

Handbook of Field Instruction



**Social Work
Baccalaureate Program
School of Human Sciences
Southern Illinois University Carbondale**

Handbook of Field Instruction: Baccalaureate Program

SIUC - Social Work



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INTRODUCTION

Social Work operates a baccalaureate program, which is accredited by the Council on Social Work Education (CSWE). As such, the field practicum is designed according to the standards detailed in CSWE's Educational Policy & Accreditation Standards (EPAS), see Appendix A. Field instruction is a distinguishing feature of social work education and plays a critical role in meeting the objectives of the school, which is to prepare persons for the generalist practice of social work.

Field instruction is an integral part of the total educational process of the baccalaureate program. Through field instruction, students deepen their understanding of human behavior and develop and enhance skills in applying social work methods to diverse populations and problems. Through field experience, they are able to use theoretical and intellectual understanding of social policy to guide practical intervention, and they are able to utilize research skills and knowledge to access, evaluate, and if necessary, alter interventions on all levels of social work practices. They are also able to evaluate their own practice.

The Social Work program at SIUC utilizes a block model of field placement scheduled for the last semester (Spring) of the student's baccalaureate educational program. Students are expected to finish their social work course content before or during the semester in which field is taken. The School believes this gives undergraduate students the best possible background for entering and successfully completing the field experience.

Baccalaureate students are placed in block field placements which total 420 clock hours per semester, arranged in a schedule mutually agreed upon by the student and the field instructor. Field practicum course are:

SOCW 441 – Advanced Field Practicum (9 Credit Hours)
SOCW 442 – Field Practicum Seminar (3 Credit Hours)

The Baccalaureate Field Practicum Coordinator holds a 100 percent faculty appointment in Social Work, with responsibility for identifying, planning, developing, and coordinating student's placements in agencies.

Field liaison between Social Work and field agencies is carried out by the Field Practicum Coordinator and by faculty who have at least two years post-MSW practice experience. This linkage between field and academia provides continuity for both students and the program, and helps to achieve the goals of the field learning experience.

Students in practicum are expected to have exposure to all levels of systems (micro, mezzo, and macro), and to understand the uniqueness of delivering services in a rural area. In addition, learning objectives regarding social work values and ethics, diversity, and population at risk and the promotion of economic justice are vital to a comprehensive placement experience.

Mission Statement

The central mission of Social Work at Southern Illinois University Carbondale is the educational preparation of professional social workers in compliance with CSWE Educational Policy and Accreditation Standards (EPAS) standards who are capable of delivering social services to meet the human service needs within state, nation, international, and global contexts, with a special focus on rural areas. The organizing principle of Social Work is the enhancement of the quality of life for individuals, families, groups, organizations, and communities, especially for poor and oppressed populations, through the promotion of social and economic justice and human rights. Student learning is based on theories and knowledge and the acquisition of professional values, ethics, and skills, which are necessary for competent social work practice. Special emphasis is given to evidence-based and strength-based practice, especially as it relates to issues of culture and diversity.

[As approved by the Faculty Committee of the Whole on September 10, 2008]

Baccalaureate Social Work Program

The focus of the Baccalaureate Program is the preparation of professionals with foundational generalist practice skills and knowledge that enable them to engage in ethical, responsible, and self-critical, social work practices in public and private social service systems.

The goals of the program

- I. To prepare generalist practitioners with a foundation of knowledge, theories, and skills to work with individuals, groups, families, organizations, and communities in rural Illinois, the state, nation, international and global contexts.
- II. To prepare social workers to evaluate the processes and effectiveness of their practice and agency programs.
- III. To prepare social workers with knowledge and understanding of human rights, the forms and mechanisms of oppression and discrimination and help apply strategies of advocacy and social change that advance social and economic justice. The program also prepares social workers to practice without discrimination with respect to client's age, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- IV. To prepare social workers who are able to promote an interdisciplinary collaboration with knowledge and skills to engage in ethical, responsible, and self-critical social work practices in public and private social service systems with a clear understanding of the history of social work profession and its contemporary structures, and issues.
- V. To prepare social workers with knowledge and skills to analyze, formulate, and influence social policies, and with foundational skills in practice, policy, practice evaluation, and critical thinking.

CSWE Competencies, EPAS 2015

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

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

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

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

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

Baccalaureate Social Work Program Objectives

The goals of the Baccalaureate program are carried out through a series of objectives so that upon completion of the BSW, graduates demonstrate the ability to:

1. Understand a professional foundation which builds upon a liberal arts background, includes the values and ethics of the social work profession and to interpret the history and philosophy of social work as preparation for entry level social work practice within a contemporary society.
2. Apply theoretical and practical knowledge consistent with beginning generalist social work practice within organizations and service delivery systems that enhances the reciprocal interaction between people and their environment based on the ecological theoretical perspective and social systems approach and to seek change as needed.
3. Apply a foundation of knowledge and generalist practice skills for intervening at appropriate system levels in the human service delivery system in the rural, urban, and on the international level as a mechanism for enhancing the problem-solving abilities of individuals, families, groups, and organizations using social work value basis.
4. Evaluate programs and one's own practice as well as demonstrate a beginning level of understanding of and appreciation for evidence-based practice using research methods.
5. Understand the mechanisms of discrimination and oppression in order to analyze current policy and to influence and formulate future policy aimed at promoting human rights, social and economic justice.
6. Practice without discrimination and apply strategies of advocacy with the skills necessary for intervention with diverse and often under-represented populations; practice with respect related to clients' age, class, color, culture, ability, ethnicity, family structure, gender, sex, sexual orientation, marital status, national origin, race, and religion.
7. Use theory, knowledge, and empirical evidence, to implement basic social work practice skills with understanding of individual behavior and development across the lifespan.
8. Demonstrate the professional use of self through critical thinking and communication skills which target various client populations, colleagues, and communities within the context of social work practice.
9. Use supervision and consultation to enhance one's social work practice.

OVERALL OBJECTIVES OF BACCALAUREATE FIELD INSTRUCTION

The Field Practicum is designed to provide students with an opportunity to apply theoretical knowledge to practice situations in a purposed way within the CSWE identified core competencies and related practice behaviors. Upon completion of this course, the student will be able to:

1. understand on a beginning practice level, generalist social work theory and skills across levels of systems;
2. assess field work experience in terms of both personal and professional behavior;
3. critically examine values and social attitudes which influence the processes of change and impact on social and economic justice and the quality of life;
4. develop a deeper appreciation of ethnic, religious, cultural, physical, sexual, age, class diversity, and human rights.
5. develop knowledge and understanding of rural, urban, and international social work practice and service delivery systems;
6. analyze and utilize evaluation skills related to evidence based social work practice and relevant population groups;
7. develop awareness of personal limits and role limits in the practice of social work;
8. acquire an understanding and acceptance of professional and personal responsibility as exemplified by the social work profession and the NASW code of ethics.

FIELD ADVISORY COMMITTEE

Social Work has a Field Advisory Committee consisting of representatives of the sites utilized for field instruction. Members are selected by the Field Coordinators who serve as Co-Chairs of the committee. The Committee meets one time per year. The Director of the School of Human Sciences and both the Undergraduate and Graduate Program Directors attend as ex-officio members.

The purpose of this committee is:

1. to facilitate communication between field agencies and the program;
2. to provide advice and consultation appropriate to the field experience and practice class content; and,
3. to provide substantive input regarding any other relevant areas of the program/agency interaction.

THE PLACEMENT PROCESS FOR UNDERGRADUATE STUDENTS ENTERING FIELD

Students entering field must have senior standing, be admitted to social work major, and have an overall GPA of 2.25 as well as a GPA of 2.5 in core social work classes. They must demonstrate their intentions of entering field by attending the required field pre-placement seminars scheduled by the Baccalaureate Field Practicum Coordinator during the semester prior to their field placement. Having attended these meetings, the students are required to complete field placement information forms (See Appendix B) and resumes (See Appendix C), and through this information, and if appropriate, personal interviews with Coordinator, tentative approval is given for field placement interviews (See Appendix D). In order to secure a practicum placement, students are then responsible for contacting agreed upon agencies and field instructors for personal interviews. A signed agreement between the student, the agency, and field instructor must be returned to the School for final approval and signature of the Field Coordinator (See Appendix E). Students follow the field calendar and begin field on the first day of the semester in which they are registered for field practicum (See Appendix F).

SELECTION OF BACCALAUREATE FIELD AGENCIES

Social Work uses the traditional human services agencies of children and family services, mental health clinics, hospitals, and agencies that provide services to the elderly and to a variety of diverse, under-served population groups. Utilization of any new agency requires an on-site visit (See Appendix G) and assessment by the Office of Field Instruction. Criteria for the selection of field agencies include:

1. acceptance of professional education for social work as part of philosophy and practices of the agency, its board of directors, and agency staff member.
2. ability of the agency to provide a setting that gives the students practice in social work in accordance with professional standards, both as to agency service and social work education; (This includes participation with the School in evaluation of the setting for field practice.)
3. willingness to provide the School with information concerning its program, services and developments in the community which affect field and/or class curricula;
4. the degree of congruence between the agency's policies and the procedures, philosophy, and objectives if the School including the school's commitment to under-served populations based on race, class, gender, ethnicity, sexual orientation, and age.
5. provision of a learning climate conducive to student learning.
6. the availability of a qualified field instructor;
7. the willingness of the agency administration to provide adequate time for the field instructor to fulfill his/her responsibilities to the student and the School (planning, supervision, attendance at field instructor seminars);
8. the willingness of the agency to consider the student in a learning role, rather than as an auxiliary staff member. This is particularly important in both assignment of cases in a sequential and incremental learning process, and allowance for occasional "less than perfect" performance;
9. the availability of adequate physical space and support services;
10. the agency's agreement to treat all information, including student evaluations, as confidential.

11. the agency's willingness to allow the student to use case records, with appropriate confidentiality, in classroom discussion and assignments;
12. the agency's willingness to allow the student to participate in staff meetings, in-service staff training, interagency conferences, and such other educational opportunities as may arise; and
13. the agency's willingness to enter into a formal affiliation agreement with the SIUC School of Social Work (See Appendix P).

SELECTION OF FIELD INSTRUCTORS

Social Work is aware that the role of field instructor is a difficult one because the field instructor must perform dual roles. He or she is both a role model of the professional social worker for the students and also an instructor who must teach and evaluate them.

The agency field instructor is recommended by the agency director and approved by Social Work (See Appendix H). The field instructor completes an application for review by Social Work. The field instructor must have an undergraduate or graduate degree from an accredited school of social work and have at least two years post-degree experience. In certain situations, where valuable learning experiences exist in a setting which does not have an on-site social worker, a person acting in a social work capacity may be considered. In these situations, Social Work will take an even more active role in providing consultation with the agency field instructor. This will be done by the faculty field liaison and/or the Coordinator of Field Instruction.

