

**ALBANY STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY, SOCIOLOGY, AND
SOCIAL WORK
504 College Drive
Albany Georgia, 31705
(229) 430-4600**

**BACHELOR OF SOCIAL WORK PROGRAM
VOLUME III – FIELD INSTRUCTION MANUAL**

ADMINISTRATION

**Dr. Leroy Bynum, Dean
College of Arts and Humanities
Academic Building
(229) 430-4832**

**Dr. Joshua W. Murfree Jr., Chair
Department of Psychology, Sociology, and Social Work
Catherine Hartnett Building
(229) 430-4896**

**Dr. Marilyn S. Spearman, Director
Bachelor of Social Work Program
Catherine Hartnett Building
(229) 430-4694**

FACULTY

**Dr. Maxine M. Agazie, Professor
Catherine Hartnett Building
Room 317**

**Dr. Tonyesima Furro
Catherine Hartnett Building
321**

**Mr. Robert Rhymes, MSW
Field Coordinator
Catherine Hartnett Building
318**

**Mrs. Levetta Jefferson, MSW
Title IV-E Coordinator
Catherine Hartnett Building
114**

**Dr. Sebrena Jackson
Title IV-E Coordinator/Instructor
Waycross College campus**

TABLE OF CONTENTS

Introduction	1
PART I Social Work at Albany State University	2
Introduction	3
The Mission of Albany State University	5
College of Arts and Sciences Mission	8
Department of Psychology, Sociology and Social Work Mission	9
Social Work Program Mission	10
Program History, Rationale and Assessment	12
Social Work Program Philosophy	13
Nondiscrimination and Human Diversity	14
Social Work Program Contemporary Perspective	14
Program Goals	17
Program Objectives	17
PART II Title IV-E Program	20
Eligibility Criteria	21
Application Process	21
Requirements	22
PART III Curriculum	25
Course of Study	26
Course Descriptions	28
PART IV Field Practicum: Policies and Procedures	33
Field Practicum Procedures	34
Application for Field Practicum	34
Application Process	34
Academic Clearance for Field Practicum	35
Field Coordinator and Student Preparatory Meeting	35

Agency Interview	36
Field Orientation	37
Field Practicum Hours	37
Reporting to Agency	38
Orientation to Agency	38
Field Coordinator's Role	39
Agency's Role	40
Responsibilities to Students	41
Responsibilities to Field Supervisors	41
Field Coordinator's Role (In Special Placement)	42
External Field Supervisor's Role	42
Task Supervisor's Role	43
Student Conduct	43
Purpose of the Code of Ethics	44
Ethical Principles	47
Termination	48
Dropping and Re-entering the Social Work program	49
Policy Statement	50
Review Process	51
Removal of a Student from Field Placement	52
PART V STUDENT FORMS	53
Application for Field	54
Student Agreement	61
Release of Information	63
Informed Consent and Risk Assumption	64
Placement Evaluation	66
Student Performance Evaluation	72
Learning Contract	78
Memorandum of Understanding	100

INTRODUCTION

An important part of Albany State University undergraduate curriculum in Social Work since the inception of the Program has been the assignment of social work students to an agency, an institution, or an organization to engage in hands-on experiences. Overtime, a number of placement settings within the Albany area, as well as the 24 county catchment areas, have been utilized by students enrolled in the Program. Mutually beneficial working relationships between the University, the students and the agencies have provided opportunities for professional growth, and employment experiences.

Agency participation in the learning process is not only essential, but greatly appreciated by the University, as it involves additional effort by field instructors with full-time work assignments. Students, in field placements, are provided educationally directed learning activities under supervision. Students are to apply, test and integrate the principles, theories, skills and values extrapolated from the social work curriculum as they engage in their field placements with individuals, families, groups, organizations and communities.

The FIELD HANDBOOK is used to organize the placement process and the field experience as a positive curriculum component in the Social Work Program. This document is created as a tool for students, field instructors, and faculty to utilize in an effort to introduce students to the true functions of a generalist social worker. It further allows the student to realize the extent of their personal knowledge base, and to add to their knowledge base by interacting with a professional social worker in an agency setting.

NOTE: The College of Arts and Sciences name has been changed to The College of Arts and Humanities.

PART I

SOCIAL WORK

At

ALBANY STATE UNIVERSITY

INTRODUCTION

The Social Work Program at Albany State University is housed in the College of Arts and Humanities, in the Department of Psychology, Sociology and Social Work. It reflects the mission and goals of the University, the College of Arts and Humanities, and the Department.

The Albany State University B.S.W. (ASU/B.S.W.) degree program is an employment-preparation and a professional education curriculum sequentially structured from a liberal arts-based generalist perspective with one course linked to another. The complete curriculum requires a minimum of 123 semester hours and can be completed within four years of study. Social Work majors may choose electives which augment the social work foundation and focus more directly on a special population group and/or service needs. The Social Work Program is a major concentration offered primarily to students at the upper division level (juniors and seniors).

The Social Work Program serves individuals who have the desire to "help people," individuals who want to become "service providers," and/or individuals who want to continue their education at a higher level. The ASU/B.S.W. program is designed for the undergraduate who wishes to major in social work and acquire the requisite professional skills which prepare the generalist practitioner to serve diverse consumers in public, private and voluntary settings. Additionally, the ASU/B.S.W. program meets the needs of students who want to continue their education at the M.S.W. level, as well.

The program recognizes that Social Work students must learn to relate to diverse populations and develop cultural competency through their learning processes. It has also assumed a special obligation to increase the social work students' understanding of life experiences and to provide educational experiences which enhance the interaction of students with institutions at all levels of the American society and the world. The Social Work Program's mission, program goals and objectives are interrelated. The objectives are the expectations for the B.S.W. graduate, as outlined by the Council on Social Work Education (CSWE).

The Social Work program is dedicated to providing a quality, competency-based baccalaureate education program which prepares students to work effectively with and advocate for the underserved, at-risk and economically disadvantaged children, youth and adults, and to attract students in Southwest Georgia—many of whom are single heads of household and residents of communities that have a significant population of underserved individuals and families. In that most of our students are non-traditional heads of household, the program adjusts its class hours to meet their needs. The ASU/B.S.W. program provides limited supervised practice experiences for juniors, and 540 hours of supervision for seniors to help students improve their social functioning in a culturally diverse, technologically complex and rapidly changing society and prepares them to assist clients/consumers who are served by the city, county, region, and state social welfare agencies in which they are placed. Students are also empowered to become more self-determining, accountable and responsible for their own actions.

Generalist social workers are change agents; they are problem-solvers who are empowered and prepared to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by (a) a broad knowledge base derived from a liberal arts foundation; (b) a code of ethics; and (c) professional values. The focus is on the person in the environment.

The ASU/B.S.W. Program shares a commitment with the professional social work values, including the creation of order and enhanced opportunities for people in an increasingly complex world. The Social Work profession charges practitioners with the ethical responsibility of promoting competent human functioning and fashioning a responsive and just society. (Miley, O'Melia & DuBois, 1991).

The mission and goals of the ASU/B.S.W. program focus on a quality educational preparation for entry-level social work practice with individuals, families, groups, organizations, and communities. The program's goals reflect the intent of Educational Policy section one as

described by CSWE. The Social Work Program, uniquely connected to Albany State University's mission, shares a common goal of preparing leaders, especially those who work with the underserved and who are committed to several distinctive purposes which are related to this specific population.

The mission of Albany State University is described in the *Albany State University Undergraduate Catalog 2004-2007 (9-10) as follows:*

Albany State University, a historically black institution in Southwest Georgia, has been a catalyst for change in the region from its inception as Albany Bible and Manual Training Institute to its designation as a university. Founded in 1903 to educate African-American youths, the University proudly continues to fulfill its historic mission while also serving the educational needs of an increasingly diverse student population. A progressive institution, Albany State University seeks to foster the growth and development of the region, state and nation through teaching, research, creative expression and public service. Through its collaborative efforts, the University responds to the needs of its constituents and offers educational programs and services to improve the quality of life in Southwest Georgia.

The primary mission of Albany State University is to educate students to become outstanding contributors to society. Offering Bachelor's, Master's and Education Specialist degrees and a variety of non-degree educational programs, the University emphasizes the liberal arts as the foundation for all learning by exposing students to the humanities, fine arts, social sciences and the sciences. Global learning is fostered through a broad-based curriculum, diverse University activities and the expanding use of technology.

A leader in teacher education, nursing, criminal justice, business, public administration and the sciences, Albany State provides a comprehensive educational experience with quality instruction as the hallmark of all of its academic programs. The University embraces the concept of "students first" as a core institutional value and is committed to "education on a personal level." The University advocates the total development of students, especially the under served,

and provides a wholesome academic environment in which students can study, learn and develop through their interaction with fellow students, faculty, staff, administrators, visiting scholars and community leaders.

Consistent with the core mission of the University System of Georgia, Albany State University exhibits the following characteristics:

- A supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty and staff;
- Cultural, ethnic, racial and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideas of an open, democratic and global society;
- Technology to advance educational purposes, including instructional technology, student support services and distance education.
- Collaborative relationships with other System institutions, state agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services to the citizens of Georgia.

With other state universities in the University System of Georgia, Albany State

University shares:

- A commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- A commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;
- A high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected Master's and Education Specialist degrees, and selected Associate degree programs based on area need and/or inter-institutional collaborations;
- A commitment to public service, continuing education, technical assistance and economic development activities that address the needs, improve the quality of life, and raise the educational level within the University's scope of influence;

- A commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of institutional strength and an area of need.

While Albany State University shares much in common with other state universities, it is dedicated to preparing leaders for the underserved and committed to the following distinctive purposes:

- Providing quality educational experiences for under-served populations in the region, state and nation;
- Promoting and preserving the historical and culturally distinctive traditions which define African-American culture;
- Offering of a comprehensive array of programs in health care services, community development, human disabilities, cultural enhancement, business and economic development, international trade and entrepreneurship;
- Graduating marketable students not only through technologically advanced academic programs but also through undergraduate research, studies abroad, internships, service learning and developmental pre-professional experiences;
- Improving the quality of life of African-American males via the educational, research, intervention and service programs coordinated through the Center for African-American Males.

An exemplary university, Albany State University is noted for its excellent curriculum, teaching, research and service. Committed to the educational, economic, cultural, physical and social development of the region and state in an increasingly technological society, the University welcomes the opportunity to expand its scope of leadership in the University System of Georgia. The following seven (7) desired outcomes for student growth are implicit in the general mission statement of the University:

1. Social consciousness which will enable one to assume responsibility, to think critically about moral, economic, cultural and political problems, and to contribute to the improvement of society by becoming a catalyst for change, thereby fostering the growth and development of the Southwest Georgia region, the state and the nation through teaching, research, creative expression and community service;
2. The ability to communicate effectively, orally, in writing and technologically;

3. An understanding of the nature of one's physical and social environment, thereby, strengthening human relationships through... research and community service;
4. An understanding and acceptance of the maturing personal and professional self;
5. An appreciation of one's own ethnic and cultural heritage, along with a more positive understanding and appreciation of the similarities and differences inherent in a global, diverse and multi-cultural society;
6. The ability to analyze, synthesize, and evaluate ideas and data using logic and quantitative reasoning, thereby identifying and responding to the needs of all of its consumers and stakeholders and improving the quality of life in Southwest Georgia; and
7. Marketable skills and the ability to demonstrate them successfully for the purpose of obtaining and maintaining rewarding employment while improving the quality of life for the consumers of the services provided, thereby becoming outstanding contributors to society.

College of Arts and Humanities Mission Statement

Within the context of its three-fold mission of teaching, research and service, the College of Arts and Humanities seeks to provide the general education background that enables all university students to acquire the written, oral, analytical, historical, cultural and scientific skills and knowledge requisite for their programs of study. In addition to teaching nearly all of the courses leading to the completion of the general education requirements of the University's Core Curriculum, the College of Arts and Humanities is organized into nine departments, and offers programs or degrees in five departments: (1) Developmental Studies and Learning Support, (2) English and Modern Languages, (3) Fine Arts, (4) History, Political Science and Public Administration, and (5) Psychology, Sociology and Social Work. Through the cooperation of several departments, the College of Arts and Humanities offers a master's degree program in Public Administration and cooperates with the College of Education in offering both undergraduate and graduate teacher education programs. The faculty of the College of Arts and Humanities are committed to the pursuit of research to advance knowledge in their respective disciplines and to the provision of services that respond to the needs and enhance the lives of the university's various constituents.

