



**Master of Social Work Program**

**FIELD PRACTICUM MANUAL**

2010-2011 Academic Year

## ACKNOWLEDGEMENTS

Work on this Field Practicum Manual began in July 2006. The design of the manual, forms and the program itself owes a great deal too many persons and programs whose conceptual, practical and organizational insights have influenced and guided our approach to starting this collaborative venture. Among the programs are Salem State College of Massachusetts, the University of Maryland, Boston College and The University of Nevada—Reno. Scholars in the field of social work education whose work has been seminal for us have been Dr. Lawrence Shulman on teaching practice; Mona Schatz, Lowell Jenkins, Armando Morales and Bradford Sheafor on advanced generalist theory and Michael Daly and Freddie Avant on Rural Social Work issues. Our debt to these colleagues is gratefully acknowledged.

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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 required 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. 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 in order to prepare students for advanced generalist practice and to provide professional leadership and contribute to the development and dissemination of social work practice knowledge.

## **PROGRAM GOALS**

The MU-SU MSW program seeks to:

1. Prepare students for competent generalist practice, with a focus on rural client systems, through the acquisition of social work knowledge, skills, and values.
2. Provide leadership and service for the social welfare systems and the social work profession.
3. Foster commitment to professional development and the creation and dissemination of social work practice knowledge.

## **ADVANCED GENERALIST PERSPECTIVE**

The advanced generalist approach to direct and indirect practice is characterized by the practitioner's ability to function autonomously and proficiently, addressing complex situations within multiple roles and levels. This strengths-based approach is grounded in a liberal arts foundation and guided by a change process incorporating systems/ecological theory, core social work values and ethics, respect for diversity, and commitment to social and economic justice. The advanced generalist contributes to the knowledge and practice base of the profession and provides leadership within the profession and community in full partnership with diverse client systems.

## **FIELD PRACTICUM**

As defined by the Council on Social Work Education: *Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.*

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 a variety of levels of clients systems from the individual, family and group to the organizational and community.

To ensure that students have an experience which reinforces the curriculum's advanced generalist framework, a project approach is taken within the field experience. The intent is for students to develop well-rounded skills, competence and confidence in multiple levels of systemic assessment and intervention, while enhancing the agency's work in the community. Every student is required to complement his or her predominant field experience with either a macro or a micro experience in their field practicum agency and/or community. There will be one project in the foundation year, second semester and one project in the concentration year, second semester. These projects will be developed in consultation with the field instructor and field liaison but are the responsibility of the field student to create and implement. Students in the same practicum agency or in practicums in the same community may jointly develop projects that link agencies to the community or agency to agency.

## Foundation Field Practicum Objectives

Field practicum objectives derive from Program Goal 1: *Prepare students for competent advanced generalist practice, with a focus on rural client systems, through the acquisition and demonstration of social work knowledge, skills, and values.* The course objectives are associated with specific Foundation Educational Objectives (FEOs) that flow from this goal. Upon completion of the field practicum course, students are expected to have the ability to:

**FEO 1: Apply critical thinking within the context of professional social work practice.**

- Demonstrates evidence of:
  - problem-solving skills
  - ability to consider opposing viewpoints
  - ability to be open-minded and flexible
  - ability to provide evidence for opinions and judgments
  - appropriate assessment of needs of client population and articulates appropriate resources, case planning and overall assessment of client issues

**FEO 2: Understand the value base of the profession and its ethical standards and principles, and practice accordingly.**

- Identify and articulate one's own personal values
- Explain how one's own values impact assessment and intervention
- Applies social work values and ethical principles to multi-level interventions with clients as evidenced by case staffing, supervision sessions, and project reviews
- Implements professional values in working with clients
- Identifies ethical dilemmas affecting practice and services to clients
- Resolves ethical dilemmas using appropriate decision-making processes

**FEO 3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.**

- Is knowledgeable about special populations and those at risk
- Identifies the interacting effects of race, ethnicity, socio-economic class, gender, sexual orientation, religion, and age in the lives of clients
- Identifies the effects of own background (race, ethnicity, socio-economic class, gender, sexual orientation, religion, age, and life experiences) on perceptions of practice situations

**FEO 4. Understand the forms and mechanisms of oppression and discrimination as well as strategies of advocacy and social change that advance social and economic justice.**

- Understand factors that contribute to and constitute being at risk
- Identify how group membership influences access to resources
- Understand and implement strategies to combat discrimination, oppression, and economic deprivation and promote social and economic justice
- Advocate for nondiscriminatory social & economic systems

**FEO 5. Understand and interpret the history of the social work profession and its contemporary structures and issues.**

- Student is aware of the history of social workers' participation in the general field in which she/he is placed (e.g., child welfare, health care, mental health, legislative practice)
- Student is aware of the important policy and practice issues which the profession has encountered over the last half century in that area
- Student is aware of the strengths and weaknesses of the structure of services that has emerged over time
- Student is aware of the critical contemporary debates

**FEO 6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.**

- Focuses on the strengths, capacities, and resources of diverse client systems
- Use knowledge and theory of individuals, families, groups, organizations, and communities to assess interactions among individuals and other social communities across the lifespan
- Employs evidence-based practices to achieve client goals
- Identifies the client or client system's internal and external strengths and resources
- Identifies non-verbal cues of clients including body positions, eye contact, speech patterns, affect, appearance, tone and volume of voice
- Starts where the client or client system is in the practice setting
- Engages the client or client system in problem solving
- Plans and implements appropriate termination processes with clients or client systems

**FEO 7. Uses theoretical frameworks that are supported by empirical evidence in order to understand individual development and behaviors across the life span; and the interactions among, and between, individuals, families, groups, organizations, and communities.**

- Understands the range of social systems in which people live and the ways these structures promote and deter people in achieving health and well-being
- Applies concepts and knowledge of social work practice theories in direct practice activities
- Applies concepts and knowledge of human growth and development and family dynamics in client assessments
- Applies concepts and knowledge of organizational theories to assessment of the field agency
- Critically analyzes the relevance of theoretical concepts and/or research findings with diverse client groups
- Develops holistic intervention plans with clients

**FEO 8. Analyze, formulate, and influence social policies.**

- Understand the role of policy in service delivery, social work practice and attainment of individual and social well-being
- Analyze and apply the results of policy research relevant to social service delivery
- Understand and demonstrate policy practice skills in regard to economic, political, and organizational systems – and use them to influence, formulate and advocate for policy consistent with social work values
- Identify financial, organizations, administrative, and planning processes required to deliver social services
- Can function within organizational structure and service delivery systems

