



# SOCIAL WORK FIELD EDUCATION MANUAL

Accredited through 2026 by



**WARREN WILSON COLLEGE**

**SOCIAL WORK**

**FIELD EDUCATION MANUAL**

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## **PURPOSE OF FIELD EDUCATION MANUAL**

This manual is intended to familiarize students, faculty, and agency field instructors with the policies of the Social Work Field Education Program at Warren Wilson College. It is designed to be an ongoing reference guide for understanding the processes involved, both in the classroom setting and in the field education setting, in completing the field education requirement for the baccalaureate degree in Social Work at Warren Wilson College.

### **Warren Wilson College**

Warren Wilson College is a private, liberal arts college that combines strong academics with work for the school and engagement with the community, for a more meaningful and integrated education. This distinctive approach to the college experience promotes students' capacity to make connections, solve problems, and form a civic identity. Warren Wilson College students are part of an academic community concerned about stewardship to the environment, social justice, and human dignity for all persons.

### **College Mission Statement**

The mission of Warren Wilson College is to provide a distinctive undergraduate and graduate liberal arts education. Our undergraduate education combines academics, work, and service in a learning community committed to environmental responsibility, cross-cultural understanding, and the common good.

#### Core Values

All proceedings, programs, and initiatives of the College are grounded in a commitment to the following core values:

- The Triad: Academics, work, and service
- Community: Civic engagement and participatory governance
- Liberal Arts: Experiential and innovative education
- Sustainability: Environmental responsibility, social and economic justice
- Diversity: Inclusivity, international and cross-cultural understanding
- Wellness: Personal growth and well-being

## Enduring Institutional Objectives

Drawing from its core values, the College accomplishes its mission through an enduring commitment to the following objectives:

1. To practice an integrated Triad of academic study, productive work, and meaningful service
2. To prepare students for service, leadership, and meaningful lifelong work and learning
3. To offer an undergraduate educational program that
  - a. Enables students to think critically, obtain and evaluate information effectively, and communicate clearly;
  - b. Introduces students to a variety of ways that humans acquire and use knowledge;
  - c. Provides students with opportunities to develop a breadth of understanding and to make connections among areas critical to a liberal arts curriculum;
  - d. Requires that students demonstrate a depth of understanding through competence in one or more academic disciplines;
  - e. Leads students into considered reflection on the meaning and value of work and service to others;
  - f. Engages students in Triad activities that deepen understanding about the environmental, economic, and community bases of sustainability;
  - g. Guides students in examining their lives and articulating their beliefs and values;
  - h. Provides opportunities for personal, physical, moral, and spiritual development;
  - i. Imparts an awareness of the commonality of human problems while encouraging the development of civic engagement and a sense of social justice;
  - j. Offers educational opportunities for students to better appreciate the diversity of the world and to develop cross-cultural and international understanding.
4. To offer select, innovative graduate programs grounded in the liberal arts tradition
5. To promote environmental responsibility in students through education, campus operations, policy, and community outreach
6. To create an educational community representing a broadly diverse world
7. To nurture, through responsible and resourceful management policies, a small, residential community where students, faculty, staff, and governing board share mutually supportive, personal relationships and collaborate in College governance.

## **Warren Wilson College Social Work Program**

The Warren Wilson College Social Work Program is viewed as a natural extension of the College mission statement, which accords value to personal and social transformation in a diverse and collaborative community environment. Community engagement is a cornerstone of the College's purpose, and social work education was included in the initial curriculum when the college made its transition from a two-year to a four-year institution in 1965. The Social Work Program was among the earliest college baccalaureate programs to become accredited by the Council on Social Work Education (CSWE) in 1978; and, the Program has maintained continuous CSWE accreditation since then. The program of study is based on the CSWE Educational Policy and Accreditation Standards for the Baccalaureate Degree Programs in Social Work Education as set forth in the CSWE Commission on Accreditation [Handbook of Accreditation Standards and Procedures](#), 7<sup>th</sup> Edition (2015). The CSWE Educational Policy and Accreditation Standards is available at:

<https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

### **Social Work Program Mission Statement & Non-Discrimination Policy**

The mission of the Social Work Program at Warren Wilson College is to provide students preparation for beginning-level entry into the profession of social work through an undergraduate generalist social work education that is educationally sound, academically challenging, ethically principled, and socially relevant, and which is solidly framed by the experiences of community engagement, work, and academics in the liberal arts.