It is expected that the prospective field instructor is:

1. able to demonstrate sound social work practice;
2. able to explicate consciously the concepts and principles which underlie that practice;
3. strongly committed to teaching; and
4. committed to accepting the responsibility for the preparation of future social work professionals.

Since Social Work expects that the field instructor will serve as both a resource person to students and an evaluator of them, the field instructor should have the ability to evaluate his/her own practice, and to provide critical evaluation to others in a professional manner. The field instructor must understand and be willing to assume the responsibilities of the field instructor role and be willing to attend and participate in field instructor seminars and other special activities offered by Social Work to enhance the field instructor's professional development and the student's learning experience.

RESPONSIBILITIES OF SOCIAL WORK TO THE BACCALAUREATE FIELD PROGRAM

1. The primary responsibilities for curriculum lies with Social Work.
2. Social Work determines the criteria for selection of field agency, student assignment to field practice, and assessment of student performance.
3. Social Work selects from among potential field practice settings, those that offer students a variety of experience consistent with the objectives of professional education, and specifically, in keeping with the goals and objectives of the Social Work Program.
4. Social Work provides professional development for agency personnel who currently or potentially will serve as field instruction personnel.
5. Social Work furnishes the agency with information regarding the curriculum and sequencing, the policies and procedures, and any changes in the Program, which may affect field instruction.
6. Social Work provides support for the integration of class and field instruction.
7. Social Work prepares the students for field practicum assignment and general requirements of field instruction, including any rules and regulations of the Program.
8. Social Work provides ongoing educational advisement to the students and consultation to the agency and students by the faculty field liaison (See Appendix I).
9. Social Work is responsible for the process by which a student, for any reason, must be terminated from the field, after consultation with student and agency.
10. Social Work is responsible for the evaluation of the field practicum experience and shares the evaluation with the appropriate persons in the field placement agency.

RESPONSIBILITIES OF THE BACCALAUREATE FIELD COORDINATOR

The Baccalaureate Field Practicum Coordinator is a full-time member of the faculty of Social Work, with responsibility for identifying, planning, developing student placements as well as making field liaison visits. The coordinator is expected:

1. to identify and recommend those agencies which meet the criteria for field placement.
2. to consult with agency directors about the availability of field instructors, the ability to meet the requirements for a field instruction site, and their willingness to cooperate with the school in provision of an educationally sound and professional focused field experience;
3. to assign students to individual field instructors and to provide orientation to placement in both general and specific dimensions;
4. to provide individual field instructors with information about the background, abilities, and interests of students to be assigned within the limits of personal and professional confidentiality, and FERPA (Family Educational Rights and Privacy Act) guidelines.
5. to make on site field visits for each student and to be available for consultation with agency directors, field instructors, and students on a regular basis and as needed;
6. to provide information about the content of the educational curriculum and sequencing of courses;
7. to develop, coordinate, and present professional seminars and appropriate in-services as learning opportunities for agency personnel and field instruction staff;
8. to consult with and be available to faculty who serve as field liaison;
9. to be responsible for the internal and external monitoring of the field instruction program, to be aware of new and developing roles for social work, and the impact of social policy issues on the availability and quality of field instruction;
10. to award students a pass/fail grade in field practicum.

RESPONSIBILITIES OF THE FACULTY FIELD LIAISON

The Field Liaison is a faculty member with two years post-MSW practice experience who has the responsibility of providing linkages between field and the Social Work Program to enhance continuity for both student and the program. The responsibilities of the faculty field liaison are:

1. to maintain good working relationships between student and field placement agencies and the Program;
2. to provide information about the organization and content of the education curriculum and sequencing of courses;
3. to clarify educational and administrative relationships and expectations as needed;
4. to maintain communication with the field instructor and students;
5. to assist in the integration of classroom and practices;
6. to provide knowledge of criteria for student performance in field placement;
7. to review the student's field learning plans and to consult with the field instructor following the instructor's evaluation on student performance;
8. to recommend the student's pass/fail grades for field practicum to the Coordinator of Field Instruction;
9. to consult with the Field Coordinator about student problems or potential, anticipated difficulties arising either from student or agency performance;
10. to review student assignments and recorded materials, on a selective basis, as a means of evaluating teaching effectiveness, student progress and the range of learning experiences with the agency;
11. to visit personally the placement site according to the provisions of the program and/or when requested by either agency, student or Field Coordinator;
12. to provide written documentation of liaison activities (See Appendix I)

RESPONSIBILITIES OF THE BACCALAUREATE FIELD SEMINAR INSTRUCTOR

Each practicum student is required to attend a weekly field seminar at academic institution. The seminar is conducted by faculty with considerable practice and is designed to assist the student to integrate the field experience with the generalist practice model.

Field Seminar instruction responsibilities include:

1. developing and maintaining the Field Seminar Course outline (See Appendix J);
2. assisting the students integration of major generalist practice areas of study (practice, policy, research, and human behavior in the social environment) into the field practicum setting;
3. assisting the students in the development of an understanding of values and ethics population at risk, and the promotion of social and economic justice as central to social work practices;
4. encouraging students in the understanding and accepting profession and personal responsibilities as exemplified by the social work profession and the NASW Code of Ethics;
5. monitoring and grading the two Field Seminar Assignments, which are an agency analysis and the senior portfolio project;
6. assisting the students in the completion of the Senior Portfolio Project;
7. receiving the weekly field placement logs (See Appendix L) and monitoring the submission of the Field Learning Plan (See Appendix M) and the midpoint and final evaluations (See Appendix N);
8. conducting field liaison visits as assigned by the Field Coordinators;
9. assigning a grade to each student enrolled in seminar based on their attendance and completion of assignments.

RESPONSIBILITIES OF THE AGENCY FIELD INSTRUCTOR

The agency field instructor fulfills the dual role of professional role model and onsite instructor/evaluator. Field instructor duties include the following:

1. to orient students to agency operations, policies and expectations;
2. to assist students in developing an appropriate field learning plan (See Appendix M) based on standardized field objectives as outlined in the field manual. It is understood that not every agency may be able to provide every desired experience within the agency itself, but every effort should be exercised to substitute alternative experiences compatible with agency function;
3. to complete a written midpoint and final evaluation form (See Appendix N);
4. to meet at least an hour weekly in individual and/or group educational conferences with the students;
5. to participate in on site field liaison conferences with the Faculty Field Liaison and the students;
6. to be responsible for sharing with the Field Liaison or Field Coordinator, any problems or anticipated problems arising from student performance and/or agency transitions;
7. to designate a substitute if unable to maintain the supervisory role and to consult with the School prior to this designation; and
8. to attend field related programs sponsored by the Program and/or the University, such as orientations, trainings and Field Fairs.

RESPONSIBILITIES OF THE BACCALAUREATE STUDENT IN THE FIELD

The student has a major role in the field learning process and is expected to participate in the formulation and implementation of that process. This includes, but is not limited to, completion of all paperwork related to selecting, entering and maintaining the field instruction placement. Student responsibilities in the field include:

1. arranging, as indicated, pre-placement interviews with field instruction settings;
2. assuming responsibility for securing information with regard to agency function, structure, policies and programs.
3. meeting the attendance and learning requirements of the field instruction curriculum including on-campus seminars;
4. assuming a role as a member of an agency's staff in adhering to agency personnel policies, regulations and procedures;
5. participating in the development of learning goals and objectives and in the evaluation of performance during the practicum term through constructive and appropriate use of supervision and the formal, designated evaluation processes;
6. initiating any activity necessary to resolve learning difficulties, utilizing procedures established by the School;
7. taking initiative in using field instruction to further his/her learning through field practice;
8. acting in a professional manner as a representative of the agency in his/her contacts with clients, colleagues and in the community;
9. maintaining and practicing values and ethics embodied in the NASW Code of Ethics;
10. obtaining any health, immunization or criminal background checks required by the agency and incurring the associated costs; and
11. disclosing any pertinent legal, health or psychosocial issue that might affect his/her ability to secure or complete a placement.

BACCALAUREATE FIELD PROGRAM EVALUATIONS

STUDENT EVALUATIONS

A standardized Field Learning Plan (Appendix M) that defines the focus, goal and objectives of student learning is to be developed by the student and the field instructor during the first three weeks of placement. The plan incorporates the competencies and practice behaviors identified by CSWE and is to be signed by the student and the field instructor and reviewed and signed by the field coordinator. It is designed to meet the educational needs of the student for the whole semester, but can later be renegotiated and modified to meet the changing needs of the student and/or the agency. The extent to which the goals and objectives are met will be an ongoing form of evaluation of the learning process for the student, field instructor and faculty field liaison.

The seminars supporting field have evaluative components including a student portfolio project, logs, and an agency analysis paper. The instructor awards a letter grade at the end of the semester.

Along with weekly supervision conferences, the field instructor must conduct two formal evaluations of students' progress each semester on the department's standardized form (See Appendix N). Students and agency field instructors are involved in this evaluation process. Evaluations are reviewed by the Social Work Baccalaureate Field Practicum Coordinator and entered into the student's file. The Baccalaureate Field Practicum Coordinator, in the recommendation of the field instructor and faculty field liaison, gives students grades of pass or fail. Students may receive copies of all evaluations.

AGENCY EVALUATIONS

Students evaluate their field placement experience at the end of the semester (See Appendix O). This information is used by the Field Coordinator and by the faculty liaison to address problems and support strengths.

FIELD SEMINAR INSTRUCTOR EVALUATIONS

Students evaluate their field seminar instructor utilizing the university's standardized evaluation instrument. These are used by the instructor to evaluate teaching effectiveness.

PRACTICUM POLICIES

EXEMPTION FROM PRACTICUM

No exemptions from the practicum requirement of the curriculum may be granted. Each social work student must successfully complete the practicum in order to graduate from the program, despite poor work experience in the field. This is a standard set by the Council on Social Work Education, the national accrediting body for social work programs.

PRACTICUM PREPLACEMENT SEMINAR ATTENDANCE

All students who plan to enter field placement in a given semester are required to attend a series of pre-placement seminars the prior semester. These meetings are mandatory and necessary to facilitate student preparation and staff coordination of the baccalaureate field practicum program.

COMPLETING FIELDWORK AT THE STUDENT'S PLACE OF EMPLOYMENT

Occasionally, students who are already working in the human services field request that they carry out their practicum at their place of employment. It is recognized that this would be a desirable placement for many reasons for working students. However, because the practicum is designed to be a learning experience, there are certain criteria which must be satisfied before this type of placement can occur. First, practicum activities must be qualitatively different from those which the student performs as a part of his/her employment. Second, the student's Field Instructor may not be his/her supervisor in the paid position. Third, the agency must meet the same criteria as all other field agencies. Finally, all hours accrued for practicum fulfillment must occur either on formally arranged release time or during hours outside of those which the student receives pay. Requests for this type of placement are considered and faculty will work with agencies and students in order to arrive at a workable arrangement whenever possible.

