

Jackson State University
College of Public Service

SCHOOL OF SOCIAL WORK



B.S.W. PROGRAM
FIELD MANUAL

**Jackson State University
School of Social Work**

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Dear Bachelor of Social Work Student:

Congratulations on the successful completion of the courses preparing you for Field Instruction in the School of Social Work at Jackson State University!

I wish you success as you prepare to embark on a career in social work and hope that this Bachelor of Social Work (B.S.W.) *Field Instruction Manual* will help you in your pursuit of the B.S.W. degree. You are strongly encouraged to refer to it on a regular basis during your field placement.

This manual provides information on University and School policies related to Field Instruction, including, but not limited to, field requirements such as performance and grades, responsibilities of the field agency administration and agency field instructor, and the responsibilities inherent in the roles of the School of Social Work, the Director of Field Education, faculty field liaisons, and students. The School expects you to consult with your faculty field liaison, at minimum, twice per semester to monitor your progress in Field Instruction and to keep you informed of any program developments and any related policy changes. You may also consult with the Director of Field Education as needed.

Please feel free to share with me your suggestions and comments regarding the manual and any other areas of B.S.W. education at Jackson State University. I look forward to your successful completion of the requirements for the degree.

Sincerely,

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PREFACE

Field Instruction Manual

This manual serves as an educational component of the B.S.W. curriculum. It discusses the philosophy, goals, objectives, and educational outcomes of the B.S.W. Program. It identifies what is expected to be learned and taught as the students use their social work education to develop their skills and techniques under the auspices of an agency field instructor during the field placement.

Jackson State University is committed to the principles of equal educational opportunity, equal employment, and affirmative action. The University does not discriminate on the basis of race, color, sex, handicap, age, religion, national origin, veteran status, or on any other illegal basis.

The School of Social Work does not discriminate on the basis of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Questions regarding field instruction programs should be directed to the Director of Field Education at 601-432-6818.

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I. GENERAL SCHOOL INFORMATION

A. Jackson State University

Jackson State University, located in Jackson, the capital city and the cultural, political, geographic and business center of Mississippi, is a comprehensive, public, urban institution offering degrees from the baccalaureate to the doctoral level. As the Urban University of Mississippi, Jackson State University emphasizes public service programs designed to enhance the quality of life and seeks solutions to problems in the physical, social, intellectual, and economic environments.

While Jackson State University has an outstanding heritage as one of America's leading Historically Black Colleges and Universities (HBCUs), it has become an increasingly diverse institution offering a myriad of opportunities for personal growth and achievement. Students come from every county in Mississippi as well as from more than 40 states and foreign countries. The faculty members are drawn to Jackson State University from prestigious institutions around the world and more than 70 percent hold a doctorate or terminal degree in their fields.

The campus is situated on a 125-acre tract only five minutes from downtown and less than twenty minutes from the Jackson International Airport. The tree-lined walkways and a large central plaza add to the atmosphere of a major university in a bustling capital city. In addition to numerous year-round activities on the campus, the city (with a metropolitan population estimated at 500,000) offers many concerts and other cultural events. Shopping centers and malls provide exciting excursions in search of great bargains. Museums, theaters, parks and restaurants abound.

B. History of Jackson State University

The struggle to achieve social, economic, and political justice in the midst of oppression and discrimination is central to understanding the rich heritage of Jackson State University. The distinguished history of Jackson State University began on October 23, 1877. The University began as Natchez Seminary, a private school under the auspices of the American Baptist Home Mission Society of New York, for the purpose of educating Mississippi's newly freed and underprivileged Blacks. Beginning with only twenty students, the school operated for sixty-three years as a private church school. In November of 1882, the Society moved the school to Jackson, to the site where Millsaps College is currently located, and renamed the school Jackson College. The College soon relocated from its site in North Jackson to a tract of land in the southwest section of the city. Construction on the new site began in 1902, and the University remains on this site today.

In 1924, the first bachelor's degree was awarded. During this period, the major educational activities were directed toward teacher education for in-service teachers. When the American Baptist Home Mission Society withdrew its support from the school

in 1934, it became apparent that state support was needed to sustain the institution. The school was transferred from the private control of the church to the state education system in 1940 and renamed Jackson State College in 1956.

Initially, the school had been specifically designated by the State to train elementary teachers in rural areas. In 1942, the Board of Trustees expanded the curriculum to a full four-year teacher education program that culminated with a Bachelor of Science Degree in Education. The students of the first four-year graduating class under state support received their degrees in May 1944. A Division of Graduate Studies was organized during the Summer of 1953 and the program of Liberal Arts started in the Fall of that year.

During the late sixties, the entire curriculum was reorganized and the following schools were established: School of Liberal Studies, School of Education, School Science and Technology, School of Business and Economics, and the Graduate School. Through a legislative act, Jackson State College was designated Jackson State University on March 15, 1974. The College gained university status in accordance with the expanded breadth and quality of its faculty and academic programs. From 1967-1977, the faculty tripled in size and the number of faculty members with graduate degrees increased eightfold.

It was in the 1970s that concerns relating to unequal access to higher educational opportunities for African American students resulted in a lawsuit against the State of Mississippi. The historic 1975 Ayers Case was based on the claim that historically Black state-supported institutions of higher learning were funded at significantly lower levels than predominantly white institutions, severely limiting the resources, facilities and degree offerings available to students. The case was eventually settled more than twenty-five years later. This makes the achievements of the University during this era even more remarkable and reflective of the resilience of the institution.

Social work courses were first offered within the Department of Sociology in 1969 which evolved into a social work sequence and became a degree program in 1973. In 1975, the program achieved departmental status and initial accreditation by the Council on Social Work Education.

In 1979, the University was officially designated the State's Urban University by the Board of Trustees, State Institutions of Higher Learning. It was unique in this category because of its location in the capital city. The designation recognized the development of a broader mission for the University related to its urban role. The expectation was that the University would engage in organized research directly related to the urban area. Although this designation distinguished the University from four smaller "regional" public universities, it still left Jackson State with a designation different from that of the three largest "comprehensive" predominantly white public institutions.

In the late 1980s, the University and its surrounding community were enriched through the expansion of the Universities Center and the establishment of the West Jackson Community Development Corporation to improve blighted housing around the campus. In the 1990s, a Campus Master Plan that projected the growth of the University into the 21st Century was developed. Fifteen new graduate and undergraduate programs evolved. These academic achievements were bolstered by the establishment of the School of Social Work, the School of Engineering, and the opening of the School of Allied Health Sciences. The ongoing Ayers settlement negotiations led to the willingness of the State to support the expansion of degree program offerings at the University, which included the M.S.W. and Ph.D. in Social Work Programs. The School of Business was accredited by the Association to Advance Collegiate Schools of Business (AACSB).

In Fall 2000, the University received doctoral research intensive status with the Carnegie Foundation for the Advancement of Teaching. This prestigious designation was based on the number of doctoral degrees awarded by the University and the amount of federally funded research contracts secured through the Office of Research and Sponsored Programs. The final 2001 settlement of the Ayers lawsuit resulted in funding for many of these programs, including the Ph.D. in Social Work.

In 2001, the University transformed its physical environment with the expansion of the H. T. Sampson Library. As the University celebrated the 125th Anniversary in 2002, a strategic plan was developed and implemented. This strategy called for a number of changes, one of which was the reorganization of the academic units into six colleges—College of Business, College of Education and Human Development, College of Liberal Arts, College of Lifelong Learning, College of Public Service, and the College of Science, Engineering, and Technology. In this reorganization, the School of Social Work became one of three schools within the College of Public Service in 2003.

In 2002, the designation for Jackson State University was changed from that of Urban University to a “comprehensive university” by the Mississippi Board of Trustees of State Institutions of Higher Learning, which put it at the same level as the three largest public institutions in the State. In 2006, the Carnegie Foundation revised its categories for classifying institutions of higher learning. In this reclassification, Jackson State University was categorized as a high research activity institution, the same category as the other comprehensive universities within the State of Mississippi. This classification shows the growth of the University in research and in granting doctoral degrees over the last few years.

During this period, the University continued to play a major role in the Jackson community. In keeping with tradition, the University recognized the unique opportunity to make substantial contribution to the region, not only in producing effective, competent graduates, but also in furthering the overall economic prosperity of the region. A five-square mile urban laboratory called e-City was developed for use of University resources, intellectual and otherwise, in a technology-based economic, housing and

community development initiative. To further the University's contribution to the City of Jackson, a joint venture with Jackson Public Schools was formed to establish the Mississippi Learning Institute, a pre-K through 16 reading-based and math-oriented professional development systems. Also, a private/public JSU hi-tech partnership, the Mississippi e-Center, was developed to facilitate access to experientially enhanced hi-tech learning opportunities. Significant construction has occurred on the main campus over the past few years to enhance the physical plant.

Humble beginnings, significant obstacles, and tenacious commitment have characterized the first 130 years of this institution. Throughout the years, the University has challenged minds and changed the lives of many individuals – nurturing some who were well prepared for success and others from more difficult backgrounds who entered the University not fully believing they could become college graduates.

C. Mission Statement of Jackson State University

Jackson State University is designated as a high research activity institution by the Carnegie Foundation. The University educates a diverse student population from Mississippi, most other states, and many foreign countries by providing a broad range of baccalaureate programs and a variety of master's, specialists, and doctoral programs in six colleges: College of Business, College of Education and Human Development, College of Liberal Arts, College of Lifelong Learning, College of Public Service, and the College of Science, Engineering and Technology. The learning process at University is enhanced through experiential learning in urban and rural areas throughout the city, state, nation, and global communities. The University is a learning community for a broad range of capable students who require a nurturing academic environment.