Department of Psychology, Sociology and Social Work Mission Statement

The Department of Psychology, Sociology, and Social Work provides programs which give students an understanding of the psychological, sociological, and anthropological dimensions of human growth and development, and provides programs which train students in professions which use their understanding of humans for positive interventions in the personal and social situations of consumers.

For students who want to focus primarily on understanding humans, the department provides majors in psychology, sociology and social work. For students with other majors who desire a fundamental grounding in understanding humans, the department provides minors in psychology and sociology. Psychology courses give students an understanding of human behavior, cognition, development, emotion, learning, and memory. Sociology courses give an understanding of how culture, organizations, institutions, and world systems shape the behavior of human groups and the individuals in them. In addition, the sociology program provides minors in the specialties of anthropology, gerontology, and urban studies.

For students anticipating careers of helping to improve the quality of life by working with various client systems, the department provides a major in social work and provides academic preparation suitable for work in a variety of settings. The social work major prepares students as generalist practitioners to work with client systems at various levels, including individuals (micro), groups and families (mezzo), and communities and organizations (macro). Students complete a minimum of 540 supervised practicum hours during the senior “capstone experience.” The psychology major provides course work in substance abuse and a practicum in which students get first-hand knowledge of work in clinical settings. A strong component of all of the professional training is the socialization of the student to have integrity, values and attitudes which are ethical, matured, and responsible.

The Department provides training in skills used in both understanding humans and in successful professional interventions with individual clients and multiple client systems. These skills include computers, critical thinking, interviewing, problem-solving interventions, research methods, statistics, test constructing, and field work. The Department emphasizes training students in the knowledge and skills for working in multi-cultural situations and for working with culturally diverse clientele. Students are encouraged to use the knowledge they have learned about humans and the skills they have developed to raise their own levels of awareness about self, about the self and others, and about the self and society as well as to help others. The Department advises majors properly, enabling students to complete graduation requirements in a timely and an efficient manner to make an orderly transition to graduate programs, professional careers, and work situations. This includes keeping students realistically informed of career development/employment opportunities.

Social Work Program Mission

The mission of the Social Work Program, and the goals of the Program are consistent with the commitment of Social Work to the enhancement of human well-being, to the alleviation of poverty and oppression and to the four related purposes of social work:

1. The promotion, restoration, maintenance, and enhancement of the social functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources.
2. The planning, formulation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities.
3. The pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action, to empower groups at risk and to promote social and economic justice.
4. The development and testing of professional knowledge and skills related to these purposes.

The trademark of the ASU/B.S.W. program is a dual focus on individuals who are underserved and their social and physical environments. The broad goal is to use a generalist practice model to provide the education and training to broaden students' knowledge base in practice areas with diverse populations, including families headed by single females, the economically oppressed, the aged, the African American male, and the disabled. The generalist model considers the interplay of personal and collective issues and incorporates a variety of human systems—individuals, families, formal groups, informal groups, neighborhoods, complex organizations, legislative bodies, communities, and societies—to create change and to maximize social functioning.

The mission of the BSW program is to prepare students from a generalist practice perspective to become knowledgeable and competent in the practice areas related to diverse populations who are oppressed, marginalized, and underserved in rural Southwest Georgia. This mission is in keeping with the Social Work profession's commitment to promote social justice, economic stability, and the enhancement of the quality of life for individuals, families, small groups, organizations, and communities within the surrounding areas of the City of Albany. The mission further prepares bachelor level social workers, specifically non-traditional heads of household, for entry-level positions, and/or admission into an accredited graduate program.

The mission statement is translated into the following purpose: **to enable students to integrate the knowledge, values, and skills of the Social Work profession into competent entry-level social work positions, as well as admission to an accredited graduate program.** In that most of our students are non-traditional heads of household, the program adjusts its class hours to meet their needs.

Program History, Rationale and Assessment

Albany State University, a historically Black college in Southwest Georgia, was founded in 1903 as the Albany Bible and Manual Training Institute by Joseph Winthrop Holley. The institution provided religious and industrial education for African Americans in Southwest Georgia. In 1917, the institution became a state-supported, two-year college with a Board of Trustees. The school was known during that time as Georgia Normal and Agricultural College, and offered programs in agriculture, industrial education and teacher training. In 1932, the college became a part of the University System of Georgia, under the jurisdiction of the Board of Regents. In 1943, Georgia Normal and Agricultural College became a four-year teacher-training institution and assumed the name Albany State College. Albany State growth over a fifty-three year period was tremendous. In 1996 the College became Albany State University.

Albany State University received approval from the Georgia Board of Regents to incorporate an undergraduate major in Social Work in September 1981. It was designed to give students a professional degree in the social work continuum. The Office of Education awarded a Title III Curriculum Development Grant to the Social Work Program for the purpose of meeting the standards for accreditation as outlined by the Council on Social Work Education (CSWE). The Social Work Program was accredited by CSWE in February 2003.

The Social Work Program is offered at the upper division level, and is a major concentration. It is planned for undergraduates who will become social workers, and will immediately engage in practice upon graduation and/or attend a graduate school of their choice. Further, the program is designed to enhance the on-the-job experiences and skills of practitioners' with a theoretical base. Since the Fall Semester 2003, the Program has attracted over 40 students to actively participate in the Title IV-E Program, and thus far 28 students have acquired employment in the Department of Family and Children Services. The number of

students in the program has grown tremendously. Students who show no interest in the Title IV-E have become employed, and/or have been accepted into graduate school.

Social Work Program Philosophy

The philosophical base of the program is undergirded by the belief that people should live in a society that allows and promotes economic, political and social justice for all. The program's philosophy acknowledges and appreciates the uniqueness of each individual and respects the diversity of life experiences among people. This special focus gives students an appreciation of diversity and a greater awareness of who they are and how they fit into the global community. The program's philosophy recognizes the dynamic nature of all human systems and supports change at the micro (individual), mezzo (family and small groups, including neighborhood groups), and macro (large groups, the community and social policy) levels which enhance individual and social institutional functioning.

This philosophy incorporates the value of mutual aid and self-help in an interdependent world. As such, it recognizes the value of economic development as a critical component of a community's movement toward achieving economic justice which must accompany social and political efforts. The Program recognizes that social work students must learn to relate to diverse populations from all backgrounds (i.e., develop cultural competency). This program also has a special obligation to increase the social work students' understanding of life experiences and to provide educational experiences which enhance the interaction of students with institutions at all levels of American society and the world.

The theoretical conceptual framework of the program is social systems theory; it is used as the theoretical umbrella for the entire foundation curriculum. The program also incorporates a dynamic assessment model using an ecological perspective in human behavior, a problem-solving approach to social work practice and research, and the application of the problem-solving method in the practicum experiences, especially during the senior field experience. The

conceptual framework which undergirds the social work program, however, remains the systems perspective which is reflected in social welfare policy, human behavior and the social environment, social work practice, social work research, and the field practicum course syllabi, and course assignments and assessment.

Nondiscrimination and Human Diversity

The Social Work Program exists in the Department of Psychology, Sociology and Social Work. The Department is housed in the College of Arts and Humanities and exists in the larger environment of Albany State University. The University is an integral part of the system of higher education maintained by the State of Georgia, and the University is strongly against discriminatory, which is found in the 2004-2007 Albany State University Undergraduate Catalog.

Albany State University recruits, admits and provides services, financial aid and instruction to all students without regard to race, religion, sex, disability or national origin. The University is also an equal opportunity and equal rights employer in that all applicants for faculty, staff and student employment positions are considered without regard to race, religion, sex, disability or national origin.

The statements set forth in the ASU Catalog are for informational purposes only and should not be continued as the basis of a contract between a student and the institution.

While provisions of the ASU catalog will ordinarily be applied as stated, ASU reserves the right to change any provision listed the catalog, including but not limited to academic requirements for graduation, without actual notice to individual students*. Information on changes will be available in the Office of the Director of Admissions for changes made by the University; and in the Office of the Vice-President for Academic Affairs when changes are made in an academic area. It is especially important that each student note that it is his/her responsibility to keep himself/herself apprised of current graduation requirements for his/her particular degree program.

Albany State University is an affirmative action, equal opportunity educational institution.
(p.4)

SOCIAL WORK PROGRAM'S CONTEMPORARY PERSPECTIVE

The Social Work Program is offered at the upper division level, and is a major concentration. It is planned for undergraduates who will become social workers, and will immediately engage in practice upon graduation and/or attend a graduate school of their choice. Further, the program is designed to enhance the on-the-job experiences and skills of practitioners' with a theoretical base. Since the Fall Semester of 2003, over 40 students have

actively participated in the Title IV-E Program, and thus far 28 students have acquired employment in the Department of Family and Children Services. The number of students in the program has grown tremendously. Students who have no interest in the Title IV-E have become employed, and/or have been accepted into an accredited graduate school. During the Spring of 2006 approximately ten (10) students from the Program were awarded their Master's in Social Work from various accredited programs.

Students are prepared for generalist practice to become competent entry level social workers in many settings. Social work methods are applied to many tasks, such as helping individuals cope with emotional and social problems to planning, administration and evaluation of social issues. Many graduates pursue the master's degree to increase the likelihood of employment at the supervisory or managerial level, as well as subsequently obtaining a substantial increase in salary. The Bachelor's degree in Social Work from Albany State University facilitates success at the graduate level. Thus, the undergraduate program is designed to prepare students for many roles and settings with diverse populations, as well as for graduate study in the field of Social Work. It has been developed to emphasize a strong knowledge base related to social welfare systems, social work theories and methods, and a commitment to human welfare. Prospective graduates must be intellectually able and committed to the ethics and purposes of the social work profession despite their field of special interest.

The general objective of the Program is concerned with both the idea of a liberal education and the development of capable social work professionals, and this is reflected in the statement of educational outcomes of the program. The goals and objectives of the program reflect the changing characteristics of both the social services and the definition of social work practice. These changes are apparent in Southwest Georgia as well as elsewhere and they involve emphasis placed upon:

1. Preventative services, in addition to remedial services, and the consequent emphasis on large scale policies or programmatic interventions;
2. Broad scale, quasi-universal social services, stressing personal service as opposed to social control;
3. The social worker as agent/facilitator of the client's interests and the consequent emphasis upon a broader field of intervention within which workers must learn to operate;
4. Social work intervention methods are based on research findings as well as practice experience; and
5. The social administrative responsibilities of workers as opposed to a narrower "treatment" view of the social worker's role and the consequent attention given to the organizational context of social work practice. These trends and developments imposed upon any curriculum the necessity to be continually open to alteration and at the same time to be selective in order to develop a curriculum that will provide a sound basis for social work practice in years to come.

The educational objectives of the Program are reflective of these trends and developments, and represent a statement of the expectations that it places upon its students as well as a guide for curriculum development. A primary general education objective, which is infused in each course and is a requirement of the program, is concerned with the development of literate and inquiring persons as members of the social work profession.

Any profession must emphasize not only standards of method and technique, but must also insure that its membership has the knowledge and ability to understand the context in which professional knowledge and skill develops, as well as the capacity to critically analyze the knowledge base and purposes of the profession. Thus, emphasis is placed upon students having a capacity to write and speak clearly and thoroughly, and to think systematically and critically. The University and the Social Work Program, the liberal arts curriculum, and the social work courses themselves all contribute to this general objective. The Program, as of Spring 2004, found it necessary to have students write across the curriculum to strengthen students' ability to critically think and improve writing skills.

The specific educational objectives and goals below are consistent with the accrediting body (CSWE) and are regarded as the minimal essential elements in the preparation of first level

professional social work practitioners, or for bachelor level students who want to pursue graduate level education in social work.