COMPLETING OUT OF THE AREA PLACEMENTS

Students who are interested in participating in placements located at a significant distance from campus must prepare their request in writing. A committee consisting of the Undergraduate Program Director, the Undergraduate Field Coordinator, and the student's Professional Advisor will meet with the student to consider the student's request based on its educational merit. The student will be notified of a decision. Approval of an out of area placement does not waive the student's attendance at the weekly field seminar.

CONFLICT RESOLUTION

A student experiencing any difficulty in the practicum site may consult initially with the Baccalaureate Field Practicum Coordinator or the Faculty Field Liaison, but must first attempt to cope with the situation personally. If the student and/or the Field Liaison are not confident that the problem is resolved, the Baccalaureate Field Practicum Coordinator will then be a part of the

on-going discussions or actions. A special site visit at the agency may be scheduled should the student still be dissatisfied with the outcome; she/he may then request the involvement of the Undergraduate Social Work Program Director.

TERMINATION OF FIELD PLACEMENT

If a placement becomes unsatisfactory, whether this be from circumstances arising in the agency or from inappropriate behavior or performance of the student, the student may be removed from that field placement. Such a decision will be reached only after the joint consultation between the Field Instructor, the Field Liaison, and the student, and may include other significant persons such as Agency Director, Field Coordinator or Undergraduate Program Director. A written statement regarding the circumstances of the removal is to be prepared by the field instructor, in consultation with the Faculty Field Liaison, for inclusion in the student's record. Once the placement has been terminated, it becomes the responsibility of the Field Coordinator and the Undergraduate Program Director to determine whether or not to place that student in another setting during the same academic term or in the future. It is also the responsibility of the Social Work Program to recommend a grade of either withdrawal (W) or failure (F). In some cases, termination of the field placement will result in the completion of a Gatekeeping Form.

ATTENDANCE

All students are expected to fulfill the hour requirements for field education. The agency calendar takes precedence over the School/University calendar. Any necessary, anticipated absences must be negotiated with the agency prior to the start of placement. Some absences from field instruction will be allowed at attendance of professional conferences, participation in regional or other meetings with the approval of the field instructor and faculty field liaison. Absences due to illness must be made up at times designated by the field instructor. If an agency problem demands student participation at other than regular hours, students and field instructors are responsible for schedule alternatives. Similarly, accumulated overtime should be managed through consultation with the field instructor.

ACADEMIC REQUIREMENTS

Students receive a Pass/Fail grade for their Field Practicum (SOCW 441). This grade is given by the Baccalaureate Field Practicum Coordinator upon successful completion of the 420 hours of placement. In the Practice Seminar (SOCW 442), a letter grade is given by the Field Seminar Instructor. Requirements for each class are specified in each course outline. Consistent with the curriculum policy, incompletes are not given for the field sequence.

STIPEND SUPPORTED PLACEMENTS

Some placements offer stipends to students in their agencies. Assignment of students to these agencies is based on the same criteria as for other field placements. Students who receive stipends for their placement are not covered by the university's liability policy. Students must take

responsibility to meet their insurance needs either through the agency's policy or through a private source.

INTERN SAFETY

Student interns shall not attempt physical restraint of another person while in their internship, even if the agency provides training.

STUDENT LIABILITY

CAR INSURANCE

Students who will use a car as part of their placement are responsible for maintenance of current insurance. This policy should cover transporting of clients when this is part of the field experience.

PRACTICE LIABILITY

All students enrolled in SOCW 441 are covered by the university's liability coverage, unless they receive monetary reimbursement from their field agency. In addition, many agencies maintain liability coverage for their students. NASW has an inexpensive policy available to members of the organization. Students are also encouraged to take advantage of this policy even if they are insured by their agency.

TRAVEL EXPENSES

Social Work does not assume responsibility for student travel expenses. Students and agencies should clarify travel arrangements and requirements prior to the beginning of the placement. While most agencies reimburse for mileage accumulated during the placement hours, few, if any, reimburse students for the costs of traveling from home to agency.

APPENDIX - A
Curriculum Policy Statement

**Curriculum Policy Statement for
Baccalaureate Degree Program
Handbook of Accreditation Standards & Procedures (EPAS, 2015)**

Field Education

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

APPENDIX - B
Field Standing Information

SOUTHERN ILLINOIS UNIVERSITY
SCHOOL OF HUMAN SCIENCES
SOCIAL WORK
FIELD STANDING INFORMATION

Name: (Please Print) _____

Local Address: _____

Local Phone: _____

Home Address: _____

Home Phone: _____

Cell Phone: _____

E-Mail Address: _____

Practicum Area of Interest: _____

Geographical preference for placement: (check one)

_____ Carbondale / Marion / West Frankfort

_____ Mt. Vernon / Centralia

_____ Harrisburg

_____ Anna / Cairo

Agency at which I hope to interview:

1. _____

2. _____

3. _____

List concerns that might limit practicum placement (i.e. mobility, travel, etc.)

Please attach and return with this form any petition for special consideration.

APPENDIX – C
Student Resume

SIUC School of Human Sciences
 SOCIAL WORK
 Southern Illinois University at Carbondale
 Carbondale, IL 62901
Student Resume

I. Personal Data

Name: _____

Local Address: _____

City/State/Zip: _____

Permanent Address: _____

City/State/Zip: _____

Phone:		Date of Birth:	
E-Mail Address:		Expected Date of Graduation	
Marital Status:		Do you have access to a vehicle?	

II. Education

High School:	
Address:	
Graduation Date:	

Community College:			
Address:			
Date of Attendance:			
Major:		Degree:	

College or University:			
Address:			
Date of Attendance:			
Major/Minor:		Degree:	

III. Work Experience: (Previous Employment, starting with the most recent. Name of employing agencies, location, and job title.):

1.	
2.	
3.	
4.	
5.	

IV. Other Experience or Volunteer Activities Related to Social Work (include name of agencies, dates, and duties or tasks.):

1.	
2.	
3.	

V. Community Activities (Clubs, groups where you are a member.):

1.	
2.	
3.	

APPENDIX - D
Permission to Interview

**SIUC School of Human Sciences
SOCIAL WORK
BACCALAUREATE FIELD OFFICE**

Permission to Interview

Student's Name: _____ Date: _____

After careful consideration, the Office of Field Instruction has approved the following agencies for your field instruction interview sites:

	AGENCY	CONTACT PERSON
1.		
2.		
3.		

You may contact these agencies for an interview in the order which they are listed. Be sure to present them with a copy of your resume at the interview. In addition, you will want to send an appropriate follow-up letter.

When you have located your field site and have received an offer for placement, please fill out the **Field Learning Center Placement Agreement** and return it to me no later than _____.

Good Luck!

Sarah Basler
Undergraduate Field Coordinator

APPENDIX - E
Field Learning Center Placement Agreement

**SIUC SOCIAL WORK
Field Learning Center Placement Agreement**

It is mutually agreed that the following named student will be placed at the following field learning center for field instruction in satisfaction of the field practicum requirements as indicated below.

Name of Student	Field Learning Center Agency
SIUC Student ID Number (Dawg Tag)	Agency Address
Student E-Mail Address	Agency Telephone

Field Practicum Requirements

<input type="checkbox"/>	Baccalaureate (420 Hours) Block	<input type="checkbox"/>	Year One MSW (360 Hours) Concurrent
<input type="checkbox"/>	Year Two MSW (607 Hours) Block	<input type="checkbox"/>	Advanced Standing MSW (607 Hours) Concurrent
<input type="checkbox"/>	School Social Work MSW (81 Days) Concurrent	_____	Semester to complete this Practicum

The student agrees to be in the field in accordance with the School's policy on required field practicum hours. The Agency Field Instructor agrees to outline field instruction goals, evaluate student performance and complete other related tasks as outlined in the School of Social Work Field Instruction Manual. The Field Learning Center agrees to provide at least one hour of regular and ongoing supervision for the student during work time per week.

While in the Field Learning Center, the student agrees to abide by the personal and professional rules of conduct in accordance with the regulations of the agency and the NASW Code of Ethics. Student interns shall not attempt physical restraint of another person while in their internship, even if the agency provides training. As deemed appropriate by the agency, agency holidays may be taken by students, but these hours may not be subtracted from the total practicum hours required by the School.

Signatures

Student Signature	Date
Agency Field Instructor (Print/Type Name legibly)	Agency Field Instructor's E-Mail Address
Agency Field Instructor's Signature	Date
Agency Administrator and/or Program Administrator's Signature	Date
SIUC Social Work Coordinator of Field Instruction	Date

APPENDIX - F
Undergraduate Placement Continuum

UNDERGRADUATE PLACEMENT CONTINUUM

Student Meets
Prerequisites

Student Attends
Preplacement Seminars

Office of Field Instruction
Gives Permission to Interview

**Semester Prior
to Placement**

Student Attends Onsite
Agency Interviews

Student/Field Instructor
Sign Placement Agreement

Student Begins Placement
and Seminar Attendance

Midpoint Student Evaluation

**Semester of
Placement**

Final Evaluation

Student/Field Instructor
Conclude Placement

APPENDIX - G
Field Learning Center Assessment Summary

**SIUC Social Work
FIELD LEARNING CENTER ASSESSMENT SUMMARY**

Agency Name: _____

Address: _____

City/State/Zip: _____

Phone Number: _____

Brief Description of Agency: _____

Type of Field Learning (circle one):	BSW	MSW	BOTH
Agency is able to provide students with a practice setting in accordance with professional social work standards.		YES	NO
Agency is willing to provide the school with information concerning its program, services, and developments in the community which affect field and/or class curricula.		YES	NO
Congruency between agency's policies and the procedures, philosophy and objectives of the school including the schools commitment to underserved populations based on race, class, gender, ethnicity, sexual orientation and age.		YES	NO
Agency provides a learning climate conducive to student learning.		YES	NO
Agency has at least one qualified field instructor		YES	NO
Agency administration is willing to provide adequate time for the field instructors to fulfill his/her responsibilities to the student and the school.		YES	NO
Agency is willing to consider the student in a learning role rather than as an auxiliary staff member.		YES	NO
Adequate physical space and support services are available for the student at the agency.		YES	NO
Agency agrees to treat all information about the student's progress as confidential.		YES	NO

Agency is willing to allow student to use case records, with appropriate confidentiality, for analysis. YES NO

Agency is willing to allow student to participate in staff meetings, trainings, conferences, etc.... YES NO

Agency Support Availability:

Stipend: YES NO If so, how much? _____

Travel: YES NO If so, how much? _____

External Training: YES NO If so, how much? _____

Insurance: YES NO If so, how much? _____

List Designated Field Instructor(s):	
Name	Title
Degree	Certificate/Licensing
Name	Title
Degree	Certificate/Licensing