**FEO 9. Evaluate research studies, apply research findings to practice, and evaluate their own.**

- Develop basic skills to evaluate one's own practice
- Identify ethical and multicultural issues in research
- Utilizes a variety of data collection techniques and assessment tools
- Understands methods available for program evaluation
- Sets specific goals with client or client system and continuously monitors progress towards meeting these goals
- Understands the use of research methodologies to evaluate practice interventions

**FEO 10. Use communication skills differentially across client populations, colleagues, and communities.**

- Understand, affirm, and respect people from diverse backgrounds
- Recognize the ways in which diverse cultures require differential communication skills
- Understand the interlocking and complex nature of culture and personal identity
- Implement culturally congruent communication skills in working with diverse clients
- Develop and understand an awareness of one's own personal, cultural values and beliefs
- Effectively and professionally communicate with colleagues individually and in group settings
- Meet agency expectations for completion of oral and written reports and presentations
- Ensure that social services are culturally relevant to the group(s) served by recognizing diversity within and between groups and identify and apply culturally appropriate theories and knowledge about client systems within environmental contexts
- Employ a strengths based, ecological perspective in work with diverse client systems

**FEO 11. Use supervision and consultation appropriate to social work practice.**

- Participates in identifying clear, specific and appropriate learning goals
- Prepares for, participates in and uses supervisory meetings appropriately.
- Uses feedback for constructive growth and change
- Demonstrates understanding of the role of professional supervision
- Collaborates with colleagues and administrative staff other than the supervisor in ways that advance learning
- Uses the supervisory relationship to foster integration of class and field learning experiences

**FEO 12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.**

- Demonstrates understanding of organizational strengths and challenges
- Appreciates pace and nature of change process in social service agencies
- Understands relationship between structure and function in formal organizations
- Differentiates between personal and professional issues in hierarchical organizations

**FEO 13. Acquire skills in the use of modern technology, especially the Internet, e-mail, and videoconferencing to be used in service to communities.**

- Demonstrate proficiency in the use of computers and other technological devices used by the agency system.
- Follow agency policies and professional expectations regarding the use of technological resources

**Concentration Field Practicum Objectives**

Second year field practicum objectives derive from Program Goal 1 and are associated with specific Concentration Educational Objectives (CEOs) that flow from these goals. During the concentration field practicum, the following CEOs and course objectives apply to student learning.

**CEO 1. Assess individuals, families, groups, organizations, and communities from an advanced generalist perspective.**

- Demonstrates facility at conceptualizing and implementing planned change process at different levels of practice
- Demonstrates ability in areas of engagement and assessment at different levels of practice
- Demonstrates ability in area of problem formulation at different levels of practice
- Demonstrates ability in area of termination with client systems at different levels of practice
- Demonstrates ability in area of evaluation of practice at different levels of practice
- Able to explain and discuss common advanced generalist principles that inform decisions at different levels of practice
- Demonstrates ability to assess client systems from and/or in rural areas

**CEO 2. Differentially apply intervention strategies at micro, mezzo, and macro levels.**

- Able to identify micro, mezzo and macro aspects of presenting problems
- Able to differentiate impact of rural/suburban/urban environments on presenting problems
- Demonstrate facility to intervene at micro, mezzo and macro levels in addressing presenting problems
- Able to explain differing theoretical bases for intervention strategies according to rural/suburban/urban environments
- Able to explain differing theoretical bases for micro/mezzo/macro intervention strategies
- Demonstrates ability to intervene with client systems from and/or in rural areas

**CEO 3. Use quantitative and qualitative methodologies to evaluate social work practice with individuals, families, groups, organizations, and communities.**

- Demonstrate facility with quantitative methods of practice evaluation
- Demonstrate facility with qualitative methods of practice evaluation
- Demonstrate understanding of differing methods of evaluation determined by factors such as client population, target audience, time frame and practice level
- Demonstrate ability to understand, discuss and apply limitations of the various evaluation tools and how these limitations can be addressed
- Demonstrate familiarity with statistical principles impacting generalization, validity and reliability
- Demonstrate ability to evaluate practice with client systems from and/or in rural areas

**CEO 4. Develop strategies for influencing policy to promote social and economic justice for diverse individuals, families, groups, organizations, and communities, especially those populations at risk, with an emphasis on client systems in rural areas.**

- Be able to articulate policies relevant to the client population served.
- Identify agency strategies that are in place to promote social and economic justice among an oppressed client population.
- Identify agency policies that consider the unique needs of a rural population.
- Be able to identify policies that result in intentional/unintentional oppression by failing to meet the unique needs of diverse populations, with special attention to rural client systems.
- Develop strategies to address policies that inadequately meet the needs of diverse groups.
- Develop practice skills to implement policies in ways that are culturally congruent with client population.

**CEO 5. Effectively synthesize knowledge and skills needed for social work administration, including such functions as planning, program development, budgeting, grant writing, supervision and training, and evaluation of programs and staff.**

- Demonstrate advanced level of knowledge and skills needed for social work administration
- Demonstrate advanced level of knowledge and skills needed for planning and program development
- Demonstrate advanced level of knowledge and skills needed for budgeting and grant writing
- Demonstrate advanced level of knowledge and skills needed for supervision and training
- Demonstrate advanced level of knowledge and skills needed for evaluation of programs and staff

**CEO 6. 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.**

- Demonstrates self-awareness and motivation regarding learning and professional development
- Maintains and focuses on learning plan over the course of the semester and uses others effectively in this process
- Consistently aware of own knowledge base, ethics and values as they related to social work practice
- Able to articulate own understanding and appreciation for personal strengths and challenges as a beginning professional
- Able to incorporate understanding and appreciation of own strengths and challenges in setting career goals and plans for continued professional development

**CEO 7. Engage in advanced generalist practice with individuals, families, groups, organizations, and communities, with an emphasis on client systems in rural areas, utilizing a strengths-based approach that draws on a range of intervention theories as appropriate.**

- Be able to articulate the primary tenets of the strengths-based perspective.
- Select and implement evidence-based interventions strategies that emanate from the strengths-based perspective.
- Apply concepts and knowledge of social work practice theories across levels of practice and in complex practice situations.

