

Master of Social Work Program
FIELD PRACTICUM MANUAL
2017-2018 Academic Year

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MU-SU MSW FIELD PRACTICUM MANUAL

INTRODUCTION

This manual is intended to serve as a reference for field instructors, students, and faculty involved with MSW field practicum in the MU-SU MSW Program. It should be used in conjunction with the student handbook.

The manual is designed to:

1. Articulate the MSW program mission, goals, objectives, and outcomes.
2. Outline field practicum policies and procedures that relate to the field practicum experience.
3. Identify the roles and responsibilities of the program, the agency, the field instructor, the faculty field liaison, and the student in the field practicum experience.
4. Identify foundation skills to be acquired by all students and the advanced skills to be acquired in the concentration year.
5. Facilitate the congruency and integration of classroom and field education content.

The educational process that leads students to become professional social workers is one that powerfully intertwines two core forces of social work education: field work practice and classroom learning. As social work's "Signature Pedagogy" field work is the heart of professional social work learning as it provides the opportunity to put the knowledge, skills, critical thinking, and values learned in the classroom to the test of real world practice situations. This specially designed educational experience will lead the student back and forth from the field to the classroom with questions, challenges, and dilemmas originating from practice experiences and observations.

PROGRAM MISSION

The mission of the joint MU-SU MSW Program is to provide accessible social work graduate education in the South Central region of Pennsylvania. We prepare students to be effective advanced generalist practitioners, committed to the purpose and values of the social work profession.

PROGRAM GOALS

The MU-SU MSW program seeks to:

1. Prepare students for competent advanced generalist practice through the acquisition and demonstration of social work practice behaviors consistent with CSWE educational policy and accreditation standards.
2. Prepare students with the specialized knowledge and skills for social work practice with client systems to resolve problems and facilitate change within the boundaries of ethical practice and with attention to the profession's commitment to social justice and human rights.
3. Encourage students' commitment to continued professional development and lifelong learning by providing opportunities for community engagement and real-life learning experiences.

ADVANCED GENERALIST PERSPECTIVE

The advanced generalist approach to direct and indirect practice is characterized by the practitioner's ability to address complex situations within multiple roles and levels. This strengths-based orientation is grounded in a liberal arts foundation and guided by a systems approach incorporating core social work values and ethics and respect for diversity. Using research-informed practice, the advanced generalist social worker promotes positive change in the social, political, and economic arenas to advance human rights.

FIELD PRACTICUM

As defined by the Council on Social Work Education: *In social work, the signature pedagogy is field education. The intent of field education is to connect 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 achievement of program competencies.*

Field Practicum provides an opportunity for the student to apply the general knowledge of theories and principles presented in the classroom to problems and challenges in the field. The field experience allows the student to try on and develop the role of professional social worker. The field instructor serves as a mentor, role model, and a source of feedback to the student regarding the student's performance and professional growth. Therefore, the purpose of field practicum is summed up in three words: integration, application, and socialization. The student integrates what has been learned, applies that knowledge in specific practice situations, and in the process, develops an identity as an emerging, professional social worker.

Field practicum gives students the opportunity to connect theory with practice (integration of empirical and practice-based knowledge), experience situations that focus attention on the use of social work values and ethics, and encourage identification with the purposes and functions of the profession. Additionally, in an advanced generalist program students have the opportunity to acquire expertise in assessment and intervention at all levels of clients systems from the individual (micro practice), family and group (mezzo practice), to the organizational and community (macro practice).

During the foundation level MSW field practicum (SOWK/SWK 530/531), students will have opportunity to observe the field instructor and other appropriate professionals as approved by the field instructor, and to practice alongside these professionals as they build initial skills and incorporate theoretical perspectives and research informed intervention techniques from classroom learning.

During the concentration level MSW field practicum (SOWK/SWK 630/631), students are expected to take on increasing levels of autonomous practice, especially as the practicum progresses. Students will continue to be supervised by the field instructor as the student moves in the direction of "doing" more than "observing" as would have been the case during foundation field. Skills at the concentration level are expected to incorporate more complexity in terms of a) systems addressed and their problems; b) theoretical perspective and interventions employed; and c) problem-solving skills and independent critical thinking of the student, all under

the watchful eye of the field instructor as supervisor.

MSW CURRICULUM COMPETENCIES AND PRACTICE BEHAVIORS

During the field experience students are expected to demonstrate all of the competencies and practice behaviors appropriate to their level of field practicum, i.e. foundation or concentration year. These competencies and practice behaviors are listed here and are incorporated in the student field evaluations.

Educational Policy 2.1.1

Identify as a professional social worker and conduct oneself accordingly.

❖ Foundation Year

- | | |
|----------------|--|
| PBF 1.1 | Advocate for client access to the services of social work. |
| PBF 1.2 | Practice personal reflection and self-correction to assure continual professional development. |
| PBF 1.3 | Attend to professional roles and boundaries. |
| PBF 1.4 | Demonstrate professional demeanor in behavior, appearance, and communication. |
| PBF 1.5 | Engage in career-long learning. |
| PBF 1.6 | Use supervision and consultation. |

❖ Concentration Year

- | | |
|----------------|--|
| PBC 1.1 | Advocate for client access to the services by identifying unmet needs and by designing programs to address them. |
| PBC 1.2 | Engage in ongoing self-reflective practice including an awareness of and strategies for addressing professional strengths and challenges as areas for professional growth and development. |
| PBC 1.3 | Practice professional roles and demonstrate professional demeanor including taking responsibility for the development of professional competence and boundaries in field settings. |

Educational Policy 2.1.2

Apply social work ethical principles to guide professional practice.

❖ **Foundation Year**

- PBF 2.1** Recognize and manage personal values in a way that allows professional values to guide practice.
- PBF 2.2** Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles.
- PBF 2.3** Tolerate ambiguity in resolving ethical conflicts.
- PBF 2.4** Apply strategies of ethical reasoning to arrive at principled decisions.

❖ **Concentration Year**

- PBC 2.1** Make ethical decisions and resolve ethical dilemmas in consultation with decision making frameworks, laws, and regulatory guidelines consistent with the standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles.
- PBC 2.2** Accept ambiguity in resolving ethical conflicts/dilemmas and employ ethical decision making frameworks to make professional judgments.

Educational Policy 2.1.3

Apply critical thinking to inform and communicate professional judgments.

❖ **Foundation Year**

- PBF 3.1** Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PBF 3.2** Analyze models of assessment, prevention, intervention, and evaluation.
- PBF 3.3** Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

❖ **Concentration Year**

- PBC 3.1** Analyze, synthesize, and evaluate models of assessment, prevention, intervention, and evaluation, and identify best practices.
- PBC 3.2** Apply effective oral and written communication skills in complex situations when working with individuals, families, groups, organizations,

communities, and colleagues.

Educational Policy 2.1.4

Engage diversity and difference in practice.

❖ Foundation Year

- PBF 4.1** Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- PBF 4.2** Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- PBF 4.3** Recognize and communicate understanding of the importance of difference in shaping life experiences.
- PBF 4.4** View themselves as learners and engage those with whom they work as informants.

❖ Concentration Year

- PBC 4.1** Engage in ongoing self-reflective practice in an effort to address professional strengths and challenges related to working with diverse groups.
- PBC 4.2** Apply an understanding of how societal structures and values may oppress, marginalize, alienate, create or enhance privilege and power and their impact on shaping life experiences.
- PBC 4.3** Engage in relationships with clients that are collaborative, empowering, and strengths-based.

Educational Policy 2.1.5

Advance human rights and social and economic justice.

❖ Foundation Year

- PBF 5.1** Understand the forms and mechanisms of oppression and discrimination.
- PBF 5.2** Advocate for human rights and social and economic justice.
- PBF 5.3** Engage in practices that advance social and economic justice.

❖ Concentration Year

PBC 5.1 Advocate for and promote human rights and nondiscrimination of marginalized social groups at appropriate levels of intervention.

PBC 5.2 Analyze, assess, and address the impact of human rights violations on disadvantaged populations.

Educational Policy 2.1.6

Engage in research-informed practice and practice-informed research.

❖ **Foundation Year**

PBF 6.1 Use practice experience to inform scientific inquiry.

PBF 6.2 Use research evidence to inform practice.

❖ **Concentration Year**

PBC 6.1 Apply evidence-based processes in social work practice and evaluation.

PBC 6.2 Use research to analyze and evaluate practice effectiveness.

Educational Policy 2.1.7

Apply knowledge of human behavior and the social environment.

❖ **Foundation Year**

PBF 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

PBF 7.2 Critique and apply knowledge to understand person and environment.

❖ **Concentration Year**

PBC 7.1 Critique and apply bio-psychosocial conceptual frameworks to the process of assessment, intervention, and evaluation in client systems.

Educational Policy 2.1.8

Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

❖ **Foundation Year**

PBF 8.1 Analyze, formulate, and advocate for policies that advance social well-being.

PBF 8.2 Collaborate with colleagues and clients for effective policy action.

❖ **Concentration Year**

PBC 8.1 Develop strategies for influencing policy to affect positive changes in the social environment.

PBC 8.2 Collaborate with other systems to affect policy change.

Educational Policy 2.1.9

Respond to contexts that shape practice.

❖ **Foundation Year**

PBF 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

PBF 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

❖ **Concentration Year**

PBC 9.1 Develop intervention plans based on the changing locales, populations, scientific and technological developments, and emerging societal trends to improve and/or create new services.

PBC 9.2 Work collaboratively with others and provide leadership to affect sustainable systemic changes.

Educational Policy 2.1.10 (a)

Engage with individuals, families, groups, organizations and communities.

❖ **Foundation Year**

PBF 10 (a).1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

PBF 10 (a).2 Use empathy and other interpersonal skills.

PBF 10 (a).3 Develop a mutually agreed upon focus of work and desired outcomes.

❖ **Concentration Year**

- PBC 10 (a).1** Effectively prepare for advanced generalist practice with individuals, families, groups, organizations, and communities utilizing a strengths-based approach that draws on a range of intervention theories as appropriate.
- PBC 10 (a).2** Implement a process that encourages client systems to be equal participants in the establishment of treatment goals and expected outcomes.

Educational Policy 2.1.10 (b)

Assess individuals, families, groups, organizations and communities.

❖ **Foundation Year**

- PBF 10 (b).1** Collect, organize, and interpret client data.
- PBF 10 (b).2** Assess client strengths and limitations.
- PBF 10 (b).3** Develop mutually agreed upon intervention goals and objectives.
- PBF 10 (b).4** Select appropriate intervention strategies.

❖ **Concentration Year**

- PBC 10 (b).1** Use empirical knowledge, practice wisdom, personal experience, and client characteristics to assess client strengths and limitations.
- PBC 10 (b).2** Critique and select appropriate intervention strategies using empirical knowledge, practice wisdom, personal experience, and client characteristics.

Educational Policy 2.1.10 (c)

Intervene with individuals, families, groups, organizations and communities.

❖ **Foundation Year**

- PBF 10 (c).1** Initiate actions to achieve organizational goals.
- PBF 10 (c).2** Implement prevention interventions that enhance client capacities.
- PBF 10 (c).3** Help clients resolve problems.
- PBF 10 (c).4** Negotiate, mediate, and advocate for clients.

PBF 10 (c).5 Facilitate transitions and endings.

❖ **Concentration Year**

PBC 10 (c).1 Develop clear, timely, and appropriate organizational plans with measurable outcome objectives.

PBC 10 (c).2 Develop interventions and service plans in conjunction with clients beyond crises towards self-actualizing behaviors and practices.

Educational Policy 2.1.10 (d)

Evaluate interventions with individuals, families, groups, organizations and communities.

❖ **Foundation Year**

PBF 10 (d).1 Critically analyze, monitor, and evaluate interventions.

❖ **Concentration Year**

PBC 10 (d).1 Acquire proficiency in analyzing, monitoring, and evaluating interventions.

Field practicum experiences provide a rich basis for advancement of our program educational goals and for helping students to develop a sense of competency and fulfillment as social work professionals. However, it is the full integration of the field experiences and the rest of the curriculum that completes the educational process. One without the other is not sufficient to achieve program goals or to develop full professional competencies.

Field practicum settings in the first-year curriculum must offer the student foundation level experiences with individuals, families and groups, as well as experiences in organization and planning in a micro or macro project. Those experiences are integrated with classroom instruction in the first-year social work practice courses, as well as other courses in the first-year curriculum. Practice behaviors appropriate to first year students are emphasized.

During the second-year concentration, the student is placed in a different setting consistent with the advanced requirements of the social work practice courses SWK/SOWK 620 and SWK/SOWK 621 and the advanced generalist concentration practice behaviors. In SWK/SOWK 620 students will learn and apply multiple complex assessment and intervention theories and practice models in micro and mezzo practice settings. The SWK/SOWK 621 course focuses on advanced macro activities that support the delivery of social services. Field practica in both semesters will be expected to support these goals. Agencies will be expected to provide students with increasingly complex relationship building situations that give them experience with diverse, vulnerable client populations requiring multi-level interventions. Agencies will also be expected to assist the student in developing competence to practice independently under supervision; i.e., students should be taking the lead in service delivery increasingly as the concentration year of practicum proceeds.