The Program Goals are to:

1. Socialize students in the ethics and values of the profession by infusing throughout the curriculum the values and ethics (Code of Ethics) that guide professional social workers in practice.
2. Provide content about social work practice with client systems of various sizes and types according to the needs of Southwest Georgia.
3. Articulate knowledge of characteristics, sensitivities, and social barriers experienced by underserved, oppressed, and marginalized groups; active promotion of social justice.
4. Socialize students to gain membership in at least one professional organization and established professional goals; application of ethics and values in case discussions and the conduct of agency services.
5. Articulate knowledge of social policy development; determination of the impact of various forces on political/legislative support for social issues; knowledge of the governmental system of social services; capacity for using the political system in support of appropriate social issues that impact the Southwest Georgia area.
6. Demonstrate the professional use of self.
7. Demonstrate knowledge of the liberal arts perspective including human biology, society and culture, history, political science, economics and analytical sciences. Demonstrate the ability to communicate (orally and in writing) and the use of critical inquiry for scholarly research.
8. Evaluate the awareness of self-in-practice acknowledging both strengths and weaknesses.
9. Articulate the ability to cite and apply significant theories explaining human behavior, person-in-environment, personality development, human diversity, social dysfunction, emotional and behavioral disorders as related to all persons including the oppressed, the underserved, and those persons who are considered marginalized.

Program Objectives are:

1. Apply critical thinking skills within the context of professional practice. (EP3.0.1)
2. Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity within the twenty-four counties of Southwest Georgia. (EP3.0.2)
3. Prepare graduate to become aware of their responsibility to continue their professional growth and development. (EP3.0.3)

4. Understand the forms and mechanisms of oppression and discrimination unique to the rural and urban areas, as well as the strategies of change that advance social and economic justice. (EP3.0.4)
5. Understand the history of the social work profession and its current structures and issues, specifically structures and issues as related to Southwest Georgia. (EP3.0.5)
6. Apply the knowledge and skills of generalist social work in practice with systems of all sizes. (EP 3.0.B6)
7. Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions and between individuals and social systems (i.e. families, groups, organizations, and communities). (EP3.0.7)
8. Analyze the impact of social policies that are unique to the client systems, workers and agencies of Southwest Georgia. (EP3.0.8)
9. Evaluate research studies and apply findings to practice, and under supervision, to evaluate their own practice interventions related to the catchment areas of Southwest Georgia, as well as and those of other relevant systems. (EP3.0.9)
10. Use communication skills differentially with a variety of client populations, colleagues, and members of the surrounding urban and rural community. (EP3.0.10)
11. Use supervision appropriate to generalist practice. (EP3.0.11)
12. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change that impact Albany State catchment areas. (EP3.0.12)

PART II

TITLE IV-E PROGRAM

TITLE IV-E PROGRAM

Albany State University has a contract with Georgia Department of Human Resources (DHR) through a grant written by the Director of the Social Work Program. The program is a collaborative effort with DHR to professionalize Child Welfare Services. It is through such collaborations that graduating students will be able to better serve the families and children throughout the state of Georgia.

Students accepted into the Social Work Program are granted an opportunity to apply for the grant and receive a stipend to assist with funding their education in exchange for one year of service in Child Welfare, in Georgia, for every year the stipend is received. Students participating in this program must complete their Field Practicum in a Department of Family and Children Services (DFCS) agency. During the student's matriculation through the program, the Title IV-E Coordinator will serve as the advisor and Field Coordinator. Upon completion of the social work program, Title IV-E students will work with the Title IV-E Coordinator and DHR personnel for job placement.

Albany State has participated in an assessment with DHR of the social work curriculum. Consequently, students completing this program will exempt the State's New Worker-Keys Training. The State has made a commitment to hire Title IV-E BSW students in the position of Case Manager-Advanced. Students successfully completing this program will receive a certified certificate of proficiency in Child Welfare from ASU upon graduation. (A copy of the certificate is available for viewing in the appendices.) This exemption will provide graduating students an opportunity to enter the agency at a higher rate of pay and one level higher than that of an entry level case manager. It also affords students the opportunity to be certified by DFCS during an earlier stage of employment. Those students not entering the profession upon graduation have deferred employment to attend graduate school at institutions that also offer the Title IV-E grant.

Still, other students have opted to work and continue their education simultaneously, utilizing Title IV-E funding.

Albany State University has graduated over 23 students who completed the social work program with the assistance of the Title IV-E Grant. Many of these students have been successfully placed in DFCS agencies and are empowering families through a holistic and strengths perspective in working to preserve families and ensure safety, stability, well being and permanence for children in the State of Georgia. There are others who chose to pursue their MSW degree before entering the work force.

Eligibility Criteria

- Students must be a social work major and have been accepted into the program.
- Students must also have and maintain a minimum 2.5 GPA.
- Students must provide a minimum of three academic/professional references.
- Students must be willing to sign and fulfill their commitment as noted above as well as in the agreement/contract (located in the appendices) acknowledging their commitment to the State of Georgia in the area of Child Welfare.
- Due to the sensitive nature of information available to Title IV-E Students during their practicum, students must be willing to sign "A Consent for Release of Information" and undergo a criminal background check.

Students should know that upon placement in their agency during the assigned Field Practicum, he/she will be required to complete a second background check requiring the student to be fingerprinted. Students are also required to undergo a drug screen.

Application Process

Students must go on line to www.gadfcs.org/randr in order to complete their application for the program (appendices). The application must be completed and submitted via the website. Following the completion of the on-line application, students are to submit their three academic/professional references, a letter noting their anticipated date of graduation, verification of their grade point average, and a copy of their letter of acceptance into the Social Work Program a minimum of one week after completing the on-line application to the secretary

of the Title IV-E Program. All students interested in the program will need to complete their applications by the tenth week of the new (Fall/Spring) semester. A copy of the application will be printed by the Title IV-E Secretary. Applications will be reviewed by the Title IV-E Coordinator and Director of the Social Work Program.

Students will be formally notified in writing of their scheduled interview date and time. Interviews will be held with the Program Director, Title IV-E Coordinator, a DHR IV-E Representative and personnel from the Department of Family and Children Services. These interviews are normally scheduled once during the Fall/Spring semester(s).

After completing the interview process, students will be notified within five to ten working days of their acceptance or denial of admittance into the Title IV-E Program. The stipend will be initiated the semester following the student's acceptance into the program. Those students not accepted into the program are not exempt from re-applying unless the denial is due to a problem with their criminal background check.

Requirements

- Title IV-E students must utilize their vehicles during internship.
- Title IV-E students need to have their own automobile insurance at the time they enter field.
- Students must complete Forensic Interviewing, Family & Child Welfare Practice and Social Work with Families as a part of their curriculum.
- Students must attend all Title IV-E Conferences and workshops.
- Students must adhere to the NASW Code of Ethics.
- Students must honor and complete their commitment to the Georgia Department of Family and Children Services.
- Students are expected to accept a job in the county in which a position is available.
- Students who fail to follow through on their commitment will be required to **repay** the money received in their stipend.
- Students are required to submit to a drug screen at the time of agency placement for their field experience.

DUE TO THE STRINGENT REQUIREMENTS OF CONFIDENTIALITY FOR AGENCIES WORKING WITH SENSITIVE INFORMATION ON CHILDREN AND FAMILIES, ALL TITLE IV-E STUDENTS MUST UNDERSTAND THAT A CRIMINAL CONVICTION BEFORE OR AFTER BEING PLACED ON THE GRANT CAN RESULT IN IMMEDIATE DISMISSAL FROM THE TITLE IV-E PROGRAM

PART III

THE CURRICULUM

The Curriculum for Social Work Majors

Four semesters of professional courses in sequential order follow two years of study in liberal arts, which include communications, economics, health education, history (including African Diaspora), humanities, mathematics, biology and physical sciences, political science, psychology, and sociology. Social Work courses include fourteen required and three electives in social work education. Rationale and learning objectives of each of the content areas are defined according to the Council on Social Work Education's EPAS. The course syllabus teaching and learning activities are appropriately packaged according to the CSWE regulations as well.

Students who complete the Social Work Program are defined as generalist practitioners, who are prepared for both direct and indirect practice from a holistic problem-solving, client-centered, empowerment approach. Students are expected to interact in various activities, utilizing skills and interventions learned for use with individuals, families, groups, communities and organizations. The research component of the curriculum provides a body of knowledge to use when conceptualizing research and practice, as well as when an opportunity presents itself to consume and produce research for knowledge. The curriculum is heavily weighted in both social policy and social work practice. The program is accredited by CSWE and prepares graduates as beginning generalist practitioners, and for graduate school as a student in advance standing.

ALBANY STATE UNIVERSITY
Course of Study: Bachelor Degree in Social Work
 504 College Drive (229) 430-4694 Albany, Georgia 31705

FRESHMAN YEAR

SEMESTER HOURS

ASU 1200	College Life & Leadership Dev.	3
COMM 1100	Anal Disc of Global Issues	3
ENGL 1101, 1102	English Composition I and II	6
HUM	Humanities Elective	3
HIST 1002	Intro African Diaspora	2
MATH 1101 or 1111	Math Modeling/ College Algebra	3
BIOL 1111; 1112 or 2411	Intro to Biological Sciences; Human Anatomy	8
POLS 1101	U.S & Ga Govt	3

All general education courses are required pre-requisites for social work majors courses

31 Hrs

SOPHOMORE YEAR

SEMESTER HOURS

ECON 2201	Survey of Economics	3
ENGL 2111	World Literature	3
MATH 2411	Basic Statistics	3
PSYC 1101	General Psychology	3
SOCI 2011	Principles of Sociology	3
SOWK 1385	Careers in Social Work	3
SOCI 2601	Urban Social Problems	3
HEDP or PEDH	Select three	3
HIST 1111, 1112	Survey of World History I and II	6

30 Hrs

*Admission to the social work program is by application and requires that students have been admitted to the University.
 First semester freshmen are admitted by declaration of Social Work as their major.
 All applicants and transfer students **must** have a minimum 2.5 GPA*.
STUDENTS MUST PASS ALL PARTS OF THE REGENTS PRIOR TO ADMISSION TO THE SOCIAL WORK PROGRAM**

FALL JUNIOR YEAR

SPRING JUNIOR YEAR

SOWK 3381	HBSE I	3
SOWK 2412	Intro to SOWK	3
SOWK 3443	Interview/Rec	3
SOWK 3441	Practice I	3
SOWK 2310	Self Awareness	<u>3</u>
		15 Hrs

SOWK 3382	HBSE II	3
SOWK 3442	Practice II	3
SOWK 2211	Policy I	3
SOWK 3444	Research I	3
SOWK Electives		<u>3</u>
		15 Hrs

FALL SENIOR YEAR

SPRING SENIOR YEAR

SOWK 4441	Practice III	3
SOWK 4306	Research II	3
SOWK 3211	Policy II	3
SOWK Electives		3
CSCI 1101 (Area D)		<u>3</u>
		15 Hrs

SOWK 4471	Field	12
SOWK 4470	Seminar	3
		15 Hrs

Social Work courses must be taken in sequential order

REQUIRED COURSES IN SOCIAL WORK

SOWK 3381	Human Behavior I: Theory
SOWK 3382	Human Behavior II: Across the Life Cycle
SOWK 2412	Introduction to Social Work
SOWK 2211	Policy I
SOWK 3211	Policy II
SOWK 2310	Self-Awareness
SOWK 3441	Practice I: Individuals
SOWK 3442	Practice II: Groups
SOWK 4441	Practice III: Communities
SOWK 3443	Interviewing and Recording
SOWK 3444	Research I: Methods
SOWK 4306	Research II: Measurements in Social Work Practice
SOWK 4470	Integrative Field Seminar
SOWK 4471	Field Experience

ELECTIVE COURSES

SOWK 3262	Poverty and Welfare
SOWK 3291	Family & Child Welfare Services*
SOWK 3383	Social Work with Families*
SOWK 3275	Forensic Interviewing*
SOWK 4292	Service Delivery System and the Aged
SOWK 4492	Counseling the Aged
SOWK 4450	Selected Topic in Social Work (1 to 3 hours)

*Courses specifically identified for Title IV-E students

SOCIAL WORK COURSE DESCRIPTIONS

(ASU Undergraduate Catalog pp. (208-211))