Inherent in the mission of the University are the following core values:

Tradition: The University believes that its role as a Historically Black Institution inspires and exemplifies positive societal change.

Accountability: The University believes in the principled exercise of leadership and the sanctity of the public trust.

Learning: The University believes in an experientially enhanced learning environment where teaching, research, and service are integrated and mutually reinforcing.

Nurturing: The University is committed to creating a community which affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential.

Service: The University responds to the needs of society and expects its graduates to do likewise.

Responsibility: The University believes in and accepts its duty to enhance each generation's capacity to improve the human condition.

D. The College of Public Service

The College of Public Service emanated from the restructuring of the University in 2003 and is comprised of three schools: School of Health Sciences, School of Policy and Planning, and School of Social Work. The academic disciplines within the College include Behavioral and Environmental Health, Communicative Disorders, Epidemiology and Biostatistics, Health and Policy Management, Public Policy and Administration, Urban and Regional Planning, and Social Work. The academic units also have a number of institutes that focus on selected research, policy, and service issues confronting families and communities in the state, nation, and the global society. These institutes include the Institute of Epidemiology and Health Services Research, the Center for Excellence in Minority Health, the Mississippi Center for Technology Transfer, the Center for Urban Planning and Policy Assessment, the Mississippi Child Welfare Institute, and the Southern Institute for Mental Health Advocacy, Research, and Training.

The mission of the College of Public Service is to educate students from diverse backgrounds for outstanding professional service and to develop local, national, and international innovative leaders and scholars in the professional academic disciplines represented in the Schools of Health Sciences, Policy and Planning, and Social Work. This mission provides a framework to support the mission of the School of Social Work in the focus on professional service, leadership, and scholarship.

E. The School of Social Work

The establishment of the School of Social Work was authorized by the Board of Trustees of State Institutions of Higher Learning on July 21, 1994. The School developed from the Department of Social Work which has offered a nationally accredited undergraduate degree in social work since 1975. It now offers the Bachelor of Social Work, the Master of Social Work and the Doctor of Philosophy in Social Work.

The mission of the School of Social Work incorporates the historic legacies of both the University and the social work profession in overcoming oppression, discrimination, and injustice. Therefore, the School of Social Work prepares social workers to enhance human well-being and promote social, economic, and political justice. The School of Social Work fulfills this mission by providing a nurturing academic environment and opportunities for a diverse population to earn social work degrees at the baccalaureate, master's, and doctoral levels. The School focuses on the development of leadership and scholarship in social work practice, education, and research.

The mission incorporates the philosophy of the School which is based on belief in the dignity and worth of the individual, the right to self-determination, and the provision of opportunities to allow each person to develop his or her full potential. It encompasses a belief that all people should have a quality of life free of social, economic, and political injustice. Moreover, inherent in the School philosophy is the belief that empowerment is

a vehicle to self-sufficiency and is a necessary step toward achieving human well-being. The acknowledgment and appreciation of many forms of diversity among individuals, families, organizations, and communities are fundamental to the philosophy. Focusing on these factors facilitates students' appreciation of social and cultural diversity and provides them with a greater awareness of their ethnic identity and place in the global community. This philosophy equally incorporates the value of self-help and mutual aid in an interdependent world. It recognizes the value of economic development and self-sufficiency as critical components of community sustainability and family stability. Thus, it embodies the belief that economic parity must accompany social and political change at all levels to enhance the functioning of society.

The School strives to produce graduates who will apply their knowledge and skills toward enhancing the quality of life in urban and rural environments. Graduates will be equipped to promote the empowerment of vulnerable individuals, families, groups, organizations, and communities at local, national, and international levels. The School prepares graduates to address issues of social responsibility with a commitment to social, economic, and political justice while developing leaders in social work practice, service, and scholarly activities.

F. Missions, Goals, and Objectives of the Bachelor of Social Work Program

The mission of the Bachelor of Social Work (B.S.W.) Program is to prepare competent generalist entry-level social work professionals. Graduates of the Program will be equipped with the knowledge, skills, and values and ethics that are required to meet the challenges and needs faced by diverse individuals, families, groups, organizations, and communities in a changing, global social environment. The B.S.W. Program seeks to prepare students to become leaders in enhancing the quality of life and seeking solutions to social problems. It is particularly concerned with the consequences of injustice, and thus focuses on the empowerment of at-risk populations and the advancement of social, economic, and political justice in all communities. The B.S.W. Program is especially committed to increasing students' understanding and appreciation of diverse life experiences. While guiding both traditional and nontraditional students from varied backgrounds toward professional careers in social work, the Program seeks to provide special support and sensitivity to students with the potential for success in this field. In fulfilling its mission, the undergraduate program supports and assists the missions of Jackson State University, the College of Public Service, and the School of Social Work.

The goals of the B.S.W. Program are to prepare students:

1. for entry-level professional careers as generalist practitioners and leaders in social work and social services;

2. to develop a professional identity that incorporates the knowledge, skills, and values and ethics of the social work profession;
3. for competent social work practice with diverse populations of individuals, families, groups, organizations, and communities;
4. who are sensitive to issues of oppression and discrimination and equipped with strategies to advance social, economic, and political justice; and
5. for graduate education.

The objectives of the B.S.W. Program are to ensure that graduates:

1. use effective oral and written communication skills with diverse clients, colleagues, and communities;
2. apply critical thinking skills within the context of generalist social work practice in a changing, global social environment;
3. understand and interpret the history of the social work profession and its contemporary structures and issues;
4. analyze the impact of social welfare policies on diverse populations;
5. apply the knowledge, skills, and values and ethics of generalist social work practice with systems of all sizes;
6. use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span as well as the interactions among and between individuals, families, groups, organizations, and communities;
7. use supervision and consultation appropriate to social work practice;
8. develop an understanding and respect for all people regardless of their differences;
9. practice without discrimination and with sensitivity when serving diverse populations;
10. understand the forms and mechanisms of oppression and discrimination;

11. develop knowledge, skills, attitudes, and values and ethics that will enable them to become advocates and leaders capable of formulating and influencing social policy to advance social, economic, and political justice;
12. evaluate research studies and apply research findings to practice;
13. evaluate their own practice interventions; and
14. develop an understanding of organizational structure and their roles as professionals and change agents within that structure.

G. Accreditation Memberships

Council on Social Work Education

B.S.W. Program (1975 - present)

M.S.W. Program (1997- present)

Southern Association of Colleges and Schools (1971 – present)

H. Sponsored Associations/Organizations

School of Social Work Advisory Council

B.S.W. Student Association

Phi Alpha Honor Society

I. Council on Social Work Education

A copy of the CSWE's Educational Policy and Accreditation Standards can be retrieved from CSWE's website at <http://www.cswe.org>.

II. B.S.W. CURRICULUM OVERVIEW

A. Definition of Generalist Social Work Practice

Generalist social work practice is the application of social work knowledge, skills, and values and ethics to enhance human well-being and promote social, economic, and political justice with diverse client systems.

B. Organizing Framework for the B.S.W. Curriculum

The focus of the B.S.W. curriculum is preparing students for generalist social work practice with diverse individuals, families, small groups, organizations, and communities. Generalist social work practice may involve counseling troubled individuals and families, working with groups and communities on neighborhood projects, and/or working to bring about social changes to improve the welfare of all in our global society.

Generalist social workers may be found in a variety of settings with a variety of people -- children in schools and in foster and adoptive homes; teenagers in community centers and juvenile courts; persons experiencing mental or physical illnesses or challenges in hospitals or rehabilitation centers; troubled families in counseling centers; the elderly in recreational or housing programs; community leaders and groups in developing and implementing community projects; distressed employees in corporate/industrial settings; organizations to improve their responsiveness to people; and planning boards and political bodies to develop and improve social programs.

The generalist social worker will often encounter situations in which the transactions between people and their environments are especially significant in the development of problems that impact the quality of life and in the potential for enhancing life quality. A teenager, for example, may act out in response to problematic interactions with his family, the school he attends, or his peer group in the community in which he resides. A single mother may face obstacles to becoming self-sufficient due to inadequate public transportation or scheduling conflicts between the employment which she is offered and accessible child care. The generalist social worker may need to respond to such situations through family counseling, intervening between the teenager and the school system, creating community activities for teens in the neighborhood, linking the teenager to peers that will provide more positive influences, lobbying for better public transportation systems, working with employers to create accessible child care services for their employees, or linking the single mother to other employment or child care opportunities.

Effective generalist social work practice, therefore, involves understanding multiple levels of systems and the transactions within and among these systems as they impact the quality of life and the ability of people to function successfully in their environments.

Thus, the ecological perspective and systems theory are used as organizing frameworks in the curriculum due to the insights they provide regarding transactions within and among multi-leveled systems. In addition, the developmental perspective, the problem-solving process, and strengths perspective are instrumental constructs for generalist practice.

The Ecological Perspective

There are several concepts from the ecological perspective that are particularly relevant to generalist social work practice. Most important is the concept of transactions between people and their environments, which recognizes that people are impacted by their environments and in turn may influence their environments. Thus, people have the opportunity to create changes in their lives by altering their own behavior or cognition, by modifying their interactions with systems in their environment, or by modifying their environment. The ability of people to make such adaptations contributes to their quality of life and their functioning in the world. The multi-leveled approach of the generalist social worker is compatible with helping people change themselves, altering their interactions with systems in their environment, or creating changes within environmental systems.