This mission is accomplished by:

- Instilling within the students an understanding of the history and complexity of social systems.
- Affirming and strengthening students' beliefs about social responsibility for others, including people who are marginalized, oppressed, and disenfranchised.
- Helping the students to integrate a holistic, person-in-environment perspective of individuals, families, groups, organizations and communities with appropriate intervention strategies.

- Exposing the students to a variety of populations and fields of practice.
- Providing a curriculum that assists the students to draw upon the strength of classroom experiences, field learning, service-learning, work, and education in the liberal arts.
- Helping students to begin the process of balancing their personal and professional lives, which includes the appropriate use of supervision.
- Developing within the students an identity with the profession of social work, including its ethical standards and concern for the common good.

### Social Work Program Nondiscrimination Policy

The Warren Wilson College Social Work Program does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, gender, age, marital status, disability, or sexual orientation.

## **Social Work Program Goals, Competencies, and Expected Learning Outcomes**

### Program Goals

The goals of the Warren Wilson College Social Work Program are as follows:

1. To prepare practitioners for baccalaureate level generalist social work practice with diverse populations and multigenerational client systems of various sizes and types.
2. To prepare individuals to live in a global society who are committed to personal growth and contributing to the common good.
3. To foster the development of values and ethics related to the NASW Code of Ethics that guides professional social workers in their practice.
4. To prepare practitioners with a commitment to continuing their professional growth and development as a component of social work practice.
5. To prepare practitioners to practice effectively in the global, political, social, cultural, economic, physical/natural, spiritual and technological environments of the 21<sup>st</sup> century.

Program Competencies and Expected Learning Outcomes

<b><u>Competencies</u></b>	<b><u>Expected Learning Outcomes (AKA: observable behaviors)</u></b>
1. Demonstrate ethical professional behavior	Make ethical decisions by applying 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.
	Use self-reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
	Use technology ethically and appropriately to facilitate practice outcomes.
	Use supervision and consultation to guide professional judgment and behavior.
2 Engage diversity and difference in practice	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
	Present themselves as learners and engage client and constituencies as experts of their own experiences.
	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client and constituencies.
3 Advance human rights and social, economic, and environmental justice	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.
	Engage in practices that advance social, economic, and environmental justice.
4 Engage in practice-informed research and research-informed practice	Use practice experience and theory to inform scientific research.
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

	Use and translate research evidence to inform and improve practice, policy, and service delivery.
5 Engage in policy practice	Identify social policy and the local, state, and federal level that impacts well-being, service delivery, and access to social services.
	Assess how social welfare and economic policies impact the delivery of and access to social services.
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6 Engage with individuals, families, groups, organizations, and communities	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
	Use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies.
7 Assess individuals, families, groups, organizations, and communities	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies.
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
8 Intervene with individuals, families, groups, organizations, and communities	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary frameworks in interventions with clients and constituencies.
	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

	Facilitate effective transitions and endings that advance mutually agreed-on goals.
9 Evaluate practice with individuals, families, groups, organizations, and communities	Select and use appropriate methods of evaluation of outcomes.
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### Generalist Practice Perspective

The Warren Wilson College Social Work Program offers the baccalaureate degree in Social Work from a generalist social work practice perspective. Generalist practice at the baccalaureate level is defined as that which embraces the breadth of social work practice. The program utilizes the Association of Baccalaureate Program Directors (BPD) definition of generalist practice:

*Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.*

*Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice.*

Discussed and advanced by the BPD *Social Work Continuum Committee* and approved by the *Board of Directors*, 2006

### NASW Code of Ethics

All social work students are required to understand and to uphold professional social work values and ethics in accordance with the National Association of Social Workers (NASW) Code of Ethics. The Code of Ethics is available from the Social Work Department or on-line at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## **Field Education**

### Overview

Field education is a consciously planned set of experiences based on students' learning needs as defined by the student, the Director of Field Education, and the Field Instructor. Field education provides opportunities to test, integrate and incorporate classroom theory with practice experience. The intent of field education is not job training, but rather it is an integrative and applied educational experience that prepares students for careers in social work.