Procedures for Field Practicum

Criteria for Selection of Students

In order to begin field practicum, students are required to meet the following criteria, which apply to both foundation and advanced concentration year students.

1. Students must be in good academic standing. Faculty review students for good academic standing and professional standards prior to the beginning of field practicum. Students who have received a C in one or more courses are considered to be at risk academically and will be referred to the Academic and Professional Performance Review Committee (APRC) for a determination of readiness to enter field. Decisions of the APRC can be appealed in accordance with the procedures outlined in the MSW Student Handbook. The purpose of any such review is to protect a) the client/public; b) the student; c) the agency; and d) the program by ensuring student readiness and suitability for the field. Concern for the wellbeing of all constituents is the overarching principle of all APRC reviews.

2. Students must demonstrate behaviors that are consistent with the profession's values. Faculty review students for professional conduct prior to the beginning of field practicum. Students who exhibit behaviors that are inconsistent with the profession's values and/ Code of Ethics will be referred to the APRC for a determination of readiness to enter field. Decisions of the APRC can be appealed in accordance with the procedures outlined in the MSW Student Handbook. The purpose of any such review is to protect a) the client/public; b) the student; c) the agency; and d) the program by ensuring student readiness and suitability for the field. Concern for the wellbeing of all constituents is the overarching principle of all APRC reviews.

3. Students must have completed the required prerequisite courses and must take the required co-requisite courses to be in a field practicum, as indicated below.

| | |
|--|---|
| Foundation Year – Fall Semester | |
| <i>Prerequisites (must be completed BEFORE the field placement)</i> | <i>Co-Requisites (may be taken prior to or concurrently with the field placement)</i> |
| SWK/SOWK 501: Principles and Philosophies of Social Work SWK/SOWK 510: HBSE I | SWK/SOWK 525: Social Work Research SWK/SOWK 505: Understanding Diverse Populations SWK/SOWK 520: Micro/Mezzo Social Work Practice (must be taken concurrently with field, SWK/SOWK 530) |
| Foundation Year – Spring Semester | |
| <i>Prerequisites (must be completed BEFORE the field placement)</i> | <i>Co-Requisites (may be taken prior to or concurrently with the field placement)</i> |
| SWK/SOWK 530: Field Practicum I | SWK/SOWK 515 Foundation Policy SWK/SOWK 521: Social Work Macro Practice (must be taken concurrently with field, |

| | |
|--|---------------|
| | SWK/SOWK 531) |
|--|---------------|

| | |
|--|--|
| Concentration Year – Fall Semester | |
| <i>Prerequisites (must be completed BEFORE the field placement)</i> | <i>Co-Requisites (may be taken prior to or concurrently with the field placement)</i> |
| All Foundation Year Courses and Field Placement SWK/SOWK 601: Integrative Seminar (IF admitted as Advanced Standing status) SWK/SOWK 610: Advanced Micro Practice and Assessment | SWK/SOWK 615: Advanced Social Welfare Policy SWK/SOWK 620: Advanced Practice with Groups and Families (must be taken concurrently with field, SWK/SOWK 630) |
| Concentration Year – Spring Semester | |
| <i>Prerequisites (must be completed BEFORE the field placement)</i> | <i>Co-Requisites (MUST be taken concurrently with field)</i> |
| SWK/SOWK 630: Advanced Field Practicum I | SWK/SOWK 625: Advanced Research SWK/SOWK 621: Advanced Social Work Macro Practice (must be taken concurrently with field, SWK/SOWK 631) |

4. Students must submit the following documentation prior to beginning the foundation and concentration field practica:
 - Agency Contact Information form
 - Child Abuse History Clearance
 - Criminal Background Check
 - FBI Criminal History Clearance and
 - Proof of professional liability (malpractice) insurance
5. Additional requirements may be specified by agencies such as (but not limited to) other testing, training, documentation, and additional car insurance coverage, which may be required if transporting clients.

The Student-Field Placement Matching Process

When the student registers for field practicum courses they will complete a field practicum planning profile and submit it to the appropriate Field Co-Coordinator. The profile must contain complete and accurate information about (1) their employment and practicum backgrounds, (2) practice areas of interest, e.g. aging, (3) any life experiences that are relevant to their practicum choices, and (4) career goals. The profile should also contain a list of at least three agencies, if known, or populations of interest if agencies are not known, the student would be interested in considering for that year’s practicum. The information from these profile documents, along with discussion and consultation with the student, will be used by the Field Co-Coordinator to work with the student on an individualized plan for that year’s practicum. Students are expected to provide thorough and accurate information regarding their work and volunteer history. Potential field instructors will be contacted to determine whether they will consider supervising a student at this time, and the Field Co-Coordinator will be

responsible for providing the potential field instructor with necessary program information. The Field Co-Coordinator will also determine whether the agency is prepared to provide the student with experiences appropriate to the level of field (foundation or concentration) that the student is entering.

Foundation year placements and learning contracts are characterized by:

- Initially more observation by the student of the instructor or others in practice
- Opportunities to practice alongside the field instructor or other experienced MSW professionals in the agency
- Opportunities to increase student's understanding of systems theory and strength perspective across all levels of practice (micro/mezzo/macro)
- Laying a strong foundational knowledge of practice theories and evidence supported interventions with the view towards establishing a base for more independent practice in the concentration year.

Concentration year field placements are characterized by:

- Increasing complexity of tasks at all levels of practice (micro/mezzo/macro)
- Increasing independence of practice on behalf of the field student who will be supervised by the instructor
- As the concentration year progresses, direct supervision may taper as the instructor and the student develop more confidence in the student's ability to work autonomously with a more indirect approach to supervision.

Hourly Field Practicum Requirements

The field practicum is designed to give students the fullest possible understanding of the agency experience and “the opportunity to apply the general knowledge of theories and principles presented in the classroom in dealing with problems in the field. The field experience allows the student to try on and develop the role of professional social worker” (from p. 6 of this manual). In order to accomplish these goals, the number of required, sequenced field placement hours is established.

During their foundation year, students will be in practicum for 200 hours each semester (the equivalent of, on average, 14 hours per week). During their concentration year, students will be in practicum 270 hours during the fall semester (on average, 18 hours per week) and 230 hours during the spring semester (on average, 16 hours per week). Students are not required to be in field practicum during breaks or final exam week but students may put in hours during those weeks in order to meet the required hours. Students may not begin earlier than one week before each semester and cannot end earlier than the last week of classes. In no case may students end their practicum (even if total hours have been completed) before the last week of classes in the semester.

Exceptions to practicum scheduling and hours requirements can be made only with written permission by the appropriate Field Co-Coordinator, in consultation with the field liaison and field instructor. Examples of such exceptions would be a situation where the agency’s policies and procedures require a modification of this plan or where a student with a disability requires an accommodation in hours as documented by the appropriate university office.

The following section explains how the field practicum process is designed and the criteria used to select agencies and supervisors.

Criteria for Selection of Agencies

The selection of the agencies that are appropriate to provide practicum experiences for our students is of vital importance to the program. Therefore, we have developed the following procedures to ensure quality educational experiences:

1. Practicum settings are selected to provide students the opportunity to practice from the base of the generalist or advanced generalist perspective, consistent with the level of practicum, and consistent with content from the practice sequence.
2. Field instructors must be familiar with the mission, goals, and objectives of the MU-SU MSW program.
3. Agencies' practice must be consistent with social work values and ethics concerning professional service delivery activities.
4. The field practicum must be viewed as an individualized integrative learning experience by all involved. Agencies need to provide practice opportunities consistent with identified learning needs of the student, and consistent with the level of practicum (e.g., generalist practice at the foundation level; advanced generalist practice at the concentration level).
5. Field practicum performance must be evaluated on the basis of criteria consistent with the program's advanced generalist definition of practice and competencies and practice behaviors as articulated by CSWE and conceptualized by the program. A student should not be evaluated solely on the ability to deliver a particular agency's services.
6. The availability and activity level of the agency must insure sufficient quality opportunities to allow for the required number of hours of practicum experience. At the concentration level, the opportunity to practice more independently and with increasingly complex situations must be available and afforded to the concentration level student.
7. The agency must insure the provision of field instructor(s) in terms of availability to work consistently with the student for integration of competencies and demonstration of practice behaviors at the appropriate level of placement. . This is not an agency supervision function, but rather a teaching and mentoring function. The agency should allow field instructors time to attend the orientation, training seminars, curriculum development, and integrative learning-supervisory conferences with students and faculty liaisons.
8. When practica are arranged with an agency in a field of service in which there are standard setting bodies, the agency should qualify for membership.
9. The policy setting body, administration, and staff of the agency should have respect for and support professional education. This would be demonstrated by the provision of field instructors; authorized activities for students; provision of adequate work space, telephones, dictating facilities, supplies, transportation costs, practice space, and an orientation process.
10. The agency must be willing to participate in a mutual evaluation process involving agency, student, and program to monitor the quality and effectiveness of the experience for the student as well as the compatibility of the experience with program objectives.
11. Selection of the agency can be initiated by the agency, the student, faculty, or any combination thereof. Completion of a Social Work Field Placement Agency Information Form is required as the initial step in the selection and approval of an agency for a practicum. This is completed and sent to the Field Co-Coordinator for review.
12. The Field Co-Coordinator will review the Social Work Field Placement Agency Information Form as well as talk with the agency representative to determine appropriateness and compatibility with program mission and goals and level of practicum experience. It is the responsibility of the Field Co-Coordinator

- to approve or not approve an agency for a practicum opportunity.
13. Once an agency is approved, it will be asked to sign a formal affiliation agreement, which will be in effect for 5 years. The Field Co-Coordinator is responsible for maintaining these affiliation agreements.
 14. The agency has the prerogative to discontinue its participation for interim periods or completely. It also has the right to choose those students whose learning needs can be met with agency resources available. The agency can refuse to accept a student for practicum.
 15. Practica are to be primarily for the benefit of the student rather than the agency, in accordance with federal labor law and policies promulgated by the United States Department of Labor concerning appropriateness of unpaid internships. It is the responsibility of the agency to ensure that it is in compliance with all applicable laws and regulations, including labor law.

Criteria for the Selection of Field Instructors

The availability of qualified field practica is essential to practice integration. The field instructors' approaches must be congruent with the advanced generalist mission of the program and they must support and understand the concept of practice integration.

1. The field instructor must have time available separate from the normal job function that allows for access to the student to focus with the student on the learning objectives for the practicum. A minimum of one-hour conference per week for the student-instructor conference is required. It is expected that an instructor could adjust time availability to the individualized learning needs of the student, within reason.
2. Assessment of the field instructor's qualifications takes into account professional education (Master of Social Work from a CSWE accredited program), commitment to the values of the social work profession, competence in practice, interest and competence in teaching, and willingness to participate in training seminar given by the program.
3. The field instructor must have the recognition and the support of the agency and the program as a field instructor to assure the clarity of role and function in relation to the student's learning.
4. The field instructor must work with the student and the field liaison to create a learning plan that addresses the competencies outlined by CSWE and the practice behaviors (at the appropriate foundation or concentration level) as adopted by the program to operationalize the CSWE competencies, complete written evaluations of the student and involve the student directly in the evaluation process.
5. The field instructor is required to attend orientation sessions and training seminars given by the program to insure his or her familiarity with the advanced generalist model of practice, the program mission, curriculum, and competencies/practice behaviors for students.
6. The field instructor will complete a Field Instructor Application outlining his/her credentials and experiences. This will be forwarded to the Field Co-Coordinator for review and approval to insure the field instructor's qualifications are appropriate for social work practice integration.

Request for Practicum at Student's Place of Employment

Students hoping to develop a practicum at their place of employment must also follow the regular procedure for securing a field practicum. However, before the student meets with the Field Co-Coordinator, the student should have a preliminary discussion with their employer, including their immediate supervisor and appropriate administrators, in order to gauge the employer's willingness to work with the MU-SU MSW program and the student to create an employed practicum opportunity. Proposals for practicum in a student's place of

employment will be considered when specific educational opportunities are present and a compelling financial situation exists.

If a student wishes to request a practicum in an agency in which she/he is or will be simultaneously employed, the following minimal conditions must be met:

1. The agency employs full-time MSW social work staff.
2. An individual with an MSW from a CSWE accredited program and at least two years post-MSW practice experience must be available as a field instructor, subject to the approval of the program.
3. The field instructor may not have supervised the student in the past.
4. Proposed field practicum assignment must differ significantly from previous employment or field practicum experience in the agency.
5. Proposed field practicum assignment must meet curriculum requirements.
6. Students must do internship hours in a minimum of four hour blocks of time.
7. A work-based placement is considered for only one of the two required practicums.
8. Agency administrators must commit to relieve the employed student of their normal duties for the period of time they are assigned to the field practicum.
9. Paid practicum requests are reviewed by and can only be approved by the Field Co-Coordinator with final approval from the Program Co-Director from the student's home campus.