Another concept from the ecological perspective of interest to the generalist social worker is coping. Coping relates to the ability of people to regulate negative feelings and engage in effective problem solving efforts when confronted with life stressors and difficult life situations that affect the existing person-environment fit. Generalist social workers may be involved in teaching coping skills or empowering people to cope more effectively with problematic situations.

Coercive power is also a concept of great importance to the generalist social worker since it recognizes how some vulnerable population groups are oppressed in society. It is the ethical responsibility of the generalist social worker to empower at-risk population groups and individuals and work to advance social, economic, and political justice for all persons.

Systems Theory

Systems theory provides a framework for helping the generalist social worker assess the various systems that affect the quality of life. It provides a perspective for understanding the biopsychosocial structure, functioning and development of individuals. It also provides a framework for understanding the structure, functioning and development of the various levels of systems that impact people's lives – families, churches, schools, businesses, organizations and communities – and the interactions among these systems. Systems theory also helps the social worker understand the dynamics within and between systems, including the way in which changes in one part of a system may influence the overall system. Thus, an understanding of systems theory can help the generalist social worker in developing plans to produce positive changes at many levels.

Developmental Perspective

When working with systems at various levels, generalist social workers encounter systems at differing stages of development – a middle-aged individual, a family with school-aged children, a cancer support group that has been meeting for the past three months, a recently developed social service agency, a deteriorating inner-city neighborhood. It is important for the generalist social worker to understand the ways in which systems change over time and to recognize that all systems have the potential for change.

Problem-Solving

The problem-solving process is also of great importance to the generalist social worker since problem-solving skills can be used with any level of system. The key steps of the problem-solving process (engaging the client system, exploring and assessing the problematic situation, developing and implementing intervention plans, evaluating the outcomes of the intervention and making adjustments, and terminating the change effort) are applicable to problems faced by individuals, families, groups, organizations, and communities. The social worker trained in this process is thus prepared to intervene at the appropriate level after assessing the overall situation.

Strengths Perspective

The strengths perspective places emphasis on the strengths and resources of individuals, families, groups, organizations, and communities. Through this perspective, people are not perceived as victims of their circumstances but rather as actors with the capacity to act upon and change their situations. The generalist social worker who recognizes the strengths and resources within individuals and various social systems can assist the client in making use of these strengths and resources in bringing about change.

The B.S.W. curriculum at Jackson State University is built around the concept of generalist social work practice, which provides a way of looking at and thinking about the process of planned change. The ecological perspective, systems theory, the problem-solving process, and the strengths perspective are all incorporated into the curriculum toward the development of the generalist social worker. Drawing from general knowledge, theories and skills learned in several disciplines throughout the University, B.S.W. students are expected to graduate with a broad range of knowledge and skills from which to conduct basic practice at the micro, mezzo, and macro levels. In addition to the knowledge that students acquire across the disciplines, the B.S.W. Program trains students in a variety of workplace skills and techniques. As a result, the social work generalist is able to assume a variety of social work roles, including those of advocate, case manager, counselor, group leader, broker of service, fund raiser, program planner, community developer, policy analyst or researcher. Among the numerous situations that lend themselves to generalist social work practice are those

where the client's social functioning may be impacted because of such things as: conflicts among values and beliefs within and outside of the client system, broken relationships, distorted thinking, destructive family life experiences, peer group pressure, deterioration or lack of resources within a community, loneliness, isolation, oppression, social and economic injustice, racism, poverty, misuse of power by those in authority, and programs and policies that are not working. Thus, the generalist is prepared to work:

1. at the one-on-one level with a single person;
2. with the whole family or household;
3. with groups;
4. with committees or task force groups;
5. with organizations or a network of agencies;
6. with communities; and
7. with lawmakers and other policy makers.

C. Overview of the B.S.W. Curriculum

The 124 credit hour B.S.W. curriculum consists of 44 credit hours of general university requirements, 24 credit hours of courses specifically designated to provide the liberal arts perspective required for social work students, and 56 credit hours of social work courses (see Figure 1). The professional foundation courses build upon the general university liberal arts requirements as well as additional liberal arts courses selected to provide the liberal arts perspective required for social work students as demonstrated in Figure 2. The general university requirements identified in Figure 2 provide a liberal arts background for social work students, contributing to the development of their communication and critical thinking skills as well as to their understanding of domestic and international culture.

Figure 1
B.S.W. Curriculum

<u>FRESHMAN YEAR</u>		<u>FALL</u>	<u>SPRING</u>
ENG 104, 105	Composition and Literature	3	3
HIST 101, 102	History of Civilization	3	3
MFL 101, 102	Modern Foreign Language	3	3
UNIV 100	University Success	2	
MATH 111	College Algebra	3	
BIO 101,	Introduction to Biology (2 hrs.)		
BIOL 101	and Lab (1 hr.)	3	
HE 101	Concepts of Health		3
	Humanities and Fine Arts Option		<u>3</u>
(Freshman year total: 32 hours)		<u>17</u>	<u>15</u>
 <u>SOPHOMORE YEAR</u>			
SW 200	Introduction to Social Work	3	
PSY 201	General Psychology	3	
SOC 214	Introduction to Sociology	3	
SW 210	Social Work Values and Ethics	3	
ENG 205	World Literature	3	
	English Option		3
ECO 211	Principles of Macroeconomics		3
SPCH	Speech Arts Option		3
SW 201	Introduction to Social Welfare		
	Policy and Services I		3
PS 135	American Government		
or SW 410	or Social Legislation		3
SW 250	Theoretical Perspectives		
	for Generalist Social Work		<u>3</u>
(Sophomore year total: 33 hours)		<u>15</u>	<u>18</u>
 <u>JUNIOR YEAR</u>			
SW 301,302	Human Behavior and Social		
	Environment I, II	3	3
PSY 216	Abnormal Psychology	3	
SW 305	Human Diversity and Social Justice	3	
SW 338	Social Welfare Policy and Services II	3	
SW	Social Work Electives	3	3
SW 385(W)	Social Work Practice I		3
	Computer Option (SW 315 or CSC 115)		3
	Statistics Option		3
	(SOC 451, PSY 211, PS 236, or ECO 357)		<u>3</u>
(Junior year total: 30 hours)		<u>15</u>	<u>15</u>
 <u>SENIOR YEAR</u>			
SW 455(W)	Research Methods in Social Work	3	
SW 485	Skills in Interviewing	3	
SW 486	Social Work Practice II	3	
SW 465	Professional Development and Licensure Preparation	2	
	General Electives	6	
SW 489	Field Instruction		9
SW 499	Seminar in Issues and Problems		
	of Professional Social Work		<u>3</u>
(Senior year total: 29 hours)		<u>17</u>	<u>12</u>
TOTAL HOURS		124	

Figure 2

Building Blocks to the B.S.W. Degree

<u>GENERAL UNIVERSITY REQUIREMENTS (44 credit hours)</u>		
COMMUNICATION SKILLS	CULTURAL UNDERSTANDING	OTHER
Composition and Literature	History of Civilization	College Algebra
Speech Arts	Modern Foreign Language	University Success
Sophomore English Option	World Literature	General Electives
Computer Option	Humanities & Fine Arts	

<u>LIBERAL ARTS REQUIREMENTS FOR THE B.S.W. DEGREE (24 credit hours)</u>			
Biology	Health	General Psychology	Introduction to Sociology
	American Government		Principles of Macroeconomics
	Abnormal Psychology		Statistics Option

<u>THE SOCIAL WORK PROFESSIONAL FOUNDATION (56 credit hours)</u>			
Introduction to Social Work		Social Work Values and Ethics	
Social Welfare Policy & Services I		Theoretical Perspectives for Generalist Social Work	
Human Behavior & Social Environment I	Human Diversity & Social Justice	Social Welfare Policy II	
HBSE II	Social Work Practice I	Social Work Electives	
Skills in Interviewing	S. W. Practice II	S. W. Research	Professional Development
	Field Instruction	Seminar	

III. FIELD INSTRUCTION PHILOSOPHY AND PROGRAM

Field instruction is designed to provide students with supervised learning experiences that engage them in direct social work practice with individuals, families, groups, communities in a changing, global social environment, and organizations. They have the opportunity to apply social work practice knowledge, skills, values and ethics acquired in all the foundation areas (human behavior and the social environment, social welfare policy and services, social work practice, and research).

Field Instruction

Field instruction consists of one semester of block placement (SW 489) that is taken the last semester of the senior year. Students may do the field practicum the Fall Semester (August-December) or the Spring Semester (January-May). The students must complete a minimum of 500 hours in field instruction. An integrative seminar is required and this seminar meets once per week for three (3) hours. Since the integrative seminar and field instruction are two separate courses, the students receive separate grades for the two courses. The integrative seminar is 3 credit hours and field instruction is 9 credit hours. Each student has an assigned field instructor who has weekly conferences with the student and the faculty field liaison who visits the student at least two times per semester.

Field Instruction Process

The field instruction placement process begins with the Director of Field Education. Students planning to go into the field should begin by completing and submitting an application (Appendix A) for field instruction, including a JSU *P.A.W.S.* transcript, two semesters before the expected semester of placement and participate in a pre-placement interview the semester before enrolling in field instruction. Each student has a folder consisting of the application package and a Check List for Students in Field Placement (Appendix C). A schedule for appointments is posted in the B.S.W. Program office. Students must meet the following criteria:

1. have a minimum overall GPA of 2.50;
2. have a minimum social work GPA of 2.50;
3. complete any course in which a grade of "I" was earned;
4. complete and obtain a grade of "C" or better in English 104 and 105;
5. pass the English Proficiency Examination or ENG 399: Functional Writing;
6. complete and obtain a grade of "C" or better in all the major social work courses;
7. successfully complete the prerequisites and corequisites for all social work courses;
8. have malpractice insurance coverage of \$1,000,000/3,000,000;

9. be formally admitted to the B.S.W. Program; and
10. submit a current resume.