The Field Education component of the curriculum is an indispensable aspect of undergraduate social work education. Field education is the culminating component of the curriculum where students have the opportunity to practice baccalaureate level generalist social work with clients. SWK 4300: Field Education is typically taken during the student's last semester of study at Warren Wilson College, and is taken simultaneously with SWK 4350: Field Education Seminar. Together, these two courses account for a full academic load of 16 credits. In general, students are not permitted to take other courses, in addition to SWK 4300 and SWK 4350, during the field placement semester so that their full efforts can be devoted entirely to Field Education. Participation in field practicum fulfills the campus work requirement for students' final semester.

### Selection of Field Education Agencies

In consultation with the student, the Director of Field Education will identify a potential field education agency conducive to the learning needs of the student in accordance with the current availability of community agency resources. Although guarantees regarding securing a placement based on a student's stated agency preferences cannot be made, efforts will be made to place students with preferred client populations and in preferred agencies whenever possible.

Criteria used in selecting field education agencies include the following: The agency must demonstrate a commitment to baccalaureate-level social work practice; the agency must provide adequate resources and personnel for field education (work space, phone access, and supervision); the agency must demonstrate a commitment toward collaboration with the Warren

Wilson College Social Work Program; and, (when applicable) the agency must be in good standing with NASW.

A primary resource for review in exploring agencies in the Asheville/ Swannanoa/Black Mountain area is the Directory of Community Services, published by United Way of Asheville and Buncombe County. Agencies where placements have been arranged in recent years have included the following:

- Buncombe County Department of Social Services, Asheville, NC
- Children First/ Communities in Schools, Asheville, NC
- Horse Sense of the Carolinas, Marshall, NC
- Eliada Homes, Inc., Asheville, NC
- Mountain Area Residential Facilities, Inc., Asheville, NC
- Department of Juvenile Justice, Asheville, NC
- Western North Carolina AIDS Project, Asheville, NC
- United Way, Asheville, NC
- Pisgah Legal Services, Asheville, NC
- The Mediation Center, Asheville, NC
- Council on Aging of Buncombe County Inc., Asheville, NC
- Bullington Gardens, Hendersonville, NC
- Black Mountain Recreation & Parks Department, Black Mountain, NC
- First at Blue Ridge, Inc., Ridgecrest, NC
- Asheville Academy for Girls, Bat Cave, NC

Once an agency and field instructor have been determined eligible to serve in the field education component of social work education at Warren Wilson College, the Director of Field Education will grant the student permission to interview with the prospective Field Instructor in the agency setting. Upon student and Field Instructor agreement that a positive working relationship seems possible, the Director of Field Education will finalize plans for the placement. *Under no circumstances should students initiate contact with a potential field education agency or Field*

*Instructor without prior approval from the Director of Field Education.*

### Long Distance Field Placements

The Asheville and surrounding areas provide a comprehensive array of agencies for field education. Field placements in a setting outside a 50 mile radius of Warren Wilson College are considered only under the following conditions:

- 1) A written statement from the student explaining how the placement setting provides a set of experiences the student could not receive at an agency closer to Warren Wilson College, and why those experiences are important to the student, must be approved by the Director of Field Education and the Program Director.
- 2) The student must agree to participate (through current and available technologies if necessary) in the SWK 435 Field Seminar in whatever ways deemed feasible and appropriate by the Director of Field Education.
- 3) The student must agree to bear all additional expenses (mileage, hotel, food, etc.) incurred by the Director of Field Education on visits to the field placement agency for establishing and supervising the placement.
- 4) The placement is conditional upon the availability of appropriate program resources to allocate additional faculty time for out-of-town field visits and the additional workload such involvement entails.
- 5) The student must have at least a 2.50 G.P.A. overall and a 3.0 G.P.A. in social work courses at the time of the admission to field placement interview. Rationale: students wishing to participate in long distance placements must demonstrate preparedness through academic achievement since immediate access to College faculty support will be limited by distance.

### Social Work Program-Agency Agreement

A Social Work Program-Agency Letter of Agreement must be completed to formally initiate the Warren Wilson/Agency field education relationship. This agreement, initiated by the Director of Field Education, specifies the responsibilities of the College and the agency in providing a

quality field experience for the student. This agreement must be completed before the student begins the field placement.