_____ The agency has been approved as a Field Learning Center.

_____ The agency will be reassessed when the following issues are addressed.

Field Learning Center Contract

Field Practicum Coordinator Date

Director, School of Social Work Date

Director, Agency Date

APPENDIX - H
Field Instructor Application

SIUC Social Work

FIELD INSTRUCTOR APPLICATION
Personal History and Professional Experience

Full Name: _____

Agency Name: _____

Agency Address: _____

City/State/Zip _____

Agency Phone: _____ **Agency Fax#:** _____

Home Address: _____

City/State/Zip _____

Email Address: _____ **Cell Phone:** _____

I. Academic Training (Names of institutions attended and other information specified):
A. Undergraduate Education

College or University	Dates Attended (Inclusive)	Major	Degree	Date of Degree

B. Graduate and/or Post Graduate Education/Training

College or University	Dates Attended (Inclusive)	Major	Degree	Date of Degree

C. Professional Certificates/Registration

D. Practice Experience/Expertise (Check all that apply):

Individual _____ Family _____ Group _____ APO _____
Adolescent _____ Children _____ Adult _____ Other _____

II. Employment History

Employer	Address	Position	Dates	Reason for Leaving

III. Additional Information

A. Scholarships, Awards, Recognition:

B. Major Offices Held in Honor Societies and/or Professional Organizations:

C. Language Proficiency

Languages (other than English)	Conversational	Fluent	Can read & comprehend college level document	Can compose a college level document
	<input type="radio"/> YES <input type="radio"/> NO			
	<input type="radio"/> YES <input type="radio"/> NO			
	<input type="radio"/> YES <input type="radio"/> NO			

PRINTED NAME

SIGNATURE

DATE

APPENDIX - I
Field Liaison Reports

APPENDIX - J
Course Outlines

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
SOCIAL WORK
COURSE OUTLINE**

SOCW 441 FIELD PRACTICUM

(Course Room and Times and Instructor Contact Information)

I. CATALOG COURSE DESCRIPTION

Students are expected to complete 420 hours in an approved social service agency during the course of the semester. Utilizes learning contracts with goals, objectives and evaluation to integrate course content into practice, including practice self-assessment. Not for graduate credit. Mandatory Pass/Fail. Prerequisite: senior standing, 275, 291, 383, 400a, 400b, 401, 402, 411; and a 2.5 GPA in Social Work. Must be taken concurrently with weekly practicum seminar.

II. COURSE OVERVIEW

This course provides a learning experience for social work practice in human services agencies. The purpose of the course is to provide a context within which the varied components of the undergraduate curriculum can be integrated and applied to actual practice situations. Under the supervision of an agency practicum instructor, the student is responsible for direct social work practice with individuals, families, small groups, and community and the factors which affect client system functioning. This practicum provides students with an opportunity to integrate theoretical knowledge with the practical application of this knowledge for beginning level generalist social work practice.

III. PLACE OF COURSE IN THE PROGRAM

Field Instruction is an integral part of the total educational process of the Baccalaureate Program. Through field instruction, students deepen their understanding of human behavior and develop and enhance skills in applying social work methods to diverse populations and problems. Through field experience, they are able to use theoretical and intellectual understanding of the ecological perspective to guide practical intervention, and they are able to utilize evidence based skills and knowledge to assess, evaluate, and make interventions on all levels of social work practice. Field provides context within which the varied components of the undergraduate curriculum can be integrated and applied to actual practice situations.

IV. COURSE OBJECTIVES

Upon completion of this course, the student will demonstrate mastery in the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

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

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

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

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

The Field Practicum is designed to provide students with an opportunity to apply theoretical knowledge to practice situations in a purposeful way within the four broad objectives of the Baccalaureate Field Instruction Program which are to increase students' opportunities to:

- I Function Effectively within a Professional Context.
- II Function Effectively within an Organizational Context.
- III Function Effectively Utilizing Knowledge Directed Practice Skills.
- IV Function Effectively within an Evaluative Context.

Upon successful completion of field instruction for the Baccalaureate program, students will:

1. Understand and participate in the provision of generalist practice activities in a selected agency.
2. Integrate the ecological perspective with the practical application of this theoretical knowledge for beginning level generalist social work practice;
3. Gain a broadened knowledge of human behavior and the ability to apply that knowledge to help solve problems of troubled individuals, families, and groups and communities;
4. Understand the structure and service delivery goals of organizations, the ambiguities within and between the helping institutions and the gaps in service delivery, especially in rural areas with population at risk, in order that they can apply generalist social work skills to intervene on behalf of clients;
5. Assess and evaluate systems, programs, client progress, as well as their own practice skills;
6. Gain a strengthened personal and professional commitment to the values and ethics of the social work profession and to the special needs of diverse population groups, especially those based on race, culture, class, gender, sexual orientation, and/or age;
7. Gain an understanding of similarities and differences in service delivery systems in urban and rural areas;
8. Develop an awareness of personal and professional limitations; and
9. Incorporate of social work knowledge, values and ethics in order to strengthen their professional identity and professional self-confidence;

V. REQUIRED TEXTS

NO TEXT REQUIRED

VI. COURSE REQUIREMENTS

Baccalaureate students utilize the block model of field placement scheduled for the last semester (Spring) of students educational program. Block field placements require total of 420 clock hours per semester of practicum experience in a selected agency. Field instruction in the Baccalaureate Program is supported by a Field Seminar taken concurrently with the field practicum. Attendance at seminar is mandatory. A field learning plan (please see attachment) which defines the focus, goals and objectives of student learning must

be developed by the student and the field instructor during the first three weeks of placement. In addition, a weekly Field Practicum log must be completed.

VII. GRADING

(Include grade scale, rubric, points for assignments, bonus, supplemental assignments, and attendance policy and how attendance is factored into final grade).

SIUC policy regarding Incompletes: “An *INC* grade is assigned when, for reasons beyond their control, students *engaged in passing work* are unable to complete all class assignments. An *INC* must be changed to a completed grade within one semester. Should the student fail to complete the course within one semester, the incomplete may be converted to a grade of *F* and such grade will be computed in the student's grade point average.”

VIII. COURSE EVALUATION

At the end of the semester, students will use the SIUC Instructor Course Evaluation (ICE) to evaluate the course and the instructor. Student mastery of the competencies listed in the Course Objectives section will be evaluated as part of the ongoing program assessment for the School of Social Work.

IX. COURSE OUTLINE

(Instructors provide a weekly list of topics, readings, assignments, and tests)

X. BIBLIOGRAPHY

(Update references to within 5 years for most materials)

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
SOCIAL WORK
COURSE OUTLINE**

SOCW 442 FIELD PRACTICUM SEMINAR

(Course Room and Times and Instructor Contact Information)

I. CATALOG COURSE DESCRIPTION:

The seminar assists the student who is in field practicum to systematically conceptualize and integrate the field experience with the generalist systems theory, skills and knowledge. The seminar builds on and reemphasizes content provided in previous social work courses. Seminar discussion focuses on shared fieldwork experiences: practice issues related to social work principles, ethics, and professionalism, and intervention strategies. Not for graduate credit. Prerequisite: concurrently with 441.

II. COURSE OVERVIEW:

This seminar offers students an integration of class work and field experience. It reemphasizes social work theory and techniques and promotes the students' ability to incorporate classroom and practice learning. The course is designed with an infusion of content on rural issues, human diversity and professional social work values and ethics as it prepares students for beginning generalist social work practice.

The primary format of this course is conducted through individual practicum related presentations by the students in which the faculty serves as commentator and consultant. The group as a whole uses the presentation as a focus for discussion of social work values, ethics, and practice models. Selected readings are also assigned.

III. PLACE OF COURSE IN THE PROGRAM:

The field practicum is the culminating experience for undergraduate social work majors. It provides an arena in which baccalaureate students can apply the principles of social work practice in a social agency context. The field seminar supports the field experience and is one major vehicle by which the integration of field and practice takes place.

IV. COURSE OBJECTIVES:

Upon completion of this course, the student will demonstrate mastery in the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

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

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

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

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

The Field Practicum is designed to provide students with an opportunity to apply theoretical knowledge to practice situations in a purposeful way within the four broad objectives of the Baccalaureate Field Instruction Program which are to increase students' opportunities to:

- I. Function Effectively within a Professional Context
- II. Function Effectively within an Organizational Context
- III. Function Effectively Utilizing Knowledge Directed Practice Skills
- IV. Function Effectively within an Evaluation Context (Thomlinson et al.)

Upon completion of this course, the student will be able to:

1. Understand on a beginning practice level, generalist social work theory and skills across practice levels;
2. Assess field work experience in terms of both personal and professional behavior;
3. Critically examine the values and social attitudes which influence the processes of change and impact on social justice and the quality of life;
4. Develop a deeper appreciation of ethnic, religious, cultural, physical, sexual, age, and class diversity;
5. Develop knowledge and understanding of rural social work practice and service delivery systems;
6. Develop awareness of personal limits and role limits in the practice of social work;
7. Acquire an understanding and acceptance of professional/personal responsibility as exemplified by the social work profession and the NASW code of ethics.

V. **REQUIRED TEXTS**

Recommended: Parent, M. (1998). Turning stones. New York: Random House Publishing

Required: Berg-Weger, M., & Birkenmaier, J. (2017). The practicum companion for social work: Integrating class and field work. Needham Heights, MA: Pearson Publishers, Inc.

VI. **COURSE REQUIREMENTS**

1. Regular seminar attendance;
2. Assigned book readings and discussions;
3. Participation in class discussion and oral case presentations;

4. Maintenance and submission of a structured weekly log, describing the field experience, and;
5. Successful completion of two field seminar assignments:
 - A) Agency Structure and Functional Analysis paper and class presentation
 - B) The Baccalaureate Portfolio Project (see attached assignment)

VII. GRADING

(Include grade scale, rubric, points for assignments, bonus, supplemental assignments, and attendance policy and how attendance is factored into final grade).

SIUC policy regarding Incompletes: “An *INC* grade is assigned when, for reasons beyond their control, students *engaged in passing work* are unable to complete all class assignments. An *INC* must be changed to a completed grade within one semester. Should the student fail to complete the course within one semester, the incomplete may be converted to a grade of *F* and such grade will be computed in the student's grade point average.”

VIII. COURSE EVALUATION

At the end of the semester, students will use the SIUC Instructor Course Evaluation (ICE) to evaluate the course and the instructor. Student mastery of the competencies listed in the Course Objectives section will be evaluated as part of the ongoing program assessment for the School of Social Work.

IX. COURSE OUTLINE

(Instructors provide a weekly list of topics, readings, assignments, and tests)

X. BIBLIOGRAPHY

(Update references to within 5 years for most materials)

FIELD SEMINAR SUBMISSION DEADLINES

The following deadlines must be observed in order to receive a grade for the seminar.