Students meeting all of the above criteria will be permitted to go into the field. Students who do not have the required documentation for field placement are given a follow-up form (Appendix D) with a date to submit documents. The Director and coordinator are available on the follow-up date to meet with students.

Students make suggestions about the population with which they desire to work as well as the type of setting. However, students are not allowed to make contact with the agency until instructed to do so by the Director of Field Education. A very important part of the application process is the assessment by the B.S.W. faculty, whereby they meet with the Director of Field Education and/or the Field Internship Coordinator to assess the student's readiness for field instruction. Prior to this meeting, the faculty who have taught the students or served as the faculty advisor to the students are required to complete a written evaluation of the students' performance in classes (Appendix B). These evaluations are the foci of the faculty assessment of the students. The faculty makes suggestions about the type of setting that might be appropriate for the individual student. Both the students' request and the faculty suggestions are considered as the field instruction placement is planned.

IV. CONTENT INTEGRATION

The integration of classroom and field learning takes place primarily through the integrative seminar and the supervision provided by the field instructor and the faculty field liaison. Students are engaged in supervised learning whereby they can apply knowledge, values and ethics, and practice skills for the enhancement of the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely. Under the guidance of their field instructors, students learn to assess the needs of client systems, and develop and implement plans to enhance their well-being. This requires the skillful application of the knowledge they acquired in the classroom regarding human behavior and the social environment, social work practice, social welfare policy and services, and research. Field instructors also supervise students as they evaluate and respond to ethical dilemmas and issues as they work with clients. In the integrative seminar, the assignments all relate to the field setting.

The goals of field education are to help students develop:

1. self-awareness and a commitment to social work values and ethics;
2. the ability to provide social work services to clients from diverse populations;

3. skills to advocate for social, economic, and political justice for oppressed populations;
4. an understanding of the organizational context of services; and
5. a commitment to leadership and educational and professional growth.

The overall objectives of field instruction are that students are able to demonstrate the following upon completion of the placement:

1. the effective use of social work practice skills;
2. knowledge of the network of social welfare services through utilization of the referral process;
3. an understanding and application of social work values and ethics in interactions with clients and colleagues;
4. the ability to interact in a professional manner with clients and agency staff;
5. the ability to make an appropriate assessment and develop and carry out a written intervention plan;
6. the ability to utilize supervision and consultation to guide practice;
7. the commitment to professional growth through attending and participating in professional meetings;
8. an appreciation of and respect for persons from diverse populations;
9. research skills in evaluating social work practice and agency programs; and
10. leadership skills in the advancement of social, economic, and political justice.

V. FIELD INSTRUCTION SITE SELECTION PROCESS

Field instruction in the B.S.W. Program prepares students for generalist social work practice. Students are expected to apply the knowledge, skills, and values and ethics of the profession in enhancing human well-being and promoting justice for diverse individuals, families, groups, organizations, and communities.

A. Criteria for Selecting Field Instructors

The field instruction process involves three primary people--the student, the field instructor and the faculty liaison. The student develops a significant relationship with the field instructor and the faculty liaison. The field instructor is responsible for enhancing and providing learning experiences for the student, while the faculty liaison is available to assist the student and field instructor with solving any problem that may

occur within the supervisory relationship. Field instructors must meet the following criteria:

1. have the M.S.W. Degree or the B.S.W. degree from a program accredited by the Council on Social Work Education;
2. be licensed to practice social work in the State of Mississippi;
3. a minimum of two years of post graduate social work experience;
4. demonstrate competence in the field of social work practice;
5. demonstrate an interest in teaching social work;
6. attend the field instructors meetings and other training seminars sponsored for field instructors;
7. be willing to participate in new field instructors' orientation and attend at least two conferences during the semester with the faculty field liaison. These conferences will usually be scheduled around mid-semester and at the end of the semester when students are formally evaluated;
8. be willing to formally evaluate the student at mid-term (Appendix M) and at the end of the semester (Appendix N). These evaluations are done in conference between the student and field instructor. However, the weekly conference can be used to inform the student of his/her progress throughout the semester;
9. submit a resume' and the Field Instructor Information Form; and
10. complete a field instructors' application.

B. Criteria for Selecting Field Instruction Agencies

Potential field instruction sites are visited by the Director of Field Education and /or the Field Coordinator. The types of learning experiences that the agency can provide influence the selection process. Agencies selected for field instruction settings must provide professional social work services with competent staff and be able to provide students with learning experiences that will allow them to develop generalist practitioner skills for social work practice with diverse individuals, families, small groups, organizations and communities (including populations at risk for discrimination, economic deprivation and oppression). Agencies selected as field instruction sites must:

1. have personnel who are willing to provide students with comprehensive learning experiences appropriate to generalist social work practice;
2. have nondiscrimination policies in regard to clients, staff, and students;
3. have field instructors who have time to provide appropriate supervision and instruction to students as well as to collaborate with the university faculty regarding field instruction matters;
4. perceive the student in a learning role;
5. provide physical space, time and materials that the student will need;

6. be willing to allow the field instructor time to prepare for student instruction and conferences;
7. be willing to enter into an affiliation agreement with Jackson State University and the School of Social Work.

C. Criteria for Selecting Students for Stipends in Field Placement

The School of Social Work has made an effort to accommodate the need for students to have income while in school through paid practicum. The criteria for a paid practicum begin with posting stipend positions in the B.S.W. and M.S.W. Program offices at the beginning of the month when pre-placement interviews are conducted. Students must complete an application (Appendix E) and submit it to the Director of Field Education. Applications must be submitted by the last week in October to be considered for a Spring stipend placement and by the last week in March to be considered for a Fall stipend placement. The Director of Field Education gives the applications to the Field Advisory Committee. The Field Advisory Committee determines those members who will select students to receive stipends. The Director of Field Education is responsible for notifying students of decisions of the Field Advisory Committee regarding stipend selections.

D. Negotiating a Field Placement with an Unaffiliated Agency

Unaffiliated agencies will need to meet the School criteria for affiliation before being considered as a field instruction site. Students considering requesting such unaffiliated agencies should familiarize themselves with the affiliation criteria stated in this manual and discuss the agency with the Director of Field Education prior to interviewing with the agency. Before an unaffiliated field instruction site can be confirmed, the agency must be visited by the Director of Field Education or the Field Coordinator to ensure it meets the School criteria as a field placement site.

E. Practice with Diverse Populations

The School of Social Work supports the social work profession's historical mission of working with vulnerable populations. It is also committed to diverse and multicultural education and service with the field instruction program. In keeping with this commitment, it is the policy of the School of Social Work that the field instruction sites offer students an opportunity to work with members of at least one diverse population group, such as those characterized by age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

VI. FIELD INSTRUCTION REQUIREMENTS

A. Final Approval and Confirmation of the Field Placement

The placement of students in an agency is an educational decision made by the Director of Field Education and/or the Field Internship Coordinator with careful consideration of the students' preferences. The Field Internship Coordinator mails placement letters along with the Student Assigned Agency Form (Appendix F) to the student and field instructor. The student is requested to contact the field instructor at least two days after receiving the letter. The following criteria are used to determine field placements for students:

1. assessment of the student's learning needs which includes feedback from the social work faculty;
2. the student's perceived learning needs and preferences;
3. the student's previous work experience and education (these should not be duplicated, but built upon); and
4. availability of placements.

The Director of Field Education will use discretion in considering the geographical preferences of the student. The School does not guarantee the student a field placement which satisfies his/her geographical or agency preference.

B. Professional and Ethical Standards

Social work students are expected to conduct themselves in a manner consistent with the values and ethical standards of the social work profession. All social work majors are required to purchase a current copy of the *Code of Ethics of the National Association of Social Workers*, review it thoroughly, and refer to it as needed to ensure that their conduct is compatible with social work values and ethics. Additionally, all B.S.W. students are expected to conform to the Program *Professional Expectations for B.S.W. Students* (Appendix AA) and the School *Professional Standards for Social Work Students* (Appendix BB).

C. Liability/Malpractice Insurance

Students registering for field instruction are required to have malpractice/ liability insurance. Malpractice/liability insurance coverage must be in the amount of \$1,000,000/\$3,000,000. Students must provide evidence of individual malpractice/liability insurance coverage before beginning the field placement. **This insurance coverage must be maintained throughout the duration of the practicum.** Students may obtain malpractice liability insurance through NASW or coverage from some other source. Students must not provide transportation to clients in

their private vehicles without automobile liability insurance coverage.

D. Field Placement Hours/ Time Expectations

Undergraduate students must complete a minimum of 500 hours in field. This requires the students to be in placement approximately 34-36 hours per week for an entire semester. Students not completing the 500 hours shall not receive a satisfactory grade for the course. Field time consists of time spent providing services to clients or engaging in agency activities which support direct services to clients. Weekly logs (Appendix H) and time sheets (Appendix I) are submitted to the field liaison weekly.

Beeper Time

The School does not recognize time spent carrying a pager or being on call as field time.

Compensatory Time

Time spent in the field placement after regularly scheduled hours for the intern may be counted toward accumulation of compensatory release time. Accumulating compensatory time must be done only after having obtained the approval of the field instructor. However, the student may not use compensatory time in order to complete his/her field placement prior to the time field is scheduled to end for the semester.

Excused Absence from Field Placement

Absence due to illness or emergency must be made up. It is the student's responsibility to inform the field instructor of illness and/or emergencies which will result in an absence from the field agency as soon as possible.