### Policy on Field Education in Employment Settings

In general, students are not encouraged to pursue field education in an agency where they are currently employed because their field education experiences might be compromised in favor of duties related to employment. Students wishing to pursue field education in an agency where they are currently employed, must submit the work-site agreement form to the Director of the Social Work Program prior to accepting an offer of employment. The work-site agreement form may be found in the Appendices section of this manual. Consideration of approval for the request will be in relation to fulfillment of the following criteria:

- 1) Student field education assignments and field education supervision should differ from those associated with the student's employment;
- 2) The availability of release time (from employment) for course and field education must be ensured; and,
- 3) Field education must be educationally focused rather than solely centered on agency services.

### Field Education Learning Contract

Each student in field placement is responsible for preparing a Field Education Learning Contract in consultation with the agency Field Instructor and the Warren Wilson College Director of Field Education. The document is to be a statement of the agreement between the student and the agency concerning their working relationship. It should outline the learning activities related to each of the Social Work Competencies. This document is approved by the Faculty Field Liaison during the initial field visit, and it is also used as a guide for evaluation of student performance in field.

The Field Education Learning Contract should be developed during the first two weeks of field placement, although it may be revised as is appropriate when new experiences and opportunities present themselves. It is to be submitted in typed form, and three copies of the agreement are

required. It is the student's responsibility to keep one copy of the agreement, submit a copy to the Field Instructor, and a copy to the Director of Field Education.

### Field Education Expected Outcomes

During the field education experience, students are expected to demonstrate generalist social work competencies, including the application of professional values articulated in the NASW Code of Ethics. Students create a Field Learning Contract (FLC) which links the requires competencies to their activities in the field setting. FLC's must include activities related to each of the nine competencies included in the 2015 EPAS, and must also address the four dimensions required by the Council on Social Work Education, namely, knowledge, values, skills, and cognitive and affective processes.

### Evaluation of Field Education

Evaluation and feedback regarding student performance during the field placement semester are essential components of field education. Evaluations are completed by the Field Instructor, student, and Faculty Field Liaison at the mid-semester point as well as at the conclusion of the field experience. It is recommended that students and Field Instructors complete their evaluations in advance of meeting with the Faculty Field Liaison; scores will be reviewed as a component of the mid-semester and end-of-semester meetings.

While excellent performance in field placement is the expectation for all students, occasionally circumstances arise where a student's ability to accomplish the Field Education Program Objectives, adhere to the Field Education Contract, or follow the NASW Code of Ethics is seriously questioned. A student's performance in field education may be terminated at any time there is a failure to perform in accordance with the Field Education Program Objectives, Field Education Contract, or NASW Code of Ethics. For specific criteria constituting termination from the Social Work Program, please refer to the Policy on Termination from the Field Education Program section of this manual.

## Policy on Termination from the Field Education Program

Completing the prerequisites for field education does not guarantee continuance in the Field Education Program. A student's participation in the Field Education Program may be terminated when there is reason to believe the student's performance is indicative of non-compatibility with the profession of Social Work. The decision to terminate a student's participation in the Field Education Program, and consequently, the major, is a serious one, made collectively by the Social Work Faculty. Some of the reasons for which termination may be considered include the following:

- Failure to maintain an overall quality points average of 2.5 and a grade of C or higher in all courses in the Social Work Major.
- Inadequate interpersonal relationship and/or helping skills (includes both written and verbal communication skills).
- Lack of adherence to professional Social Work values and/or the NASW Code of Ethics.

Examples:

- ⇒ Personal values consistently interfere with upholding the values of the profession.
  - ⇒ Lack of respect toward clients related to issues of race, ethnicity, gender, sexual orientation, class, age, disability, religion, etc.
  - ⇒ Sexual/romantic involvement with clients.
  - ⇒ Confidentiality violations.
- 
- Unresolved personal issues that impair performance in the classroom or in the field.
  - Substance abuse.
  - Criminal conviction (students are expected to inform the Program Director of any criminal convictions).
  - Lying, cheating, or plagiarizing in course work or field work.
  - Persistent inadequate performance of assigned field activities.
  - Excessive absenteeism.
  - Persistent inability to meet deadline dates on assignments and projects.