**CEO 8. Engage in advanced generalist practice that is sensitive to the social, economic and practice issues, with people of color, women, persons with disabilities, GLTB population, and other populations that may be at high risk, including client systems in rural areas.**

- Demonstrates sensitivity to diversity issues in practice with populations at risk of discrimination/oppression
- Demonstrates sensitivity to diversity issues in the structure of the agency's service delivery system
- Demonstrates sensitivity to diversity issues social and economic aspects of discrimination/oppression as influences on agency and client system resources and challenges
- Demonstrate over the course of the semester increased comfort with discrimination/oppression issues as an integral aspect of social work practice

**CEO 9. Analyze ethical challenges and dilemmas and develop appropriate responses to these situations in alignment with the NASW Code of Ethics.**

- Consistently aware of ethical dilemmas at all levels of social work practice
- Anticipate ethical issues common to rural areas, such as dual relationships and confidentiality
- Resolves ethical dilemmas using appropriate decision making processes
- Able to articulate and apply social work values and principals of the NASW Code of Ethics to decision making in specific situations
- Comfortable discussing ethical practice dilemmas with colleagues and contributing own opinions with basis for same
- Able to practice, and explain basis for decisions, in manner consistent with best interests of client, self and agency
- Demonstrates familiarity with standards of malpractice, funding requirements, agency policies and statutory/constitutionally based client rights as considerations in social work practice
- Structure professional interactions with clients to reduce likelihood of ethical issues.

**CEO 10. Acquire advanced skills in the use of modern technology, to be used in service to the client systems, including those in rural areas.**

- Demonstrated mastery level capability on phone, computer, security, internal communication systems and all other technology based activities in agency.
- Understands the impact of internet resources and virtually instantaneous communication ability on social service agencies, social workers and client populations.
- Able to apply technological insights to problem situations for the agency
- Able to apply technological insights to problem situations for client systems

**CEO 11. Integrate all curriculum areas and apply to advanced generalist practice.**

- Able to articulate knowledge from social work education
- Demonstrates integration of knowledge in generalist social work practice
- Able to describe and differentiate between models of generalist social work practice
- Able to use different models of social work practice based on client system differences
- Able to use different models of social work practice across micro, mezzo and macro levels
- Demonstrates progressively increasing levels of facility in theory based assessment and intervention decision making.

Taken together the 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 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.

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. In SWK/SOWK 620 students will learn and apply multiple assessment and intervention theories and practice models in micro and mezzo practice settings. The SWK/SOWK 621 course focuses on macro activities that support the delivery of social services. Field practicums in both semesters will be expected to support these goals. In advanced field practicum students will be able to focus on their specific populations of interest. 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.

## **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 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 may be prohibited from beginning Field Practicum.
2. Students must demonstrate behaviors that are consistent with the professions values. Faculty review students for professional conduct prior to the beginning of field practicum. Students who are in the process of remedial action may be prohibited from beginning Field Practicum.
3. Students must have completed the required prerequisite courses and must take the required corequisite courses to be in a field practicum. Foundation year students complete SWK/SOWK 501: *Principles and Philosophies of Social Work* prior to entering SWK/SOWK 530: *Field Practicum I* in the fall semester. They must have completed or be concurrently enrolled in SWK/SOWK 510: *HBSE I* and SWK/SOWK 515: *Social Welfare Policy*. Students are concurrently enrolled in SWK/SOWK 520: *Micro/Mezzo Social Work Practice*. In the spring semester, students must have completed or be concurrently enrolled in SWK/SOWK 511: *HBSE II* and SWK/SOWK: *Social Work Research*. Students in field practicum are concurrently enrolled in SWK/SOWK 521: *Macro Social Work Practice*. Concentration year

students must have completed the foundation year or, if they have advanced standing status, SWK/SOWK 601: *Integrative Seminar*, to in order to begin SWK/SOWK 630: *Advanced Field Practicum I* in the fall semester. All students must have completed SWK/SOWK 610: *Advanced HBSE*. They must have completed or be concurrently enrolled in SWK/SOWK 615: *Advanced Social Welfare Policy* and be concurrently enrolled in SWK/SOWK 620: *Advanced Micro/Mezzo Social Work Practice*. In the spring semester, students must have completed SWK/SOWK 631: *Advanced Field Practicum I* and be concurrently enrolled in SWK/SOWK *Advanced Research* and SWK/SOWK 621: *Advanced Social Work Macro Practice*.

4. Students must submit the following documentation prior to beginning the foundation and concentration field practicums: Agency Contact Information form, the Field Instructor Application, Child Abuse History Clearance, Criminal Background Check, FBI Criminal History Clearance, and proof of professional liability (malpractice) insurance.

### 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 should contain 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 the student would be interested in considering for that year's practicum. The information from these profile documents will be used by the Field Co-Coordinator to work with the student on an individualized plan for that year's practicum. 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. Once a potential match is identified, the student will initiate an interview. In most cases there will be adequate time to finalize each student's practicum before the beginning of the semester, but the Field Co-Coordinators will require the same planning information to work with students either beginning the semester without a practicum agency or changing agencies.

### 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. 5 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, sixteen hours per week). During their concentration year, students will be in practicum 270 hours during the fall semester (on average, 20 hours per week) and 230 hours during the spring semester (on average, 18 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 the fall semester and

cannot end earlier than the last week of classes. In no case may students end their practicums (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.

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 which 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 advanced generalist perspective 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. Practice opportunities need to be provided by the agency to the student that is consistent with identified learning needs of the student.
5. Field practicum performance must be evaluated on the basis of criteria consistent with the advanced generalist perspective definition of practice and program objectives as 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.
7. The agency must insure the provision of field instructor(s) in terms of availability to work consistently with the student for integration of educational objectives. 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 practicums 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 an 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 Agency Information Form as well as talk with the agency representative to determine appropriateness and compatibility. 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.

#### Criteria for the Selection of Field Instructors

The availability of qualified field practicums is essential to practice integration. The field instructor's 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), 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 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 educational objectives 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 an employed practicum must also follow the regular procedure for securing a field practicum. However, before the student meets with the Field Co-Coordinator, these students 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 and at least two years post-MSW 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. Employed practicum 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- Coordinators with final approval from the Program Co-Directors.

A proposal for employed practicum 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

Field instructors and students may find that at times they are unable to satisfactorily resolve concerns. The first step is to contact and meet with the field liaison. If the concern is still not able to be resolved or if the concern involves the field liaison, the student and/or the field instructor may bring the concern to the Field Co-Coordinator. If the concern is not resolved, the next step is for the student, field instructor or Field Co-Coordinator to contact the appropriate Program Co-Director. If the concern is still not resolved, the Program Co-Director will initiate the problem resolution process as spelled out in the student handbook.

## **Field Practicum Roles**

Field Co-Coordinator – 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 social worker 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.

Faculty Liaisons - 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. The faculty members in these roles may change from semester to semester.