- SOWK 1385 **Careers in Social Work:** This course focuses on the various roles and functions social workers perform and highlights the dynamism and vitality of the social work profession. It offers practical information about jobs available in specific areas; the course will cover the spectrum of social work roles and functions, the nature of social work practice, and best career opportunities for the future. Interdisciplinary relationships, technology, and the unique qualities of social work are all highlighted. Specifically students are given information regarding the history of Social Work and a comprehensive overview of the NASW Code of Ethics. (Campus-wide)
- SOWK 3381 **Human Behavior I:** The first course in the human behavior and social environment professional foundation sequence is designed to orient students to theoretical content on the person-in-environment focus upon what social work bases its practice. An ecological model with a life span approach is utilized to explore the periods from conception through late adulthood in order to understand individuals as they develop throughout the life cycle and have membership in families, groups, organizations, and communities. This course reviews the history of social work as it relates to theory from the micro level of practice. Students are also exposed to the theoretical frame of the individual from a holistic perspective encompassing the impact of change at the mezzo and macro levels, inclusive of the correlation with global issues. Prerequisites: Liberal Arts Foundation Courses and SOWK 1385; Co-requisites: SOWK 2412; SOWK 3443; SOWK 3441; SOWK 2310. (Co-requisite for social work majors only)
- SOWK 3382 **Human Behavior II:** This second course in human behavior and the social environment professional foundation sequence is designed to expand the social work student's knowledge of theoretical content of the person-in-environment focus upon which social work bases its practice. An ecological model utilizing a life span approach is offered as the organizing framework to understanding individuals as they develop and have membership in families, groups, organizations and communities. The historical aspect of social work and its relationship to the theoretical framework of social work at the micro, mezzo and macro levels in working within the environment. The global impact of persons in their environment is also incorporated in this sequence. Prerequisites: SOWK 2412; SOWK 3381; SOWK 3441; SOWK 2310; SOWK 3343. Co-requisites: SOWK 2211; SOWK 3442; SOWK 3444; elective.
- SOWK 2412 **Introduction to Social Work:** This is the second introductory course to the field of Social Work and Social Welfare profession. It is a survey of programs and services developed as a response to human needs, from both a historical and political perspective. The course provides a foundation for the Social Work Program and helps students comprehend the Social Work Code of Ethics. This course explores a wide range of human problems, intervention strategies and professional practice choices from a generalist perspective. This course also focuses on the problem solving process for people who are oppressed, marginalized, and/or

underserved from a generalist perspective. This course begins that process with a look at the history of social work and the relevancy of global issues. Prerequisite: Liberal Arts Foundation Courses and SOWK 1385; Co-requisites: SOWK 2310; SOWK 3443; SOWK 3441; SOWK 3381. (Co-requisite for social work majors only)

- SOWK 2211 Policy I: This is an introductory course, the first of a two-course sequence, to social welfare policies. This course is designed to provide a foundation for the program and to enhance students' comprehension of the historical context of social policies which undergrid the delivery of social welfare services. Prerequisite: Prerequisites: SOWK 2412; SOWK 2310; SOWK 3441; SOWK 3381; SOWK 3443. Co-requisites: SOWK 3382; SOWK 3442; SOWK 3444. (Co-requisite for social work majors only). Former Title: Social Welfare Policy and Services I.
- SOWK 3211 Policy II: This is the second in a two-course sequence. It focuses on the policy formulation process and evaluates its components. The interactions and relationships between and among the pluralistic social, political and economic systems and subsystems of society will be analyzed. Particular attention will be given to the given to the marginalized, oppressed and underserved population of Southwest Georgia. Prerequisites: SOWK 2412; SOWK 2211; SOWK 3441; SOWK 3381; SOWK 3382; SOWK 2310; SOWK 3442; SOWK 3443; SOWK 3444. Co-requisites: SOWK 4441; SOWK 4306; SOWK electives. Former Title: Social Welfare Policy and Services II.
- SOWK 2310 Self Awareness: This course is designed to address self-awareness and effective learning that is necessary to become an effective professional social work practitioner. Further it is to enhance students' development of self and the use of self to empower others in social work practice. The students will examine their identity, interpersonal relationship skills, problem-solving skills, styles of communication, and value system. It is a laboratory group experience designed to help social work students gain awareness and understanding of self as a help person. Prerequisites: Liberal Arts Foundation Courses and SOWK 1385; Co-requisites: SOWK 3443; SOWK 2412; SOWK 3441; SOWK 3381. (Co-requisite for social work majors only).
- SOWK 3441 Practice I: Individuals: This is the first of three practice courses in the core social work curriculum, and is an overview of social work generalist practice at the micro level of intervention. The course prepares students to engage individuals from a holistic view throughout the helping process, which includes the generalist practitioner's knowledge, values, and skills in working with individuals, as well as understand the different generalist practitioner's roles played during the helping process. Interviewing and good listening skills are developed in this course to assist students in providing needed services to individuals who are underserved, marginalized and oppressed. Prerequisites: Liberal Arts Foundation Courses and SOWK 1385; Co-requisites: SOWK 3443; SOWK 2412; SOWK 2310; SOWK 3381. (Co-requisite for social work majors only).

- SOWK 3442 Practice II: Groups and Families: This course is designed to introduce Social Work Students to Social Work Practice at the mezzo level which focuses on effective techniques to utilize when working with groups and families. Students will examine the use of groups in helping individual members solve problems and in helping groups accomplish goals. The classroom will become a laboratory for students to practice and develop additional social work skills. This course builds on the generalist practice techniques students learned in Social Work Practice I. This is a practice oriented course to develop knowledge in group dynamics, group development, and leadership. The course prepares students to work with diverse populations who are oppressed, marginalized and the underserved in rural Southwest Georgia. Prerequisites: SOWK 2412; SOWK 2310; SOWK 3441; SOWK 3381; SOWK 3443. Co-requisites: SOWK 3382; SOWK 2211; SOWK 3444.
- SOWK 4441 Practice III: Communities: This course continue the learning process of social work skills thought to be more clearly understood in relationship to selected community interventions, processes, structures and functions. Students should examine strategies for helping communities to solve problems and for helping communities accomplish goals. The classroom will become a laboratory for students to practice and develop additional social work skills in comprehending macro relationship to micro practice. This is a practice-oriented course to develop strategies for community development in three arenas of intervention: communities, organizations, and small groups. Prerequisites: SOWK 2412; SOWK 2211; SOWK 3441; SOWK 3381; SOWK 3443; SOWK 2310; SOWK 3442; SOWK 3382; SOWK 3444. Co-requisites: SOWK 4306; SOWK 3211; electives.
- SOWK 3443 Interviewing and Recording: This course provides foundation knowledge and practice of interviewing and process recording for generalist social work practice. It is organized as an experiential laboratory to build good interviewing and writing skills. Two important components of the course are: interviewing and recording. Essential interviewing skills are analyzed for their appropriate application with different populations, in particular women, people of color, and different ethnicities, persons with disabilities, and gay and lesbians. The problem solving and solution building model is coupled with a combination of video analyze systems for teaching single skill units of interviewing and a program method text approach for learning interviewing skills. Prerequisites: Liberal Arts Foundation Courses and SOWK 1385; Co-requisites: SOWK 2412; SOWK 3381; SOWK 3441; SOWK 2310.
- SOWK 3444 Research I: Research Methods in Social Work: Instruction is scientific methods of basic research, including definitions of problems interventions and outcomes in measurable terms. Formulation and testing of hypotheses is included in this course. Prerequisites: SOWK 2412; SOWK 3443; SOWK 3441; SOWK 3381. Co-requisites: SOWK 3382; SOWK 2211; SOWK 3442.

- SOWK 4306 Research II: Measurements in Social Work Practice: Provides basic instruction in use of conceptual and quantitative tools for description and interpretation of data. In particular this course introduces the student to the intricate means of evaluating programs and practice. Prerequisites: SOWK 2412; SOWK 2211; SOWK 3441; SOWK 3381; SOWK 3382; SOWK 2310; SOWK 3442; SOWK 3443; SOWK 3444. Co-requisites: SOWK 4441; SOWK 3211; SOWK electives.
- SOWK 4470 Integrative Field Seminar: This seminar is designed to provide the student with an opportunity to facilitate the systematic integration of the concepts, methods, policies, skills, and values involved in generalist social work practice. This course is taken with field instruction practicum. Prerequisites: SOWK 2310; SOWK 2412; SOWK 2211; SOWK 3441; SOWK 3381; SOWK 3382; SOWK 3211; SOWK 3442; SOWK 3443; SOWK 3444; SOWK 4441; SOWK 4306. Co-requisite: SOWK 4471
- SOWK 4471 Field Practicum: This course is designed to provide the student with an opportunity to systematically integrate the generalist practice concepts, methods, policies, skills, and values learned in the classroom setting in an agency setting. This course is in an agency setting with supervision from a field instructor. Prerequisites: SOWK 2310; SOWK 2412; SOWK 2211; SOWK 3441; SOWK 3381; SOWK 3382; SOWK 3211; SOWK 3442; SOWK 3443; SOWK 3444; SOWK 4441; SOWK 4306. Co-requisite: SOWK 4470

ELECTIVES

- SOWK 3291 Family & Child Welfare Services*: This course is designed to explore myriad aspects of child welfare services. The course gives a brief overview of child welfare from early 1800 on into the present time. The course focuses on child welfare issues related to diverse populations who are oppressed, marginalized, as well as the underserved in rural Southwest Georgia. Prerequisites: Liberal Arts foundation courses and SOWK 1385: Co-requisites: SOWK 3442; SOWK 3444.
- SOWK 3383 Social Work with Families*: This course is designed to provide the opportunity for students to analyze the subject of family dynamics/development as a social issue, and to explore policy implications. Utilize family systems employing the strengths perspective, as well as the multigenerational and developmental framework. The course will explore challenges faced by contemporary families as they move through the life course. A social systems approach to the family and its diversity will be utilized. This course will elaborate on the process and content of theoretical and practice foundations in social work with families.
- SOWK 3275 Forensic Interviewing*: This course provides the student with interviewing techniques in forensic social work settings. It gives a comprehensive overview of courtroom strategy and behavior, the intersection of laws and ethics, civil litigation peer adjudication, recording and the legal regulation of Social Work. Prerequisite: SOWK 3443. Co-requisite: SOWK 3442; SOWK 3382.

- SOWK 4292 Service Delivery System and the Aged: This course is designed to provide human service professionals with knowledge regarding resources and services required by the aged. Techniques on how to effectively provide services to the elderly population will be covered in this course. The course focuses on direct service goals for elderly clients, caregivers and family members, with attention to improving service coordination, access, quality and efficiency.
- SOWK 4492 Counseling the Aged: A survey of problems in later life and an overview of related counseling techniques. Prerequisites: SOCI 3350 (not for social work majors)
- SOWK 4450 Selected Topic in Social Work (1 to 3 hours): This course provides an opportunity for senior-level social work students to select from among per-identified social work topics germane to the mission, goals and objectives of the Social Work Program and which are also of interest to them and a major professor. Further this course fosters the development of scholarly research for presentation on the ASU campus, and at regional, state, or national professional conferences and/or meetings. Approval of the faculty is necessary, prior to the course. Prerequisite: Approval of Faculty. Co-requisite: Must be a senior social work major.

PART IV

FIELD EXPERIENCE

POLICIES AND PROCEDURES

FIELD PLACEMENT PROCEDURE The Social Work Program is responsible for determining student's eligibility for field placement, and for assignments at identified agencies. Factors taken into consideration for assignments and agency placement include, but are not limited to:

- Student's ability to function in a particular agency setting
- Agency's ability to meet the student's specific needs
- Student's interest and future career goals
- Student's volunteerism and work experience in social service agencies
- Student's specific educational needs

Students are eligible for field seminar and field experience if a minimum cumulative average of 2.5 has been met, and has received at least a cumulative of 3.0 in all required social work courses. To be eligible for field education, students must have completed all prerequisites for the field courses. Field course prerequisites include the completion of **ALL REQUIRED COURSES** for the Social Work major except SOWK 4470, Integrative Field Seminar, which is offered concurrent with Field Experience.