Student Observance of Holidays

Each student is expected to follow Jackson State University's calendar in observance of designated holidays. In agency situations where a student's observance of a University holiday would result in hardship or problem in the organization's program, the student may negotiate an agreement which is satisfactory to all parties — student, field instructor, administrative officer of the agency, and faculty field liaison. A statement of this change should be placed in the student's file. A student is not required to make up agency holidays which are not observed by the University.

E. Learning Agreement

Each student and his/her field instructor must complete a Field Instruction Learning Agreement (Appendix G). This written, contractual agreement details the specific goals, objectives, and experiences that will be the focus of the internship for the student. The specific goals for field instruction are already written. However, the student and field instructor may identify other goals for the student. The student and field instructor are to write the objectives for the accomplishment of the goals, tasks, and time frame for accomplishment of the goals. These goals and expectations become the basis for the learning agreement which is used at the time of evaluation to assess the student's progress.

The original copy of the finished learning agreement is submitted to the faculty field liaison no later than the third week of the placement. Copies of the learning agreement are retained by the student and the field instructor for future reference. Significant changes in the original learning agreement at any time during the internship requires that an amended version of the agreement be negotiated by the student and the field instructor and a signed copy be submitted to the Director of Field Education.

The purposes of the learning agreement are to:

- delineate expectations for the students and field instructors;
- monitor students' field progress; and
- be utilized by the field instructor to complete the students' mid-term and final evaluations.

On the learning agreement, the field instructor should address the following;

- expectations of the student in supervision;
- how supervision will be structured, including a discussion of the field instructor's teaching style; and
- the plan for monitoring and evaluating the students.

See Appendix H for an example of the learning agreement.

F. Evaluations

Each field instructor is responsible for completing and submitting to the School an evaluation (Appendices M and N) of the student's progress at mid-semester and at the

end of each semester. The mid-term evaluation consists of a brief written narrative outlining the student's learning experiences, strengths, areas needing improvement and specific ways to achieve them. The end of the semester evaluations consist of a written narrative and a numerically rated form which addresses the student's progress on each goal that has been specified in the learning agreement. The field instructor's evaluation is discussed with the student prior to its being submitted to the field liaison. The deadline for the submission of semester evaluations is one week before the end of the semester. The dates can be found on the calendar of events given to field instructors in the orientation session.

The final evaluation form is designed to assist field instructors in monitoring expected levels of accomplishments stated in the learning agreement. The numerical ranges and their meaning are indicated below:

- 1=Below average/unsatisfactory performance (D)
- 2=Average (C)
- 3=Good (B)
- 4=Exceptional (A)

A student receiving a grade of "D" in Field Instruction must repeat the course.

Completed evaluations will be mailed to the faculty field liaison with a copy being kept on file in the agency and a copy given to the student.

G. Grades

The faculty field liaison will assign the final field grade for field, taking into account the field instructor's recommendations. The faculty field liaison will utilize the criteria set by the field instruction faculty to assess the student's field evaluation and determine the final grade.

H. Students' Evaluation of the Field Experience

At the conclusion of field instruction, students complete an evaluation concerning their field setting and field instruction related assignments. This information is used by the Director of Field Education and the faculty field liaisons to improve field instruction and make more informed decisions regarding future use of field instructors, field settings. (Appendix O).

I. Students' Evaluation of the Field Liaison

The performance of the faculty field liaison and responsiveness of the Field Education Department to students' concerns and issues is a major importance of the practicum

experience. This information is used to determine the effectiveness of faculty field liaison and to promote ongoing improvement in field instruction for the B.S.W. program faculty (Appendix P).

J. Field Instructors' Evaluation of the Field Program

Field instructors are provided informal and formal opportunities for feedback on all B.S.W. Program components. Through their frequent informal telephone and in-person contacts with the field instructors and other field-setting staff, the Director of Field Education and the faculty field liaison solicit feedback on the Program operations. Field instructors serve on curriculum subcommittees, the Field Advisory Committee, and the Social Work Advisory Council whereby they can give input into the operations of the programs. (Appendix Q).

K. Field Liaisons' Evaluation of the Field Setting

The faculty field liaisons, the Field Internship Coordinator, and the Director of Field Education meet to discuss the field practicum settings. The discussion includes the information about the instructional expertise of the field instructor, appropriateness and usefulness of task assignments, changing nature of the field environment, and an assessment of the match among student, field instructor, and field setting. This evaluation is used for the development and planning for the field instruction component of the program's curriculum in collaboration with the field instructor and the agency. (Appendix R).

L. Field Agency Reviews

A field agency review may be initiated by the Director of Field Education whenever she/he determines there is sufficient concern to do so. The Director of Field Education is responsible for arranging a fact finding and exploratory meeting when such a meeting is requested by the faculty field liaison, the field student, or the field instructor. Students and appropriate faculty are asked to be present at such a meeting.

VII. UNSATISFACTORY FIELD PERFORMANCE AND GRADES

A. Field/School Conferences

When a field instructor assesses a student's performance as unsatisfactory, both the field instructor and field student must notify the faculty field liaison immediately to arrange for a joint conference including the liaison, the field instructor, and the student. The purpose of this conference is to fully explore the situation and to develop a written

follow-up plan to address the concerns that have been presented. The student's academic advisor and the Director of Field Education may also attend the conference.

B. Documenting Concerns Regarding Students' Field Performance

Field instructors should document all student concerns and responses that relate to unacceptable performance. Such notifications should specify what a student must achieve in the remaining weeks to earn a passing grade and correct limitations for the field instruction semester. Any concerns identified after the seventh (7th) week of a field instruction period may result in a deferred grade, allowing the student adequate time and a fair opportunity to earn a passing grade.

C. Policy and Procedures for Professional Standards for Social Work Students

The procedures for enforcing professional standards for social work students are found in Appendix BB.

D. Requesting a Change in Field Placement

The process of assigning a field placement is well thought out and every attempt has been made to match the student's interests and needs to those of the agency. Therefore, the School of Social Work discourages any unnecessary reassignments of field placement. In the event that such a situation occurs, the students and/or agency should have a sound and valid reason for their decision. The following steps must be followed by students who are seeking approval for changing their field sites:

1. A serious attempt toward reconciliation should be made by both the student and the field instructor. The faculty field liaison should be informed of the situation by the student and the field instructor.
2. The field student should schedule a conference with the field instructor to explore in-depth their reason for wanting to change a field placement before any action is initiated by the student or School. Following this conference, the student, the field instructor, and the faculty field liaison meet jointly to discuss the request.
3. If after this joint conference, the student believes that a change of field placement is the only recourse, the student and the faculty field liaison must bring the matter to the attention of the Director of Field Education to explore alternative plans of actions. **STUDENTS ARE NOT ALLOWED TO TERMINATE FIELD PLACEMENTS WITHOUT THE APPROVAL OF THE DIRECTOR OF FIELD EDUCATION.**

4. After informing the Director of Field Education, the student must complete the "Request for Change of Field Placement Agency" form (Appendix S) in duplicate and return it to the Director of Field Education. The request will be reviewed and signed by the faculty field liaison. Along with these forms, the student must prepare and sign a written statement citing the reason for requesting a change. The original copy of the "Request for Change of Field Placement Agency" will be placed in the student's file. The second copy is to be forwarded to the student. The third copy is for the Field Review Committee.
5. Students, whose request for a change in field placement has been approved, are responsible for appropriate termination with their clients and the field agency as recommended by the field instructor and in accordance with the NASW and NABSW Code of Ethics. This process will be monitored by the faculty field liaison.

F. Student Grievance Policy

A student who has a concern about a course grade should first address it to the faculty who issued the grade. If the student feels the concern has not been satisfied at this level, the next step is to consult with the B.S.W. Program Director. The next level for addressing the concern is the Dean of the School of Social Work. The process to file a grievance is found in the *B.S.W. Program Student Handbook*.

G. Field Agency Records

Students are responsible to the field agency for maintaining a current record of their field activities. The format of that record must be consistent with agency requirements and approved by the field instructor. Students are responsible for handling all agency records professionally and confidentially and must conform to agency policies. Class assignments requiring use of actual client case materials must protect clients' confidentiality by concealing the clients' name, identifying data, and agency name.

VIII. RESPONSIBILITIES OF SCHOOL, AGENCY PERSONNEL, AND STUDENTS IN ACHIEVING LEARNING OBJECTIVES

In recognition of the variety of field instruction placements, the School of Social Work has established a list of general guidelines as the framework in which the field instruction practicum operates. These guidelines detail the mutual responsibilities of the Office of Field Education, faculty field liaison, agency and field instructor, and student.

A. Responsibilities of the Office of Field Education

The responsibilities of the Office of Field Education are to:

1. assist in choosing agencies that will offer adequate space, time and personnel for student training and that can provide comprehensive learning experiences that will fulfill the educational objectives of field work;
2. pre-conference with all students individually, involve the entire faculty in evaluating their educational attainment and readiness for field instruction, and place only those completing all requirements;
3. provide students with the academic base and theoretical knowledge necessary for field work preparation;
4. collaborate with the B.S.W. Program Director to provide faculty field liaison time necessary for interaction with agency personnel regarding student placement and training. The faculty field liaison is expected to visit each student and field instructor a minimum of two times during the semester of placement. However, other conferences may be scheduled as deemed necessary;
5. have the final responsibility for evaluating and grading the student's performance in the field;
6. provide materials to the agency and supervisor which will assist in understanding the B.S.W. Program;
7. assist with initiating a written affiliation agreement (Appendix T) between the University and the agency for student placement. This agreement has to be signed by the director of each new field instruction placement agency, the Dean of the School of Social Work, and the Vice President for Academic Affairs;
8. assist with orientation for agency field instructors and a pre-placement seminar for the students. The seminar and orientation will take place at the beginning of each semester;
9. assist to ensure that students assigned to the agency will abide by the agency's standards of health, safety, and ethical behavior;
10. provide information about the student, including his/her academic preparation, previous social work and other job experiences and his/her career plans; and
11. be available to meet with students regarding questions and concerns of field practicum.