## **Field Practicum Responsibilities**

In order for the field practicum objectives to be, 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.
  - Receive and process agency requests for student practicums.
  - 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. Administrative responsibility for structuring and organizing meetings and seminars for orientation and training of field instructors, faculty liaisons and students.
5. Membership on the MU-SU MSW Program Advisory Council and subcommittee about field practicum.
6. Coordination of all field responsibilities, policies and procedures between the two Universities.

### Responsibilities of the Student

1. Prior to their first day of the fall field practicum all students must attend a mandatory field orientation. This orientation is scheduled by the Field Co-Coordinators in conjunction with practice faculty and MSW Program Co-Directors. There are two main purposes of this orientation. First, to familiarize students with procedures of the field program such as agency assignments, time keeping, expected reports and evaluations; and secondly, 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. The issues covered in the orientation include, but are not limited to: legal and ethical issues, safety, use of supervision, professional boundaries, and the "nuts and bolts" of placement.
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 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.
  - Attend all orientation and preparation sessions provided by the program.
  - Complete learning contract in collaboration with field instructor and in consultation with the field 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.
6. 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 professional values and ethics as the code of conduct.
  - Develop abilities for practice integration.
  - Complete monthly progress notes and submit to the faculty field 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 superior, a mentor, and a professional role model. Students are to be provided with opportunities to engage with individuals, groups, families/households, organizations, and communities. Given the limitations of some agency settings, as well as time constraints, 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.
    - Provide a variety of assignments that permit depth and breadth.
    - Provide the student with opportunities in practice as early as possible.
    - Assist the student in developing a micro/macro field project.
  - Negotiate with the student a mutually agreed upon learning contract regarding the student's learning needs and the agency's expectations.
  - 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, 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 which 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, 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 her/his 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 field 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.
5. 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.

#### Responsibilities of the Faculty Liaison

1. Coordinate relationships among the program, field agency, and student.
2. Facilitate practicum seminar sessions.
3. Meet with agency field instructors to coordinate program/agency efforts for practice integration for the student.
4. Provide field instructor with pertinent information on student's learning performance in practice class.

5. Consult with field instructor in identifying individualized learning needs of student and any obstacles in meeting them.
6. Clarify and mediate between field instructor, student and or program when there are indications of a student not meeting expectations.
7. 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.
8. Meet separately with the student as is necessary.
9. Hold field seminars with the students in a group format. This time can be counted toward the student's field hours.
10. Review Monthly Report Form every month and provide feedback to students.
11. 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.
12. Participate in and share in the responsibility for structuring and presenting the orientation and training seminars for field instructors.
13. 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.
14. Work closely with Field Co-Coordinator regarding use of field agencies and field instructors.
15. Serve as a professional consultant to agencies when mutually agreed upon by university, faculty person and the agency.
16. Provide evaluative feedback to the Field Co-Coordinator about the practicums such as appropriateness of the agencies and field instructors, the need for orientation, or the need for training.

### **Method of Course Evaluation**

A mid-term evaluation discussion between student and field instructor is to occur halfway through the semester, with prompt notification to the field 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.

Minimum behaviors that contribute toward a grade of "pass" are listed below.

1. 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 accomplishes learning objectives.
  - Student receives satisfactory evaluations from field instructor and field 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, supervisors and instructor.
- 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 accomplishes practicum seminar learning objectives.

Behaviors that contribute toward a grade of “fail.”

1. 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. 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 required to extend his/her practicum or to complete another field practicum in a different agency/organization setting. 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. Individual consideration is given to any request to repeat a field practicum by the Field Co-Coordinators prior to a decision.

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

### **Dismissal from Field Practicum**

When students receive more than one C in an 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 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 this syllabus and any other readings suggested by participants of this field practicum.

## **Course Schedule**

The general schedule for field practicums 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.

**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 two 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 practicums until the background checks have been completed and the insurance has been purchased. Students will be much better prepared for class if you take care of this before the next semester starts.

**REQUIRED CLEARANCES FOR MSW FIELD PRACTICUM, FALL & SPRING**

*Please note: All clearances must be mailed to your home address.*

**1. ACT 151 (CHILD ABUSE HISTORY CLEARANCE) - \$10 Fee**

Visit: <http://www.dpw.state.pa.us/ServicesPrograms/ChildWelfare/003671038.htm>

Complete the ACT 151/CHILD ABUSE HISTORY CLEARANCE FORM, mail it to the address indicated, and wait for the results to be mailed back to you. Clearance results will be mailed to you within 14 days from the date that the clearance is received. Please be sure to make a photocopy of the completed form along with the receipt for the money order you will send with the form.

**2. ACT 34 (CRIMINAL RECORD CHECK) - \$10 Fee**

Request ACT 34 CRIMINAL RECORD CHECK ONLINE at <http://epatch.state.pa.us>

Make sure you have a credit card on hand. When completed, click on the "Certification Form" button and print the results page with the state seal watermark.

**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 faster.**

### 3. **FBI FEDERAL CRIMINAL HISTORY (FINGERPRINTING) - \$36 Fee**

Use the following website for this clearance process: [www.pa.cogentid.com](http://www.pa.cogentid.com).

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 of \$36 online with a credit card or at the fingerprinting sight by money order or cashiers check. The receipt for the fee is usually enough for agencies to know that your FBI clearance is pending so it will not hold up your starting date at the placement. When the clearance arrives, however, **a copy of the form that is sent to your address must be given to the Field Co-Coordinator for the Department records.**

**IMPORTANT INFORMATION: YOU MUST SUBMIT PHOTOCOPIES OF THE ACT 151 AND ACT 34 CLEARANCES AND PRESENT THE ORIGINAL FBI FINGERPRINTING FORM TO THE FIELD CO-COORDINATOR MU-SU MSW PROGRAM AT YOUR HOME CAMPUS.**

***KEEP A FOLDER OF YOUR ORIGINAL COPIES OF CLEARANCES*** - You may be asked to present them to the agency where you are doing your practicum. It is not the policy of the Social Work Department to make copies for you from the copies we have on file, so *please keep them in a safe, readily accessible location.*

### **WHAT LIABILITY INSURANCE IS REQUIRED PRIOR TO YOUR FIELD PRACTICUM?**

#### 1. **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 liability coverage through a program offered by NASW specifically for social work field placements. If you are employed by the agency you are probably covered but you must determine if that is true and submit to the Field Co-Coordinator a statement to that effect, on agency letterhead, signed by an agency administrator.

#### 2. **JOINING THE NATIONAL ASSOCIATION OF SOCIAL WORKERS - \$48.00**

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

<https://www.socialworkers.org/nasw/join/memberapplication.pdf>

Be sure to join as a student member. The cost of membership is \$48.00 and you can either pay online by credit card or print out the application and mail it in with a check.