Seminar 2 –	All materials for student file (only for those who do not have a complete file): <ol style="list-style-type: none">1. Field Learning Center Agreement (contract)2. Student resume (form)3. Professional Resume4. BSW field Standing Information (form)5. First Log Submission
Seminar 5 -	Field Learning Plan Agency Structure and Functional Analysis Paper (Group 1)
Seminar 6 -	Agency Structure and Functional Analysis Paper (Group 2)
Seminar 9 -	Midpoint Placement Evaluations
Seminar 11 -	Senior Portfolio
Seminar 15 –	Final Log Submission
Seminar 16 -	Final Placement Evaluations Baccalaureate Placement Evaluation

APPENDIX - K
Portfolio Project

BACCALAUREATE PORTFOLIO PROJECT

During the last semester of your senior year, you will be required to present a Baccalaureate Portfolio. This Portfolio is a multidimensional tool intended to present a portrait of you as a professional in your chosen field. Items that exhibit knowledge, skills, values, and achievements are purposefully collected and organized to show your competencies as a social worker and your understanding of the Baccalaureate program objectives.

The Portfolio Project is designed to highlight critical thinking and self-assessment skills. It provides an opportunity for you to reflect on your education, practice and volunteer experiences and integrate them with your personal goals and those of the professor of Social Work. It also serves to demonstrate your achievement of professional writing skills.

The Portfolio should be organized around the demonstration that you have achieved knowledge, skills, and values in each of the nine undergraduate program competencies:

UNDERGRADUATE PROGRAM COMPETENCIES

Consistent with the above Program objectives and Generalist Social Work Education, upon completion of this course, this Program, a student will demonstrate mastery in the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- a** make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- b** use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- c** demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication
- d** use technology ethically and appropriately to facilitate practice outcomes
- e** use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- a** apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- b** present themselves as learners and engage clients and constituencies as experts of their own experiences
- c** apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

- a** apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- b** engage in practices that advance social, economic, and environmental justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

- a** use practice experience and theory to inform scientific inquiry and research
- b** apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- c** use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

- a** identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- b** assess how social welfare and economic policies impact the delivery of and access to social services
- c** apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social economic and environmental justice

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

- a** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- b** empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

- a** collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- b** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- c** develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- d** select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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

- a** critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- b** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- c** use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- d** negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- e** facilitate effective transitions and endings that advance mutually agreed-on goals

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

- a** select and use appropriate methods for evaluation of outcomes
- b** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- c** critically analyze, monitor, and evaluate intervention and program processes and outcomes
- d** apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

In addition to items such as those listed above, the Project Portfolio must include a **NARRATIVE SELF-ANALYSIS** paper in which you evaluate your progress toward achieving professional knowledge, skills and values in the Social Work arena.

Outline for Self-Assessment Portfolio Section

The self-assessment should be 2 pages and should address the following outline:

- Section 1:** Short autobiographical introduction (where did you start?)
- Section 2:** Summary of the most important social work content that you have added to your social work *tool box*. (Strength development)
- Section 3:** How have you learned to evaluate your practice?

Student Name: _____

BACCALAUREATE PORTFOLIO PROJECT

Evaluation Form

The Likert scale below is used to evaluate each portfolio section in terms of evidence presented for each objective, as well as the quality of the supporting narrative.

	4	3	2	1
	Accomplished Competency	Moderate Competency	Beginning Competency	Little to no Competency
	1 Sample Outstanding narrative Error Free	1 Sample Adequate Narrative Moderate Editing Errors (1-4)	1 Sample Poor Narrative Frequent Editing Errors (5-9)	Sample Narrative Missing Major Editing Errors (10 +)
1. Demonstrate Ethical & Professional Behavior Comments:				_____
2. Engage Diversity & Difference in Practice Comments:				_____
3. Advance Human Rights & Social, Economic, & Environmental Justice Comments:				_____
4. Engage in Practice Informed Research & Research Informed Practice Comments:				_____
5. Engage in Policy Practice Comments:				_____
6a. Engage with Individuals & Families Comments:				_____
6b. Engage with Groups, Organizations, & Communities Comments:				_____
7a. Assess individuals & Families Comments:				_____
7b. Assess with Groups, Organizations & Communities Comments:				_____
8a. Intervene with Individuals & Families Comments:				_____
8b. Intervene with Groups, Organizations & Communities Comments:				_____
9. Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities Comments:				_____
10. Self-Analysis				_____
				TOTAL <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/>

APPENDIX - L
Weekly Field Practicum Log

5. Whom did you get to know better this week? Why?

6. What new skill did you try to use this week? Did it work? If not, why did you think it did not?

7. Did you use your time effectively this week? If you did not, was there a particular reason?

8. What learning goal have you made progress with this week? What goal do you need to work on most? How will you work on it next week?

9. Describe your weekly supervisory conference.

APPENDIX – M
Field Learning Plan

SIUC SOCIAL WORK BSW FIELD LEARNING PLAN

As part of their Educational Policy and Accreditation Standards (EPAS), the Council on Social Work Education (CSWE) has identified nine Core Competencies with corresponding Operational Practice Behaviors that students need to demonstrate as a measure of their effectiveness. Field is now considered the “signature pedagogy” of Social Work education, where the competencies come into full focus.

By the end of the semester of field work, **all nine competencies below must be addressed.** Under each operational practice behavior for each competency, list tasks or activities that demonstrate how you will engage in that practice behavior. **Every practice behavior must be addressed with from 1 to 3 tasks.**

Name: _____
Agency Site: _____
Field Instructor: _____
Date: _____

EVALUATION SCALE

1	Demonstrates Little to No Competency:	Student demonstrates minimal or no skills and/or abilities in this area. Student rarely demonstrates progress on tasks and there is little evidence of growth or change, takes little initiative for learning.
2	Demonstrates Beginning Competency:	With assistance and some coaching or prompting demonstrates some skill, marginal competency working towards improvement, beginning level of skill development, needs continued practice and assistance, and inconsistently takes initiative for learning.
3	Demonstrates Moderate Competency:	Student demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance, needs more practice, takes initiative for learning.
4	Demonstrates Accomplished Competency:	Competency is at the level of beginning independent social work practice, demonstrates the ability to apply skills in complex situations, consistent growth and change, demonstrates the ability to complete assigned tasks and activities, and takes full responsibility for learning.
NA	Not Applicable:	Does not relate to the student’s internship experience or student has not yet had the opportunity to demonstrate skills.

Competency / Objectives	Operational Practice Behaviors	Tasks / Learning Opportunity	Target Completion Date	Evaluation Strategy
1. Demonstrate Ethical and Professional Behavior	a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context			
	b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations			
	c. demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication			
	d. use technology ethically and appropriately to facilitate practice outcomes			
	e. use supervision and consultation to guide professional judgment and behavior.			

Evaluation Strategy
1. _____ direct observation by: _____ 2. _____ review of written work by: _____ 3. _____ feedback from colleagues and/or clients 4. _____ discussion during supervisory sessions 5. _____ other, please specify: _____

Competency / Objectives	Operational Practice Behaviors	Tasks / Learning Opportunity	Target Completion Date	Evaluation Strategy
2. Engage Diversity and Difference in Practice	a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels			
	b. present themselves as learners and engage clients and constituencies as experts of their own experiences			
	c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies			

Evaluation Strategy
1. _____ direct observation by: _____ 2. _____ review of written work by: _____ 3. _____ feedback from colleagues and/or clients 4. _____ discussion during supervisory sessions 5. _____ other, please specify: _____

Competency / Objectives	Operational Practice Behaviors	Tasks / Learning Opportunity	Target Completion Date	Evaluation Strategy
3. Advance Human Rights and Social, Economic, and Environmental Justice	a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels			
	b. engage in practices that advance social, economic, and environmental justice.			

Evaluation Strategy
1. _____ direct observation by: _____ 2. _____ review of written work by: _____ 3. _____ feedback from colleagues and/or clients 4. _____ discussion during supervisory sessions 5. _____ other, please specify: _____

Competency / Objectives	Operational Practice Behaviors	Tasks / Learning Opportunity	Target Completion Date	Evaluation Strategy
4. Engage in Practice-informed Research and Research-informed Practice	a. use practice experience and theory to inform scientific inquiry and research			
	b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings			
	c. use and translate research evidence to inform and improve practice, policy, and service delivery.			

Evaluation Strategy
1. _____ direct observation by: _____ 2. _____ review of written work by: _____ 3. _____ feedback from colleagues and/or clients 4. _____ discussion during supervisory sessions 5. _____ other, please specify: _____

Competency / Objectives	Operational Practice Behaviors	Tasks / Learning Opportunity	Target Completion Date	Evaluation Strategy
5. Engage in Policy Practice	a. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services			
	b. assess how social welfare and economic policies impact the delivery of and access to social services			
	c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social economic and environmental justice			

Evaluation Strategy
1. _____ direct observation by: _____ 2. _____ review of written work by: _____ 3. _____ feedback from colleagues and/or clients 4. _____ discussion during supervisory sessions 5. _____ other, please specify: _____

Competency / Objectives	Operational Practice Behaviors	Tasks / Learning Opportunity	Target Completion Date	Evaluation Strategy
6. Engage with Individuals, Families, Groups, Organizations, and Communities	a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies			
	b. empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies			

Evaluation Strategy
1. _____ direct observation by: _____ 2. _____ review of written work by: _____ 3. _____ feedback from colleagues and/or clients 4. _____ discussion during supervisory sessions 5. _____ other, please specify: _____

Competency / Objectives	Operational Practice Behaviors	Tasks / Learning Opportunity	Target Completion Date	Evaluation Strategy
7. Assess Individuals, Families, Groups, Organizations, and Communities	a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies			
	b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies			
	c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies			
	d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies			

Evaluation Strategy
1. _____ direct observation by: _____ 2. _____ review of written work by: _____ 3. _____ feedback from colleagues and/or clients 4. _____ discussion during supervisory sessions 5. _____ other, please specify: _____

Competency / Objectives	Operational Practice Behaviors	Tasks / Learning Opportunity	Target Completion Date	Evaluation Strategy
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies			
	b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies			

Evaluation Strategy
1. _____ direct observation by: _____ 2. _____ review of written work by: _____ 3. _____ feedback from colleagues and/or clients 4. _____ discussion during supervisory sessions 5. _____ other, please specify: _____

Competency / Objectives	Operational Practice Behaviors	Tasks / Learning Opportunity	Target Completion Date	Evaluation Strategy
8. Continued: Intervene with Individuals, Families, Groups, Organizations, and Communities	c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes			
	d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies			
	e. facilitate effective transitions and endings that advance mutually agreed-on goals			

Evaluation Strategy
1. _____ direct observation by: _____ 2. _____ review of written work by: _____ 3. _____ feedback from colleagues and/or clients 4. _____ discussion during supervisory sessions 5. _____ other, please specify: _____

Competency / Objectives	Operational Practice Behaviors	Tasks / Learning Opportunity	Target Completion Date	Evaluation Strategy
9. Evaluate Practice with Individual, Families, Groups, Organizations, and Communities	a. select and use appropriate methods for evaluation of outcomes.			
	b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes			
	c. critically analyze, monitor, and evaluate intervention and program processes and outcomes			
	d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels			

Evaluation Strategy
1. _____ direct observation by: _____ 2. _____ review of written work by: _____ 3. _____ feedback from colleagues and/or clients 4. _____ discussion during supervisory sessions 5. _____ other, please specify: _____

Student Printed Name

_____ Date: _____

Student Signature:

Field Instructor Printed Name:

_____ Date: _____

Field Instructor Signature:

Field Placement Site (Agency Name):

Field Coordinator Printed Name:

_____ Date: _____

Field Coordinator Signature:

APPENDIX – N
Baccalaureate Field Practicum Evaluation

SIUC SOCIAL WORK
Field Agency Evaluation of Student Competencies
BSW Program

Student Name: _____ **Date:** _____ **Semester:** _____

Please Check One (1): Mid-Term Evaluation Final Evaluation

Placement Agency: _____
Agency Address: _____
Agency Phone: _____
Field Instructor Email _____

The student has accrued _____ placement hours under my supervision as of _____ (date).