APPLICATION FOR FIELD EXPERIENCE

Complete application materials are due at the end of the third (3rd) week of the **SEMESTER PRIOR** to the semester of field placement. Students applying for Fall Semester must apply for Field Placement by the end of the third (3rd) week during the Spring Semester. The Field Manual and Application can be secured from the Social Work Program Office, Rooms 326/336. It is the responsibility of the student to make the Field Coordinator aware of their intentions.

APPLICATION PROCESS

The application must be completed in triplicate. **Each application** must be typed and should include a copy of the student's resume, and a wallet size photo. It is the student's responsibility to submit the Field Application Packet to the Social Work Program Office in a

timely fashion. The Packet should contain three applications; two of the applications must have a photo attached (passport or wallet size); and three resumes.

The student should retain a copy of the application packet as a personal record in the event the application is misplaced. It is necessary for the Field Coordinator to have **three copies** in the event students are undecided about the agency placement, and must be interviewed at a second agency. Be mindful that the application packet is due in Room 336 by the end of the **THIRD WEEK OF THE SEMESTER PRIOR TO THE SEMESTER OF THE STUDENT'S PLACEMENT.**

ACADEMIC CLEARANCE FOR FIELD PLACEMENT

The Faculty advisors will review students' application and complete the Recommendation for Field Placement Form. The completion of required courses, and the student's GPA will assist the Faculty advisors in determining students' eligibility for field experience. Upon completion of the Recommendation for Field Placement Form, the Faculty Advisors will submit it to the Field Coordinator by the end of the **fourth (4th)** week, with a copy to the Program Director for academic clearance. Students are then notified via mail of their academic status and/or clearance for field placement.

NOTE TO ADVISORS: CHECK FIELD PLACEMENT FORM FOR

APPROPRIATE SIGNATURE PRIOR TO SUBMITTING

TO FIELD COORDINATOR.

FIELD COORDINATOR AND STUDENT PREPARATORY MEETING

Field Coordinator will contact students to set date and time during the fifth (5th) week of the semester to meet and discuss the field placement, the expectations and needs, student-agency matching, agency interviews, financial planning, and time frames for the field experience semester. The Field Coordinator will share with students all agencies with signed agreements with the institution.

The Preparatory Meeting with the Field Coordinator will include a joint venture in selecting and reviewing an agency-based site which will meet the learning needs, expectations, and interest of the student. Reference materials on the agency **must be** on hand in the Field Office to assist students in making appropriate choices that are acceptable by the University and the Social Work Program.

The identified agency is contacted by the Field Coordinator to discuss the potential placement of the student. If the agency is in agreement with the Field Coordinator for the placement, the field application packet **must be sent** to the identified agency staff for review **prior to** the student's contact or interview (**at least by the end of the sixth (6th) week** of the semester. The agency will then contact the Field Coordinator to assure that the agency can meet the needs, expectations, and interests of the student.

The field Coordinator will contact the student to set a date for an initial interview with the identified agency. All interviews need to be completed by the end of the **seventh (7th) week** of the semester. Placement decisions should be completed by this time.

Agency Interview

Students are to dress professionally, and perceive the interview as one that would be a permanent employment inquiry. Interviews with the prospective agency representative will take place during the 5th and 6th week of the semester. This gives the student ample time to identify a specific area of practice in the event the first agency interview is not acceptable. When interviews are completed the agency **must** contact the Field Coordinator with its placement decision. The students are then notified by the Field Coordinator regarding final placement decisions. Students are encouraged to assist in identifying an agency that will meet their educational needs and expectations for future career goals.

During registration, students, who are cleared for field and who have been assigned an agency, must register for SOWK 4471, Field Instruction, and SOWK 4470, Integrative Field Seminar. All students registered **must attend Field Orientation**.

Field Orientation

Field Orientation is mandatory for all students participating in field placement. The time and date of field orientation must be sent, by the field coordinator to all field supervisors and students via mail. The orientation is to be held prior to the first day that students are to report to the assigned agency site. The Field supervisors, during the orientation, should receive the following: (1) student's application for field; (2) student's resume; (3) Field Manual; (4) Mid-term evaluation; (5) final evaluation; (6) samples and description of Learning Plan; and (7) a Certificate of Participation Form.

Students will receive a packet which includes: (1) Syllabus for Field Instruction; (2) Syllabus for Integrative Field Seminar; (3) Samples of Learning Contract; (4) Student's Evaluation of Field; and (5) a list of Learning Activities. Both students and supervisors are to attend a three to four hour orientation to discuss University, agency, and students' expectations, as well as liability coverage. Issues regarding timeliness of forms and evaluations will be discussed, and the session will also be opened for questions from field supervisors and students as well, for clarification of any items in their packets.

Field Placement Hours per Semester

All students must spend 36 hours per week (four and one-half days), or 540 clock-hours per semester in field placement. Students employed with DFCS will work with the Title IV-E Field Coordinator and their immediate supervisor to work out an appropriate field placement schedule. The special arrangement must be cleared with the Program Director, the Field Coordinator, the Title IV-E Field Coordinator, and the DFCS supervisor and/or Director.

Agencies are not to require students to work prior to or beyond their enrollment in Field Instruction and Field Seminar without the approval of the Program Director. The agency must make a written request, and the Field Coordinator must investigate the situation and report findings to the Program Director, prior to the Director giving a final approval. This will require a written approval signed by both the Field Coordinator and the Program Director and filed in the

student's Field Placement file. Following any approval, hours approved will count toward the total hours required for field placement. Please note that students who are in Field Placement during the Spring Semester will not engage in Spring Break. The students will follow their agency's policies for approved holidays.

Reporting to Agency

Students must report to the agency on the first day of class according to the agency's daily schedule. The agency's daily schedule must be maintained by students until the Field Placement hours have been fulfilled. It is the student's responsibility to notify the Social Work Program Office, the Field Coordinator and Field supervisor of absences, delays in reporting to the agency site, and any emergency that prohibits fulfilling the field placement requirements. The usual reporting time for agencies is usually 8:00 a.m. If the agency hours are earlier or later, students are expected to comply.

Orientation to Agency

At the beginning of field experience the agency is responsible for providing orientation to the agency for students. The orientation should be comparable to that of a new employee. This is to insure that students comprehend and are able to function within the expectations of the field agency. Students are to gain a basic familiarity with the agency prior to assuming responsibilities assigned by the field supervisors. Orientation should include, but is not limited to:

- History, philosophy, and goals of the agency
- Profile of clients, services, source of referral and eligibility
- Available agency in-service training
- Introduce agency personnel
- Tour the facility

- Review agency policies and procedures, forms, and other information related possible assignments
- Review agency structure, funding, and other collaborative agency programs

Participation as a field supervisor in social work education at Albany State University requires a commitment and acceptance of responsibility to broaden the knowledge base of students in the area of their choice. Students will be expected to consolidate principles, theories, and practices of social work learned in the classroom towards the development as a generalist social work practitioner. The social service agency is expected to provide a set of learning opportunities for students to integrate in the classroom into a “real” social work experience. The rewards of the field experience are highly valued by the University and all who are involved. The University, the social service agency, and students, are in mutual partnership, and are expected to observe policies related to field placement.

University faculty, agency personnel, and students have roles and responsibilities in the field education program. Therefore, some interaction with each other in the field program is necessary to effectively meet the objectives of field education. This will occur when faculty, agency staff, and students comprehend their complementary roles and responsibilities.

Field Coordinator’s Role

- A. Coordinate appropriate agency sites for field placements.
- B. Coordinate workshop before placement begins and schedules meetings during placement in which field faculty, agency personnel and students are expected to promote comprehension of field objectives and requirements
- C. Provide a completed file in appropriate areas (Field Office, Secretary’s Office and Director’s Office) with a list of agencies for students placement. The list should be in a binder with the following information – contact person, agency name, address, and telephone number; a short description of the agency’s services; and indicate whether there is a degreed social worker on the agency’s site.

- D. Placement of students
- E. Provide consultation and support to the agency
- F. Additional duties include, but is not limited to:
 - Provide agency with students records—disclose prior education and related experiences
 - Monitor and encourage students to comply with agency's rules, regulations, and procedures
 - Apprise students of their responsibilities to the agency
 - Initiate individual and group conferences with the agency for the purpose of discussing student learning, performance and service delivery to clients
 - Provide workshops to agency's staff who has teaching responsibilities associated with field practicum (pertinent to generalist social work)
 - Keep Program Director informed of possible issues in the field prior to it becoming a problem
 - Initiates activities to expand future field placement opportunities for students

Agency's Role

As a participant relating to the education of a student for social work practice, the field placement agency has responsibilities which include, but are not limited to:

- Signing the Memorandum of Understanding with Albany State University (ASU) which clearly states the roles and responsibilities of the University, the Agency and the field student
- Agency representative conduct a personal interview with the student being considered for field education to determine a good fit or an appropriate Field Practicum
- Inform student of potential work hazards
- Allow Field Supervisor to attend orientation meetings when notified
- Make sure that ongoing supervision of student is provided to achieve the requirements for Field Practicum

Responsibilities to Students (These are not all inclusive)

- A. Provide pertinent information to guide and/or enhance students' comprehension of the integration of the Social Work Curriculum with field practicum
- B. Make appropriate field placements to meet the students' needs and/or the desired agency
- C. Provide structure and support to students through Integrative Seminar
- D. Give timely feedback on assignments, agency visits (if necessary), and/or other contacts
- E. Make the appropriate number of visits to agencies in a timely fashion
- F. Document all visits in students' regular files (Field Area) upon completion of a visit

Responsibilities to Field Supervisors

Based on the standards established by the Council on Social Work Education for field study, the agency staff member designated as Field Supervisor must have a Master's of Social Work degree, or a Bachelor's degree in Social Work from an accredited program, with a minimum of five years experience under the supervision of a Master's Degree Social Worker. The assigned Field Supervisor has the responsibility of providing educational guidance to the student in meeting the learning objectives and other requirements for field placement. The Field Supervisor is expected to be able to transmit understanding of social work practice beyond knowledge of the specific placement setting. The Field Supervisor must be willing to include or draw upon other qualified staff members for access to their knowledge and skills in specific areas of practice. He/she should be able to relate effectively with the student, to stimulate and support the student in the learning process, and assist the student when integrating values and ethics of the social work profession.

The responsibilities of the Field Supervisor during the placement semester include, but are not limited to the following:

- A. Share program resources with Field Coordinator whenever possible
- B. Meet with Field Coordinator as needed, in group meetings on campus, or on agency site for consultation and/or support

- C. Provide student with a general orientation of the agency
- D. Review , modify, and sign student's Learning Contract
- E. Review and sign student's Evaluation in a timely fashion
- F. Submit a recommended grade for field education with a written evaluation to justify grade
- G. Keep Field Coordinator informed about the:
 - Goals and objectives of the program
 - Expectations of Field Supervisors
 - Expectations of Learning Plan
 - Necessity of meeting regarding issues that may possibly become problems

Field Coordinator's Role (In Special Placement)

An External Field Instructor and Task Supervisor can create a successful special placement. It depends upon the clarification of the role expectations, as well as the relationship the Field Supervisor and the Field Coordinator has with each other. Special placements are not encouraged, however, when it is necessary, arrangements must be made to ensure that supervision standards are maintained.

External Field Supervisor's Role

- Consult with Task Supervisor, identify and design learning assignments
- Review, modify and sign Learning Contract
- with student bi-weekly, relating to assignments, theory and practice
- Maintain contact with and meet with Task Supervisor to monitor student's progress
- Review, modify and sign written Evaluation of student's performance before it is submitted to Field Coordinator
- Review and sign student Field Practicum Evaluation
- Consult with Task Supervisor, when appropriate, in reference to grade submitted to Field Coordinator

Task Supervisor's Role

- Provide student general orientation of the field agency
- Consult with External Field Supervisor to identify learning assignments
- Review, modify and sign Learning Contract
- Provide daily supervision to student
- Schedule weekly supervision conferences
- Maintain contact with both External Field supervisor and Field Coordinator
- Arrange External Field Instructor's review
- Review and sign Field Practicum Evaluation
- Consult with External Field Instructor, submit recommended grades to Field Coordinator

Student Conduct

The expectations of students in social work may be generalized from materials in the Student Handbook which includes the Code of Ethics. The National Association of Social Workers (NASW) Code of Ethics is the primary basis for determining professionally accepted standards of conduct in general. The Social Work Program's philosophy which is consistent with the Code of Ethics comprises core, interrelated beliefs that provide the particular orientation to which social work is understood and taught.