3. **PURCHASING PROFESSIONAL LIABILITY (MALPRACTICE) INSURANCE  
- \$35.00**

Once you are a member of NASW, you can purchase the liability insurance through the American Professional Agency Inc. Visit <http://www.americanprofessional.com/socialwork/> to apply. (Be sure to read and complete the *student* application). You must purchase the \$1,000,000/3,000,000 level of coverage. The cost is \$35.00 and you can only do this by mailing in the completed form. The insurance company will have to confirm that you are a member of NASW so be sure to enclose a copy of the NASW check if you are mailing both forms at the same time.

Also 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 give a copy to the Field Co-Coordinator for the Department records before you will be allowed to start your practicum hours in the fall semester.**

**APPENDIX B  
FIELD CHECK LIST**



**Masters of Social Work Program  
Student Field Practicum Checklist**

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

Preparation for Practice Questionnaire

Please answer the following questions so that we can best arrange for you field practice experience this semester.

**1. I have done the following with my  
Child Welfare background check:**

- Nothing
- I have the forms
- Filled out the forms but **not** sent them in.
- Filled out the forms and sent them in.  
Date sent in: \_\_\_\_\_
- Filled out the forms, sent them in, and received a clearance. Date received clearance: \_\_\_\_\_
- Received clearance from a previous job in the past year.
- Other: (please explain)

**2. I have done the following with my  
Criminal background check:**

- Nothing
- I have the forms
- Filled out the forms but **not** sent them in.
- Filled out the forms and sent them in.  
Date sent in: \_\_\_\_\_
- Filled out the forms, sent them in, and received a clearance. Date received clearance: \_\_\_\_\_
- Received clearance from a previous job in the past year.
- Other: (please explain)

**3. I have done the following with my  
NASW membership application:**

- Nothing
- I have the forms
- Filled out the forms but **not** sent them in.
- Filled out the forms and sent them in.  
Date sent in: \_\_\_\_\_
- Filled out the forms, sent them in, and received membership notification.  
Date received: \_\_\_\_\_

**4. I have done the following with my  
NASW insurance application:**

- Nothing
- I have the forms
- Filled out the forms but **not** sent them in.
- Filled out the forms and sent them in.  
Date sent in: \_\_\_\_\_
- Filled out the forms, sent them in, and received notice of coverage.  
Date received coverage: \_\_\_\_\_
- I have documentation proving that my field practicum agency provides malpractice coverage for its interns.
- Other: (please explain)

Answering the following questions helps us to arrange for your practicum. Please read carefully and answer those questions that apply to your situation...

I would like to work in one of the following 3 areas of practice this semester, in order of preference (examples: mental health, child welfare, aging, schools, etc.). If you know specific agencies that you would like to be considered for please list them in order of preference.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I would like to work in the following three geographic locations. Please list them in order of preference.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I have already contacted a specific agency about working as an intern and would like to have that agency considered for my field practicum.

Name of Agency \_\_\_\_\_

Address of Agency \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_

Population served \_\_\_\_\_

**APPENDIX C  
FOUNDATION YEAR LEARNING CONTRACT**



**Master of Social Work Program  
Learning Contract**

**Foundation Year \_\_\_\_\_ Semester**

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.

Page 2 of this document identifies the activities and experiences the student will be involved with during the field practicum. Activities should be related to one of the 13 Foundation Educational Objectives (FEOs) as outlined in the MU-SU MSW Field Manual.

Page 3 of this document is a chart indicating the relationship between the FEOs and agency based professional activities, as well as a form to measure objective achievement and the timeline for the completion of each professional activity.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Liaison

\_\_\_\_\_  
Date

The practicum student will meet the objectives of the Foundation Field Practicum through activities and assignments that are mutually agreed upon by the agency, the student, and the faculty liaison.

The agency agrees to provide the student with access to the following professional activities:  
*(include an extra page if necessary)*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

### Linkage between FEOs and Practice Activities

Foundation Educational Objectives		Activities (numbers from page 2)	Measurement of Objective Achievement	Timeline
1.	Apply critical thinking skills			
2.	Practice social work values and ethics			
3.	Practice w/o discrimination			
4.	Advance social and economic justice			
5.	Demonstrate professional identity			
6.	Apply advanced generalist perspective			
7.	Appropriate use of theoretical frameworks			
8.	Link Policy and Practice			
9.	Evaluate and apply Research			
10.	Use differential Communication Skills			
11.	Use Supervision			
12.	Function within social service agency			
13.	Use Technology			

**APPENDIX D  
FOUNDATION YEAR EVALUATION FORM**



**Master of Social Work Program  
Evaluation Form**

**Covering the Period:**

- Fall Semester (SW 530)      September \_\_\_ through Dec. \_\_\_\_, 20\_\_
- Spring Semester (SW 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 SW 630 (first semester) should be reflective of the student's beginning level of knowledge and skill. Evaluation for SW 631 (second semester) should reflect the student's advanced knowledge in each performance area.

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

**1 = *Unsatisfactory*** - The student has not yet developed this skill

**2 = *Needs Improvement*** - The student grasps the idea and is beginning to recognize in hindsight how it might have been applied in a given 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***

**NA = *Not Available***

The agency field instructor is required to use the comment section of the evaluation to support and clarify ratings, particularly ratings of "5" (Outstanding Performance) and "1" (Unsatisfactory). 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:** **Your signed field evaluation must be submitted to your faculty liaison by the last scheduled meeting of your practice class each semester. You are encouraged to keep a copy for your records. The student is responsible for assuring that the evaluation is completed, signed, and submitted to the field liaison on time.**

**Student’s performance in the core learning areas:**

**1. Apply critical thinking within the context of professional social work practice.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Demonstrates evidence of problem-solving skills							
B. Is able to consider opposing viewpoints							
C. Is open-minded and flexible							
D. Can provide evidence for opinions and judgments							
E. Determines appropriate assessment of needs of client population and articulates appropriate resources, case planning and overall assessment of client issues							
F. Other – See Comments							

**COMMENTS:**

**2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Identify and articulate one's own personal values							
B. Explain how one's own values impact assessment and intervention							
C. Applies social work values and ethical principles to multi-level interventions with clients as evidenced by case staffing, supervision sessions, and project reviews							
D. Implements professional values in working with clients							
E. Identifies ethical dilemmas affecting practice and services to clients							
F. Resolves ethical dilemmas using appropriate decision-making processes							
G. Other – See Comments							