The Social Work Faculty will be convened to address issues of concern related to a student's continuance in the Field Education Program and/or Social Work Major. The student will be notified in writing of concerns to be addressed in the hearing, and will be invited to address the Social Work Faculty during the hearing. Dependent upon the findings of the Social Work Faculty, outcome decisions can include the following:

- a) Continuance in the Field Education Program;
- b) Provisional continuance in the Field Education Program. Continuance is permitted provided specific criteria are met within a specified time frame. The criteria will be specified in writing and a follow-up hearing will be scheduled to consider whether the criteria have been met. The student will be encouraged to work closely with his/her advisor in meeting the criteria for continuance.
- c) Termination from the Field Education Program with the option of re-applying at a future time.
- d) Termination from the Field Education Program and the Social Work Major. The student will be encouraged to seek counseling from the Career Services Center and/or the College Counseling Center in order to consider other possible academic majors and career options.

The student will be notified in writing of the Social Work Faculty's decision including rationale for the decision and/or criteria to be met as a condition of continuance.

#### Termination from Field Education Program Appeals Process

Students who believe the Social Work Faculty's decision was made in error may enter a formal appeals process. To appeal the decision, a student must submit a written statement to the Program Director within 10 days of the date of the letter of notification from the Social Work Faculty. The statement must specify reasons for disagreement with the Social Work Faculty's decision and rationale for considering a different decision. The Social Work Faculty will then convene within 10 days of receipt of the statement to review the appeal. The student initiating the appeal will be invited to address the Social Work Faculty. The Social Work Faculty will

render in writing a follow-up decision that may include a revised decision or continuation of the original decision. If the student believes the Social Work Faculty's appeal decision was made in error, a written statement of appeal may be submitted to the Dean of the College whose decision in the matter shall be final.

#### Re-admission to Field Education Program

Students eligible for re-admission to field are required to complete, in consultation with the Director of Field Education, an individualized contract for re-admission which may include: revised professional portfolio, completion of additional field orientation hours, participation in SWK 425, completion of SWK 425 assignments.

#### **Field Education Seminar**

SWK 4350: Field Education Seminar is taken simultaneously with SWK 4300: Field Education. The seminar is designed to help students integrate their academic preparation with the application of generalist social work skills within an environment that encourages self-awareness and critical thinking. Students are required to attend the seminar one day per week in conjunction with their agency-based field education four days per week. The field placement itself becomes the primary resource student's draw from in seminar activities. While the field seminar is closely related to the field placement experience, grading for the course is separate and distinct from the field education grade. Students will be evaluated in the seminar, as in any other academic course, on the degree to which they satisfactorily meet the assignments specified in the course syllabus. In rare cases where students seek to repeat SWK 435, they will also be required to complete another semester of field education (even if they have passed SWK 430) in that seminar assignments and activities cannot be completed outside of a field education environment.

#### **Field Education Roles & Responsibilities**

##### Student Rights, Responsibilities, and Role in the Field Education Experience

Student rights and responsibilities can be found in the Bill of Student Rights and Responsibilities

in the College [Student Handbook \(PUT IN ACTIVE LINK\)](#) In addition, Social Work students are expected to adhere to the policies and guidelines set forth in the [Social Work Program Manual \(PUT IN ACTIVE LINK\)](#).

The following subsections outline the student's roles and responsibilities while enrolled in the field experience. These include requirements for entry/ admission to field (SWK 4300 and SWK 4350), the appeals process, professional behavior in the field setting, liability insurance, hours requirements, and transportation to field settings.

### Requirements for Entry to Field Education/Practicum

After being formally admitted to the major, students must remain in good standing to enter field practicum, including:

- An overall grade points average of 2.5 or higher and a grade of C or better in all courses taken in the Social Work major.
- Evidence of NASW membership and NASW-sponsored student liability insurance.
- Good standing in academic, work program, community engagement, and student/residence life.

### Appeals Process

If a student is not granted admission into SWK 4300 (Field Practicum) and believes that they have been treated unfairly, the student is encouraged to approach the department chair to informally discuss the situation and determine if an acceptable solution may be found. If no such solution is forthcoming the student may appeal directly to the Vice President for Academic Affairs. This appeal must be made within two weeks of the departmental action that the student perceives to be unjust. The Vice President for Academic Affairs may meet with the student and Social Work faculty members separately or jointly, or may rely on written information to address the appeal. The resolution of the appeal must come within two weeks of the date of the appeal. The Vice President for Academic Affairs is the final arbiter of any appeal.