The Code of Ethics is intended to guide social workers' everyday conduct and represents standards of ethical behavior for comportment as social workers and for ethical responsibilities to clients, colleagues, employers and employing organizations, the social work profession and to society. For the purposes defining students' rights and responsibilities, colleagues include fellow students and the staff and faculty of the Social Work Program.

Purpose of the Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code of Ethics is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

- The code identifies core values on which social work's mission is based
- The code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice
- The code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise
- The code provides ethical standards to which the general public can hold the social work profession accountable
- The code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards
- The code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct.

NASW has formal procedures to adjudicate ethical complaints filed against members. In subscribing to this code social workers are required to cooperate in its implementation, participate in the NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

For information on NASW adjudication procedures, see [NASW Procedures for the Adjudication of Grievances](#).

The code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the code must take into account the context in which it is being considered and the possibility of conflicts among the code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and the professional.

Further, the Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank-ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all values, principles, and standards in this code that are relevant to any situation in which ethical judgment is warranted. Social worker' decisions and actions should be consistent with the spirit as well as the letter of this code.

In addition to this code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider NASW Code of Ethics as the primary source. Social workers also should be aware of the impact on ethical decision-making of their clients and their own personal values, cultural and religious beliefs, and practices. They should be aware of any conflicts between personal and

professional values and deal with them responsibly. For additional guidance, social workers should consult relevant literature on professional ethics and ethical decision making, and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise where social workers' ethical obligations conflict with agency policies, relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

This Code of Ethics is to be used by NASW and by other individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings in order to allow the profession to counsel and/or discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes, or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather a code of ethics sets forth values, ethical principles and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. This code reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be

applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

ETHICAL PRINCIPLES

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

VALUE: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

VALUE: *Social Justice*

Ethical Principle: *Social workers challenge social injustice*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity and knowledge about oppression, and cultural and ethnic diversity. Social workers strive to ensure equality of opportunity, access to needed information, services, resources and meaningful participation in decision making for all people.

VALUE: *Dignity and worth of the person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially

responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients and the broader society's interest in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

VALUE: *Importance of human relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

VALUE: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards, and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

TERMINATION

For every student admitted to the Social Work Program, the faculty and staff make every possible effort to assist them in graduating in a timely manner. However, occurrences take place that can cause a student to be terminated from the program. Causes for termination include the following however this list is not inclusive.

Academic:

1. **Inadequate Academic Performance** – Student consistently performs below 2.5 average in social work related and social work required courses.
2. **Academic Suspension or Probation by the University**

Non-academic:

1. **Little or No Evidence of Professional Responsibility** – Students who are consistently late in meeting academic or agency deadlines or fails to complete requirements. This behavior brings into question the student's ability to assume professional responsibility
2. **Inappropriate Adaptation to the Goals of the Social Work Profession** – Through attitude and behavior, the student demonstrates a lack of commitment to the profession of social work
3. **Inadequate Interpersonal Skills** –Students who unable to relate to others appropriately and in congruence with the values, ethics and beliefs of the social work profession which includes faculty, students, and clients
4. **Personal Problems** – Students' personal or emotional difficulties consistently and significantly interfere with learning
5. **Violation of the Code of Ethics** – Students who are apprised of the requirements to adhere to the Code of Ethics of the University

The procedures for termination are to provide a fair system of due process while simultaneously protecting the rights of all parties involved, and the well being of students, current and future clients.

DROPPING AND RE-ENTERING THE SOCIAL WORK PROGRAM

Rationale: The Field Practicum is distinct from most other University courses in that the field practicum in the community entails not only educational objectives for the student and faculty, but also professional responsibilities to clients, agencies, and the community. Among

the students' responsibilities to their education is the responsibility to utilize ongoing feedback from their faculty and agency supervisors. *When students engage clients and assume service responsibilities, there are ongoing professional, educational and ethical responsibilities and courtesies to be considered.* Also, considerable time and effort is spent on the part of faculty and community supervisors to plan and deliver a good field placement. For these reasons, it is a serious matter to drop the field practicum during the semester.

Students drop courses for many reasons including: educational considerations, serious illness or personal crises, and occasionally for performance problems. It is this last reason, namely problems in the field practicum, that the following policy is addressed.

POLICY STATEMENT

Any student who drops the field practicum following substantial performance problems as noted by the field faculty will not be allowed to enroll in the field practicum in the following semester without special review and permission from the Program Director and the Field Coordinator. The usual procedure will be for students to take time off from field practicum to address the underlining deficits which impair their performance such as knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, situational or circumstantial factors, etc. as noted by field faculty or field coordinator. Growth and development in these areas may require additional work and life experiences, personal counseling or therapy, circumstantial changes which enhance a student's stability, and remedial learning experiences. The review criteria will focus on the likelihood of successful performance in the field practicum based on criteria such as: the nature and severity of the performance problem; ability to integrate the content and develop the skills required in the field practicum; the student's ability to hear and use feedback constructively; the availability and use of educational, career advising, and therapeutic resources.

REVIEW PROCESS

Prior to a student dropping out of the field practicum, the field supervisor, the field coordinator and the student will put forth the special efforts to assist student in remaining in the assigned field placement. When a student is dropped from the field practicum for performance problems, the Program Director will meet with the student and the field coordinator to understand the full nature of the problem. The Field Coordinator will write a letter to the student describing the performance problems that was observed in the field placement, with specificity and thoroughness including: suggestions for improvement, corrective action to address deficits, potential resources, and projected time that the student would reapply for the field practicum. A copy of the letter will be placed in the student's file, and one provided to the agency involved.

Students must initiate a request in writing to re-enter the field practicum. In most cases, student will be expected to take at least one semester to address the educational needs and performance problems. Only in exceptional cases will a student be allowed to resume the field course in the next semester following a drop, and only if the Program Director in consultation with the Field Coordinator is convinced that the student has demonstrated improved readiness to perform adequately in the field. When a student is readmitted to the field practicum after significant performance problems have occurred, the file information from field faculty and the prior field agency documenting the problem areas, suggested corrective action, etc. as noted above will be shared on a "need to know" basis with the prospective field agency and supervisor. This policy has the dual purpose of protecting the well-being of the agency and its clientele as well as assuring that the student would have an adequate opportunity and the resources to improve his/her performance.

When initiating the request for reentry, the student will be expected to document their efforts towards growth and change which will support the likelihood of satisfactory performance in the assigned field placement. The Field Coordinator and the Program Director will conduct a review in making a decision reference the student re-entry into the field practicum. In that this is

a major decision which affects a student's ability to complete the Social Work Program, the student may make a request for a Field Placement Team to reconsider an adverse decision made by the Field Coordinator. The request should be sent to the Program Director. An adverse reconsideration decision made by the Field Placement could be appealed through the processes in the Student Handbook, page 35, Level II of the Grievance Process.

REMOVAL OF A STUDENT FROM THE FIELD PLACEMENT

A student may be removed or dismissed from the field agency at any time by the Field Supervisor and/or the field agency for documented inappropriate professional conduct or for demonstrating a lack of progress in achieving the field practicum Learning Contract. A written statement attesting to this action will be prepared by the Field Supervisor in consultation with the Field Coordinator and the Program Director for inclusion in the student's file.

In the case of a lack of progress on the student's part, due process will be followed, with notification of unacceptable performance along with a current plan with specific goals and expectations given to the student. The prepared plan will be thoroughly discussed with the student in consultation with the Program Director, the Field Coordinator, and the Field Supervisor.

PART V

STUDENT FORMS

ALBANY STATE UNIVERSITY
Department of Psychology, Sociology, and Social Work
504 College Drive

Telephone: (229) 430-4896

Fax: (229) 430-6490

SOCIAL WORK PROGRAM
APPLICATION FOR FIELD INSTRUCTION

SEMESTER: Check one – [] Fall; [] Spring

DIRECTIONS: This application **must be typed**, and information must be completed. Make three copies of this application. Attach a most recent photo on the application. You may submit two wallet size photos. The photos must be attached to two of the applications. **NASW membership and Liability insurance** must be applied for and processed prior to entering field placement. Proof of NASW membership and Liability Insurance must be given to the Field Coordinator before **the end of the semester in which you applied for field placement.**

PERSONAL DATA

NAME: _____ DATE: _____
Last First Int.

CURRENT MAILING ADDRESS:

Number Street Apt # City State Zip
PERMANENT MAILING ADDRESS:

Number Street Apt # City State Zip
TELEPHONE: _____ ; _____ E-MAIL _____
Area Code Number (Home) Area Code Number Work/Mobile

RACE _____ GENDER: [] M; [] F SOCIAL SECURITY NUMBER: _____

EMERGENCY CONTACT

NAME: _____ RELATIONSHIP: _____
Last First Int.

ADDRESS _____
Number Street Apt City State Zip

TELEPHONE: _____ ; _____ E-MAIL _____
Area Code Number (Home) Area Code Number Work/Mobile

ACADEMIC DATA

COLLEGES YOUHAVEATTENDED:

School/University Address

School/University Address

School./University Address

List Courses Presently Enrolled:			
Courses and Numbers	Hrs	Courses and Numbers	Hrs
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Total Number of Credit Hours: _____			

List all courses to be taken while in Field Placement including SOCWK 4470 and 4471:			
Courses and Numbers	Hrs	Courses and Numbers	Hrs
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Total Number of Credit Hours: _____			

Total Number of Hours Completed: _____

GPA: Cumulative: _____ Social Work _____

Date Passed Regent's Exam: _____

EMPLOYMENT

Are you currently employed? [] Yes [] No If yes, Number of hours you work per week? _____

Do you plan to continue to work during field placement? [] Yes [] No

If yes, what are your plans for managing employment and 32 hours per week in field placement? _____

TRANSPORTATION

Do you have an automobile at your disposal? Yes No

Do you have a valid Georgia driver's license? Yes No License Number _____

Do you have any outstanding driving violations? Yes No If yes, please explain _____

If transportation is going to be problematic please explain _____

BACKGROUND CHECK

NOTE: Most social service agencies complete background checks prior to students starting an internship, please answer the following questions very honestly.

Have you ever been charged with a felony? Yes No If yes, what were the charges? _____

Were you convicted of the charges? Yes No If yes, explain the outcome. _____

FIELD PLACEMENT INFORMATION

Do you have personal obligations that would interfere with field placement? Yes No

If yes, explain _____

Do you speak a second language? Yes No If yes, list _____

Field Placement Interest (Rank in order of preference using numbers 1 through 12)

- | | | |
|--|--|--|
| <input type="checkbox"/> Gerontology | <input type="checkbox"/> Medical Social Work | <input type="checkbox"/> Mental Retardation |
| <input type="checkbox"/> Public Welfare | <input type="checkbox"/> Mental Health | <input type="checkbox"/> Substance Abuse |
| <input type="checkbox"/> IV-E Child Welfare | <input type="checkbox"/> Corrections | <input type="checkbox"/> School Social Work |
| <input type="checkbox"/> Hospice | <input type="checkbox"/> Domestic Violence | <input type="checkbox"/> Other (Specify) _____ |

Geographical Location for Placement (Rank in order of preference numbers 1 through 4)

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

List other factors that could be considered in determining the best field placement assignment for you.

NOTE: Complete the attached biographical sheet. It must be typed and include the following information:

Name

Where you reside within the 24 county catchment areas of Albany State University?

Work experiences

Volunteer experiences (**separate class volunteer experiences from others**) and describe how the experiences were related to social work skills

Relevant life experiences

What skills you hope to develop while in field placement?

What do you see yourself doing professionally after graduation?

What do you see yourself doing three to five years from graduation date?

What is your ultimate career objective?

What skills do you hope to develop while in field placement?

Describe what you expect from your field experience?

Give any other information about yourself or comments you would like to convey to a potential field instructor

Please make a special effort to complete this biographical sketch using the appropriate language, as a copy of this form may be mailed to the potential field instructor as an introduction on your behalf. Please sign below as an authorization for your information to be shared.