A proposal for work-based placement is initiated by completion of the MSW Employment Based Field Practicum Proposal and Agreement form after consultation with the Field Co-Coordinator.

Problem Resolution Process

School Social Work Program Disposition Policy

Professional Performance Criteria

Social workers and social work students at every level are guided by high standards of professionalism and a Code of Ethics. When students' behaviors run counter to these, faculty will implement informal, proactive strategies to resolve problems. When proactive strategies are ineffective, formal processes (described below) may be used.

Academic integrity. Students must maintain academic integrity. Students may be subject to disciplinary action if they use someone else's work, creating the impression that it is their own original work, if they make up false information for an academic project, or if they forge academic credentials or documents. Writing a paper and lifting the content from a book, article, or internet site without proper citation or failing to paraphrase or restate the content in one's own words is called *plagiarism*. Proper citation must accompany anything other than original thought: direct quotations, paraphrased or summarized content. The home University Policy on Academic Dishonesty is also applicable.

Because this program includes a significant amount of online activity, there are additional academic integrity issues to be considered. It should be understood by all students that only the student of record is permitted to complete online assignments and submit written work in the online environment. It is considered an act of academic dishonesty to permit someone else to submit work that is represented as work that has been completed by the student of record.

Professional values and behaviors. Behaviors that violate professional values and behaviors addressed by the NASW Code of Ethics and which have been fully documented by professor(s) may be addressed through recommendations for professional development plans or a termination from the program. Examples of behaviors that interfere with performance expectations and that may be grounds for dismissal from the program include, but are not limited to:

- Non-achievement or less than satisfactory achievement of MSW Student Contract goals in the field internship.
- Behaviors that violate the NASW Code of Ethics in the classroom, field agency, University, or in the community.
- Behaviors that conflict with the professional values and professional role sets of the social work professional.
- Disruptive behaviors constituting a threat to the safety of the student or others.
- A pattern of unwillingness to participate in the learning activities of the program.
- Inability to communicate effectively, orally or in written form, such that performance is seriously handicapped.

Additionally, students are expected to adhere to the competencies outlined by CSWE EPAS (2015), which include:

- 2.1.1: Identify as a professional social worker and conduct oneself accordingly.
- 2.1.2: Apply social work ethical principles to guide professional practice.
- 2.1.3: Apply critical thinking to inform and communicate professional judgments.
- 2.1.4: Engage diversity and difference in practice.
- 2.1.5: Advance human rights and social and economic justice.
- 2.1.6: Engage in research-informed practice and practice-informed research.
- 2.1.7: Apply knowledge of human behavior and the social environment.
- 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- 2.1.9: Respond to contexts that shape practice.
- 2.1.10: (a) – (d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional Performance Policies

The MU-SU MSW Program reserves the right to dismiss students for failure to maintain professional standards as outlined above.

- **Probation.** A student may be placed on probation until such time as the concern about professional behavior has been eliminated or the student is dismissed.
- **Dismissal.** The MU-SU MSW Program reserves the right to dismiss students for failure to maintain professional standards. Depending on the seriousness of the professional concerns, the student may be immediately dismissed, without a Professional Development Plan process.

Initiating a Professional Development Plan (PDP). If a faculty member or school partner identifies a concern, she or he should address the concern with the student. If informal strategies are not effective faculty should discuss those concerns with the Department Chair (the Chair of the student's "home school" is consulted) to determine if a meeting with the student is warranted.

If a meeting is warranted, the Department Chair will call a meeting to include relevant faculty (e.g., teaching faculty, advisor, field supervisor, field coordinator). The decision of whom to include will be made by the Department Chair.

- Prior to the meeting, students must be notified of the purpose of the meeting, the nature of the concerns, and the fact that the outcome of the meeting could result in the development of a PDP.
- The purpose of the meeting is for the student's professional improvement; however, failure to be successful with any subsequent PDP implemented may have consequences for how the student will continue in the social work program.
- Students have the right to have advocates present at this meeting and bring forth any evidence. Further, students have the right to appeal the outcome. See below for appeal process.

If a PDP is developed, it must specify current deficiencies, goals, and potential consequences for failure. Point-in-time re-evaluation must be scheduled, and the PDP must include an articulation of students' rights to appeal in case of failure to meet goals of plan.

- The PDP must have a place for Department Chair to sign as well as other relevant faculty members.
- In addition to signing the PDP, the student must sign a statement acknowledging she or he have been informed of their rights.

Evaluation of Professional Development Plan (PDP). As outlined on the PDP, the individuals involved in the development of the PDP will assess whether the student was successful at meeting the goals. The positive and negative consequences of the evaluation will be put in writing and articulated to the student as will the student's right to appeal. Each individual, including the student, involved in the evaluation process will sign the document.

Appeals Process. The appeals process applies only to cases where a PDP or failure to succeed in a PDP results in the student needing to complete extra credits or extra field placement hours that delays the student's progression through the graduate social work program.

- The student will appeal to the College of Education and Human Services PDP Committee (once established).
 - The faculty members involved in the development of the PDP will be invited to the meeting but do not vote.
 - The student has the right to have advocates present at this meeting and bring forth any evidence.

Readmission. Readmission following dismissal for not meeting professional performance standards is rarely granted. It *may* be granted if the student presents compelling evidence of some fundamental change which would demonstrate the ability and willingness to maintain professional standards.

Field Practicum Roles

Field Co-Coordinators – MU and SU department of social work faculty members are primarily responsible for the overall organization of MSW field practicum. This role is held by one faculty member at each University who is appointed by the department chair and approved by the Program Co-Directors.

Field Instructor - the MSW-level social worker, with an MSW degree from a CSWE accredited social work program, who has been approved by the MU-SU Field program through the Field Co-Coordinator and has agreed to supervise a field practicum student (or more than one) placed within his/her agency for a designated time.

Task Supervisor – on occasion, the student may have a task supervisor with whom they consult on their daily field activities but who does not have an MSW from a CSWE accredited social work program. In these cases, the task supervisor should sign off on the learning contract and the hours reports and should maintain weekly contact with the Field Instructor to report on student progress. In such cases, the Field Instructor will provide the social work perspective and meet weekly with the student for supervision in addition to the task supervisor meetings. It is expected that both the task supervisor and field instructor be present for faculty liaison meetings with the student and both participate in the development of the learning contract and evaluations.

Faculty Liaison - the MU and SU department of social work faculty members who serve as the link between specific students and agency practicums during a given semester.

Field Practicum Responsibilities

In order for the field practicum to provide a fulfilling educational experience for the student, it is essential that the roles and responsibilities be clearly defined for those involved. The following lists clarify role expectations.

Responsibilities of the Field Co-Coordinator

1. Maintain compliance with CSWE standards and quality of practicum experience.
2. Screen, review, and approve agencies for practicum according to established standards and criteria for agency selection keeping in mind the different needs of foundation level and advanced year learning situations.
 - Receive and process agency requests for student practica.
 - Explore new agencies to satisfy special learning needs of students and special program developments.
 - Develop and maintain professional working relationships with agencies.
 - Screen, review, and approve the field instructors designated by the approved agencies.
3. Mediate the students' selection of an agency for practicum.
 - Meet with each student as part of a group and/or individually to review expectations and to review the student's learning needs.
 - Mediate the choice of the student by considering interests and assessed needs of the students and the resources of available agencies. Maintenance of agency information files for students' use is part of this responsibility.
 - Direct student to agencies for interviews. If a choice is not approved, direct student to other agencies within program guidelines.
 - Act as mediator to resolve any initial concerns or questions between the agency and student.
 - Present the tentative practicum assignments to the MU-SU MSW faculty for consultation.
 - Confirm final arrangements between the student and the agency. Complete the Letters of Confirmation and Affiliation Agreement with Agency.
4. Structure and organize meetings and seminars for orientation and training of field instructors, faculty liaisons, and students.
5. Be a member of the MU-SU MSW Program Advisory Council and subcommittee about field practicum.

6. Coordinate all field responsibilities, policies, and procedures between the two Universities.

Responsibilities of the Student

1. All field students must attend a mandatory field orientation at the start of each field experience. This orientation is scheduled by the Field Co-Coordinators in conjunction with faculty and MSW Program Co-Directors. There are two main purposes of this orientation: 1) to familiarize students with procedures of the field program such as agency assignments, time keeping, expected reports and evaluations; and 2) to provide students with beginning knowledge about key issues in field experience that will permit them to enter the field well prepared for their agency experience.
2. Participate responsibly in the selection of the field practicum site.
 - Complete all required forms for field practicum selection; including child abuse and criminal record check clearance documentation. Forms are available from the Field Co-Coordinator.
 - Meet with Field Co-Coordinator to discuss learning needs, level of practicum, and choices of agencies.
 - Make appointments with approved agencies and attend interviews to determine feasibility and to clarify working agreements. Report back after interviews.
 - If employed at an agency, follow procedures to request practicum at the employing agency.
 - Understand that practicum is not confirmed until a letter is received from the Field Co-Coordinator with a specific practicum agency indicated.
 - Complete learning contract in collaboration with field instructor and in consultation with the faculty liaison.
3. Fulfill time requirements for the practicum.
 - The specific days and hours will be determined by the agency's service structure and agreed upon by the program, agency, and the student.
 - The student will follow the agency calendar and is entitled to agency holidays. Any time lost due to illness or for other reasons must be made up. If required hours are not achieved during any week, a plan for compensatory time should be arranged. The student is required to negotiate with the agency whether and when academic vacation time will be taken.
4. Arrange for transportation.
 - Have a responsible plan for getting to the practicum site regularly and on time.
 - Clarify if the use of own auto is needed for the field practicum. If needed, then adequate public liability auto insurance is expected.
5. Comply with agency standards and requirements.
 - Honor the dress code.
 - Fulfill all commitments made and complete all assigned tasks.
 - Keep the agency informed of relevant events and transactions.
 - Show due respect to agency property, agency rules and regulations, agency staff, and agency clients.
 - Obtain practice liability insurance and provide documentation to Field Co-Coordinator.
 - Upholding core social work values as specified in the NASW Code of Ethics.
 - Actively engage in the field practicum experience to advance own learning.
 - Use the experience consciously to develop knowledge, values, and skills.
 - Make appropriate use of supervision and structured conferences.
 - Be responsible for developing initiative, independence, and responsibility.
 - Develop openness and sharing of feelings, opinions, and ideas.
 - Develop critical professional self-assessment and system assessment.

- Develop a strong commitment to the quality of client service delivery.
- Apply NASW's professional values and ethics as the code of conduct.
- Develop abilities for practice integration.
- Complete monthly progress notes and submit to the faculty liaison.
- Complete the Field Instructor's Evaluation of MSW Student's Practicum with field instructor and discuss with the faculty liaison.
- Attend all scheduled practicum seminars.

Responsibilities of the Field Instructor

In many instances, the most important learning tool available to the practicum student is the practicum field instructor. The field instructor fills multiple roles; he or she is a "teacher in the field," a supervisor, a mentor, and a professional role model. Students are to be provided with opportunities to engage with individuals, groups, families/households, organizations, and communities at the appropriate level to their practicum, i.e. foundation or concentration.

Given the limitations of some agency settings, there may be practice situations where direct intervention with a particular level of client system is impossible. In those agencies where not all levels of intervention are available, each individual client's circumstances can, nonetheless, be assessed and understood within the larger context of various other system-level interventions.

The following are the minimum tasks expected from the field instructors who have been approved by the MU-SU MSW program and who have agreed to supervise a field practicum student, or students, placed within his or her agency for a designated semester:

1. Administrative Tasks
 - Complete the Field Instructor Application and forward it to the appropriate Field Co-Coordinator.
 - Interview each student and reach agreement with Field Co-Coordinator regarding acceptance.
 - Attend the field instructors' training and other on-going professional development sessions.
 - Provide adequate space and physical facilities for the student.
 - Develop a plan for student learning, including:
 - Structure a workload of reasonable volume and complexity with focus on the individual learning needs of the student and his/her level of practicum in the program.
 - Provide a variety of assignments that permit depth and breadth.
 - Provide the student with opportunities in practice as early as possible.
 - Negotiate with the student a mutually agreed upon learning contract regarding the student's learning needs and the agency's expectations. This should be consistent with the competencies and practice behaviors for the level of the practicum (foundation or concentration).
 - Structure a regular supervisory-learning conference time weekly, minimum of one hour, with a mutual agenda from both the field instructor and the student.
 - Include the student in ongoing operations of the agency, beginning with agency orientation and including such activities as staff meetings, workshops, agency conferences, and board meetings.
2. Orientation
 - Provide an orientation to the agency and the respective functions of its components.
 - Provide the student with opportunities to visit community resources that are used by the agency and the clients.