FIELD INSTRUCTOR: _____

FIELD LIAISON: _____

STUDENT NAME: _____ DATE: _____

**SIUC SOCIAL WORK
FIELD EVALUATION**

As part of its program-level evaluation, the Social Work Program at SIUC measures student learning during field practicum guided by the Council on Social Work Education (CSWE) nine Core Competencies with corresponding Operational Practice Behaviors. By the end of the student's field work, all nine competencies and their corresponding practice behaviors will be evaluated.

EVALUATION SCALE		
1	Demonstrates Little to No Competency:	Student demonstrates minimal or no skills and/or abilities in this area. Student rarely demonstrates progress on tasks and there is little evidence of growth or change, takes little initiative for learning.
2	Demonstrates Beginning Competency:	With assistance and some coaching or prompting demonstrates some skill, marginal competency working towards improvement, beginning level of skill development, needs continued practice and assistance, and inconsistently takes initiative for learning.
3	Demonstrates Moderate Competency:	Student demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance, needs more practice, takes initiative for learning.
4	Demonstrates Accomplished Competency:	Competency is at the level of beginning independent social work practice, demonstrates the ability to apply skills in complex situations, consistent growth and change, demonstrates the ability to complete assigned tasks and activities, and takes full responsibility for learning.
NA	Not Applicable:	Does not relate to the student's internship experience or student has not yet had the opportunity to demonstrate skills.

Competencies and Behaviors	Mark One				
Competency 1: Demonstrate Ethical and Professional Behavior	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Make ethical decisions by applying the standards of the NASW Code of Ethics.	1	2	3	4	NA
b. Make ethical decisions by applying relevant laws and regulations.	1	2	3	4	NA
c. Make ethical decisions by applying models for ethical decision-making.	1	2	3	4	NA
d. Make ethical decisions by applying ethical conduct of research.	1	2	3	4	NA
e. Make ethical decisions by applying additional codes of ethics as appropriate to context.	1	2	3	4	NA
f. Use reflection to manage personal in practice situations.	1	2	3	4	NA
g. Use reflection to maintain professionalism in practice situations.	1	2	3	4	NA
h. Use self-regulation to manage personal values.	1	2	3	4	NA
i. Use self-regulation to maintain professionalism in practice situations.	1	2	3	4	NA
j. Demonstrate professional demeanor in behavior with appearance.	1	2	3	4	NA
k. Demonstrate professional demeanor in behavior with oral communication.	1	2	3	4	NA
l. Demonstrate professional demeanor in behavior with written communication.	1	2	3	4	NA
m. Demonstrate professional demeanor in behavior with electronic communication.	1	2	3	4	NA
n. Use technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4	NA
o. Use supervision to guide professional judgment.	1	2	3	4	NA
p. Use supervision to guide professional behavior.	1	2	3	4	NA
q. Use consultation to guide professional judgment.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
r. Use consultation to guide professional behavior.	1	2	3	4	NA
Competency 2: Engage Diversity and Difference in Practice	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Apply understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level.	1	2	3	4	NA
b. Apply understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level.	1	2	3	4	NA
c. Apply understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level.	1	2	3	4	NA
d. Communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level.	1	2	3	4	NA
e. Communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo, level.	1	2	3	4	NA
f. Communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level.	1	2	3	4	NA
g. Present themselves as learners.	1	2	3	4	NA
h. Engage clients and constituencies as experts of their own experiences.	1	2	3	4	NA
i. Apply self-awareness to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	NA
j. Apply self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	NA
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Apply their understanding of social justice to advocate for human rights at the individual level.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
b. Apply their understanding of economic justice to advocate for human rights at the individual level.	1	2	3	4	NA
c. Apply their understanding of environmental justice to advocate for human rights at the individual level.	1	2	3	4	NA
d. Apply their understanding of social justice to advocate for human rights at the system level.	1	2	3	4	NA
e. Apply their understanding of economic justice to advocate for human rights at the system level.	1	2	3	4	NA
f. Apply their understanding of environmental justice to advocate for human rights at the system level.	1	2	3	4	NA
g. Engage in practices that advance social justice.	1	2	3	4	NA
h. Engage in practices that advance economic justice.	1	2	3	4	NA
i. Engage in practices that advance environmental justice.	1	2	3	4	NA
Competency 4: Engage in Practice-informed Research and Research-informed Practice	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Use practice experience to inform scientific inquiry.	1	2	3	4	NA
b. Use practice experience to inform research.	1	2	3	4	NA
c. Use theory to inform scientific inquiry.	1	2	3	4	NA
d. Use theory to inform research.	1	2	3	4	NA
e. Apply critical thinking to engage in analysis of quantitative research methods.	1	2	3	4	NA
f. Apply critical thinking to engage in analysis of qualitative research methods.	1	2	3	4	NA
g. Apply critical thinking to engage in analysis of quantitative research findings.	1	2	3	4	NA
h. Apply critical thinking to engage in analysis of qualitative research findings.	1	2	3	4	NA
i. Use research evidence to inform practice.	1	2	3	4	NA
j. Use research evidence to inform policy.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
k. Use research evidence to inform service delivery.	1	2	3	4	NA
l. Use research evidence to improve practice.	1	2	3	4	NA
m. Use research evidence to improve policy.	1	2	3	4	NA
n. Use research evidence to improve service delivery.	1	2	3	4	NA
o. Translate research evidence to inform practice.	1	2	3	4	NA
p. Translate research evidence to inform policy.	1	2	3	4	NA
q. Translate research evidence to inform service delivery.	1	2	3	4	NA
r. Translate research evidence to improve practice.	1	2	3	4	NA
s. Translate research evidence to improve policy.	1	2	3	4	NA
t. Translate research evidence to improve service delivery.	1	2	3	4	NA
Competency 5: Engage in Policy Practice	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Identify social policy at the local level that impacts well-being of client.	1	2	3	4	NA
b. Identify social policy at the local level that impacts service delivery to the client.	1	2	3	4	NA
c. Identify social policy at the local level that impacts access to social services.	1	2	3	4	NA
d. Identify social policy at the state level that impacts well-being of client.	1	2	3	4	NA
e. Identify social policy at the state level that impacts service delivery to the client.	1	2	3	4	NA
f. Identify social policy at the state level that impacts access to social services.	1	2	3	4	NA
g. Identify social policy at the federal level that impacts well-being of client.	1	2	3	4	NA
h. Identify social policy at the federal level that impacts service delivery to the client.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
i. Identify social policy at the federal level that impacts access to social services.	1	2	3	4	NA
j. Assess how social welfare impact the delivery of to social services.	1	2	3	4	NA
k. Assess how social welfare impact the access to social services.	1	2	3	4	NA
l. Assess how economic policies impact the delivery of social services.	1	2	3	4	NA
m. Assess how economic policies impact the access to social services.	1	2	3	4	NA
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Apply knowledge of human behavior to engage with clients and constituencies.	1	2	3	4	NA
b. Apply knowledge of the social environment to engage with clients and constituencies.	1	2	3	4	NA
c. Apply knowledge of the person-in-environment to engage with clients and constituencies.	1	2	3	4	NA
d. Apply knowledge of other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1	2	3	4	NA
e. Empathy to effectively engage diverse clients and constituencies.	1	2	3	4	NA
f. Reflection to effectively engage diverse clients and constituencies.	1	2	3	4	NA
g. Interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	NA
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Collect data to interpret information from clients and constituencies.	1	2	3	4	NA
b. Organize data to interpret information from clients and constituencies.	1	2	3	4	NA
c. Apply critical thinking to interpret information from clients and constituencies.	1	2	3	4	NA
d. Apply knowledge of human behavior in the analysis of assessment data from clients and constituencies.	1	2	3	4	NA
e. Apply knowledge of the social environment in the analysis of assessment data from clients and constituencies.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
f. Apply knowledge of person-in-environment in the analysis of assessment data from clients and constituencies.	1	2	3	4	NA
g. Apply knowledge of other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	1	2	3	4	NA
h. Develop mutually agreed-on intervention goals based on the critical assessment of strengths within clients and constituencies.	1	2	3	4	NA
i. Develop mutually agreed-on intervention goals based on the critical assessment of needs within clients and constituencies.	1	2	3	4	NA
j. Develop mutually agreed-on intervention goals based on the critical assessment of challenges within clients and constituencies.	1	2	3	4	NA
k. Develop mutually agreed-on objectives based on the critical assessment of strengths within clients and constituencies.	1	2	3	4	NA
l. Develop mutually agreed-on objectives based on the critical assessment of needs within clients and constituencies.	1	2	3	4	NA
m. Develop mutually agreed-on objectives based on the critical assessment of challenges within clients and constituencies.	1	2	3	4	NA
n. Select appropriate intervention strategies based on the assessment of clients and constituencies.	1	2	3	4	NA
o. Select appropriate intervention strategies based on the research knowledge of clients and constituencies.	1	2	3	4	NA
p. Select appropriate intervention strategies based on the values and preferences of clients and constituencies.	1	2	3	4	NA
q. Select appropriate intervention strategies based on the preferences of clients and constituencies.	1	2	3	4	NA
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Critically choose interventions to achieve practice goals of clients and constituencies.	1	2	3	4	NA
b. Critically choose interventions to enhance capacities of clients and constituencies.	1	2	3	4	NA
c. Critically implement interventions to achieve practice goals of clients and constituencies.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
d. Critically implement interventions to enhance capacities of clients and constituencies.	1	2	3	4	NA
e. Apply knowledge of human behavior in interventions with clients and constituencies.	1	2	3	4	NA
f. Apply knowledge of the social environment in interventions with clients and constituencies.	1	2	3	4	NA
g. Apply knowledge of person-in-environment in interventions with clients and constituencies.	1	2	3	4	NA
h. Apply knowledge of other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	2	3	4	NA
i. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	2	3	4	NA
j. Negotiate with diverse clients and constituencies.	1	2	3	4	NA
k. Mediate with diverse clients and constituencies.	1	2	3	4	NA
l. Advocate with diverse clients and constituencies.	1	2	3	4	NA
m. Negotiate on behalf of diverse clients and constituencies.	1	2	3	4	NA
n. Mediate on behalf of diverse clients and constituencies.	1	2	3	4	NA
o. Advocate on behalf of diverse clients and constituencies.	1	2	3	4	NA
p. Facilitate effective transitions that advance mutually agreed-on goals.	1	2	3	4	NA
q. Facilitate effective endings that advance mutually agreed-on goals.	1	2	3	4	NA
Competency 9: Evaluate Practice with Individual, Families, Groups, Organizations, and Communities	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Select appropriate methods for evaluation of outcomes.	1	2	3	4	NA
b. Use appropriate methods for evaluation of outcomes.	1	2	3	4	NA
c. Apply knowledge of human behavior in the evaluation of outcomes.	1	2	3	4	NA
d. Apply knowledge of the social environment in the evaluation of outcomes.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
e. Apply knowledge of person-in-environment in the evaluation of outcomes.	1	2	3	4	NA
f. Apply knowledge of other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1	2	3	4	NA
g. Critically analyze interventions.	1	2	3	4	NA
h. Critically monitor interventions.	1	2	3	4	NA
i. Critically evaluate interventions	1	2	3	4	NA
j. Critically analyze program processes.	1	2	3	4	NA
k. Critically monitor program processes.	1	2	3	4	NA
l. Critically evaluate program processes.	1	2	3	4	NA
m. Critically analyze outcomes.	1	2	3	4	NA
n. Critically monitor outcomes.	1	2	3	4	NA
o. Critically evaluate outcomes.	1	2	3	4	NA
p. Apply evaluation findings to improve practice effectiveness at the micro level.	1	2	3	4	NA
q. Apply evaluation findings to improve practice effectiveness at the mezzo level.	1	2	3	4	NA
r. Apply evaluation findings to improve practice effectiveness at the macro level.	1	2	3	4	NA