AUTHORIZATION

I hereby authorize release of my biographical sketch and other pertinent information necessary to agencies considering me for field placement and to my field placement agency.

Student's Signature

Date

Print Name

Advisor/Field Coordinator Signature

Date

BIOGRAPHICAL SKETCH

(Use As Additional Page For Biographical Info)

FIELD PLACEMENT RECOMMENDATION: (Do not attach to your field application)

_____ is recommended as a candidate for field placement
Student's Name (Please Type)

- Upon the completion of the presently enrolled courses listed on page 2
- Only if the following items have been taken care of:

Advisor's Signature Date

Student's Signature Date

_____ is not recommended as a candidate for field placement
Student's Name

- No record of Regent's exam
- Associate Degree not on Transcript
- Have not met Social Work Curriculum requirements
- Have not completed Area _____

Advisor's Signature Date

Student's Signature Date

OFFICIAL USE ONLY		
AGENCY ASSIGNED TO	FIELD INSTRUCTOR	DATE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____ Field Coordinator's Signature		_____ Date
_____ Director's Signature		_____ Date

ALBANY STATE UNIVERSITY
Department of Psychology, Sociology & SOCIAL WORK
Social Work Program

OFFICIAL AGREEMENT

For Social Work Students Entering Field Placement

I, _____, understand that participation in Field Education requires adherence to certain professional standards. I agree that while participating in Field Education:

1. I will adhere to the Codes of Ethics of the National Association of Social Workers and the Georgia State Board of Social Work Examiners.
2. I will follow all laws of the State of Georgia.
3. I will comply with all agency policies and procedures. I agree to review all agency policies and procedures within two weeks of beginning the practicum.
4. I will adhere to the ASU Student Code of Conduct.
5. I will come fully prepared and participate actively in all scheduled meetings with the Agency Field Instructor. I agree to meet at least weekly with the Field Supervisor for supervision and notify the Field Supervisor if I have to miss any supervision sessions. I understand that it is my responsibility to arrange supervision meetings.
6. I will submit all seminar assignments to the Agency Field Instructor prior to the date these assignments are due in seminar. I understand the Field Instructor must approve and sign all seminar assignments before the seminar instructor will accept them. Late papers will be penalized based on the ASU Social Work Department policies.
7. I will come fully prepared and participate actively in all scheduled seminar classes and will complete all seminar assignments and turn them in on the due date.
8. I will comply with the ASU policy for using my vehicle for transporting clients. I understand that I cannot transport agency clients in my vehicle at any time.
9. I will conduct myself in a professional manner at all times. This includes being punctual, reliable, and responsible in all field education assignments, as well as interacting in a professional manner with all clients and co-workers.

10. I will set a schedule of my hours at the agency and adhere to the schedule. I will submit the schedule to my seminar instructor by the second seminar meeting.
11. I will negotiate a learning contract with my Field Instructor and submit it in writing to the seminar instructor.
12. I will comply with all policies, procedures, expectations, and consequences set forth in the "ASU Social Work Field Education Manual."
13. I understand that I must maintain a Cumulative Grade Point Average of 2.25 and a Social Work Grade Point Average of 2.5 throughout my enrollment in the field program.

I understand that failure to comply with this agreement could negatively affect my standing in Field Education and the Social Work Program. Any violation of this contract could result in dismissal from the program. I understand that dismissal from an agency for poor performance or inappropriate behavior could result in my having to repeat Field Education or other consequences. Refusal to sign this agreement will preclude participation in Field Education.

Student

Date

Field Coordinator

Date

**ALBANY STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY, SOCIOLOGY, & SOCIAL WORK**

**SOCIAL WORK PROGRAM
RELEASE OF INFORMATION FORM**

I authorize faculty of the Albany State Social Work Program field officials, and Program Director to consult with field agencies and field instructors in the development of a field instruction placement.

I release from any liability any and all individuals and organizations who provide information in good faith and without malice concerning my professional competence, values, legal history, oral and written communication skills, ethics, character, student records and other related information in the development of a field instruction assignment placement, and I hereby consent to the release of such information.

Acknowledgments:

Student's Signature

Date

Witness

Date

**ALBANY STATE UNIVERSITY
SOCIAL WORK PROGRAM**

INFORMED CONSENT AND ASSUMPTION OF RISK

Albany State University is a public state educational institution. References to Albany State University include “ASU”, its Board of Regents, trustees, officers, officials, employees, volunteers, students, agents, and assigns.

I (print your name) _____ understand I am to participate in the Social Work Field Education Program (henceforth referred to as the Program).

I fully understand and appreciate the dangers, hazards and risks inherent in participating in the Program, in the transportation to and from the Program, and in any independent research or activities I undertake as an adjunct to the Program.

I agree that participating in any activity is an acceptance of some risk of injury and/or loss or damage of property. I agree that my safety is primarily dependent upon my taking proper care of myself. I understand that is my responsibility to know what I will need for the Program and to provide what I will need. I agree to make sure that I know how to safely participate in any activities, and I agree to observe any rules and practices, which may be employed to minimize the risk of injury. I agree to stop and seek assistance if I do not believe I can safely continue any activity. I will not wear or use or do any thing that would pose a hazard to myself or others, including using or ingesting any substance which could pose a hazard to myself or others. I agree that if I do not act in accordance with this agreement, I may not be permitted to continue to participate in the Program.

In consideration of my participation in this Program, I agree as follows:

SPECIFIC HAZARDS OF TRAVEL OR PROGRAM: Despite precautions, accidents and injuries can occur. I understand that traveling, doing fieldwork or being in a large city may be potentially dangerous, and that I may be injured and/or lose or damage personal property as a result of participation in the Program. Therefore, **I ASSUME ALL RISKS RELATED TO THE ACTIVITIES** including, but not limited to:

- Death, injury or illness from accidents of any nature whatsoever, including, but not limited to, bodily injury of any nature, whether severe or not, which may occur as a result of participating in an activity or contact with physical surroundings or other persons; arising from travel by car, bus or any other means; death injury or illness including food poisoning arising from the provision of food or beverage by restaurants or other service providers.
- Theft, loss or damage of my personal property while in transit or participating in the Program.
- Natural disaster or other disturbances, and alteration or cancellation of the Program due to such causes.

- *(Specific dangers endemic in this Program's area of travel or endemic to the Program.)*

INSTITUTIONAL ARRANGEMENTS: I understand that ASU is not an agent of, and has no responsibility for, any third party which may provide any services including food, lodging, travel, or other goods or services associated with the Program. I understand that ASU may provide these services only as a convenience to participants and that accordingly, ASU accepts no responsibility, in whole or in part, for delays, loss, damage or injury to persons or property whatsoever, caused to me or others prior to departure, while traveling or while staying in designated lodging. I further understand that ASU is not responsible for matters that are beyond its control. I acknowledge that ASU reserves the right to cancel the trip without penalty or to make any modifications to the itinerary and/or academic program as deemed necessary by ASU.

INDEPENDENT ACTIVITY: I understand that ASU is not responsible for any loss or damage I may suffer when I am traveling independently or I am otherwise separated or absent from any ASU activity. In addition, I understand that any travel that I do independently on my own before or after the ASU sponsored Program is entirely at my own expense and risk.

HEALTH AND SAFETY: I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this Program. I have obtained the required immunizations, if any. I recognize that ASU is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility. I agree to pay all expenses relating thereto.

ASU RULES, REGULATIONS AND POLICIES: I agree to obey and comply at all times with all of the rules, regulations, codes and policies of ASU while participating in the Program. I agree to notify my professor immediately of any injury or loss.

TRAVEL CHANGES: If I become separated from the Program group, fail to meet a departure airplane, bus, or train, or become sick or injured, I will, to a reasonable extent, and at my own expense seek out, contact, and reach the Program group at its next available destination.

SIGNATURE: I indicate that by my signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Informed Consent and Assumption of Risk Form and acknowledge that I understand it. My signature below indicates that I have read and freely signed this agreement, which take effect as a sealed instrument.

IMPORTANT – READ THE ENTIRE AGREEMENT BEFORE SIGNING.

Signature of Program Participant

Date

Signature of Parent or Legal Guardian
(If student is a minor)

Date

**ALBANY STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY, SOCIOLOGY & SOCIAL WORK**

**SOCIAL WORK PROGRAM
FIELD PLACEMENT EVALUATION FORM**

Student _____

Agency _____

Field Instructor _____

Semester _____

A. Please rate your agency experiences in reference to each of the following criteria using the scale provided. Elaborate or illustrate as needed in the space below each criterion.

- 4 Above expected level
- 3 Expected level
- 2 Below expected level
- 1 Unsatisfactory
- 0 Uncertain or not applicable

- | | | | | | | | | | | |
|----|--|---|-------|---|-------|---|-------|---|-------|---|
| 1. | Volume of activities | 0 | ..... | 1 | ..... | 2 | ..... | 3 | ..... | 4 |
| 2. | Variety of learning opportunities | 0 | ..... | 1 | ..... | 2 | ..... | 3 | ..... | 4 |
| 3. | Opportunities to work independently | 0 | ..... | 1 | ..... | 2 | ..... | 3 | ..... | 4 |
| 4. | Flexibility of student contact hours | 0 | ..... | 1 | ..... | 2 | ..... | 3 | ..... | 4 |
| 5. | Availability of activities during non-business hours | 0 | ..... | 1 | ..... | 2 | ..... | 3 | ..... | 4 |
| 6. | Acceptance and inclusion of student by staff | 0 | ..... | 1 | ..... | 2 | ..... | 3 | ..... | 4 |
| 7. | Accessibility of support and consultation | | | | | | | | | |
| | -from field instructor | 0 | ..... | 1 | ..... | 2 | ..... | 3 | ..... | 4 |
| | -from other staff | 0 | ..... | 1 | ..... | 2 | ..... | 3 | ..... | 4 |

8. Quality of support and consultation
- from field instructor 0 1 2 3 4
- from other staff 0 1 2 3 4
9. Your overall satisfaction with the internship 0 1 2 3 4

B. Please rate the field instructor in reference to each of the following criteria using the scale provided. Elaborate or illustrate as needed.

- 4 Above expected level
- 3 Expected level
- 2 Below expected level
- 1 Unsatisfactory
- 0 Uncertain or not applicable

1. Flexibility rather than rigidity 0 1 2 3 4
2. Included you in decision making 0 1 2 3 4
3. Assigned tasks fairly 0 1 2 3 4
4. Inspired you to think and improve 0 1 2 3 4
5. Provided constructive criticism 0 1 2 3 4
6. Maintained a friendly atmosphere and demeanor 0 1 2 3 4
7. Advocated for you when necessary 0 1 2 3 4
8. Attentive and responsive in conferences 0 1 2 3 4
9. Encouraged discussion and interaction 0 1 2 3 4
10. Knowledge of community resources 0 1 2 3 4
11. Knowledgeable about program areas 0 1 2 3 4
12. Practiced what he/she taught 0 1 2 3 4
13. Scheduled weekly supervision sessions 0 1 2 3 4

C. Summarize your main activities in the agency:

D. Discuss any changes or improvements that you recommend:

E. Any information regarding this placement which was not covered and would be important to the placement of future students:

**Return to Program Director
CMH Room 325**

Albany University
Department of Psychology, Sociology & Social Work
Social Work Program

Field Coordinator's Evaluation

Field Coordinator _____

Agency _____

Field Instructor _____

Student _____

A. Rate the field coordinator by the following levels:

4 - Above expected level

3 - Expected level

2 - Below expected level

1 - Unsatisfactory

_____ Provided an orientation to the field instructor regarding the educational requirements and expectations of the Social Work Program.

_____ Assisted the field instructor to develop learning activities and promote student development.

_____ Served as a resource person to the field instructor.

_____ Discussed with the student and field instructor the student's level of performance during mid-terms and finals and throughout the semester as needed.

_____ Available throughout the semester to discuss any problems or issues which arise between or among the student, agency, field instructor or department.