- Provide the student with opportunities to attend training sessions and workshops available to the agency or others.
 - Recommend readings that are appropriate for the student and the particular agency.
3. Instructional Format
The field instructor will provide a teaching/learning environment that encourages the student to conceptualize practice around knowledge, values, and skills used or required in specific situations. Client situations will be analyzed with particular emphases upon gender, gender identity, ethnicity/race, class, sexual orientation, religion, spirituality, age, developmental issues, and other human diversity issues.
4. Planning
A Learning Contract will be completed by each student and their field instructor by the end of the third week of the practicum. The original of the learning contract should be signed and given to the assigned faculty liaison. A copy of this plan should be kept with the field instructor to be available for any revisions, new assignments, and as an aid in the completion of the final evaluation.

Foundation year placements and learning contracts are characterized by:

- Initially more observation by the student of the instructor or others in practice
- Opportunities to practice alongside the field instructor or other experienced MSW professionals in the agency
- Opportunities to increase student's understanding of systems theory and strength perspective across all levels of practice (micro/mezzo/macro)
- Laying a strong foundational knowledge of practice theories and evidence supported interventions with the view towards establishing a base for more independent practice in the concentration year.

Concentration year field placements are characterized by:

- Increasing complexity of tasks at all levels of practice (micro/mezzo/macro)
- Increasing independence of practice on behalf of the field student who will be supervised by the instructor
- As the concentration year progresses, direct supervision may taper as the instructor and the student develop more confidence in the student's ability to work autonomously with a more indirect approach to supervision.

5. Evaluation
Discuss the student's progress at mid-term and complete a written Evaluation Form at the end of the semester; each of these to be discussed with student and faculty liaison.
6. Student Issues
In the event of concerns regarding student performance, the field instructor will provide documentation to the faculty liaison regarding any issues, events, or problems.

Responsibilities of the Faculty Liaison

1. Coordinate relationships among the program, field agency, and student.
2. Facilitate practicum seminar sessions with the students in a group format. This time is counted toward the student's field hours.
3. Meet with agency field instructors to coordinate program/agency efforts for practice integration for the student.

4. Consult with field instructor in identifying individualized learning needs of student and any obstacles in meeting them.
5. Clarify and mediate between field instructor, student, and/or program when there are indications of a student not meeting expectations.
6. Meet with field instructor and student in conference to review and evaluate the Learning Contract, goals, progress, and problems. This will entail a minimum of one visit per semester.
7. Meet separately with the student as is necessary.
8. Review Status Report Form and provide feedback to students.
9. Determine the final grade (Pass/Fail) for the student using both their own assessments and input from the agency field instructor as well as the student. Submit such grade according to university procedures established for all faculty.
10. Participate in and share in the responsibility for structuring and presenting the orientation and training seminars for field instructors.
11. Arrange for student evaluation of the agency in which the student completes a written assessment of his or her practicum and returns the evaluation to the Field Co-Coordinator.
12. Work closely with Field Co-Coordinator regarding use of field agencies and field instructors.
13. Serve as a professional consultant to agencies when mutually agreed upon by university, faculty person, and the agency.
14. Provide evaluative feedback to the Field Co-Coordinator about the practica such as appropriateness of the agencies and field instructors, the need for orientation, or the need for training.
15. Provide ongoing professional development support to students through consultation, discussion, and other activities.
16. Regularly communicate any field issues with the Field Co-Coordinator and work with Field Instructor regarding documentation of field performance concerns.

Method of Student Field Practicum Evaluation

A mid-term evaluation discussion between student and field instructor is to occur halfway through the semester, with prompt notification to the faculty liaison of any problem areas identified. A final, written, evaluation at the end of the semester is required. A grade of “Pass” or “Fail” is assigned by the faculty liaison based on her/his own assessments and input from the field instructor.

In addition to adequate progress in regard to competencies and practice behaviors, the following are the minimum behaviors that contribute toward a passing grade:

Students are expected to treat the faculty, other students, field instructor, agency colleagues, and themselves with respect at all times. Respect for these parties in this context is demonstrated by the following:

- Student makes progress towards achievement of competencies operationalized through the demonstration of practice behaviors at the appropriate level, i.e. foundation or concentration.
- Student receives satisfactory evaluations from field instructor and faculty liaison.
- Student consistently applies graduate social work knowledge base to his/her field experience.
- Student practices in conformance with the NASW Code of Ethics.
- Student maintains professional relationships with clients, supervisor(s), and instructor(s).
- Student is at the practicum site during working hours without unjustified tardiness or absences.
- Student uses agency time and resources appropriately.
- Student engages in culturally appropriate practice.

- Student demonstrates the uses of critical thinking skills.
- Student demonstrates effective verbal and written communication skills.
- Student attends all practicum seminar sessions.
- Student achieves practicum seminar competencies.

Behaviors that contribute toward a grade of “fail.”

Student does not accomplish the above despite the support from the field instructor and the faculty field liaison.

Should concerns emerge in the field practicum, the field liaison is available to assist toward a resolution of the concern. Should further intervention be needed, the appropriate Field Co-Coordinator will be consulted. Field instructors and liaisons are strongly encouraged to bring problems to the attention of the Field Co-Coordinator and Program Co-Director early in the process and to avail themselves of the opportunity to receive professional guidance from these administrators in an effort to resolve problems early. Informal consultation is available to instructors, liaisons, and students to help resolve problems prior to entering a formal resolution process.

In instances where there is serious concern about a student’s “fit” with professional social work, or with the student’s performance in their field practicum, that student may be referred to the APRC for a determination of suitability for field. Decisions of the APRC can be appealed in accordance with the procedures outlined in the MSW Student Handbook. The purpose of any such review is to protect a) the client/public; b) the student; c) the agency; and d) the program by ensuring student readiness and suitability for the field. Concern for the wellbeing of all constituents is the overarching principle of all APRC reviews.

Extensions of the field practicum or a new assignment to a different agency/organization are not guaranteed as options for any student. Repetition of field practicum after a “fail” grade or the removal from a field practicum is not customary.

While reasonable efforts will be made to obtain an appropriate field practicum for students, the MU-SU MSW program cannot guarantee a field practicum site.

Dismissal from Field Practicum

When students receive a grade of C in more than one academic course, they may be dismissed from the program and removed from field. Dismissals from field may also occur when there is evidence of unprofessional conduct in the field. The criteria and process for dismissal from field are clearly delineated in the MU SU MSW Student Handbook, Section IV: Academic and Professional Policies and Procedures.

Learning Resources

The major resources in the field practicum are the student’s practicum experiences, the MSW field instructor, the field liaison, and student colleagues. The field liaison will meet with the student and field instructor at the practicum site at least once a semester and will be available as needed. Students and field instructors are encouraged to utilize the bibliographic materials attached to the field practicum syllabus and any other readings suggested by participants of the field practicum.

Course Schedule

The general schedule for field practica has been noted above. Each year, a current schedule with specific dates will be given to students and to field instructors in the form of a complete program schedule.

Safety

The MU-SU MSW Program prioritizes student safety. If a student has any safety concerns regarding their field agency, the concerns must be reported to the faculty liaison and to the field co-coordinator as soon as possible.

The following guidelines, procedures, and tips were created in recognition of the fact that physical vulnerability of professional social workers and violence in the lives of clients/consumers/communities are current realities. This policy clarifies the respective roles of the MU-SU Universities/Departments, the agency, and the student with the goal of collaboration to maximize safe practice. Unfortunately, we are aware that there can be safety issues in all social work settings.

Responsibilities and Roles – MU-SU MSW Program, Agencies and Students

Millersville and Shippensburg Universities: The Universities do not provide personal health, auto, property or accident insurance coverage in any situation including off campus activity participants. Participants and volunteers are responsible for personal medical costs or personal property losses incurred during their participation in the off-campus activity. The University strongly recommends participants have health insurance and personal property insurance.

The MU-SU MSW Program will:

- Provide students with an overview of safety in the field during the required field retreat.
- Provide feedback to students on safety practices through seminar classes, field visits and Field Practicum

Evaluation of Student Performance.

- Contact the student's faculty liaison if the student's concerns about safety interfere with the learning process. In consultation with the faculty liaison, develop a plan that addresses the student's educational needs and the agency's requirement to provide services.

Social Work Students will:

- Read and be familiar with safety materials provided in this manual.
 - Read and be familiar with the safety policy and procedures of the MU-SU MSW Program and of the agency where they are placed, as well as abide by health precautions and protocols related to the specific agency setting.
 - Attend orientation, workshops, and training programs related to safety and safe social work practice offered by the MU-SU MSW Program and their agency.
 - Discuss site specific safety concerns with their field instructor at the beginning of the semester.
 - Inform the field instructor if they are concerned about their safety.
-
- The faculty liaison and field instructor should consult to determine the best course of action to support the student's education.
-
- Make careful decisions on whether or not to share rides to placement sites. Not drive in weather that compromises their safety (i.e. snow that closes schools, driving rain, thick fog on mountain passes.) Report to

agency field instructor and faculty liaison any incident related to student safety. Incidents may include but are not limited to: traffic violations while on field time; injuries; verbal or physical threats to students or clients that they are with; or any perceived threat to student safety.

Security of Belongings: Valuables should not be brought to placement settings. The agency may provide students with a secure place to keep belongings while at placement. It is preferable that the space be one that can be locked (e.g., a desk drawer or filing cabinet). Students should not leave electronic devices, backpacks, purses, and other personal articles visible and unattended, even in an office with the door closed. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

Safety Issues Related to Working with Clients: Social work students work with clients/consumers in a range of settings and situations. Some of these include work with individuals dealing with overwhelming emotions and environmental stressors that result in behaviors that are or appear to be threatening. These behaviors may include (but are not limited to) swearing, yelling, insulting, threatening or acting to cause physical harm, and other out-of-control behavior.

Some individuals may be prone to violence and may possess a weapon. Others may be intoxicated, high on drugs, in withdrawal, or may have other medical, psychiatric, or neurological disorders. Students should always consult with agency field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Adapted from Guide to Field Education, Boston University, School of Social Work. Retrieved June 13, 2017

Sexual Harassment

Both Millersville and Shippensburg Universities have a Title IX policy that seeks to guarantee each student a learning environment free from sexual harassment. Sexual harassment is unacceptable conduct and will not be condoned in any form at the University or at a practicum site. If a student feels they are being sexually harassed in their field placement, the student should notify their Field Instructor, Faculty Liaison, and the Field Coordinator as soon as possible.

APPENDIX A
BACKGROUND AND INSURANCE REQUIREMENTS



**Masters of Social Work Program
Background and Insurance Requirements for Field Practicum**

In order to complete the requirements for field experience students will need to complete three background checks and purchase malpractice insurance from NASW. This must be completed prior to the beginning of the semester. Students will not be permitted to work in their field practicum until the background checks have been completed and the insurance has been purchased.

Clearances must not expire prior to the end of the field placement. Clearances are considered valid if they will be less than one year old at the end of the placement. Students are to apply for new clearances between June 1 and June 15.

The MU-SU Program requires that all of the below clearances/insurance are submitted, regardless of individual agency requirements. This includes work-based placements.

Please note: All clearances must be mailed to your home address. Please retain the original copies of your clearances and submit copies (pursuant to School of Social Work guidelines) for your Social Work Professional Readiness Portfolio. If the links do not work, please copy and paste in a new window.

1. ACT 113 (CHILD ABUSE HISTORY CLEARANCE)

Visit: <https://www.compass.state.pa.us/cwis/public/home>

Complete the CHILD ABUSE HISTORY CLEARANCE FORM online. As of December 31, 2014, this process can be completed online immediately. Cost is \$8 (may be waived for volunteers purposes). If you have questions, please visit: <https://www.compass.state.pa.us/CWIS/Public/FAQ>

On this form the appropriate box to check for Purpose of Clearance is “Volunteer”.

2. ACT 34 (CRIMINAL RECORD CHECK)

Visit: <https://epatch.state.pa.us/RecordCheckHome.jsp>

You will need to have a credit card available to pay online. At the top of the page, select “Record Check” then “New Record Check”. When completed, click on the “Certification Form” button and print the results page with the state seal watermark. For Reason: Education or Volunteer. Cost is \$10.

If you are unable to complete the online transaction for the Criminal Record Check you may fill out a hard copy and mail it to the appropriate address listed on the form. It may take 4-6 weeks to receive your record check. It is highly recommended that you complete this application online as you will receive your results instantly.

3a. FBI FEDERAL CRIMINAL HISTORY (FINGERPRINTING)—all students going into a non-school setting.

Visit: www.pa.cogentid.com. Instructions: https://www.pa.cogentid.com/index_dpw.htm
Select the Pennsylvania Department of Public Welfare (DPW) link. **Do NOT use PA Dept of Education.**

Read all instructions very carefully. All applicants **MUST** register at this website or by phone at 1-888-439-2486 prior to getting the actual fingerprinting done. Applicants will be required to pay a 1-time fee online with a credit card or at the fingerprinting site by money order or cashier's check. Cost is \$27.50.

3b. FBI FEDERAL CRIMINAL HISTORY (FINGERPRINTING)—all students going into a school-setting.