**COMMENTS:**

**3. Practice without discrimination and with respect, knowledge, and skills related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Is knowledgeable about special populations and those at risk							
B. Identifies the interacting effects of race, ethnicity, socio-economic class, gender, sexual orientation, religion, and age in the lives of clients							
C. Identifies the effects of own background (race, ethnicity, socio-economic class, gender, sexual orientation, religion, age, and life experiences) on perceptions of practice situations							
D. Other – See Comments							

**COMMENTS:**

**4. Understand the forms and mechanisms of oppression and discrimination as well as strategies of advocacy and social change that advance social and economic justice.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Understand factors that contribute to and constitute being at risk							
B. Identify how group membership influences access to resources							
C. Understand and implement strategies to combat discrimination, oppression, and economic deprivation and promote social and economic justice							
D. Advocate for nondiscriminatory social & economic systems							
E. Other – See Comments							

**COMMENTS:**

**5. Understand and interpret the history of the social work profession and its contemporary structures and issues.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Student is aware of the history of social workers' participation in the general field in which she/he is placed (e.g., child welfare, health care, mental health, legislative practice)							
B. Student is aware of the important policy and practice issues which the profession has encountered over the last half century in that area							
C. Student is aware of the strengths and weaknesses of the structure of services that has emerged over time							
D. Student is aware of the critical contemporary debates							
E. Other – See Comments							

**COMMENTS:**

**6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Focuses on the strengths, capacities, and resources of diverse client systems							
B. Use knowledge and theory of individuals, families, groups, organizations, and communities to assess interactions among individuals and other social communities across the lifespan							
C. Employ evidence-based practices to achieve client goals							
D. Identifies the client or client system’s internal and external strengths and resources							
E. Identifies non-verbal cues of clients including body positions, eye contact, speech patterns, affect, appearance, tone and volume of voice							
F. Starts where the client or client system is in the practice setting							
G. Engages the client or client system in problem solving							
H. Plans and implements appropriate termination processes with clients or client systems							
I. Other – See Comments							

**COMMENTS:**

**7. Uses theoretical frameworks that are supported by empirical evidence in order to understand individual development and behaviors across the life span; and the interactions among, and between, individuals, families, groups, organizations, and communities.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Understand the range of social systems in which people live and the ways these structures promote and deter people in achieving health and well-being							
B. Applies concepts and knowledge of social work practice theories in direct practice activities							
C. Applies concepts and knowledge of human growth and development and family dynamics in client assessments							
D. Applies concepts and knowledge of organizational theories to assessment of the field agency							
E. Critically analyzes the relevance of theoretical concepts and/or research findings with diverse client groups							
F. Develops holistic intervention plans with clients							
G. Other – See Comments							

**COMMENTS:**

**8. Analyze, formulate, and influence social policies at the local, state and federal levels.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Understand the role of policy in service delivery, social work practice and attainment of individual and social well-being							
B. Analyze and apply the results of policy research relevant to social service delivery							
C. Understand and demonstrate policy practice skills in regard to economic, political, and organizational systems – and use them to influence, formulate and advocate for policy consistent with social work values							
D. Identify financial, organizations, administrative, and planning processes required to deliver social services							
E. Can function within organizational structure and service delivery systems							
F. Other – See Comments							

**COMMENTS:**

**9. Evaluate research studies, apply research findings to practice, and evaluate their own.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Develop basic skills to evaluate their own practice							
B. Identify ethical and multicultural issues in research							
C. Utilizes a variety of data collection techniques and assessment tools							
D. Is aware of methods available for program evaluation							
E. Sets specific goals with client or client system and continuously monitors progress towards meeting these goals							
F. Understands the use of research methodologies to evaluate practice interventions							
G. Other – See Comments							

**COMMENTS:**

**10. Use communication skills differentially across client populations, colleagues, and communities.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Understand, affirm, and respect people from diverse backgrounds							
B. Recognize the ways in which diverse cultures require differential communication skills							
C. Understand the interlocking and complex nature of culture and personal identity							
D. Implement culturally congruent communication skills in working with diverse clients							
E. Develop and understand an awareness of one’s own personal, cultural values and beliefs							
F. Effectively and professionally communicate with colleagues individually and in group settings							
G. Meet agency expectations for completion of oral and written reports and presentations							
H. Ensure that social services are culturally relevant to the group(s) served by recognizing diversity within and between groups and identify and apply culturally appropriate theories and knowledge about client systems within environmental contexts							
I. Employ a strengths based, ecological perspective in work with diverse client systems							
J. Other – See Comments							

**COMMENTS:**

**11. Use supervision and consultation appropriate to social work practice.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Participates in identifying clear, specific and appropriate learning goals							
B. Prepares for, participates in and uses supervisory meetings appropriately.							
C. Uses feedback for constructive growth and change							
D. Demonstrates understanding of the role of professional supervision							
E. Collaborates with colleagues and administrative staff other than the supervisor in ways that advance learning							
F. Uses the supervisory relationship to foster integration of class and field learning experiences							
G. Other – See Comments							

**COMMENTS:**

**12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Demonstrates understanding of organizational strengths and challenges							
B. Appreciates pace and nature of change process in social service agencies							
C. Understands relationship between structure and function in formal organizations							
D. Differentiates between personal and professional issues in hierarchical organizations							
E. Other – See Comments							

**COMMENTS:**

**13. Acquire skills in the use of modern technology, especially the Internet, e-mail, and videoconferencing to be used in service to communities.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Demonstrate proficiency in the use of computers and other technological devises used by the agency system.							
B. Follow agency policies and professional expectations regarding the use of technological resources.							
C. Other- See Comments							

**COMMENTS:**

**14. Additional performance goals.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>

**COMMENTS:**

**The following parties have participated in this evaluation:**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Task Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

Field Practicum Co-Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX E**  
**CONCENTRATION YEAR LEARNING CONTRACT**



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

**Concentration Year \_\_\_\_\_ Semester**

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.

Page 2 of this document identifies the activities and experiences the student will be involved with during the field practicum. Activities should be related to one of the 11 Concentration Year Educational Objectives (CEOs) as outlined in the MU-SU MSW Field Manual.

Page 3 of this document is a chart indicating the relationship between the CEOs and agency based professional activities, as well as a form to measure objective achievement and the timeline for the completion of each professional activity.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

The practicum student will meet the objectives of the Concentration Field Practicum through activities and assignments that are mutually agreed upon by the agency, the student, and the faculty liaison.