Please add any comments about this student's professional development that you believe are important and are not addressed in this evaluation.

I concur with this evaluation

I do not concur for the following reasons:

Student Signature: _____ Date: _____

Field Instructor Signature: _____ Date: _____

Field Placement Site (Agency Name): _____ Date: _____

Field Coordinator Signature: _____ Date: _____

APPENDIX – O
Baccalaureate Placement Evaluation Form

**Southern Illinois University
Baccalaureate Placement Evaluation Form**

Student _____

Agency _____

Program/Department _____

Field Supervisor _____

Placement Semester: **Fall** **Spring** **Summer** **Year** _____
(Circle One)

A. Summary of main activities:

B. Content from classes which was necessary, utilized, and/or illustrated:

C. Specific skills/knowledge gained:

D. Please rate your experiences in reference to each of the following criteria using this scale:

- 4 - Outstanding
- 3 - Good
- 2 - Satisfactory
- 1 - Poor
- 0 - Uncertain or not applicable

1. Volume appropriate for generalist practice	4	3	2	1	0
2. Integration of major curriculum areas (practice, policy, research, human behavior in the social environment)	4	3	2	1	0
3. Variety of learning opportunities (micro, mezzo, macro)	4	3	2	1	0
4. Orientation to agency mission	4	3	2	1	0
5. Quality of field instruction	4	3	2	1	0
6. Availability of assessment opportunities	4	3	2	1	0
7. Availability of intervention planning opportunities	4	3	2	1	0
8. Availability of evaluative opportunities	4	3	2	1	0
9. Acceptance and inclusion of students by staff	4	3	2	1	0
10. Accessibility of support and consultation from:	4	3	2	1	0
Field Supervisor	4	3	2	1	0
Other Staff	4	3	2	1	0
Field Liaison	4	3	2	1	0

Field Seminar Instructor	4	3	2	1	0
11. Quality of support and consultation:					
Field Supervisor	4	3	2	1	0
Other Staff	4	3	2	1	0
Field Liaison	4	3	2	1	0
Field Seminar Instructor	4	3	2	1	0
12. Your overall satisfaction with practicum.	4	3	2	1	0

E. Placement appropriate for:

Undergraduate _____

Graduate _____

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

APPENDIX - P
Practicum Time Card

APPENDIX – Q
Affiliation Agreement

EDUCATIONAL AFFILIATION AGREEMENT BETWEEN
Click or tap here to enter text.
and
BOARD OF TRUSTEES OF SOUTHERN ILLINOIS UNIVERSITY

THIS AGREEMENT is entered into by and between Click or tap here to enter text. (“FACILITY”) and the BOARD OF TRUSTEES OF SOUTHERN ILLINOIS UNIVERSITY, a body politic and corporate of the State of Illinois, by and on behalf of its Social Work Program within the School of Human Sciences at Southern Illinois University Carbondale (“UNIVERSITY”).

WHEREAS, UNIVERSITY has an established academic program or programs for which practical, hands-on experiences (“Internship”) for its students are required; and

WHEREAS, Facility has the ability to provide such experiences; and

WHEREAS, UNIVERSITY and Facility desire to enter into an agreement to provide Internship opportunities at Facility to qualified University students.

NOW, THEREFORE, in consideration of the terms, conditions and covenants, mutual or otherwise, as hereinafter set forth, the parties agree as follows:

I. **TERM & TERMINATION**

- A. **Term:** The term of this Agreement shall commence on ___ (“Effective Date”) and expire on ___ unless earlier terminated in accordance with Section I (B).
- B. **Termination:** This Agreement may be terminated by either Party, with or without cause, upon no fewer than 60 days prior written notice thereof.
- C. **Teach Out:** Notwithstanding the foregoing Sections I (A) or I (B) or any other term or condition of this Agreement, the Parties agree that no University student participating in an Internship pursuant to this Agreement at the time of expiration or termination shall be deprived the opportunity to complete course requirements solely due to the aforementioned expiration or termination of this Agreement. Otherwise qualified students participating in an Internship at Facility at the time of termination or expiration shall be permitted to complete that Internship subject to the terms and conditions of this Agreement.

II. **PROGRAMS:** The University academic programs to which this Agreement is applicable are identified Exhibit A hereto. The Parties covenant and agree that additional academic programs may be added by written agreement of the Parties.

III. **UNIVERSITY DUTIES:** UNIVERSITY shall be responsible for the following obligations and conditions:

- A. **Administration of Internship:** UNIVERSITY shall retain responsibility for the administration of the academic Programs identified in Exhibit A hereto, including, but not limited to, curriculum development, grading, requirements for matriculation, credits, and Internship hours.
- B. **Notify of Internship Objectives:** UNIVERSITY shall provide Facility personnel with the overall objectives of the Internship and provide the appropriate educational

objectives and documents for Internship experiences. Prior to commencement of the Internship, UNIVERSITY will make available catalogs and Program information.

- C. Selection and Assignment: UNIVERSITY shall be responsible for determining students' eligibility to participate in the Internship.
- D. Coordination of Activities: UNIVERSITY shall coordinate the Internship activities in conjunction with Facility. For each Academic Program identified in Exhibit A hereto, University shall identify in writing at least one qualified faculty member to act as a liaison with Facility for purposes of administering the Internship.
- E. Faculty Visits: UNIVERSITY will provide Facility with a schedule of faculty visits, if any.
- F. Regulations of Facility: UNIVERSITY shall inform student(s) that they will be subject to the rules, policies, and regulations of the Facility while participating in the Internship.
- G. Personal Expenses: UNIVERSITY shall inform student(s) that they will be responsible for their personal expenses during the Internship, including without limitation meals, lodging, transportation, uniforms, laundry, and health insurance.
- H. Liability Insurance: The Parties to this agreement acknowledge and agree that University provides coverage for general liability, errors and omissions, personal injury, and professional liability coverage through a Self-Insurance Program established and administered by the University and/or the State of Illinois. For the term of this Agreement, University agrees to maintain the following insurance coverage:
 - 1. Comprehensive general liability insurance coverage provided through the Southern Illinois University Self-Insurance Program with limits of \$1,000,000 per occurrence and a \$3,000,000 general aggregate covering its employees acting within the scope of their appointments and its enrolled students while acting in the scope of an approved unpaid Internship for which academic credit or the equivalent may be awarded ;
 - 2. Workers' compensation and employer liability insurance coverage provided through the State of Illinois Self-Insured Workers' Compensation Plan, providing statutory limits of coverage for all State employees;
 - 3. Automobile liability coverage furnished to the University by the State of Illinois through the State of Illinois Self-Insured Automobile Liability Plan and administered by the State of Illinois Department of Central Management Services, providing coverage of \$2,000,000 for all state-owned and leased vehicles while engaged in state business; and
 - 4. Professional liability insurance coverage provided through the Southern Illinois University Self-Insurance Program with limits of \$1,000,000 per occurrence and a \$3,000,000 general aggregate covering its employees acting within the scope of their appointments and its enrolled teacher candidates while acting in the scope of an approved unpaid Internship for which academic credit or the equivalent may be awarded.

University will provide written certificate(s) verifying such insurance coverage upon request.

- I. Indemnification: To the extent permitted by Illinois law and not inconsistent with the doctrine of sovereign immunity, University shall indemnify and hold harmless the Facility for any claims, demands, costs and expenses, including reasonable attorney's fees, arising out of negligent actions by University, its officers, employees and agents in the performance of obligations under this Agreement; provided that said claims, demands, costs and expenses have not been caused or alleged to have been caused in whole or in part by the negligence or willful misconduct of the Facility. The parties agree that all claims against University are subject to the Illinois Court of Claims Act, 705 ILCS 505 *et seq.*
 - J. Regulatory Requirements: UNIVERSITY shall instruct students regarding Occupational Safety and Health Administration Bloodborne Pathogens and Tuberculosis regulations before beginning the Internship, in addition to potential requirement for a criminal background check and/or drug screen prior to gaining access to the Facility.
 - K. Immunizations: UNIVERSITY shall inform participating student(s) that compliance with the immunization requirements of Facility, if any, is a prerequisite to participating in the Internship at Facility.
 - L. Enrolled Students: UNIVERSITY shall ensure that only currently enrolled and academically qualified students are selected to participate in the Internship.
 - M. Student Attendance: UNIVERSITY shall notify the Facility of student names and dates of attendance at Facility for purposes of the Internship. Students shall maintain documentation of his or her Internship attendance/hours and present for concurrence by the Facility.
- IV. FACILITY DUTIES: The Facility shall be responsible for the following obligations and conditions:
- A. Confirmation of Acceptance: Facility shall provide University with written verification confirming the student's acceptance and placement in the Internship at Facility.
 - B. Structure of Internship: Facility shall provide participating students with a sufficient variety and number of practice and learning experiences appropriate for successful completion of the Internship and that are compatible with the missions of UNIVERSITY and the academic goals of the Program. The Facility shall accept an agreed upon number of UNIVERSITY student(s) in the internship. For each Program identified in Exhibit A hereto, Facility shall identify at least one qualified employee to act as Facility's liaison with University for purposes of administration of the student's academic experience.
 - C. Supervision: Facility shall be responsible for the supervision, direction and control of each student's performance at Facility pursuant to this Agreement, which shall include but not limited to the appointment of a qualified staff member to directly supervise each student during the performance of any clinical procedures.
 - D. Progress Report: Facility shall complete a performance appraisal for each student participating in the Internship, as prescribed by Internship requirements.