Visit: www.pa.cogentid.com. (Select the Department of Education Link)

If you know that you will be doing community service learning or volunteer work within a school setting, please select the Department of Education. Many schools require that you select this option which provides the school with online access to your clearance. If you select Department of Education, you should receive an unofficial copy of your clearance in the mail within 2 weeks. If you do not receive this unofficial copy, you must contact the School Services Department right away at (717) 783-3750. Millersville University must have a paper copy. If you do not receive an unofficial copy and do not follow up, you will need to apply and pay again. Cost is \$28.75

4. PROFESSIONAL LIABILITY (MALPRACTICE) INSURANCE

Unless the agency where you are doing your practicum has PROFESSIONAL LIABILITY (MALPRACTICE) INSURANCE that covers interns, you will have to purchase student professional liability coverage. There are two options available to you regarding professional liability coverage.

Option #1 NASW Assurance

In order to purchase insurance through NASW Assurance, you must be a member of NASW; it is a two-step process. As a student, you are able to join NASW at a reduced student rate of \$48. As a student member of NASW, you are able to then purchase student liability coverage through their company *NASW Assurance Services*. The cost to purchase liability insurance through NASW Assurance Services, which is only available to members of NASW, is \$15 for coverage limits of \$1,000,000/\$5,000,000.

Step #1 Join NASW

Before you can purchase professional liability insurance through NASW Assurance you must first join the National Association of Social Workers. The direct link to the NASW membership application is:

Visit: <https://www.socialworkers.org/online-join/join.aspx>

Be sure to join as a **student member**. THE COST OF NASW MEMBERSHIP IS \$48.00 and you can pay online by credit card.

Step #2 Purchasing insurance through NASW Assurance

Once you are a student member of NASW, you can purchase liability insurance through NASW Assurance. You must have at least a \$1,000,000/\$3,000,000 level of coverage. Student liability insurance through NASW Assurance offers coverage at the \$1,000,000/\$5,000,000 level, which exceeds our requirement. This insurance is \$15. After you have joined NASW, you can visit the following website to purchase the professional liability coverage through NASW Assurance:

Visit: <http://www.naswassurance.org/malpractice/student-liability-individuals/>

Option #2 American Professional Agency Inc.

The second option for professional liability insurance is through American Professional Agency Inc. This insurance does not require an NASW membership, nor does it offer the other benefits that you would have as a member of NASW. The cost to purchase liability insurance through American Professional Agency Inc. is \$35 for coverage limits of \$1,000,000/\$3,000,000. To purchase insurance through American Professional Agency Inc., visit the following website and apply online:

Visit: <http://www.americanprofessional.com/covered-professions/student/>

You must purchase the \$1,000,000/3,000,000 level of coverage. Be sure to include your email address on the form because they will most likely send you the certificate of coverage electronically. **Once you get the certificate of insurance, you must provide a copy to the Field Coordinator for the Department records before you will be allowed to start your practicum hours.**

**APPENDIX B
FOUNDATION YEAR LEARNING CONTRACT**



**Master of Social Work Program
Foundation Year Learning Contract**

This document represents a learning contract between _____ a student in the MU-SU MSW program, and _____ a field practicum agency participating in the MU-SU MSW program.

This document identifies the activities and experiences the student will be involved with during the field practicum. Activities should be related to each of the practice behaviors associated with each of the 10 CSWE Competencies, as outlined in the MU-SU MSW Field Manual. Target dates should be identified for each activity. The learning contract spans fall and spring semesters, with the opportunity to update it in the spring semester.

COMPETENCY 1: Identify as a professional social worker and conduct oneself accordingly.

| Practice Behaviors | Activities/Assignments | Target Date |
|---|------------------------|-------------|
| Advocate for client access to the services of social work | | |
| Practice personal reflection and self-correction to assure continual professional development | | |
| Attend to professional roles and boundaries | | |
| Demonstrate professional demeanor in behavior, appearance, and communication | | |
| Engage in career-long learning | | |
| Use supervision and consultation | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 2: Apply social work ethical principles to guide professional practice.

| Practice Behaviors | Activities/Assignments | Target Date |
|---|------------------------|-------------|
| Recognize and manage personal values in a way that allows professional values to guide practice | | |
| Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles | | |
| Tolerate ambiguity in resolving ethical conflicts | | |
| Apply strategies of ethical reasoning to arrive at principled decisions | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 3: Apply critical thinking to inform and communicate professional judgments.

| Practice Behaviors | Activities/Assignments | Target Date |
|---|-------------------------------|--------------------|
| Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom | | |
| Analyze models of assessment, prevention, intervention, and evaluation | | |
| Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 4: Engage diversity and difference in practice.

| Practice Behaviors | Activities/Assignments | Target Date |
|---|------------------------|-------------|
| Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create/enhance privilege and power | | |
| Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | | |
| Recognize and communicate their understanding of the importance of difference in shaping life experiences | | |
| View themselves as learners and engage those with whom they work as informants | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 5: Advance human rights and social and economic justice.

| Practice Behaviors | Activities/Assignments | Target Date |
|--|-------------------------------|--------------------|
| Understand the forms and mechanisms of oppression and discrimination | | |
| Advocate for human rights and social and economic justice | | |
| Engage in practices that advance social and economic justice | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 6: Engage in research-informed practice and practice-informed research.

| Practice Behaviors | Activities/Assignments | Target Date |
|--|-------------------------------|--------------------|
| Use practice experience to inform scientific inquiry | | |
| Use research evidence to inform practice | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 7: Apply knowledge of human behavior and the social environment.

| Practice Behaviors | Activities/Assignments | Target Date |
|--|-------------------------------|--------------------|
| Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | | |
| Critique and apply knowledge to understand person and environment | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

| Practice Behaviors | Activities/Assignments | Target Date |
|--|-------------------------------|--------------------|
| Analyze formulate and advocate for policies that advance social well-being | | |
| Collaborate with colleagues and clients for effective policy action | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 9: Respond to contexts that shape practice.

| Practice Behaviors | Activities/Assignments | Target Date |
|--|-------------------------------|--------------------|
| Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services | | |
| Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 10 a-d: (a) Engage with individuals, families, groups, organizations and communities.

| Practice Behaviors | Activities/Assignments | Target Date |
|---|-------------------------------|--------------------|
| Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities | | |
| Use empathy and other interpersonal skills | | |
| Develop a mutually agreed on focus of work and desired outcomes | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 10 a-d: (b) Assess individuals, families, groups, organizations and communities.

| Practice Behaviors | Activities/Assignments | Target Date |
|--|-------------------------------|--------------------|
| Collect, organize, and interpret client data | | |
| Assess client strengths and limitations | | |
| Develop mutually agreed-on intervention goals and objectives | | |
| Select appropriate intervention strategies | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 10 a-d: (c) Intervene with individuals, families, groups, organizations and communities.

| Practice Behaviors | Activities/Assignments | Target Date |
|---|-------------------------------|--------------------|
| Initiate actions to achieve organizational goals | | |
| Implement prevention interventions that enhance client capacities | | |
| Help clients resolve problems | | |
| Negotiate, mediate, and advocate for clients | | |
| Facilitate transitions and endings | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 10 a-d: (d) Evaluate interventions with individuals, families, groups, organizations and communities

| Practice Behaviors | Activities/Assignments | Target Date |
|--|------------------------|-------------|
| Critically analyze, monitor and evaluate interventions | | |

Learning Plan Contract Updates:

Notes:

SIGNED:

| | |
|--|---------------|
| _____ Faculty Liaison | _____ Date |
| _____ Field Instructor | _____ Date |
| _____ Task Supervisor (if applicable) | _____ Date |
| _____ Student Intern | _____ Date |

APPENDIX C
FOUNDATION YEAR EVALUATION FORM



Master of Social Work Program
Foundation Year Evaluation Form

Covering the Period:

[] Fall Semester (SWK/SOWK 530) September ___ through Dec. ___, 20___
[] Spring Semester (SW/SOWK 531) January _____ through May ___, 20___

Student's Name: _____

Field Instructor: _____

Task Supervisor: _____

Agency Name: _____

Phone: _____ Faculty Liaison: _____

Number of field practicum hours completed to date: _____

INSTRUCTIONS: This evaluation instrument is designed to provide input from the field instructor to the student and faculty liaison about the quality of the student's performance in the field practicum. The faculty liaison is responsible for assigning the student's semester grade on the basis of this evaluation and on the student's participation in the field seminar. **The field instructor should review the student's learning contract before initiating the evaluation.** Student performance should be rated on the basis of the established criteria set forth in the Learning Contract. Evaluation of the student for SWK/SOWK 530 (first semester) should be reflective of the student's beginning level of knowledge and skill. Evaluation for SWK/SOWK 531 (second semester) should reflect the student's advanced knowledge in each performance area.

Instructions to Field Instructor: *Please select only one score for each performance area.*

- 1 = Unsatisfactory:** The student has not yet developed this skill
 - 2 = Needs Improvement:** The student is beginning to recognize how it might be applied in a practice situation.
 - 3 = Acceptable -** The student demonstrates the skill at the expected level.
 - 4 = Above average -** Higher than average skills are applied fairly consistently.
 - 5 = Outstanding-** The skill is a fully integrated part of the student's practice. Advanced skill level observed.
- NYC = Not yet completed**

The agency field instructor is required to use the comment section of the evaluation to support and clarify ratings. Student and agency field instructor are expected to prepare the evaluation together, using this opportunity to identify areas of mastery, as well as strategies for continued professional development.

STUDENTS: You are responsible for assuring that the evaluation is completed, signed, and submitted to the field liaison. Your signed field evaluation must be submitted to your faculty liaison by the last scheduled meeting of your field seminar each semester. You must keep a copy for your records.

Competency 1: Intern identifies as a professional social worker and conducts himself/herself accordingly.

| FALL | | | | | | | SPRING | | | | |
|---|---|---|--|--|--|--|---|---|--|--|--|
| | O u t s t a n d i n g | A b o v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | A b o v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 1.1 Advocates for client access to the services of social work | | | | | | | | | | | |
| 1.2 Practices personal reflection and self-correction to assure continual professional development. | | | | | | | | | | | |
| 1.3 Attends to professional roles and boundaries | | | | | | | | | | | |
| 1.4 Demonstrates professional demeanor in appearance | | | | | | | | | | | |
| 1.5 Demonstrates professional demeanor in oral and written communication | | | | | | | | | | | |
| 1.6 Uses supervision and consultation | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 2: Intern applies social work ethical principles to guide his or her professional practice.

| FALL | | | | | | | SPRING | | | | |
|---|---|--|--|---|--|--|---|--|--|---|--|
| | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e d s I m p r o v e m e n t | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e d s I m p r o v e m e n t | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 2.1 Recognize and manager personal values in a way that allows professional values to guide practice | | | | | | | | | | | |
| 2.2 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles | | | | | | | | | | | |
| 2.3 Tolerates ambiguity in resolving ethical conflicts | | | | | | | | | | | |
| 2.4 Apply strategies of ethical reasoning to arrive at principled decisions | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 3: Intern applies critical thinking to inform and communicate professional judgments.

| FALL | | | | | | | SPRING | | | | |
|--|---|--|--|--|--|--|---|--|--|--|--|
| | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 3.1 Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom | | | | | | | | | | | |
| 3.2 Analyze models of assessment, prevention, intervention, and evaluation | | | | | | | | | | | |
| 3.3 Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 4: Intern engages diversity and difference in practice.

| FALL | | | | | | | SPRING | | | | |
|---|---|--|--|--|--|--|---|--|--|--|--|
| | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 4.1 Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | | | | | | | | | | | |
| 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | | | | | | | | | | | |
| 4.3 Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences | | | | | | | | | | | |
| 4.4 Views herself or himself as a learner and engages those he or she works with as informants | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 5: Intern advances human rights and social economic justice.

| FALL | | | | | | | SPRING | | | | |
|---|---|--|--|--|--|--|---|--|--|--|--|
| | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 5.1 Understands the forms and mechanisms of oppression and discrimination | | | | | | | | | | | |
| 5.2 Advocates for human rights and social and economic justice | | | | | | | | | | | |
| 5.3 Engages in practices that advance social and economic justice | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 6: Intern engages in research-informed practice and practice-informed research.

| FALL | | | | | | | SPRING | | | | |
|--|---|---|--|--|--|--|---|---|--|--|--|
| | O u t s t a n d i n g | A b o v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | A b o v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 6.1 Use practice experience to inform scientific inquiry | | | | | | | | | | | |
| 6.2 Use research evidence to inform practice | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 7: Intern applies knowledge of human behavior and the social environment.

| FALL | | | | | | | SPRING | | | | |
|---|---|--|--|--|--|--|---|--|--|--|--|
| | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 7.1 Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation | | | | | | | | | | | |
| 7.2 Critiques and applies knowledge to understand person and environment | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

| FALL | | | | | | | SPRING | | | | |
|--|---|--|--|--|--|--|---|--|--|--|--|
| | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 8.1 Analyzes policies that advance social well-being | | | | | | | | | | | |
| 8.1 Formulates policies that advance social well-being | | | | | | | | | | | |
| 8.1 Advocates for policies that advance social well-being | | | | | | | | | | | |
| 8.2 Collaborates with colleagues and clients for effective policy action | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 9: Intern responds to contexts that shape practice.