The agency agrees to provide the student with access to the following professional activities:  
*(include an extra page if necessary)*

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

### Linkage between CEOs and Practice Activities

Concentration Educational Objectives		Activities (numbers from page 2)	Measurement of Objective Achievement	Timeline
1.	Assess using Advanced Generalist Principals			
2.	Intervene at micro, mezzo, macro levels			
3.	Use qualitative & quantitative methods of practice evaluation			
4.	Understand impact of policies			
5.	Incorporate knowledge & skills in administrative areas			
6.	Be self-reflective regarding own strengths and challenges			
7.	Incorporate strengths-based approach			
8.	Include discrimination & oppression in practice decision making			
9.	Address ethical dilemmas applying the NASW Code of Ethics			
10.	Demonstrate technology skills and knowledge			
11.	Integrate Advanced Generalist knowledge and skills into practice			

**APPENDIX F  
CONCENTRATION YEAR EVALUATION FORM**



**Master of Social Work Program  
Concentration Year Evaluation Form**

**Covering the Period:**

- Fall Semester (SW 630) September \_\_\_\_\_ through December \_\_\_\_\_, 20\_\_\_\_\_  
 Spring Semester (SW 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 agreement. Evaluation of the student for SW 630 (first semester) should be reflective of the student's beginning level of knowledge and skill. Evaluation for SW 631 (second semester) should reflect the student's advanced knowledge in each performance area.

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

**1 = *Unsatisfactory*** - The student has not yet developed this skill

**2 = *Needs Improvement*** - The student grasps the idea and is beginning to recognize in hindsight how it might have been applied in a given 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***

**NA = *Not Available***

The agency field instructor is required to use the comment section of the evaluation to support and clarify ratings, particularly ratings of "5" (Outstanding Performance) and "1" (Unsatisfactory). 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: Your signed field evaluation must be submitted to your faculty liaison by the last scheduled meeting of your practice class each semester. You are encouraged to keep a copy for your records. The student is responsible for assuring that the evaluation is completed, signed, and submitted to the field liaison on time.**

**Student’s performance in the advanced learning areas:**

**1. Assess individuals, families, groups, organizations, and communities from an advanced generalist perspective, with an emphasis on client systems in rural areas.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Demonstrates facility at conceptualizing and implementing planned change process at different levels of practice							
B. Demonstrates ability in areas of engagement and assessment at different levels of practice							
C. Demonstrates ability in area of problem formulation at different levels of practice							
D. Demonstrates ability in area of termination with client systems at different levels of practice							
E. Demonstrates ability in area of evaluation of practice at different levels of practice							
F. Able to explain and discuss common advanced generalist principles that inform decisions at different levels of practice							
G. Demonstrates ability to assess client systems from and/or in rural areas							
H. Other – See Comments							

**COMMENTS:**

**2. Differentially apply intervention strategies at micro, mezzo, and macro levels in rural areas.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Able to identify micro, mezzo and macro aspects of presenting problems							
B. Able to differentiate impact of rural/suburban/urban environments on presenting problems							
C. Demonstrate facility to intervene at micro, mezzo and macro levels in addressing presenting problems							
D. Able to explain differing theoretical bases for intervention strategies according to rural/suburban/urban environments							
E. Able to explain differing theoretical bases for micro/mezzo/macro intervention strategies							
F. Demonstrates ability to intervene with client systems from and/or in rural areas							
G. Other – See Comments							

**COMMENTS:**

**3. Use quantitative and qualitative methodologies to evaluate social work practice with individuals, families, groups, organizations, and communities in rural areas.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Demonstrate facility with quantitative methods of practice evaluation							
B. Demonstrate facility with qualitative methods of practice evaluation							
C. Demonstrate understanding of differing methods of evaluation determined by factors such as client population, target audience, time frame and practice level							
D. Ability to understand, discuss and apply limitations of the various evaluation tools and how these limitations can be addressed							
E. Familiarity with statistical principles impacting generalization, validity and reliability							
F. Demonstrates ability to evaluate practice with client systems from and/or in rural areas							
G. Other – See Comments							

**COMMENTS:**

**4. Develop strategies for influencing policy to promote social and economic justice for diverse individuals, families, groups, organizations, and communities, especially those populations at risk, with an emphasis on client systems in rural areas.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Be able to articulate policies relevant to the client population served.							
B. Identify agency strategies that are in place to promote social and economic justice among an oppressed client population.							
C. Identify agency policies that consider the unique needs of a rural population.							
D. Be able to identify policies that result in intentional/unintentional oppression by failing to meet the unique needs of diverse populations, with special attention to rural client systems.							
E. Develop strategies to address policies that inadequately meet the needs of diverse groups.							
F. Develop practice skills to implement policies in ways that are culturally congruent with client population.							
G. Other – See Comments							

**COMMENTS:**

**5. Effectively synthesize knowledge and skills needed for social work administration, including such functions as planning, program development, budgeting, grant writing, supervision and training, and evaluation of programs and staff in preparation for advanced generalist practice, including with client systems in rural areas.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Demonstrate advanced level of knowledge and skills needed for social work administration							
B. Demonstrate advanced level of knowledge and skills needed for planning and program development							
C. Demonstrate advanced level of knowledge and skills needed for budgeting and grant writing							
D. Demonstrate advanced level of knowledge and skills needed for supervision and training							
E. Demonstrate advanced level of knowledge and skills needed for evaluation of programs and staff							
F. Other – See Comments							

**COMMENTS:**

**6. 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.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Demonstrates self-awareness and motivation regarding learning and professional development							
B. Maintains and focuses on learning plan over the course of the semester and uses others effectively in this process							
C. Consistently aware of own knowledge base, ethics and values as they related to social work practice							
D. Able to articulate own understanding and appreciation for personal strengths and challenges as a beginning professional							
E. Able to incorporate understanding and appreciation of own strengths and challenges in setting career goals and plans for continued professional development							
F. Other – See Comments							

**COMMENTS:**

**7. Engage in advanced generalist practice with individuals, families, groups, organizations, and communities, with an emphasis on client systems in rural areas, utilizing a strengths-based approach that draws on a range of intervention theories as appropriate.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Be able to articulate the primary tenets of the strengths-based perspective.							
B. Select and implement evidence-based interventions strategies that emanate from the strengths-based perspective.							
C. Apply concepts and knowledge of social work practice theories across levels of practice and in complex practice situations.							
D. Other – See Comments							

**COMMENTS:**

**8. Engage in advanced generalist practice that is sensitive to the social, economic and practice issues, with people of color, women, persons with disabilities, GLTB population, and other populations that may be at high risk, including client systems in rural areas.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Demonstrates sensitivity to diversity issues in practice with populations at risk of discrimination/oppression							
B. Demonstrates sensitivity to diversity issues in the structure of the agency’s service delivery system							
C. Demonstrates sensitivity to diversity issues social and economic aspects of discrimination/oppression as influences on agency and client system resources and challenges							
D. Demonstrate over the course of the semester increased comfort with discrimination/oppression issues as an integral aspect of social work practice							
E. Other – See Comments							