B. Field Liaison's Responsibilities

Each student and field instructor is assigned a faculty field liaison. Faculty field liaison assignments are made jointly between the Director of Field Education and the Director of the B.S.W. Program with approval by the Associate Dean of the School of Social

Work. The responsibilities of the faculty field liaison include:

1. interpreting and explaining the School's objectives, policies, and curriculum to field instructors and other appropriate agency staff;
2. maintaining close communication with the field instructor on the progress of the field student with a minimum of at least two site visits each semester and completing the Field Visit/Conference Form (Appendix K);
3. consulting with the field instructor to maximize the learning experience for the students;
4. conferring with the students regarding their progress and/or any problems in relation to the field placement;
5. evaluating students' ability to work within the framework of the agency;
6. reviewing all formal semester evaluations submitted by the field instructor to the School;
7. keeping the Director of Field Education apprised of the students' progress and the quality of their work; and
8. assigning the students' final grade based on consultation with the field instructor.

C. Director of Field Education's Responsibilities

The Director of Field Education has the following responsibilities:

1. administers the field work program for all students enrolled in the School of Social Work;
2. assists in securing sites for all social work students, including negotiating and maintaining field affiliation agreements;
1. assists with administering the field selection and placement process for all students;
4. interprets the School of Social Work's educational standards and policies to both field agencies and students;
5. maintains current information on affiliation field agencies;
6. negotiates conflicts with students and field agencies which are not resolved at the student/field liaison level;
7. provides a current *Field Instruction Manual* to all field students, field instructors, field liaisons, the B.S.W. Program Director, and the Associate Dean of the School;
8. assists with assigning a faculty field liaison for each student in field;
9. orients field agencies regarding the component of the curriculum and its relationship to the overall academic programs;
10. coordinates the students' field evaluation process: distributing, gathering, maintaining files of all student evaluations, and placing the original in the students' file;

11. monitors and evaluates agencies and field instructors regarding their capacity to facilitate student learning;
12. conducts field instruction orientation for students who have declared social work as a major;
13. conducts presentations to classes on preparedness and expectations of students in field instruction;
14. assists in coordinating workshops for students who anticipate going into and who are in field instruction;
15. develops orientation for new field instructors and ongoing workshops for all field instructors;
16. coordinates the selection of students for field instruction stipends;
17. selects members of the Field Advisory Committee, with the assistance of the Associate Dean and coordinates meetings; and
18. maintains office hours in the building housing the B.S.W. Program.

D. Field Internship Coordinator's Responsibilities

The Field Internship Coordinator has the following responsibilities:

1. secures sites for all social work students, including negotiating and maintaining field affiliation agreements;
2. assist with administering the field selection for all students;
3. administers the placement process for all students;
4. mails placement letters (copies to the Director of Field Education) to students and field instructors one semester before placement begins;
5. assists in coordinating workshops for students who anticipate going into and who are in field instruction;
6. assists in coordinating orientation for new field instructors and ongoing workshops for all field instructors;
7. coordinates field day with agencies in the community;
8. provides *Field Instruction Manuals* to field instructors;
9. maintains current information on field instruction agencies and field instructors;
10. maintains current information on agencies' affiliation agreements;
11. maintains weekly office hours in the B.S.W. program; and
12. assists the Director of Field Education as needed in ensuring the effectiveness in the process of field education.

E. Agency's and Field Instructor's Responsibilities

1. The agency will orient the students to its nature and structure including its historical development, purposes, goals, services, eligibility requirements, geographical area served administrative set up, and methods of recording.

- This should include attempts to have the student learn how the agency fits into the network of the community and social welfare services.
2. The agency will identify for the student the parameters of his/her roles and responsibilities in the agency, introduce him to staff members, and arrange for him/her to attend staff meetings whenever possible. The agency is expected to provide the student with adequate working space and pay attention to other practical necessities that may be involved in doing his/her job, e.g., parking space, access to secretarial help.
 3. The agency will provide a balance of meaningful assignments that will include breadth of exposure and in-depth experience. The nature and complexity of the student's assignments should increase as he/she learns and grows and give the student a variety of experiences. Simultaneously, the student's attitudes and feelings about his/her specific tasks will be explored during the supervisory process.
 4. The agency will help the student become aware of the referral services within the community and introduce him/her to those workers outside the immediate agency with whom they will be collaborating.
 5. The agency will provide time for the designated agency field instructor to collaborate with university faculty regarding field instruction supervision and training.
 6. The agency will provide adequate supervisory services to the student that regularly point to his/her progress, weaknesses, and strengths, and prepare and share written evaluations of the student's development at mid-semester and at the end of the semester. Weekly conferences are required.
 7. The agency will notify the program of the number of students it will accept for the academic year or semester.
 8. The agency will provide facilities for field education without discrimination on the basis of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
 9. The agency will provide an agency field instructor. Field instruction agencies that do not have a staff member that meets the School's eligibility requirements for a field instructor may elect to hire, on contract, a B.S.W. or M.S.W. to serve as a field instructor. Contract field instructors must meet the same qualifications as listed above. In addition, they must be willing to coordinate their efforts with those of the agency personnel and the B.S.W. Program. Agencies must provide substantial orientation for the contract field instructor to their philosophy, program, policies, and procedures.
 10. During the semester, the field instructor is responsible for having weekly scheduled supervisory conferences with the student, being available for informal consultation regarding any questions the student might have

relating to the practicum experience, and informing the faculty field liaison regarding any serious problem the student might have learning or fulfilling the responsibilities of the practicum.

F. Field Instruction Students' Responsibilities

The students' responsibilities are to:

1. gain knowledge and understanding of the philosophy and methods of operation within the agency and to comply with the rules of practice within the agency while in field instruction;
2. share concerns and problems about their field instruction experience and agency structure with the agency field instructor during regularly scheduled supervisory conferences;
3. observe, test, integrate, and apply, in direct practice, the theoretical concepts and principles learned in the classroom;
4. take the initiative to interact with their co-workers and draw from their experiences;
5. adhere to professional values and ethics in working with clients or client groups, including understanding the practice of confidentiality and accountability;
6. complete a minimum of 500 clock hours of field instruction (the student must remain in placement until the last day of placement);
7. complete class assignments and weekly logs as assigned in an effort to increase self understanding, and in developing their own "helping identity;"
8. feel awareness and understanding of one's own value system so that one can ascertain what effect one's values have on the relationship with other people, and to explore one's emotional and intellectual readiness for a career in the field of social work practice;
9. report to the field instruction placement agency on time (the field instructor must be notified when one is going to be **absent** or **late**. Absences of more than three days should be reported to the faculty field liaison); and
10. take responsibility for appropriate and effective response in conflicting situations.

IX. FIELD AGENCY AFFILIATION

In order to provide students with a range of diverse and quality field placements settings, the B.S.W. Program in the School of Social Work has established general policies and guidelines for the selection and affiliation of field placement agencies. Agencies may initiate the affiliation process by contacting the Director of Field

Education or by being recruited by the Director or Coordinator of Field Education. The agency may be recommended to the School by a faculty member or by a potential field student. Students who desire to recommend a field agency to the School should familiarize themselves with the School's field agency and field instructor criteria as described in this Manual (Appendix T).

A. Field Agency Affiliation Process

Agencies being considered as field instruction sites are sent the Jackson State University School of Social Work Agreement of Affiliation (Appendix T), which is to be completed and returned to the Director of Field Education. This form outlines the responsibilities of the Field Agency Administration, the B.S.W. Program, and the School of Social Work. This agreement is to be signed by the agency director, the Associate Dean of the School of Social Work, and the Vice President for Academic Affairs.

B. Agency Affiliation Criteria

Agencies which are affiliated with the School of Social Work must be committed to professional social work education which meets the standards of the Council on Social Work Education. It is imperative that the agency be recognized as an essential complement to the academic instruction that occurs in the classroom and that the agency be viewed as a shared partnership between the School, the agency, and the social work profession. In order for a field placement to be given final approval by the B.S.W. Program, the placement must: (1) share a basic commitment to professional social work values and ethics; (2) have a record of respect and commitment to human rights; and (3) show a desire and ability to cooperate with the School in providing quality undergraduate social work education.

The following represents a more specific delineation of basic criteria to determine suitability of an agency as a field instruction site:

1. be recognized in its particular field of practice and quality for membership in its appropriate standard setting body;
2. employ qualified agency personnel to adequately staff its basic programs without reliance upon field students;
3. operate out of a clearly delineated organizational structure which allows the agency to pursue its mission;
4. engage in agency practice which incorporates the ethical standards of the social work profession as enumerated in the NASW and NABSW Codes of Ethics;
5. have the staff resources to provide a qualified field instructor who has the time to meet weekly with the student;
6. have a program large and varied enough to ensure a continued supply of

7. learning experiences appropriate to the educational needs of the student;
be able to provide a planned learning experience for students with a diverse population;
8. be able to develop an appropriate plan for the selection of service tasks to be assigned to the student;
9. follow a non-discriminatory policy in practice with field students and agency clients in terms of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;
10. demonstrate its commitment at all administrative and policy levels to the educational focus of the program; and
11. have suitable physical space, equipment, and supplies for the student.