| FALL | | | | | | | SPRING | | | | |
|--|---|----------------------------------|--|--|--|--|---|----------------------------------|--|--|--|
| | O u t s t a n d i n g | Ab ov e Av era ge | A c c e p t a b l e | Ne ed s Im pr ov em ent | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | Ab ov e Av era ge | A c c e p t a b l e | Ne ed s Im pr ov em ent | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services | | | | | | | | | | | |
| 9.2 Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

| FALL | | | | | | | SPRING | | | | |
|--|---|--|--|--|--|--|---|--|--|--|--|
| | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 10.1 (a) Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities. | | | | | | | | | | | |
| 10.2 (a) Uses empathy and other interpersonal skills | | | | | | | | | | | |
| 10.3 (a) Develops a mutually agreed on focus of work and desired outcomes | | | | | | | | | | | |
| 10.1(b) Collect client data | | | | | | | | | | | |
| 10.1(b) Organize client data | | | | | | | | | | | |
| 10.1(b) Interpret client data | | | | | | | | | | | |
| 10.2(b) Assess client strengths and limitations | | | | | | | | | | | |
| 10.3(b) Develop mutually agreed-on intervention goals and objectives | | | | | | | | | | | |
| 10.4(b) Select appropriate intervention strategies | | | | | | | | | | | |
| 10.1(c) Initiate actions to achieve organizational goals | | | | | | | | | | | |
| 10.2(c) Implement prevention interventions that enhance client capacities | | | | | | | | | | | |
| 10.3(c) Helps clients resolve problems | | | | | | | | | | | |

| | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|
| 10.4(c) Negotiates, mediates, and advocates for clients | | | | | | | | | | | |
| 10.5(c) Facilitate transitions and endings | | | | | | | | | | | |
| 10.1(d) Critically analyzes interventions | | | | | | | | | | | |
| 10.1(d) Critically monitors interventions | | | | | | | | | | | |
| 10.1(d) Critically evaluates interventions | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

MID-TERM EVALUATION

The following parties have participated in this evaluation:

Intern: _____ Date: _____

Field Instructor: _____ Date: _____

Task Supervisor (if applicable): _____ Date: _____

Faculty Liaison: _____ Date: _____

FINAL EVALUATION

The following parties have participated in this evaluation:

Intern: _____ Date: _____

Field Instructor: _____ Date: _____

Task Supervisor (if applicable): _____ Date: _____

Faculty Liaison: _____ Date: _____

**APPENDIX D
CONCENTRATION YEAR LEARNING CONTRACT**



**Master of Social Work Program
Concentration Year Learning Contract**

This document represents a learning contract between _____ a student in the MU-SU MSW program, and _____ a field practicum agency participating in the MU-SU MSW program.

This document identifies the activities and experiences the student will be involved with during the field practicum. Activities should be related to each of the practice behaviors associated with each of the 10 CSWE Competencies, as outlined in the MU-SU MSW Field Manual. Additionally, target dates should be identified for each activity. The learning contract spans fall and spring semesters, with the opportunity to update it in the spring semester.

COMPETENCY 1: Identify as a professional social worker and conduct oneself accordingly.

| Practice Behaviors | Activities/Assignments | Target Date |
|--|------------------------|-------------|
| Advocate for client access to the services by identifying unmet needs and by designing programs to address them. | | |
| Engage in ongoing self-reflective practice including an awareness of and strategies for addressing professional strengths and challenges as areas for professional growth and development. | | |
| Practice professional roles and demonstrate professional demeanor including taking responsibility for the development of professional competence and boundaries in field settings. | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 2: Apply social work ethical principles to guide professional practice.

| Practice Behaviors | Activities/Assignments | Target Date |
|---|-------------------------------|--------------------|
| Make ethical decisions and resolve ethical dilemmas in consultation with decision making frameworks, laws, and regulatory guidelines consistent with the standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. | | |
| Accept ambiguity in resolving ethical conflicts/dilemmas and employ ethical decision making frameworks to make professional judgments. | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 3: Apply critical thinking to inform and communicate professional judgments.

| Practice Behaviors | Activities/Assignments | Target Date |
|--|-------------------------------|--------------------|
| Analyze, synthesize, and evaluate models of assessment, prevention, intervention, and evaluation, and identify best practices. | | |
| Apply effective oral and written communication skills in complex situations when working with individuals, families, groups, organizations, communities, and colleagues. | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 4: Engage diversity and difference in practice.

| Practice Behaviors | Activities/Assignments | Target Date |
|--|-------------------------------|--------------------|
| Engage in ongoing self-reflective practice in an effort to address professional strengths and challenges related to working with diverse groups. | | |
| Apply an understanding of how societal structures and values may oppress, marginalize, alienate, create or enhance privilege and power and their impact on shaping life experiences. | | |
| Engage in relationships with clients that are collaborative, empowering, and strengths based. | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 5: Advance human rights and social and economic justice.

| Practice Behaviors | Activities/Assignments | Target Date |
|--|-------------------------------|--------------------|
| Advocate for and promote human rights and nondiscrimination of marginalized social groups at appropriate levels of intervention. | | |
| Analyze, assess and address the impact of human rights violations on disadvantaged populations. | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 6: Engage in research-informed practice and practice-informed research.

| Practice Behaviors | Activities/Assignments | Target Date |
|--|-------------------------------|--------------------|
| Apply evidence based processes in social work practice and evaluation. | | |
| Use research to analyze and evaluate practice effectiveness. | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 7: Apply knowledge of human behavior and the social environment.

| Practice Behaviors | Activities/Assignments | Target Date |
|--|-------------------------------|--------------------|
| Critique and apply bio- psychosocial conceptual frameworks to the process of assessment, intervention, and evaluation in client systems. | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

| Practice Behaviors | Activities/Assignments | Target Date |
|---|-------------------------------|--------------------|
| Develop strategies for influencing policy to affect positive changes in the social environment. | | |
| Collaborate with other systems to affect policy change. | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 9: Respond to contexts that shape practice.

| Practice Behaviors | Activities/Assignments | Target Date |
|---|-------------------------------|--------------------|
| Develop intervention plans based on the changing locales, populations, scientific and technological developments, and emerging societal trends to improve and/or create new services. | | |
| Work collaboratively with others and provide leadership to affect sustainable systemic changes. | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 10 a-d: (a) Engage with individuals, families, groups, organizations and communities.

| Practice Behaviors | Activities/Assignments | Target Date |
|---|-------------------------------|--------------------|
| Effectively prepare for advanced generalist practice with individuals, families, groups, organizations, and communities utilizing a strengths-based approach that draws on a range of intervention theories as appropriate. | | |
| Implement a process that encourages client systems to be equal participants in the establishment of treatment goals and expected outcomes. | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 10 a-d: (b) Assess individuals, families, groups, organizations and communities.

| Practice Behaviors | Activities/Assignments | Target Date |
|--|-------------------------------|--------------------|
| Use empirical knowledge, practice wisdom, personal experience, and client characteristics to assess client strengths and limitations. | | |
| Critique and select appropriate intervention strategies using empirical knowledge, practice wisdom, personal experience, and client characteristics. | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 10 a-d: (c) Intervene with individuals, families, groups, organizations and communities.

| Practice Behaviors | Activities/Assignments | Target Date |
|--|-------------------------------|--------------------|
| Develop clear, timely, and appropriate organizational plans with measurable outcome objectives. | | |
| Develop intervention and service plans in conjunction with clients beyond crises towards self-actualizing behaviors and practices. | | |

Learning Plan Contract Updates:

Notes:

COMPETENCY 10 a-d: (d) Evaluate interventions with individuals, families, groups, organizations and communities

| Practice Behaviors | Activities/Assignments | Target Date |
|--|------------------------|-------------|
| Acquire proficiency in analyzing, monitoring and evaluating interventions. | | |

Learning Plan Contract Updates:

Notes:

SIGNED:

| | |
|--|---------------|
| _____ Faculty Liaison | _____ Date |
| _____ Field Instructor | _____ Date |
| _____ Task Supervisor (if applicable) | _____ Date |
| _____ Student Intern | _____ Date |

APPENDIX E
CONCENTRATION YEAR EVALUATION FORM



Master of Social Work Program
Concentration Year Evaluation Form

Covering the Period:

[] Fall Semester (SWK/SOWK 630) September ___ through Dec. ___, 20___
[] Spring Semester (SW/SOWK 631) January _____ through May ___, 20___

Student's Name: _____

Field Instructor: _____

Task Supervisor: _____

Agency Name: _____

Phone: _____ Faculty Liaison: _____

Number of field practicum hours completed to date: _____

INSTRUCTIONS: This evaluation instrument is designed to provide input from the field instructor to the student and faculty liaison about the quality of the student's performance in the field practicum. The faculty liaison is responsible for assigning the student's semester grade on the basis of this evaluation and on the student's participation in the field seminar. **The field instructor should review the student's learning contract before initiating the evaluation.** Student performance should be rated on the basis of the established criteria set forth in the Learning Contract. Evaluation of the student for SWK/SOWK 630 (first semester) should be reflective of the student's beginning level of knowledge and skill. Evaluation for SWK/SOWK 631 (second semester) should reflect the student's advanced knowledge in each performance area.

Instructions to Field Instructor: *Please select only one score for each performance area.*

- 1 = Unsatisfactory:** The student has not yet developed this skill
 - 2 = Needs Improvement:** The student is beginning to recognize how it might be applied in a practice situation.
 - 3 = Acceptable -** The student demonstrates the skill at the expected level.
 - 4 = Above average -** Higher than average skills are applied fairly consistently.
 - 5 = Outstanding-** The skill is a fully integrated part of the student's practice. Advanced skill level observed.
- NYC = Not yet completed**

The agency field instructor is required to use the comment section of the evaluation to support and clarify ratings. Student and agency field instructor are expected to prepare the evaluation together, using this opportunity to identify areas of mastery, as well as strategies for continued professional development.

STUDENTS: You are responsible for assuring that the evaluation is completed, signed, and submitted to the field liaison. Your signed field evaluation must be submitted to your faculty liaison by the last scheduled meeting of your field seminar each semester. You must keep a copy for your records.

Competency 1: Intern identifies as a professional social worker and conducts himself/herself accordingly.

| FALL | | | | | | | SPRING | | | | |
|--|---|----------------------------------|--|--|--|--|---|----------------------------------|--|--|--|
| | O u t s t a n d i n g | Ab ov e Av era ge | A c c e p t a b l e | Ne ed s Im pr ov em ent | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | Ab ov e Av era ge | A c c e p t a b l e | Ne ed s Im pr ov em ent | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 1.1 Advocate for client access to the services by identifying unmet needs and by designing programs to address them. | | | | | | | | | | | |
| 1.2 Engage in ongoing self-reflective practice including an awareness of and strategies for addressing professional strengths and challenges as areas for professional growth and development. | | | | | | | | | | | |
| 1.3 Practice professional roles and demonstrate professional demeanor including taking responsibility for the development of professional competence and boundaries in field settings. | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 2: Intern applies social work ethical principles to guide his or her professional practice.

| FALL | | | | | | | SPRING | | | | |
|---|---|----------------------------------|--|--|--|--|---|----------------------------------|--|--|--|
| | O u t s t a n d i n g | Ab ov e Av era ge | A c c e p t a b l e | Ne ed s Im pr ov em ent | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | Ab ov e Av era ge | A c c e p t a b l e | Ne ed s Im pr ov em ent | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 2.1 Make ethical decisions and resolve ethical dilemmas in consultation with decision making frameworks, laws, and regulatory guidelines consistent with the standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles. | | | | | | | | | | | |
| 2.2 Accept ambiguity in resolving ethical conflicts/ dilemmas and employ ethical decision making frameworks to make professional judgments. | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 3: Intern applies critical thinking to inform and communicate professional judgments.

| FALL | | | | | | | SPRING | | | | |
|---|---|----------------------------------|--|--|--|--|---|----------------------------------|--|--|--|
| | O u t s t a n d i n g | Ab ov e Av era ge | A c c e p t a b l e | Ne eds Im pr ov em ent | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | Ab ov e Av era ge | A c c e p t a b l e | Ne eds Im pr ov em ent | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 3.1 Analyze, synthesize, and evaluate models of assessment, prevention, intervention, and evaluation, and identify best practices. | | | | | | | | | | | |
| 3.2 Apply effective oral and written communication skills in complex situations when working with individuals, families, groups, organizations, communities, and colleagues. | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 4: Intern engages diversity and difference in practice.