### Professionalism in Field Education

Students in field placement are expected to conduct themselves as professional social workers in accordance with the Program's field objectives and the NASW Code of Ethics. In addition, other related general indicators of professionalism include the following:

- Promptness in arriving for work and meetings.
- Adherence to work schedule; the Field Supervisor and Director of Field Education must be notified in advance in cases of absence from field education.
- Professional attire in accordance with the dress code and norms of the field agency.
- Maintaining confidentiality related to clients and the agency.
- Maintaining enthusiasm and a positive attitude toward both seeking and receiving supervision regarding social work practice.

### Liability Insurance Requirement

The field placement experience involves actual student social worker intervention with a designated client population. Even though the field placement is designed so that students have supervision, consultation, and support available to them, the question of legal risk and vulnerability always remains. Therefore, the Warren Wilson College Social Work Program requires that all students purchase liability insurance prior to entering the semester of field work. Student-level liability insurance is available for (as of August 2019) \$23/ year through American Professional Agency, [www.americanprofessional.com/student/index.htm](http://www.americanprofessional.com/student/index.htm)

Please note that in order to obtain this liability coverage, one must first be a member of NASW, a cost of \$60 as of August 2019..

Applications for student level membership to NASW are available online at:

<https://www.socialworkers.org/membership/membership-types/students>

Students are required to supply the necessary fees involved in these application processes.

### Hours Requirement

The field internship in the Warren Wilson College Social Work Program is known as a "block" placement. This simply means students complete the field requirement in a one-semester block

of time. During the field education semester, students are required to work in the assigned agency four days, or 32 hours per week, and attend a field seminar class on campus one day per week. Field education hours are generally concordant with the usual operating hours of the agency serving as the field placement site. Students are expected to work 32 hours per week during fourteen weeks of the field education semester, thus completing 448 hours in field education.

### Transportation to Field Education Settings

Since all field education settings are located outside the campus setting, students are required to provide their own means of transportation to and from their respective field education settings. Students are expected to secure access to private transportation in order to accommodate transporting themselves to and from their field education agency. Limited use of campus vehicles may be available, but cannot be guaranteed by the Social Work Program.

*The primary supports for students during the field education semester are the Director of Field Education and the Field Instructor. Information about each of these important roles is as follows:*

### Director of Field Education and Faculty Field Liaison

The Director of Field Education is the faculty member primarily responsible for arranging field placement sites and providing ongoing monitoring of the overall field program. The Director of Field Education also facilitates field orientation training for students and Field Instructors. In addition, the Director of Field Education acts as the Faculty Field Liaison, serving to link the college, the student and the field agency. As the Faculty Field Liaison, the Director of Field Education acts as a support person for the student, assuring that the placement is one that is supportive of student development in generalist social work skills. The Director of Field Education will generally make three visits to the agency during the field semester: an initial visit at the beginning of placement to support development of the Field Learning Contract (FLC), another at the time of the mid-semester evaluation, and a final visit near the end of the semester

for the final evaluation of the student (more frequent contacts may be made as needed). The purpose of these visits is to offer support and guidance as well as ongoing assessment of student performance. The Director of Field Education is responsible for assigning field education grades to students. Grades will be assigned based on evaluation of student performance in the field and in collaboration with Field Instructor input. In the event that problems should be encountered with a placement setting, either from the student or the Field Supervisor, the Director of Field Education is available to assist seeking positive resolution.

### Field Instructor

The Field Instructor, sometimes referred to as the Field Supervisor, is a professional social worker employed in the field placement agency who has agreed to and been approved by the Social Work Program to supervise students in field placement. The Field Instructor assumes the role of supporting, directing, and supervising the daily activities of the student in the field agency setting. The Field Instructor also contributes to the evaluation of student performance in field education.

It is strongly preferred for Field Instructors to possess a BSW or a MSW degree from a CSWE accredited social work program. Field Instructors possessing a BSW must have a minimum of two years post-graduate experience and at least one year experience in their current agency/position. Resumes from Field Instructors may be requested by the Social Work Program to best support the placement process. In addition, Field Instructors must demonstrate commitment to the values of the social work profession, competence in practice, and interest in supporting student education at the baccalaureate level.

In those exceptional cases where the Field Instructor does not hold the MSW degree, the Social Work Department faculty assume responsibility for enacting a plan to sustain a focus and identification with professional social work. In these cases, the agency will identify a “Task Supervisor” to oversee the student’s daily activities. Task Supervisors will also participate in field evaluation meetings as needed.