X. FIELD INSTRUCTION AGENCIES

1. Addie McBryde Rehabilitation Center for the Blind
2. Alliance Health Systems**
3. Adolescent Offender Program
4. Angel Wings Outreach Center
5. Baptist Children's Village
6. Baptist Medical Center
7. Headerman Cancer Clinic
8. Bethany Christian Services
9. Beverly Health Care*
10. Bolton-Edward Elementary School
11. Boswell Regional Center
12. Brandon Court Nursing Home
13. Brandon Nursing and Rehab
14. Brandon Mental Health Center**
15. Brentwood Behavioral Healthcare
16. Capital City Alternative School
17. Capital Defense Counsel Office
18. Cares Center
19. Catholic Charities
 - Family Preservation Program**
 - Home Ties Program**
 - Hope Haven Adolescent Crisis Center**
 - Therapeutic Foster Care**
 - Our House Shelter for Homeless and Runaway Youth
 - Shelter for Battered Families
 - Unaccompanied Refugee Minor Program
20. Central Mississippi Medical Center
21. Central Mississippi Planning and Development District-
Area Agency on Aging
22. Central Mississippi Prevention Services
23. Clinton Community Christian Corp.
24. COPAC
25. Copiah County Department of Human Services

26. Covington County Hospital
27. City of Jackson Human and Cultural Services*
28. Delta Community Mental Health Center Region V
29. Delta Health Partners
30. Department of Human Services
 - Hinds County
 - Jones County
 - Scott County
31. Department of Veteran Affairs
 - Hinds County
 - Harrison County
32. Diamond Grove Psychiatric Hospital
33. Delta Regional Medical Center
34. East Mississippi State Hospital
35. Ellisville State School
36. Ethel James Ivory Homeless Clinic
37. Family Support Center
38. Friends of Children, Inc.
39. G. A. Carmichael Family Health Center
40. Greenwood Leflore Hospital
41. Guardian Angel Hospice
42. Henley Young Juvenile Justice Center
43. Hinds Behavior Health
44. Hinds County Human Resource Agency
45. Homeless Support Services
46. Horizon Hospice
47. Hospice Ministries**
48. Hospice South**
49. Hudspeth Regional Center
50. Jackson Hinds Comprehensive Health Center
51. Jackson Housing Authority
52. Jackson Mental Health Center
53. Jackson Police Department-Crisis Intervention Unit
54. Jackson Public Schools
55. Juvenile Justice Rehabilitation Center

56. King's Daughter Medical Center
57. Lutheran Episcopal Services
58. Madison County Medical Center**
59. Madison County Nursing Home**
60. Madison County Department of Human Services
61. Madison General Nursing Home
62. Mallory Family Health Center
63. Manhattan Nursing & Rehabilitation Center
64. Marion Hill Chemical Dependency**
65. Maternity and Adoption Family Counseling**
66. Methodist Children Home**
67. Methodist Medical Center**
68. Methodist Rehabilitation Center**
69. Metro Counseling Center (formerly New Hope Foundation)
70. Mid-Delta Home Health Agency
71. Millcreek Residential Center
72. Mississippi Action for Progress
73. Mississippi Capital Defense
74. Mississippi Children's Home Services
75. Mississippi Department of Corrections- Central Mississippi
Correctional Facility
76. Mississippi Department of Education-Office of Compulsory
School Attendance Enforcement*
77. Mississippi Department of Human Services-
Division of Family and Children Services
Claiborne County
Hinds County
Harrison County
Jackson County
Jones County
Lawrence County
Madison County
Rankin County
Washington County
78. Mississippi Department of Health

79. Mississippi Department of Mental Health
80. Mississippi Department of Public Education Central High School Building
81. Mississippi Families as Allies**
82. Mississippi Families for Kids**
83. Mississippi Home Care of Brandon
84. Mississippi Organ Recovery Agency
85. Mississippi State Hospital
86. Mississippi State Department of Mental Health
87. Morrison Academic Advancement Center
88. Multi-County Community Service Agency
89. Natchez Regional Medical Center
90. New Life for Women
91. North Central Planning and Development District
92. North West Mississippi Regional Medical Center
93. Oakley Training School
94. Odyssey Healthcare
95. PACE Head Start*
96. Parkview Willow Grove Hospital
97. Patient's Choice Hospice
98. Pax Hospice
99. Pearl River Valley Professional Associates Opportunities
100. Pinebelt Mental Healthcare Resources
101. Piney Woods County Life School
102. Rankin County Medical Center-Senior Care Unit**
103. Region VIII Mental Health Services
 - Copiah County
 - Madison County
 - Rankin County
 - Simpson County
104. River Oaks Hospital
105. Rural Healthcare Developers
 - Bolivar County
 - Choctow County
 - Humphrey County

- Lee County
- Madison County
- Sharkey County
- 106. Salvation Army
- 107. Social Work PRN
- 108. Southern Christian Services
 - Cares**
 - The Ark
- 109. Southside Community Development Corp.
- 110. Southwest Mississippi Mental Health Complex
- 111. Southwest Mental Health
- 112. Simpson County General Hospital-Behavioral Health Unit*
- 113. Sta-Home Health Agency
- 114. Stepping Stones Specialized Foster Care
- 115. St. Dominic Hospital and Behavioral Health Services
- 116. Stubbs House
- 117. Sunnybrook Children's Home
- 118. Trinity Mission Health and Rehab
- 119. University Medical Center**
 - Artificial Kidney Unit
 - Children's Rehabilitation Center
 - Lakeland Family Medical Center
- 120. University of Mississippi Medical School Department of
 - Psychiatry and Human Behavior**
- 121. Veterans Affairs Medical Center**
- 122. Warren-Yazoo Mental health
- 123. Willowood Developmental Center*
- 124. West Jackson Community Development Corporation
- 125. Yazoo Housing Authority
- 126. Youth Villages

* B.S.W. Students Only

** M.S.W. Students Only

XI. CURRENT EMPLOYMENT AS FIELD PLACEMENT

The School of Social Work strongly discourages students from using current or recent human service employment sites as field placements. In such cases where an exception is granted, the employment site must meet all field agency criteria and all field policies, and sign a field agreement application. Students desiring to use their employment sites as field placements must meet with the Director of Field Education at least one semester prior to registering for field instruction. Failure to act in a timely fashion will result in a denial of the request.

Students using employment sites for field placements must submit a statement from their agency stating they will be allowed to complete their 500 hours of field instruction in duties different from their regular work activities and with a supervisor different from their employment supervisor. Monthly reports of their duties and hours must be submitted to the faculty field liaison (Appendix W). This report is signed by the student and the field instructor.

Student contemplating using their employment sites as field placement must do the following:

1. Consult with the field agency administrator to determine if the employment site is an affiliated field agency. If the employment site is already affiliated with the B.S.W. Program, the student can proceed to the next step in the process. If the employment site is not an affiliated field agency, the student should review the criteria for affiliation listed in this manual.
2. Arrange a meeting with the Director of Field Education if the employment site appears to meet the School's minimum requirements.
3. Complete the "Application to Use Current Employment as Field Instruction Site," form (Appendix V), and return it to the Director of Field Education. The student is expected to take full responsibility for the completion and submission of all forms to the Director of Field Education. Final approval will be granted if the agency:
 - a. meets the school's requirements for a field placement site;
 - b. can provide the student with a different and well supervised field work plan of learning experiences;
 - c. can provide a field instructor who is not serving as the student's employment supervisor; and
 - d. clearly separates work and student role.

XII. FIELD WORK SUPPORT AND DEVELOPMENT

Field instructor meetings are organized each year by the Director of Field Education. These meetings offer an opportunity for field instructors to communicate to the School their concerns and for the School to orient and update field instructors on the curriculum. The regularly scheduled meetings include:

A. Field Education Advisory Committee

The purpose of the Field Advisory Committee is to provide leadership in assisting the field education staff in developing activities, policies, and guidelines that impact the success of students in field instruction. Members of this committee consist of the field education staff, field liaisons, and field instructors. The Field Advisory Committee meets on a quarterly basis.

B. New Field Instructors' Orientation

This meeting for new field instructors is designed to orient the field instructors to the B.S.W. Program and gives them an opportunity to meet the teaching faculty. The meetings are held once in each school semester.

C. Field Instruction Training Workshop

This workshop helps field instructors to implement evidence-based practices in supervision. Field instructors are educated on different learning styles of students and how students can apply classroom learning to the internship setting. Participants in this workshop are encouraged to raise issues, concerns, and questions and to present field practice situations for discussion. Training workshops for field instructors are held at least once each year.

D. Field Student Orientation

The Director of Field Education also organizes and conducts field orientation sessions for each group of B.S.W. field students prior to the beginning of the field practicum.

E. Seminar in Issues and Problems of Professional Social Work

Each student will meet weekly in an integrative seminar for three hours. This seminar allows the students to explore field situations in depth and receive feedback from the faculty field liaisons and other students. The course further allows students the opportunity to explore issues across settings and levels of client systems.

APPENDIX A
B.S.W. FIELD INSTRUCTION APPLICATION
B.S.W. PROGRAM
APPLICATION FOR FIELD INSTRUCTION

To: Applicants for Field Instruction
From: Director Field Instruction

Social work majors applying for field instruction must meet the following requirements in order to be eligible for field instruction:

1. have a minimum overall (total institutional) GPA of 2.50 and a minimum social work GPA of 2.50;
2. complete any course in which a grade of "I" was earned;
3. complete and obtain a "C" or better in English 104 and 105;
4. pass the English Proficiency Examination or complete and obtain a "C" or better in English 399 (Functional Writing);
5. complete and obtain a "C" or better in all required social work courses;
6. successfully complete the prerequisites and co requisites for social work courses;
7. submit a written application for field instruction two semesters before anticipated semester of placement;
8. provide evidence of formal admission to the B.S.W. Program;
9. participate in an interview with the Director of Field Education or the Field Instruction Coordinator;
10. submit an up-to-date copy of the student's transcript;
11. be available to accept a placement within or outside of the Jackson area;
and
12. provide evidence of individual malpractice insurance coverage at the time of the pre-placement interview.

