year. Use 1 as minimal and 6 as maximal. **If an item doesn’t apply (i.e., there are no other students placed with you), please put 0.**

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<td>30.</td>
<td>field instructor</td>
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<td>31.</td>
<td>other students at your placements</td>
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<td>32.</td>
<td>agency staff</td>
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<td>33.</td>
<td>Assignments</td>
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<td>34.</td>
<td>agency setting</td>
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<td>35.</td>
<td>individual initiative</td>
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<td>36.</td>
<td>your field consultant</td>
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<td>Maximal</td>
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Please answer the following questions. If you run out of space, continue on the back or on a separate piece of paper.

1. In what ways was the field instructor most helpful to you during your placement?

2. What could your field instructor do differently, if anything, to improve his/her teaching effectiveness?

3. What changes, if any, would you recommend to strengthen the educational usefulness of your field placement setting?

Additional comments:

Student (Printed Name): ______________________________________________________________________

Student’s Signature: ______________________________________________________________________

Agency: ________________________________________________________________________________

☐ YES, I wish this evaluation to be shared with my field instructor
☐ NO, I do not want this evaluation to be shared with my field instructor.