| FALL | | | | | | | SPRING | | | | |
|---|---|----------------------------------|--|--|--|--|---|----------------------------------|--|--|--|
| | O u t s t a n d i n g | Ab ov e Av era ge | A c c e p t a b l e | Ne eds Im pr ov em ent | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | Ab ov e Av era ge | A c c e p t a b l e | Ne eds Im pr ov em ent | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 4.1 Engage in ongoing self-reflective practice in an effort to address professional strengths and challenges related to working with diverse groups. | | | | | | | | | | | |
| 4.2 Apply an understanding of how societal structures and values may oppress, marginalize, alienate, create or enhance privilege and power and their impact on shaping life experiences. | | | | | | | | | | | |
| 4.3 Engage in relationships with clients that are collaborative, empowering, and strengths-based. | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 5: Intern advances human rights and social economic justice.

| FALL | | | | | | | SPRING | | | | |
|---|---|--|--|--|--|--|---|--|--|--|--|
| | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 5.1 Advocate for and promote human rights and nondiscrimination of marginalized social groups at appropriate levels of intervention. | | | | | | | | | | | |
| 5.2 Analyze, assess, and address the impact of human rights violations on disadvantaged populations. | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 6: Intern engages in research-informed practice and practice-informed research.

| FALL | | | | | | | SPRING | | | | |
|--|---|--|--|--|--|--|---|--|--|--|--|
| | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 6.1 Apply evidence-based processes in social work practice and evaluation. | | | | | | | | | | | |
| 6.2 Use research to analyze and evaluate practice effectiveness. | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 7: Intern applies knowledge of human behavior and the social environment.

| FALL | | | | | | | SPRING | | | | |
|--|---|----------------------------------|--|--|--|--|---|----------------------------------|--|--|--|
| | O u t s t a n d i n g | Ab ov e Av era ge | A c c e p t a b l e | Ne eds Im pr ov em ent | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | Ab ov e Av era ge | A c c e p t a b l e | Ne eds Im pr ov em ent | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 7.1 Critique and apply bio-psycho-social conceptual frameworks to the process of assessment, intervention, and evaluation in client systems. | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

| FALL | | | | | | | SPRING | | | | |
|--|---|--|--|--|--|--|---|--|--|--|--|
| | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 8.1 Develop strategies for influencing policy to affect positive changes in the social environment. | | | | | | | | | | | |
| 8.2 Collaborate with other systems to affect policy change. | | | | | | | | | | | |
| | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 9: Intern responds to contexts that shape practice.

| FALL | | | | | | | SPRING | | | | |
|--|---|--|--|--|--|--|---|--|--|--|--|
| | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 9.1 Develop intervention plans based on the changing locales, populations, scientific and technological developments, and emerging societal trends to improve and/or create new services. | | | | | | | | | | | |
| 9.2 Work collaboratively with others and provide leadership to affect sustainable systematic changes. | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

| FALL | | | | | | | SPRING | | | | |
|---|---|--|--|--|--|--|---|--|--|--|--|
| | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y | N o t Y e t C o m p l e t e | O u t s t a n d i n g | A b o v e A v e r a g e | A c c e p t a b l e | N e e d s I m p r o v e m e n t | U n s a t i s f a c t o r y |
| | 5 | 4 | 3 | 2 | 1 | | 5 | 4 | 3 | 2 | 1 |
| 10.1 (a) Effectively prepare for advanced generalist practice with individuals, families, groups, organizations, and communities utilizing a strengths-based approach that draws on a range of intervention theories as appropriate. | | | | | | | | | | | |
| 10.2 (a) Implement a process that encourages client systems to be equal participants in the establishment of treatment goals and expected outcomes. | | | | | | | | | | | |
| 10.1 (b) Use empirical knowledge, practice wisdom, personal experience, and client characteristics to assess client strengths and limitations. | | | | | | | | | | | |
| 10.2 (b) Critique and select appropriate intervention strategies using empirical knowledge, practice wisdom, personal experience, and client characteristics. | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 10.1 (c) Develop clear, timely, and appropriate organizational plans with measurable outcome objectives. | | | | | | | | | | | | | |
| 10.2 (c) Develop interventions and service plans in conjunction with clients and beyond crises towards self-actualizing behaviors and practices. | | | | | | | | | | | | | |
| 10.1 (d) Acquire proficiency in analyzing, monitoring, and evaluating interventions. | | | | | | | | | | | | | |

MID-TERM COMMENTS:

FINAL COMMENTS:

MID-TERM EVALUATION

The following parties have participated in this evaluation:

Intern: _____ Date: _____

Field Instructor: _____ Date: _____

Task Supervisor (if applicable): _____ Date: _____

Faculty Liaison: _____ Date: _____

FINAL EVALUATION

The following parties have participated in this evaluation:

Intern: _____ Date: _____

Field Instructor: _____ Date: _____

Task Supervisor (if applicable): _____ Date: _____

Faculty Liaison: _____ Date: _____

APPENDIX G
STATUS REPORT FORM FOR FIELD PRACTICUM



Master of Social Work Program
Status Report Form for Field Practicum

Student Name: _____

Date: _____

1. Please report the number of client systems with whom you have had significant contact during this period and *briefly* describe your interactions with them (interview, assessment, consultation, etc.).

How many of these client systems involve on-going relationships?

2. Have you participated in any group work (facilitated, co-facilitated, and/or observed)? If so, please *briefly* describe these activities.
3. Describe any other significant events that occurred during this period (e.g., participated in staff meeting, attended training).
4. Please indicate the days/times of supervision during this period:

Dates and times that weekly supervision occurred:

Date: _____ Time: _____
Date: _____ Time: _____
Date: _____ Time: _____
Date: _____ Time: _____
Date: _____ Time: _____

If you did not receive at least one hour of in-person weekly supervision any week during this period, why not?

5. Are there any concerns and/or issues that you would like to discuss with your liaison?
6. Provide a brief description of the Curriculum Competencies and Practice Behaviors addressed during this period.

**APPENDIX H
EMPLOYMENT BASED FIELD FORM**



**Master of Social Work Program
Requirements for Practicum at Place of Employment**

Students enrolled in the MU/SU MSW Program may be interested in pursuing a work-based practicum. To facilitate this arrangement, the student must:

- ✓ Indicate this plan in the initial survey form, identifying the agency being considered.
- ✓ Discuss this plan with the Field Co-Coordinator.
- ✓ Complete the form, below, in collaboration with the proposed Field Instructor (FI).
- ✓ Complete the **Field Contact Form**.
- ✓ Facilitate the FI's completion of the **FI Application**.
- ✓ Return this form, the **Field Contact Form**, and the **FI Application** to the Field Co-Coordinator.

The Field Co-Coordinator at Millersville or Shippensburg University will review these materials and assess the appropriateness of the proposed practicum.

Requirements of a work-based practicum are detailed in the Field Manual (available electronically on the Social Work Department web page). At minimum, a work-based practicum must meet the following conditions:

- The agency employs full-time MSW social work staff.
- An individual with an MSW and at least two years post-MSW experience must be available as a Field Instructor (FI).
- The FI may not have supervised the student in the past.
- The proposed field practicum assignment must differ significantly from previous employment or field practicum experience in the agency (i.e., the student and employee roles must be distinct).
- Proposed field practicum assignment must meet curriculum requirements.
- Students must do practicum hours in a minimum of four-hour blocks of time.
- Employed practicum is considered for only one of the two required practicums.
- Agency administrators must commit to relieve the employed students of their normal duties for the period of time they are assigned to the field practicum.
- Paid practicum requests are reviewed by and can only be approved by the Field Co-Coordinators with final approval from the Program Co-Directors.

It is likely that both students and potential FIs will have additional questions pertaining to their respective roles and responsibilities. Please do not hesitate to contact the Field Co-Coordinators.

Student Name: _____

Date: _____

Agency Name: _____

PROPOSAL FOR PRACTICUM AT PLACE OF EMPLOYMENT

Please provide a description of the agency (location, size, personnel, population served).

Please provide a detailed description of your current work role. What do you do?
What is your schedule? How many hours do you work? Who is your supervisor?

Describe your proposed practicum and identify your proposed Field Instructor. Be sure to carefully describe the way in which your student role will offer you learning opportunities that are distinct from the responsibilities associated with your employee role.

An expectation of all field experiences is that they will provide micro, mezzo (in the fall), and macro (in the spring) social work opportunities. Please discuss the ways in which this proposed practicum will meet this requirement.

Foundation students are required to dedicate 14 hours a week to their field practicum; concentration students, 18 hour in the fall semester and 16 hours in the spring semester. Please outline your proposed schedule, which will balance work and practicum time requirements.

Complete the schedule below to indicate your proposed schedule which will accommodate your work, practicum, and course requirements.

| | Monda | Tuesda | Wednesd | Thursda | Friday | Saturda | Sunda |
|----------------|--------------|---------------|----------------|----------------|---------------|----------------|--------------|
| 8:00am | | | | | | | |
| 9:00am | | | | | | | |
| 10:00am | | | | | | | |
| 11:00am | | | | | | | |
| 12:00pm | | | | | | | |
| 1:00pm | | | | | | | |
| 2:00pm | | | | | | | |
| 3:00pm | | | | | | | |
| 4:00pm | | | | | | | |
| 5:00pm | | | | | | | |
| 6:00pm | | | | | | | |
| 7:00pm | | | | | | | |
| 8:00pm | | | | | | | |
| 9:00pm | | | | | | | |
| 10:00pm | | | | | | | |

Student _____ Date _____

Field Instructor _____ Date _____

Task Supervisor (if applicable) _____ Date _____

Regular Work Supervisor _____ Date _____

Agency Administrator _____ Date _____

Field Co-Coordinator _____ Date _____

MSW Program Co-Coordinator _____ Date _____

These signatures indicate that all parties agree and support the proposal presented above. This document should be submitted along with a signed Approval Memo. Final approval of the practicum site is dependent upon review and approval by the Field Co-Coordinator and MSW Program Co-Coordinator. NOTE: This form is in Word format. Please type your responses, sign them (both student and proposed FI), and return them to the Field Co-Coordinator.

**APPENDIX I
EMPLOYMENT BASED APPROVAL MEMO FORM**



**Master of Social Work Program
Employment Based Approval Memo Form**

Requirements of a work-based practicum are detailed in the Field Manual. The minimum requirements for a work-based placement appear on the first page of the Employment-Based Placement Proposal Form. The purpose of this memorandum is to ensure that all parties understand and agree that the proposed field placement meets these minimum requirements.

Agency Administrator and Work Supervisor: I understand the minimum requirements for an employment-based field placement. The agency has a full-time social worker with an MSW who has at least two years post-MSW practice experience, is available as field instructor, and has not supervised the student in the past as an employee or student. The field practicum assignment outlined in this proposal differs significantly from the student's previous employment or field practicum experience in the agency. The agency is committed to relieving the employee of his/her normal duties for the period of time assigned to the field practicum, and these duties are assigned in minimum of four-hour blocks of time. Please indicate your proposed schedule on the following page.

Agency Administrator

Date

Work Supervisor

Date

Proposed Field Instructor: I understand the minimum requirements for an employment-based field placement. I hold a Master of Social work and have at least two years post-MSW practice experience. I have not supervised the student in the past. I agree to supervise this student for the field practicum portion of his/her time with the agency and to ensure that the student's duties for field differ significantly from the student's previous employment or field practicum experience in this agency. I have reviewed this proposal and the proposed schedule and I agree to supervise the student according to its terms and conditions.

Proposed Field Instructor

Date

Student: I have read the minimum requirements for an employment-based field placement. I agree to abide by all requirements. I certify that the duties outlined in this proposal differ significantly from any previous employment or field practicum assignments for this agency. I understand that I must perform my field practicum duties in four-hour blocks of time. I understand that violation of these policies can result in discontinuance of my field placement at this agency.

Student

Date

Approvals:

Field Coordinator

MSW Program Co-Coordinator

APPENDIX J
FIELD INSTRUCTOR FORM



Social Work Field Placement Field Instructor Information Form

Contact Information

Full Name: _____ Date: _____
Last First M.I.

Agency: _____ Department/Unit/Program: _____

Title/Position: _____

Mailing Address: _____
Street Address Department/Floor/Suite

_____ *City State ZIP Code*

Is the physical address different from the mailing address? ___ YES ___ NO

If so, please provide: _____
Street Address City State ZIP Code

Work Phone: _____ Email Address: _____

Cell Phone (optional): _____ Fax: _____

Education and Credentials

Bachelor Institution: _____

Field of Study: _____ Degree Acquired: _____ Date Received: _____

CSWE Accredited? Yes NO

Masters Institution: _____

Field of Study: _____ Degree Acquired: _____ Date Received: _____

CSWE Accredited? Yes NO

Ph.D./Advanced Degree Institution: _____

Field of Study: _____ Degree Acquired: _____ Date Received: _____

Other Degrees and/or Certifications: _____

Professional Credentials (check all that apply):

___ ACSW Date: _____ ___ LCSW Date: _____

___ LSW Date: _____ ___ Other (please specify): _____ Date: _____

Professional Memberships:

Field Instruction Information

How many years of social services experience do you have? _____

Have you previously been a field instructor for undergraduate social work students?