- E. Orientation to Facility Rules & Regulations: Facility shall be responsible for providing an orientation to participating students of all applicable policies, procedures, rules, and regulations of the Facility, and to such other policies, procedures, rules, and regulations, as the Facility deems appropriate.
- F. Lockers, Eating Arrangements, Etc.: Facility will provide the students with dressing facilities, locker, and eating arrangements similar to those of its employees, if any.
- G. Unsatisfactory Conduct or Performance: Facility shall promptly notify UNIVERSITY of any unsatisfactory conduct or performance of any student assigned to the Facility pursuant to this Agreement. The Facility shall permit UNIVERSITY faculty members access to the Facility site and/or the students assigned to the Facility. Facility may require the removal of a student, if it is reasonably deemed necessary by Facility.
- H. Emergency Care or Injury: In the event of injury or illness, a student will be required to report to the Facility emergency care unit or the nearest emergency care unit, where the physician on duty will be responsible for determining the proper course of treatment. Any cost or expense associated with such care or treatment shall be the student's sole and individual responsibility, except when an injury results from acts or omissions of the Facility, its agents or employees.
- I. Services to Patients, Customers, Students and Clients: Notwithstanding any other term or condition of this Agreement, FACILITY shall retain sole responsibility for the supervision and provision of all services to its patients, customers, students, and/or clients.
- J. Indemnification: To the extent permitted by law, Facility shall indemnify and hold harmless UNIVERSITY, its agents, officers, participating students, and employees, from and against any and all liability, claims, demands, costs and expenses, including reasonable attorney's fees, arising out of the negligent actions or omissions of Facility, its officers, employees or agents, or their willful misconduct, in connection with performance under this Agreement.
- K. Liability Insurance: Facility shall procure and maintain during the entire term of this agreement insurance the following insurance coverage: (1) workers' compensation and occupational diseases with limits at least those required by statute and employer liability coverage with limits of at least \$500,000 per occurrence; (2) commercial general liability coverage with limits of at least \$1,000,000 per occurrence and a \$3,000,000 general aggregate; (3) commercial auto liability (including owned, hired and non-owned) with combined single limits of at least \$1,000,000 per occurrence or limits of \$1,000,000 per occurrence for bodily injury/death and \$500,000 per occurrence for property damage; and (4) professional liability coverage with limits of at least \$1,000,000 per occurrence and a \$3,000,000 general aggregate

Notwithstanding the foregoing, workers compensation and employer liability insurance is required only to the extent required by the law of the jurisdiction in which Facility is operating; and commercial auto liability is required only to the extent that the participating student's Internship will involve operating or being transported in Facility vehicles. Umbrella liability insurance may be used to meet the general liability coverage limit requirements.

The insurance companies providing coverage must have a B+:VI or better rating in the current edition of Best's Key Rating Guide. Facility shall maintain such insurance for the duration of this Agreement. If a policy required under this section is written on a claims-made basis and that policy is replaced or renewed, any retroactive date shall coincide with, or precede placement of any University student at Facility pursuant to this agreement. A claims-made policy that is replaced or not renewed must have an extended reporting period of not less than two (2) years.

Facility shall, upon University's request, furnish all original Certificate(s) of Insurance evidencing the required coverage to be in force on the date of this contract no less than three business days prior to the start date of this Agreement. The receipt of any certificate does not constitute an agreement by the University that insurance requirements have been met. Failure of the University to obtain certificates or other insurance evidence from the Facility shall not be deemed a waiver of any rights by the University.

- L. **Facility Requirements:** Facility shall notify University regarding any vaccination requirements, any requirement for a criminal background check and/or drug screen, or any other Facility requirement that is a condition of the Student's access to Facility.

- V. GENERAL TERMS AND CONDITIONS: Both parties further agree to the following terms and conditions as a part of this Agreement:

- A. **Meetings:** That there should be a meeting of certain members of the staff of both institutions, UNIVERSITY and the Facility, at least once per semester, with informal meetings whenever such is beneficial for proper coordination or improvement of relations. A meeting shall also be held for UNIVERSITY's faculty members and the clinical supervisors to jointly evaluate a participating student's performance by mutual consultation and in accordance with the published guidelines provided to the participating student prior to the actual participation in the learning experience.
- B. **Paid/Unpaid Payment:** The Internship provided pursuant to this Agreement is a _____ paid Internship ___ unpaid Internship (check one). If paid, Facility acknowledges and agrees to the following: (1) Facility shall be solely responsible for all payments of any kind to the student for purposes of the Internship; and (2) the actions and omissions of the student will NOT be covered by University's insurance.
- C. **Student Records:** The Parties acknowledge and agree that the terms of this Agreement may result in the disclosure of personally identifiable information from education records protected from disclosure and re-disclosure by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Accordingly the Parties agree as follows: (1) that any exchange or disclosure between the Parties of personally identifiable information from education records shall be in accordance with FERPA and its implementing regulations; (2) that should either party receive from the other personally identifiable information from education records, it shall not release or disclose that information to any other party without the prior, written consent of the eligible student or as otherwise expressly permitted by FERPA; and (3) that each Party shall limit its use of personally identifiable information from education records to the purpose for which the disclosure was made. As used in this section, the terms "personally identifiable information" and "education records" shall have the meanings ascribed to them in 34 C.F.R. § 99.3.

- D. Facility Requirements: University shall notify the Student of any Facility requirements about which the University is made aware pursuant to Section IV(L) herein. The Parties acknowledge and agree that arrangements for meeting those requirements are the responsibility of the Student in coordination with Facility.
- E. Assignments: Facility and UNIVERSITY shall schedule the long term, general assignments for the student(s) working in the Facility according to the course objectives. The parties, by mutual agreement, may determine the appropriateness of assignments of the student(s) to work shifts other than normal day shift working hours. This determination shall be based upon the educational value of such experience.
- F. Resolution of Problems: The Parties will make reasonable and good faith efforts to resolve any disputes, complaints and/or problems that may arise as a result of the Internship.
- G. Removal from the Internship: The parties, by mutual agreement, shall have the right to withdraw any student from the Internship due to poor academic or Internship performance. The Facility reserves the right to request the removal of any student from participation in the Internship at that Facility if the Facility deems that the student poses a danger to the health and safety of patients or staff, or such removal is in the best interest of patient care and treatment.
- H. Accrediting Body Essentials: For purposes of this Agreement University and Facility agree to adhere to the essentials as set forth by appropriate accrediting body.
- I. Non-Discrimination: Neither party will discriminate against any applicant or student in nomination, selection, or training because of race, color, religion, sex, national origin, age, disability, status as a disabled veteran or a veteran of the Vietnam era, sexual orientation, or marital status. Further, no student will be used to displace any employee, nor will employees be released to hire students.
- J. Relationship of Parties: The relationship between Facility and University created by this Agreement shall be one of independent contractors. This Agreement shall not be construed to create a relationship of partnership, joint venture, employment, franchise or any other relationship except that of independent contractors.
- K. Authority to Bind: The individual signing this Agreement on behalf of his/her respective party warrants that he/she has the necessary authority to bind said party to this Agreement.
- L. Survival: All terms and conditions of this Agreement that would, by their nature, survive the expiration or termination of this Agreement, shall so survive, including but not limited to any and all indemnity clauses.

M. Notices: Notices should be mailed to these addresses:

University: Dr. Juliane Wallace
School of Human Sciences – Social Work
475 Clocktower Drive – Pulliam Hall 250
Southern Illinois University
Mail Code: 4329
Carbondale, IL 62901

Facility: Click or tap here to enter text.
Click or tap here to enter text.
Click or tap here to enter text.
Click or tap here to enter text.

- N. Governing Law/Venue: This Agreement (including without limitation any and all attachments and addendums thereto) and any dispute arising thereunder shall be governed by and construed according to the laws of the State of Illinois without regard to its conflict of law provisions. The exclusive venue for litigation arising hereunder shall be a court of competent jurisdiction sitting in the State of Illinois
- O. Waiver of Breach: The waiver by either party of a breach or violation of any provision of this Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the same or other provision hereof.
- P. Control of Organization: Each Party to this Agreement shall have exclusive control of its respective organization unless and except as otherwise expressly provided herein.
- Q. Marks: Neither Party shall use the name or marks of the other without express written permission of the Party to which the name or marks belong.
- R. Headings: Headings appear solely for convenience of reference. Such headings are not part of this Agreement and shall not be used to construe it.
- S. Severability: All the provisions of this Agreement are severable. If any provision of this Agreement is deemed to be invalid or unenforceable for any reason, then the remainder of the Agreement shall remain in full force and effect to the extent permitted by law.
- T. Entire Agreement: This instrument sets forth the entire agreement between Facility and University with regard to the Internship and supersedes all prior agreements, oral or written, regarding same. No alteration or modification to this Agreement will be valid unless made in writing and signed by both parties.
- U. Counterparts: This Agreement may be executed in two or more counterparts, each of which together shall be deemed an original, but all of which together shall constitute one and the same instrument. In the event that any executed copy of this Agreement is delivered by facsimile transmission or by e-mail delivery of a ".pdf" format data file, such signature shall create a valid and binding obligation of the party executing (or on whose behalf such signature is executed) with the same force and effect as if such facsimile or ".pdf" signature page were an original thereof.

IN WITNESS WHEREOF, the parties have executed this Agreement by their duly authorized, respective officers, and by doing so, affirm that the terms and conditions herein are mutually enforceable on behalf of and against each party as of the date first written above.

**BOARD OF TRUSTEES OF
SOUTHERN ILLINOIS UNIVERSITY**

Meera Komarraju, Provost and Vice Chancellor for Academic Affairs
For Austin A. Lane, Chancellor
Southern Illinois University Carbondale

FACILITY

Signature _____

Printed Name _____

Title _____

Organization _____

Date _____

EXHIBIT A: PROGRAMS

Bachelors of Science in Social Work
Masters in Social Work

Bachelors of Science in Human Nutrition & Dietetics
Master of Science in Food & Nutrition

Bachelors of Science in Kinesiology
Master of Science in Kinesiology

Bachelors of Science in Public Health
Master of Public Health

Bachelors of Science in Recreation
Master of Science in Recreation Professions