## **Conclusion**

This manual is to be used as a resource to familiarize Social Work students, faculty, and field instructors with the policies of the Warren Wilson College Social Work Program. You may have questions that are not answered by this document. The Director of Field Education, Sarah Himmelheber, is eager and willing to answer any questions that remain. She is available by phone at (828) 771-3021 or by email at [shimmelheber@warren-wilson.edu](mailto:shimmelheber@warren-wilson.edu)

### **Social Work Faculty Roster**

The members of the Social Work faculty and contact numbers for reaching them are as follows:

**Warren Wilson College: Main Phone Number: (828)-298-3325**

**Lucy A. Lawrence, MSW, PhD**  
Social Work Professor, Program Director  
Office: Jensen 105; 828-771-3708; Campus Ext.3708  
E-mail: [llawrence@warren-wilson.edu](mailto:llawrence@warren-wilson.edu)

**Sarah A. Himmelheber, MSW, LCSW, PhD**  
Social Work Professor, Director of Field Education  
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## **APPENDICES**

- A. Social Work Program-Agency Agreement** p.
- B. Field Log Instructions and Template** p.

**APPENDIX A**

**WARREN WILSON COLLEGE SOCIAL WORK PROGRAM**

**PROGRAM—AGENCY AGREEMENT**

Warren Wilson College Social Work Program and \_\_\_\_\_ (agency),  
agree to cooperate in the field work education of social work students of Warren Wilson College.

In fulfillment of this agreement, the Director of Field Education as representative of  
Warren Wilson College's Social Work Program assures the agency that:

1. Students placed with the agency have a beginning knowledge of systems theory and the problem solving method as they relate to practice settings.
2. The agency Field Instructor will be provided with information regarding the academic background, experiences, and any special needs of the social work student, as well as a comprehensive description of the social work curriculum at Warren Wilson College.
3. The Director of Field Education will be available to assist in planning the learning experiences with the student and agency staff.
4. The Director of Field Education will plan at least three conferences with the students and their agency field work supervisors during the placement. If distance prohibits face-to-face meetings, alternate methods of conferring will be arranged. The Director of Field Education will be available at the request of the agency, the Field Instructor and/or student(s) for additional conferences or assistance as needed.
5. Students are required to attend a Field Seminar to enhance and integrate their field education experience.

In turn \_\_\_\_\_, (agency) agrees to participate in the teaching function of the College by allowing Warren Wilson College students to be assigned to the agency as student workers, and by assigning the student to a staff member who is qualified and willing to carry out the functions of field education and supervision.

The field work supervisor assumes responsibility in:

1. Developing a general strategy of education with the student and field faculty.
2. Arranging and assigning specific learning experiences for the student to meet the stated learning goals and objectives of the field placement.
3. Providing proper orientation to the agency, and assigning a suitable work place for the student.
4. Helping the student to have access to materials.
5. Arranging for the student's participation in staff meetings, unit conferences, etc.
6. Coordinating the contacts of the student with other departments, units, or workers in the agency.
7. Helping the student to visit other community resources and discuss his/her observations.

8. Helping the student assimilate and internalize the process of problem solving.
9. Assuring a variety of generalist social work experiences in accordance with the student's readiness and capability for practice.
10. Helping the student integrate his/her field experience with social work concepts during structured weekly one-hour individual supervision conferences.
11. Evaluating the work of the student, offering support, guidance, and constructive criticism.

Agency Director \_\_\_\_\_ Date \_\_\_\_\_

Agency Field Instructor \_\_\_\_\_ Date \_\_\_\_\_

Social Work Program Director \_\_\_\_\_ Date \_\_\_\_\_

Director of Field Education \_\_\_\_\_ Date \_\_\_\_\_

## **APPENDIX B**

### **WARREN WILSON COLLEGE SOCIAL WORK PROGRAM**

#### **FIELD LOG INSTRUCTIONS AND TEMPLATE**

##### **Log of Professional Experience in the Field Practicum**

The field log provides a concrete means for the student to:

- Account for professional activity in the field practicum;
- Demonstrate movement toward contracted learning experiences related to the competencies;
- Provide information that allows for enhanced dialogue between the student and field instructor;
- Inform the field instructor and field liaison of concerns, dilemmas, and issues as they arise in the field.