___ YES ___ NO

Approximately how many have you supervised? _____

For which institution(s)? _____

Have you previously been a field instructor for graduate social work students?

___ YES ___ NO

Approximately how many have you supervised? _____

For which institution(s)? _____

Have you previously been a supervisor for students obtaining other degrees?

___ YES ___ NO

Please describe:

Is this your first time supervising a Millersville university social work student?

___ YES ___ NO

Is this your first time supervising a Shippensburg University social work student? ___ YES ___ NO

Please indicate which students you are interesting in supervising (check all that apply):

___ BSW students (1 semester; 450 hours total)

___ MSW students (2 semesters; 400 or 500 hours total)

Please list any training and/or teaching experience:

How do you best describe your area of expertise (both skills and field of practice)?

How do you hope to benefit by supervising a social work student? Why are you interested in being a field instructor?

Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge. I understand that, as a field instructor, I will need to provide regular supervision and complete required trainings (please see program field manual for details).

Signature

Date

Please return to the appropriate campus via mail, fax, or email (contact us for email information):

Shippensburg University
Department of Social Work & Gerontology
Field Coordinator
1871 Old Main Drive
Shippensburg, PA 17257
Phone: (717) 477-1717
Fax: (717) 477-4051

Millersville University
Department of Social Work
Field Coordinator
P. O. Box 1002
Millersville, PA 17551
Phone: (717) 872-3739
Fax: (717) 872-3959

Date Approved: _____

Initials: _____

APPENDIX K
STUDENT EVALUATION OF FIELD PRACTICUM FALL SEMESTER



MU/SU MSW Program
Student Evaluation of Field Practicum
Fall _____

Name of Agency _____

Name of Student _____

Name of Field Instructor _____

Please respond to the following questions and submit this completed survey to your Field Liaison. (Type in responses and edit the form as necessary)

The Field Coordinator will consider this feedback while planning for future placements. We will ask you to complete a similar form at the end of the Spring Semester.

You and your Field Liaison will share the information you provide below into meetings with your Field Instructor at the beginning of the Spring Semester. If you would like some of your thoughts to remain confidential, please be sure to indicate within your responses.

Reflect on your Fall Semester at your practicum site...

Has your field experience enabled you to meet your Curriculum Competencies and Practice Behaviors? That is, are you “getting what you need” from your field experience? If not, why not?

Has your agency welcomed you into the organization, understanding and respecting your role as STUDENT?

Have you received enough support and instruction? Please elaborate.

Has your placement provided you with ample opportunity to experience micro, mezzo, and macro social work practice? Please provide examples and/or discuss barriers that prohibited you from engaging these learning experiences.

What are some strengths of your placement? What has it taught you so far?

Please identify at least one area for your learning development.

Anything else you would like us to know?

THANK YOU FOR YOUR FEEDBACK.

APPENDIX L
STUDENT EVALUATION OF FIELD PRACTICUM SPRING SEMESTER



MU SU MSW Program
Student Evaluation of Field Practicum
Spring _____

Name of Agency _____

Name of Student _____

Name of Field Instructor _____

Please respond to the following questions and submit this completed survey to your Field Liaison. (Type in responses and edit the form as necessary)

The Field Co-Coordinator will consider this feedback while planning for future placements.

If you would like some of your thoughts to remain confidential, please be sure to indicate within your responses.

Reflect on your Spring Semester at your practicum site...

Has your field experience enabled you to meet your Curriculum Competencies and Practice Behaviors? That is, are you “getting what you need” from your field experience?

Were there significant changes or differences between your experience in the Fall Semester and your experience in the Spring Semester at your field placement? Were they positive or negative?

Did you encounter any barriers during your field experience? Were you able to overcome them? Please elaborate.

Has your agency welcomed you into the organization, understanding and respecting your role as STUDENT? Was this different from your Fall Semester experience?

Would you recommend other MSW students to this field practicum site? Is it better suited as foundation year or concentration year site? If yes, please elaborate.

Please identify at least one unexpected lesson you learned either this semester or over the academic year at your field placement. This may have been something you learned that was not on your learning contract.

Did your field experience help to direct your future social work practice goals and/or field placement ideas for your next placement?

Anything else you would like us to know?

THANK YOU FOR YOUR FEEDBACK.

APPENDIX M
STUDENT EVALUATION OF FIELD INSTRUCTOR

STUDENT EVALUATION OF FIELD INSTRUCTOR

Student's Name _____

Fall Evaluation Date _____ Spring Evaluation Date _____

Agency _____ Department _____

Field Instructor's Name and Position _____

Field Supervision

1. Describe the arrangements for your field supervision (individual, group, formal, informal, frequency, duration, topics discussed).

Fall:

Spring:

2. Describe the ways in which the conferences are helpful. Recommendation for changes?

Fall:

Spring:

EVALUATION OF FIELD INSTRUCTOR

| | | Very Good | | Satisfactory | | Somewhat Unsatisfactory | | Unsatisfactory | |
|----|---|-----------|--------|--------------|--------|-------------------------|--------|----------------|--------|
| | | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
| A. | Facilitated the process of integration into the agency system. | | | | | | | | |
| B. | Encouraged and supported attendance at staff meetings, seminars and workshops. | | | | | | | | |
| C. | Encouraged and supported learning about community resources, including visits to other agencies. | | | | | | | | |
| D. | Facilitated my understanding and use of agency policies and procedures. | | | | | | | | |
| E. | Encouraged my critical assessment, appraisal and evaluation of my work with clients. | | | | | | | | |
| F. | Provided clear, understandable feedback on an on-going basis. | | | | | | | | |
| G. | Facilitated learning of specific practice skills. | | | | | | | | |
| H. | Was clear and consistent about the expectations of this placement. | | | | | | | | |
| I. | Was accessible to answer my questions and concerns. | | | | | | | | |
| J. | Assisted me in the process of academic and field experience. | | | | | | | | |
| K. | Encouraged and engaged in mutual assessment of learning needs, expectations and progress on an on-going basis. | | | | | | | | |
| L. | Encouraged identification with professional values and encouraged professional behavior consistent with those values. | | | | | | | | |

STUDENT' COMMENTS: Please make any comments or give examples which would further clarify or expand on your ratings (e.g., teaching methods, areas of strengths and weaknesses, suggestions for changes).

Fall:

Spring:

FIELD INSTRUCTOR'S COMMENTS:

Mid-Term:

Final:

Fall Signatures:

Student

Field Instructor

Faculty Liaison

Spring Signatures:

Student

Field Instructor

Faculty Liaison

APPENDIX N
SOCIAL WORK FIELD PLACEMENT AGENCY INFORMATION FORM



Social Work Field Placement Agency Information Form

Agency Name: _____

Mailing Address: _____
Street Address *Department/Floor/Suite*

_____ *City* *State* *ZIP Code*

Is the physical address different from the mailing address? ___ YES ___ NO

If so, please provide: _____
Street Address *Department/Floor/Suite*

_____ *City* *State* *ZIP Code*

Phone: _____ Fax: _____ Website: _____

Standard Setting or Licensing Body for Agency, if applicable: _____
Does the agency have current approval/license from this body? ___ YES ___ NO

Hours of Operation:
Monday _____ Thursday _____ Saturday _____
Tuesday _____ Friday _____ Sunday _____
Wednesday _____

Agency Administrator: _____

Title: _____ Phone: _____ Email: _____

Agency Contact Person for Field Placements: _____

Title: _____ Phone: _____ Email: _____

Does the agency employ staff with Bachelors-level social work degrees (BSW, BASW)?

YES NO

Does the agency employ staff with Masters-level social work degrees (MSW)?

YES NO

Please indicate which students you would be willing to host (check all that apply):

BSW students (1 semester; 450 hours total)

MSW students (2 semesters; 400 or 500 hours total)

Please indicate any requirements for placement at your agency (check all that apply):

Child Abuse History Clearance Criminal Record Check FBI Background Check

Medical Clearance Tuberculosis Test Drug Test

Other (please specify): _____

Is a car a necessity? YES NO

Is there mileage reimbursement? YES NO

Does your agency offer or require evening and/or weekend hours for student placements?

YES NO

If so, please explain:

How would you describe the type of agency (check all that apply)

| | |
|--|--|
| <input type="checkbox"/> Addictions | <input type="checkbox"/> Health Care |
| <input type="checkbox"/> Aging/Geriatric Services | <input type="checkbox"/> Housing |
| <input type="checkbox"/> Chemical Dependency | <input type="checkbox"/> Mental Health/Behavioral Health |
| <input type="checkbox"/> Child Welfare | <input type="checkbox"/> Occupational/Industrial |
| <input type="checkbox"/> Community Health | <input type="checkbox"/> Physical Disabilities |
| <input type="checkbox"/> Correctional/Criminal Justice | <input type="checkbox"/> Public Welfare |
| <input type="checkbox"/> Education/School | <input type="checkbox"/> Victim Services |
| <input type="checkbox"/> Other (Specify): _____ | <input type="checkbox"/> Youth Services |

Where are your agency's services provided? (check all that apply)

| | |
|--|--------------------------------------|
| <input type="checkbox"/> Agency-Based | <input type="checkbox"/> Inpatient |
| <input type="checkbox"/> Community-Based | <input type="checkbox"/> Outpatient |
| <input type="checkbox"/> Day Treatment | <input type="checkbox"/> Residential |


Home-Based
 Other (Please specify): _____

What types of services does your agency provide? (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Individual | <input type="checkbox"/> Clinical Diagnosis |
| <input type="checkbox"/> Family | <input type="checkbox"/> Clinical Therapy |
| <input type="checkbox"/> Group | <input type="checkbox"/> Committee Participation |
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Community Organization |
| <input type="checkbox"/> Biopsychosocial Assessment | <input type="checkbox"/> Court Liaison |
| <input type="checkbox"/> Case Advocacy | <input type="checkbox"/> Crisis Intervention |
| <input type="checkbox"/> Case Management | <input type="checkbox"/> Education |
| <input type="checkbox"/> Cause | <input type="checkbox"/> Grant Writing |
| <input type="checkbox"/> Home Visiting | <input type="checkbox"/> Information and Referral |
| <input type="checkbox"/> Interdisciplinary Collaboration | <input type="checkbox"/> Program Development |
| <input type="checkbox"/> Research | <input type="checkbox"/> Social Action |
| <input type="checkbox"/> Treatment Planning | <input type="checkbox"/> Work with Coalitions |
| <input type="checkbox"/> Other (please specify): _____ | |

Agency Population Served

Please describe the client/consumer population(s) served by the agency (age, gender, socioeconomic status, race, religion, ethnicity, sexual orientation, language, culture, etc):


Student Roles and Expectations

Describe in detail the professional roles and practice activities that you propose to provide and expect from the student. Please indicate any differences for BSW and MSW students. (You may attached a “job description” if you have one available.)

Resources

Describe your intent and ability to provide resources for the student (office space, telephone, computer, agency orientation, email account, supplies, practice space, access to agency database, etc.):

Liability

Describe any liability issues that are of concern to you and/or that a student should be made aware of prior to placement:

Limitations

Describe any limitations that would be placed upon a student’s learning activities for whatever reason:

Other

Please include any additional information about your agency and/or areas of concern not addressed above:

Thank you for taking the time and effort to complete this request for information. It will be used in determining the appropriateness of your agency for a learning experience for our students. It will also be used by our students as an introduction to your agency when making a choice for their field placements. We recommend that you interview students prior to offering a field placement.

Please submit any other documents, brochures, or handouts that would be helpful in understanding your agency.

If there are any significant changes in this information after submission of this form, please update us as soon as possible. Please complete the information below to indicate that the form is accurate.

Name

Date

Title

Please return to the appropriate campus via mail, fax, or email (contact us for email information):

Shippensburg University
Department of Social Work & Gerontology
Field Coordinator
1871 Old Main Drive
Shippensburg, PA 17257
Phone: (717) 477-1717
Fax: (717) 477-4051

Millersville University
Department of Social Work
Field Coordinator
P. O. Box 1002
Millersville, PA 17551
Phone: (717) 872-3739
Fax: (717) 872-3959

For Field Use Only:

Date Received: _____ Initials: _____

Date of Site Visit: _____ Initials: _____

Notes:

APPENDIX O
FIELD CONTACT FORM



Millersville

University/Shippensburg University
Master of Social Work Program
Field Contact Information Form

Student Name:

Student Phone Numbers (cell, agency office, work, home etc.):

Student e-mail address:

Agency Name:

Agency Supervisor's Name (i.e. Field Instructor):

Agency Supervisor's e-mail address:

Agency Address:

Agency Phone Number:

Agency Fax Number:

Agency Web Site (if applicable):

I acknowledge that my confirmed placement is completely separate from my employment. Further, I confirm that I have discussed the scheduling of this field placement with my field instructor and employer and both are aware of the other's work/placement requirements, with the understanding that I must create a schedule in which the hours do not conflict.

Signed: _____

Date: _____