**COMMENTS:**

**9. Analyze ethical challenges and dilemmas and develop appropriate responses to these situations in alignment with the NASW Code of Ethics.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Consistently aware of ethical dilemmas at all levels of social work practice							
B. Anticipate ethical issues common to rural areas, such as dual relationships and confidentiality							
C. Resolves ethical dilemmas using appropriate decision making processes							
D. Able to articulate and apply social work values and principals of the NASW Code of Ethics to decision making in specific situations							
E. Comfortable discussing ethical practice dilemmas with colleagues and contributing own opinions with basis for same							
F. Able to practice, and explain basis for decisions, in manner consistent with best interests of client, self and agency							
G. Demonstrates familiarity with standards of malpractice, funding requirements, agency policies and statutory/constitutionally based client rights as considerations in social work practice							
H. Structure professional interactions with clients to reduce likelihood of ethical issues.							
I. Other – See Comments							

**COMMENTS:**

**10. Acquire advanced skills in the use of modern technology, to be used in service to the client systems, including those in rural areas.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Demonstrated mastery level capability on phone, computer, security, internal communication systems and all other technology based activities in agency.							
B. Understands the impact of internet resources and virtually instantaneous communication ability on social service agencies, social workers and client populations.							
C. Able to apply technological insights to problem situations for the agency							
D. Able to apply technological insights to problem situations for client systems							
E. Other – See Comments							

**COMMENTS:**

**11. Integrate all curriculum areas and apply to advanced generalist practice, with an emphasis on client systems in rural areas.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>
A. Able to articulate knowledge from social work education							
B. Demonstrates integration of knowledge in generalist social work practice							
C. Able to describe and differentiate between models of generalist social work practice							
D. Able to use different models of social work practice based on client system differences							
E. Able to use different models of social work practice across micro, mezzo and macro levels							
F. Demonstrates progressively increasing levels of facility in theory based assessment and intervention decision making.							
G. Other – See Comments							

**COMMENTS:**

**12. Additional performance goals.**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Not Yet Complete</b>	<b>Not Applicable</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NYC</b>	<b>NA</b>

**COMMENTS:**

**The following parties have participated in this evaluation:**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Task Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

Field Co-Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX G  
MONTHLY REPORT FORM FOR FIELD PRACTICUM**



**Master of Social Work Program  
Monthly Report Form for Field Practicum**

<b>Student Name:</b>	<b>Dates Covered:</b>
<b>Agency Name:</b>	<b>Field Instructor:</b>
<b>Agency Department:</b>	<b>Field Liaison:</b>

**Practicum Hours Worked (Fill out table below. Include supervision hours and time spent in Field Seminar.)**

<b>Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Total Hrs.</b>
		<b>TOTALS:</b>	
		<b>CUMULATIVE TOTAL:</b>	
		<b>HOURS REMAINING:</b>	

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

**Field Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Please report the number of client systems with whom you have had significant contact this month 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 this month (e.g., participated in staff meeting, attended training).
4. Please indicate the days/times of supervision this month:

**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 of this month, 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 Learning Objectives addressed during the month.

**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.

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.

## **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 ways 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 16 hours a week to their field practicum; concentration students, 18 hours in the fall semester and 20 hours in the spring semester. Please outline your proposed schedule, which will balance work and practicum time requirements.

Student \_\_\_\_\_ Date \_\_\_\_\_

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

Field Co-Coordinator \_\_\_\_\_ Date \_\_\_\_\_

The signatures of student, Field Instructor, and Field Co-Coordinator indicate that all parties agree and support the proposal presented above. Final approval of the practicum site is dependent upon the collaborative completion of this form *and* the completion, submission, and approval (by the Field Co-Coordinator) of the **Field Instructor Application** form and the **Field Contact** form.

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  
FIELD INSTRUCTOR APPLICATION**



**Master of Social Work Program  
Field Instructor Application**

**Please fill out the application below and return it to the Field Co-Coordinator at your university.**

Level of Supervision (check all that apply):

- \_\_\_\_\_ BSW: Junior Year: Supervisor must have a BSW, BS, or BA
- \_\_\_\_\_ BSW: Senior Year: Supervisor must have a BSW or an MSW
- \_\_\_\_\_ MSW: Supervisor must have an MSW and two years post-Masters experience

Please Type or Print:

1. Name

\_\_\_\_\_

Last	First	MI
------	-------	----

2. Title/Position

\_\_\_\_\_

3. Work Phone \_\_\_\_\_ E-mail Address \_\_\_\_\_  
*(\*only include e-mail if you check it at least weekly)*

4. Name of Agency \_\_\_\_\_

5. Type of Facility \_\_\_\_\_

6. Population Served \_\_\_\_\_

7. Services Rendered \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Starting with the most recent, list degrees received:

Degree Received	College/University	Date
Degree Received	College/University	Date
Degree Received	College/University	Date
Degree Received	College/University	Date

9. List any license and/or certificate received:

Type	Issued by	Date
Type	Issued by	Date
Type	Issued by	Date
Type	Issued by	Date

10. \_\_\_\_\_ Years of Social Work Experience

11. \_\_\_\_\_ Years of Student Supervisory Experience

Number at BSW level	Number at MSW level	Number within other disciplines
---------------------	---------------------	---------------------------------

12. Briefly describe your theoretical orientation to social work practice:

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13. Briefly describe your approach to student supervision:

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\* Please attach a photocopy of educational degrees obtained, professional licenses, and/or certifications.

Field Instructor's Signature	Date
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**APPENDIX J  
STUDENT EVALUATION OF FIELD PRACTICUM FALL SEMESTER**

**MU SU MSW Program  
Student Evaluation of Field Practicum  
Fall 2009**



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. 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...

Is the field experience consistent with the Program Educational Objectives? Which educational objectives are most closely met? Which ones need more attention?

Has your field experience enabled you to meet your learning objectives? 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 individual and small group 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 development. You might identify a new learning objective for yourself and/or indicate ways in which your placement might better accommodate your learning.**

**Anything else you'd like us to know?**

**THANK YOU FOR YOUR FEEDBACK.**

**APPENDIX K  
STUDENT EVALUATION OF FIELD PRACTICUM SPRING SEMESTER**

**MU SU MSW Program  
Student Evaluation of Field Practicum  
Spring Semester 2009**

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 learning objectives? 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 for next year?**

**Anything else you'd like us to know?**

**THANK YOU FOR YOUR FEEDBACK.**

**APPENDIX L  
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