**Connecting Activities with Competencies:** Under each of the nine competency headings, make explicit connections to your specific activities and how those activities reflect work toward that competency. You may elect to reference the “observable behaviors,” the dimension of the competency (knowledge, values, skills, cognitive & affective processes) or another aspect of your learning contract. If you did not engage in activities related to a specific competency during a particular week, you may indicate that in the log; however, please think critically about your experiences—a complex experience may connect with multiple competencies or demonstrate growth in multiple dimensions of the competency.

**Applicable Standards from the Code of Ethics:** In a minimum of four field logs, you are to apply specific standards from the code of ethics to your log entry (e.g., 1.01 Commitment to Clients, 1.02 Self Determination, 1.05 Cultural Competence and Social Diversity).

**Discussion Points:** Discuss any other issues that have arisen relative to your field learning experiences during the past week. Consider the following questions for this discussion area: What strengths you have demonstrated? What are your supervision needs? What thoughts or comments do you have on your supervision experience in the agency? What are your observations about your relationships with other workers or interns in your field placement? What special challenges did you face during the past week? Are there particular knowledge, values and skills that you wish to develop further? Do you have other concerns or issues?

**Professional Expectations:** Logs must be submitted on time, according to the schedule provided in the syllabus, and should reflect your personal and professional development. They are to be typed, professionally written, and signed by the field instructor (or designee). Failure to meet the grading criteria on a regular basis will impact your field log grade.

**EXAMPLE**

**Warren Wilson College  
Log of Professional Experience in the Field Practicum**

**Submission Date:** *January 29, 2019*

**Student:** *Lee Lerner*

Field Instructor: *Ima SooperVyzer*

Field Placement Site: *Social Services of Western Carolina*

This documentation is for the period *January 20* through *January 25* (as required by the instructor).

The following activities account for 32 hours, bringing my cumulative total to 32 hours.

**Student's**

**Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Field Instructor's**

**Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_  
(or designee)

**Competency 1- Demonstrate ethical and professional behavior.**

*This week I attended my first team meeting with my field instructor. I was asked to share the initial assessment of my client. I then solicited input from the team regarding community resources related the client's housing situation. At first I was nervous about talking in the team meeting. I was not expecting to speak at the team meeting so I was not completely prepared and left out a few facts that my field instructor provided. I think this showed the dimension of cognitive and affective processes— My field instructor suggested I make a few notes prior to team meetings so I don't forget important elements of a case. Fortunately, I had come to that realization on my own and will be better prepared next time. This small change will better demonstrate my skills and knowledge.*

**Competency 2- Engage diversity and difference in practice**

*During the team meeting, I noted two of the case managers debating the background of a new client from Somalia. Neither worker seemed to know much about the cultural practices of the client. Furthermore, no one suggested that the agency seek more information from the client and/or another culturally-informed person.*

*The Code of Ethics (Standard 1.05 Cultural Competence and Social Diversity) requires that social workers are competent in the culture of their clients. The workers (and the agency) have a moral and ethical responsibility to learn more about the Somali culture and the cultural beliefs of this new client.*

**FIELD LOG TEMPLATE**

**Warren Wilson College  
Log of Professional Experience in the Field Practicum**

**Submission Date:**

**Student:**

**Field Instructor:**

**Field Placement Site:**

This documentation is for the period \_\_\_\_\_ through \_\_\_\_\_.  
The following activities account for \_\_\_\_\_ hours, bringing my cumulative total to \_\_\_\_\_ hours.

**Student's**  
**Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Field Instructor's**  
**Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_  
(or designee)

**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.**

***PLEASE NOTE:*** Within your discussion of activities and their relationship to the competencies, please note specific connections to the NASW Code of Ethics (and be sure to reference to the section within the Code).

**Discussion Points:** Other issues that have arisen during the past week.

## **APPENDIX C**

### **WARREN WILSON COLLEGE SOCIAL WORK PROGRAM**

#### **WORK-SITE AGREEMENT**

##### **Application for Work-Site Field Placement**

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

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

Field Instructor Name: \_\_\_\_\_

Staff position being considered: \_\_\_\_\_

Hours associated with staff position: \_\_\_\_\_

Name of supervisor associated with staff position: \_\_\_\_\_

Provide a detailed explanation of tasks and duties associated with the field placement and how these activities and duties are distinctive from those associated with the possible staff position:

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Please attach a detailed schedule of days and times dedicated to completion of field hours and days and times dedicated to the staff position. Please include a start date for the staff position and an end date for the completion of field hours.