_____ Supported the student-field instructor relationship.

_____ Demonstrated flexibility rather than rigidity.

_____ Maintained friendly atmosphere and demeanor.

_____ Attentive and responsive in conferences to questions/concerns throughout the semester.

B. What suggestions do you have for improving the Field Instruction Program?

C. Please comment on the adequacy of the Social Work Program's curriculum in preparing students for field instruction.

Please return this completed evaluation to:

Social Work Program Director
Albany State University
Department of Psychology, Sociology and Social Work
504 College Drive
Albany, GA 31705

APPENDIX

**ALBANY STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY, SOCIOLOGY, AND SOCIAL WORK
SOCIAL WORK PROGRAM
EVALUATION OF STUDENT PERFORMANCE**

Final Evaluation

Use of This Form: This form is to be completed twice; once at mid-semester again at the end of the semester. Evaluation should be a shared process with an opportunity for student and Field Instructor to discuss similarities and differences in perception. Students are evaluated on expectations of their level of knowledge and skills in the program. Therefore, students are to be evaluated on their understanding of how social work theory relates to their practice and their client populations and their ability to *apply* entry level social work skills from the beginning of the semester until mid-term. Students are to be evaluated on their ability to *integrate* social work values, ethics, theory and skills into their social work practice.

ADMINISTRATIVE DATA: (please type/print clearly)

STUDENT LAST NAME

FIRST NAME

PRACTICUM SITE

PRACTICUM STREET ADDRESS

FIELD SUPERVISOR

CITY/STATE/ZIP

SPECIFIC DAYS/HOURS OF THE FIELD PRACTICUM

FIELD COORDINATOR/ LIAISON (print)

PRACTICE INSTRUCTOR

DUTIES AND RESPONSIBILITIES (*Describe the kinds of learning experiences student was exposed to. Number and types of cases assigned*):

TODAY'S DATE: _____

Please use the following scale to evaluate the student. If the student did not have ample opportunity to demonstrate a skill area, please circle N/A.

4 = to a very large extent

3 = to a large extent

2 = somewhat

1 = not demonstrated

N/A = insufficient opportunity

Program and Field Objectives	Mid-semester rating					End of semester rating				
1. Apply critical thinking skills within the context of professional social work practice.										
a. The student is able to apply critical thinking skills within the context of professional social work practice.	4	3	2	1	N/A	4	3	2	1	N/A
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.										
b. The student demonstrates adherence to the NASW Code of Ethics and social work values.	4	3	2	1	N/A	4	3	2	1	N/A
c. The student maintains client confidentiality.	4	3	2	1	N/A	4	3	2	1	N/A
d. The student demonstrates ability to resolve ethical dilemmas.	4	3	2	1	N/A	4	3	2	1	N/A
e. The student demonstrates accountability to client systems by keeping appointments and following through on plans.	4	3	2	1	N/A	4	3	2	1	N/A
f. The student demonstrates awareness of how her/his own values impact his/her work with client systems.	4	3	2	1	N/A	4	3	2	1	N/A
g. The student demonstrates an ability to make the personal changes that she/he might need to make in order work effectively as a social worker.	4	3	2	1	N/A	4	3	2	1	N/A
3. Practice without discrimination and with respect, knowledge and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.										
a. The student is able to apply knowledge of bio-psycho-social-spiritual-cultural content as it relates to client systems.	4	3	2	1	N/A	4	3	2	1	N/A
b. The student demonstrates respect for and values client diversity and builds upon it when involved in the helping process.	4	3	2	1	N/A	4	3	2	1	N/A
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.										
a. The student demonstrates empathy for clients, taking into account the vulnerability of client groups, especially minorities or oppressed populations.	4	3	2	1	N/A	4	3	2	1	N/A
b. The student demonstrates an understanding of how oppression and discrimination impact client	4	3	2	1	N/A	4	3	2	1	N/A

systems.										
c. The student works within the agency setting to create a greater awareness of and address issues of oppression and discrimination.	4	3	2	1	N/A	4	3	2	1	N/A
d. The student advocates for client systems that experience oppression and discrimination.	4	3	2	1	N/A	4	3	2	1	N/A
5. Understand and interpret the history of the social work profession and its contemporary structures and systems.										
a. The student demonstrates knowledge of the history of social work, including why the profession began and how social service structures have evolved since the profession's inception.	4	3	2	1	N/A	4	3	2	1	N/A
b. The student identifies the agency's organizational structure and policies and how they compare and/or relate to society's social service programs.	4	3	2	1	N/A	4	3	2	1	N/A
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.										
a. The student is able to utilize the Generalist Intervention model in working with clients:										
i. Engagement	4	3	2	1	N/A	4	3	2	1	N/A
ii. Assessment	4	3	2	1	N/A	4	3	2	1	N/A
iii. Planning	4	3	2	1	N/A	4	3	2	1	N/A
iv. Implementation	4	3	2	1	N/A	4	3	2	1	N/A
v. Evaluation	4	3	2	1	N/A	4	3	2	1	N/A
vi. Termination	4	3	2	1	N/A	4	3	2	1	N/A
b. The student demonstrates the following social work skills:										
i. Tuning in	4	3	2	1	N/A	4	3	2	1	N/A
ii. Demand for work	4	3	2	1	N/A	4	3	2	1	N/A
iii. Partialization	4	3	2	1	N/A	4	3	2	1	N/A
iv. Prioritization	4	3	2	1	N/A	4	3	2	1	N/A
c. The student demonstrates ability to work with:										
i. Individuals	4	3	2	1	N/A	4	3	2	1	N/A
ii. Families	4	3	2	1	N/A	4	3	2	1	N/A

MEMORANDUM OF UNDERSTANDING CONCERNING AFFILIATION OF STUDENTS FOR SOCIAL WORK PRACTICUM

This is a Memorandum of Understanding on the part of Dougherty County Public Schools, hereinafter referred to as “Facility,” and the Board of Regents of the University System of Georgia on behalf of Albany State University, Social Work Program, Department of Psychology, Sociology, and Social Work, hereinafter referred to as “University.”

PURPOSE

The purpose of this Memorandum of Understanding is to guide and direct the parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality, practicum learning experience for students in the University’s Program of Social Work, while at the same time enhancing the resources available to the Facility for the providing of services to its clients.

Neither party intends for this Memorandum to alter in any way their respective legal rights of their legal obligations to one another, to the students and faculty assigned to the facility, or as to any third party.

GENERAL UNDERSTANDING

1. The courses of instruction (i.e. social work practicum) to be provided will be of such content and cover such periods of time as may from time to time be mutually agreed upon by the University and the Facility. The starting and ending date for each program shall be agreed upon at least one month before the program commences.
2. The number of students designated for participation in a practicum education program will be mutually determined by agreement of the parties, and may at any time be altered by mutual agreement. All student participants must be mutually acceptable to both parties and either party may withdraw any student from a program based upon perceived lack of competency on the part of the student, the student’s failure to comply with the rules and policies of the facility or the University, or for any other reason if either party reasonably believes that it is not in the best interest of the program for the student to continue.
3. There shall be no discrimination on the basis of race, color, national origin, religion, creed, sex, age, disability, or veteran status in either the selection of students for participation in the program, or as to any aspect of the practicum training; provided, however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude a student’s effective participation in the program.

FACILITY RESPONSIBILITIES

1. The Facility will retain responsibility for the services to clients and will maintain administrative and professional supervision of all patient care activities provided by students insofar as their presence and program assignments affect the operation of the Facility and its care, direct and indirect, of patients.
2. The Facility will provide adequate practice for participating students in accordance with the practice objectives developed through cooperative planning by the university's departmental faculty and the Facility's staff.
3. The Facility will use its best efforts to make conference space and classrooms available as may be necessary for teaching and planning activities in connection with practicum training programs.
4. Facility staff shall, upon request, assist the University in the evaluation of the learning and performance of participating students.
5. The Facility shall provide for orientation of both University faculty and participating students to the facilities, philosophies, rules and regulations and policies of the Facility.
6. Subject to the Facility's overall supervisory responsibility for patient services.
7. All medical or health care (emergency or otherwise) that a student or University faculty member receives at the Facility will be at the expense of the individual involved.
8. The Facility shall do or cause to be done the following:
 - a. Provide an experienced field instructor(s) for MSW students who shall have responsibility for the field related educational program of the student including delivery and evaluation of the educational program. It is recommended that educational instruction be separated from administrative records.
 - b. Provide administrative support for the identification and provision of educational opportunities for the student. These educational opportunities shall be incorporated into the Learning Plan Worksheet. The Learning Plan Worksheet shall be drawn up at the beginning of each academic semester in a conference including the designated Facility Field Instructor, the Faculty Liaison, and the student. This plan must be approved by the faculty liaison. Educational opportunities will normally evolve from the work station of the student. However, it is expected that during the period of field instruction additional opportunities will be needed to fulfill the various objectives of the Learning Plan Worksheet. The Facility agrees to work with the University in arranging these additional opportunities for the student.

- c. Permit the student to utilize time in the work week for educational purposes in fulfillment of educational objectives identified in the student's Learning Plan Worksheet and agreed to by the Facility field instructor of the student.
- d. Permit the Facility field instructor to set aside designated time each week for instruction of student for educational purposes, and to attend meeting/training sessions for field instructors.

UNIVERSITY RESPONSIBILITIES

1. The University will use its best efforts to see that students selected for participation in the practicum training program are prepared for effective participation in the clinical training phase of their overall education. The University will retain ultimate responsibility for the education of its students.
2. Prior to the commencement of a practicum training program, the University will, upon request, provide responsible Facility officials with such student records as will adequately disclose the prior education and related experience of prospective student participants.
3. The University will use its best efforts to see that the practicum training programs at the Facility are conducted in such a manner as to enhance client care. Only those students who have satisfactorily completed the prerequisite didactic portion of their curriculum will be selected for participation in a program.
4. The University will not assign any faculty member to the Facility in connection with the operation of the program who is not appropriately qualified.
5.
 - a. The provision of services to clients by students is under direction and supervision of the Facility Field Instructor. These services are provided on behalf of the Facility and not the University. The University will require all participating faculty and students to show proof of personal liability insurance in an amount of one million dollars (1,000,000.00) per incident and one million dollars (1,000,000.00) in the aggregate. Upon request, evidence of such insurance will be provided. The University does not waive its immunity from liability as provided by the University System of Georgia. Further the University will assume no liability for the actions of students performed while in the Facility.
 - b. The University will require all participating faculty and students to show proof of health insurance if required by the Facility, in an amount satisfactory to the Facility. Upon request, evidence of such insurance will be provided.
6. The University will encourage student compliance with the Facility's rules, regulations and procedures, and use its best efforts to keep students informed as to the same and any changes therein. Specifically, the University will keep each participating student apprised of his or her responsibility:

- a. To follow the administrative policies, standards and practices of the Facility when the student is in the Facility.
 - b. To report to the Facility on time and to follow all established regulations during the regularly scheduled operating hours of the Facility.
 - c. To conform to the standards and the practices established by the university while training at the Facility.
 - d. To keep in confidence all medical and health/mental health information pertaining to particular clients.
7. If required by the Facility the University will require each participating student to furnish proof of a current physical examination, the results of which shall, upon request, be made available to the Facility. The parties may agree to have such examination performed by the Facility.

MUTUAL RESPONSIBILITIES

1. The parties will work together to maintain an environment of quality practicum learning experiences and quality patient care. At the instance of either party a meeting or conference will be promptly held between University and Facility representatives to resolve any problems or develop any improvements in the operation of the contemplated training program.
2. Unless sooner cancelled, or provided below, the term of this affiliation for training shall be one year, commencing on August 1, 2006 and ending on July 31, 2009. This working relationship and affiliation may be renewed by mutual written consent of the parties. It also may be cancelled at any time by either party upon not less than thirty (30) days written notice in advance of the next training experience.

This _____ day of _____, 2006

PRACTICUM FACILITY:
(Please fill in completely.)

Board of Regents of the University System
of Georgia on behalf of Albany State
University Social Work Program,
Department of Psychology, Sociology, &
Social Work.

By:

Facility Name

Everette Freeman, President
Albany State University

Address

Address

Date

Facility Phone Number

Joshua Murfree, Ph.D.
Chair, Department of Psychology,
Sociology and Social Work

By:

Signature of Authorized Official

Marilyn Spearman, Ph.D.
Director, social Work Program

Authorized Official (Please print or type)

Title