**Jackson State University
School of Social Work-B.S.W. Program
Field Instruction Application**

Semester you plan to enroll in Field Instruction:

Fall _____ Spring _____
year year

Date of Application: _____

Name _____ I.D.# _____

Classification _____ Advisor _____

Local Address _____
Street no. or P.O. Box

_____ Phone# _____
City State Zip Code

Permanent Address _____
Street no. or P.O. Box

_____ Phone# _____
City State Zip Code

In case of emergency notify:

Name _____

Address _____
Street no. or P.O. Box

_____ Phone # _____
City State Zip Code

Other phone numbers where you can be reached: _____

E-mail address(es): _____

Marital Status: () Single () Married () Divorced () Widowed

Ethnicity: () African-American () White () Other

English Proficiency Examination taken and passed () yes () no (Attach proof)
If answer is no, indicate the date you plan to take it _____.

Have you completed Forms I and II? () yes () no
If no, indicate the date you plan to complete them _____.

Have you been officially admitted to the B.S.W. Program by the program's admission process? () yes () no If yes, please include a copy of your admission letter.

Check major courses completed to date and add grade:

- SW 200: Introduction to Social Work _____
- SW 201: Introduction to Social Welfare Policy and Services I _____
- SW 210: Social Work Values and Ethics _____
- SW 250: Theoretical Perspectives for Generalist Social Work _____
- SW 301: Human Behavior and Social Environment I _____
- SW 302: Human Behavior and Social Environment II _____
- SW 305: Human Diversity and Social Justice _____
- SW 338: Social Welfare Policy and Services II _____
- SW 385: Social Work Practice I _____
- SW 485: Skills in Interviewing _____
- SW 486: Social Work Practice II _____
- SW 455: Social Work Research _____
- Social Work Electives
- 1. _____ _____
- 2. _____ _____

Check requirements in related fields taken to date and add grade.

BIO 101/BIOL 101	Introduction to Biology (2 hrs.) and Lab (1 hr.)	_____
HE 101:	Concepts of Health	_____
PSY 201:	General Psychology	_____
PSY 216:	Abnormal Psychology	_____
SOC 214:	Introduction to Sociology	_____
ECO 211:	Principles of Economics	_____
PS 135:	American Government	_____
	Statistics Option	_____

Check general University requirements taken to date and add grade.

ENG 104/105	Composition and Literature	_____
HIST 101/102	History of Civilization	_____
*UNIV 100	University Success	_____
MATH 111	College Algebra	_____
MFL 101/102	Modern Foreign Language	_____
ENG 205	World Literature	_____
ENG 206-228	English Option	_____
	Humanities and Fine Arts Option	_____
SPCH	Speech Arts Option	_____
General Electives:	1. _____	_____
	2. _____	_____

Cumulative GPA _____ Social Work GPA _____

Work Experience

List previous work experiences including Summer and part-time and length of experience (i.e., 1 month; 2 months; 1 year; etc.).

In what kind of agency, provided we can arrange it , would you like to do field work? Indicate your first choice with the #1 and your second choice with the #2.

- _____ Agency Serving Families
- _____ Correctional Services
- _____ Mental Health Settings
- _____ Agency Primarily involved in Community Organization
- _____ Agency Serving Children and Youth
- _____ Agency Serving the Elderly
- _____ Hospital or Clinic
- _____ Rehabilitation Services

Do you have a car? () yes () no

Do you have a valid driver's license? () yes () no

I UNDERSTAND THAT I WILL BE RESPONSIBLE FOR MAKING ARRANGEMENTS FOR GETTING MYSELF TO AND FROM THE AGENCY.

Signature

Date

Approval

Approved

Disapproved

Director of Field Practicum

B.S.W. Program Director

SCHOOL OF SOCIAL WORK
B.S.W. PROGRAM
CONFIDENTIAL PROFILE REPORT

Directions: This report is to be completed in the applicant's own handwriting and submitted to the School of Social Work B.S.W. Program as part of the field application.

NAME _____ I.D. # _____

1. Describe your personality.

2. What are your career plans after graduation?

3. Identify and discuss your major strengths and /or abilities.

4. Identify and discuss any major limitations or handicaps you have. What have you done to minimize the effects of this/these limitations/handicaps on your day-to-day activities?

5. Are there any personal problems (physical, emotional, family, etc.) that might interfere with your performance in field instruction?

6. What would you like to gain from your field instruction placement?

7. Is there anything else we need to know in planning your field instruction placement?

Signature: _____

Date: _____

APPENDIX B
B.S.W. PRE-PLACEMENT EVALUATION

Jackson State University
School of Social Work
B.S.W. Program
Pre-Field Instruction Evaluation

Student_____

Course_____

Instructor_____

Date_____

Evaluate the student's performance in your class on a 5-point scale in which 5 represents excellent and 1 represent very poor performance. Circle N/A if you are unable to evaluate this characteristic in the student.

1.	Attended class	1	2	3	4	5	N/A
2.	Came to class on time	1	2	3	3	5	N/A
3.	Was attentive during class	1	2	3	4	5	N/A
4.	Completed assignments on time	1	2	3	4	5	N/A
5.	Demonstrated good oral communication skills	1	2	3	4	5	N/A
6.	Demonstrated good writing skills	1	2	3	4	5	N/A
7.	Demonstrated good reading skills	1	2	3	4	5	N/A
8.	Interest in self-development	1	2	3	4	5	N/A
9.	Interest in the social work profession	1	2	3	4	5	N/A

10.	Demonstrated respect for the instructor and fellow classmates	1	2	3	4	5	N/A
11.	Works well with others	1	2	3	4	5	N/A
12.	Values and attitudes were consistent with social work values	1	2	3	4	5	N/A
13.	Make appropriate decisions	1	2	3	4	5	N/A
14.	Dependable in meeting class responsibilities	1	2	3	4	5	N/A
15.	Potential for successful completion of B.S.W. degree	1	2	3	4	5	N/A
16.	Student strengths:						

17. Areas needing improvement:

18. Comments:

APPENDIX C
PRE-PLACEMENT CHECKLIST
 Jackson State University
 Check List for Students in Field Placement

Student's Name: _____
 Program Level: _____
 Enrollment Status: _____

1. Program Admission Letter				
2. Resume				
	SW 489 (BSW)	SW 591/ SW 593 (MSW)	SW 592 (MSW)	SW 594 (MSW)
3. Dates of Field Liaison Visits				
4. Field Instruction Application				
5. Professional Insurance Certificate				
6. Transcript* JSU PAWS				
7. Student Assigned Agency Form				
8. Learning Agreement				
9. Student's Mid-Term Evaluation Form				
10. Student's Final Evaluation				
11. Student's Evaluation of Field Internship				
12. Faculty Field Liaison Evaluation of the Field Education Setting				
13. Student's Evaluation of Field Liaison				
14. Field Instructor Evaluation of the Field Education Program				
15. Student's Request of Change in Field Placement				
16. Use of Employment for Field Placement Form				

17. Use of Employment for Field Placement (Monthly Reporting Form)				
18. Service Learning Form				

19. Weekly Sign-In Logs

	Week 1	Week 2	Week 3	Week 4	Week 5
Jan.					
Feb.					
March					
April					
May					
June					
July					
Aug.					
Sept.					
Oct.					
Nov.					
Dec.					

Field Liaison: _____ Date Completed: _____

APPENDIX D
PRE-PLACEMENT FOLLOW- UP FORM
Jackson State University
Pre-Placement Follow-up for Students in Field Placement

Instructions: You cannot begin field placement until you return the required information listed below to Dr. Theresia Ratliff (601/432-6818) or Mrs. Cathy Kinnard (601/432-6832) by: _____. This is the final request for completion of the field placement application process. Thank you.

JSU P.A.W.S. Transcript _____

Resume _____

Liability Insurance _____

Other:

- 1.
- 2.
- 3.
- 4.

Signature: _____ Date: _____
Director or Coordinator of Field Education

Signature: _____ Date: _____
Student

APPENDIX E
APPLICATION FOR STIPEND FIELD PLACEMENT

Jackson State University
School of Social Work
Field Instruction Stipend Application

Applicant's Name _____			
Address _____	City _____	State _____	Zip _____
Telephone (Home) _____		Cellular _____	
Email _____			
Program Level: BSW ____	Advanced Standing ____	Full Time ____	Part Time ____
GPA (Official transcript attached) _____			
Brief outline of volunteer experience: _____			

<p>Checklist to ensure completed application process:</p> <ul style="list-style-type: none"><input type="checkbox"/> Application<input type="checkbox"/> Official transcript<input type="checkbox"/> 2 reference letters<input type="checkbox"/> Completed case scenario<input type="checkbox"/> Interview <p>Applicant's Signature: _____</p> <p>Date: _____</p> <p>Return application in a sealed envelope to the Director of Field Education by the end of the fourth week in October for Spring semester placements and by the end of the fourth week in March for Fall semester placements.</p> <p>Thank you</p>
--

APPENDIX F
STUDENT ASSIGNED AGENCY CHOICE FORM

JACKSON STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
BACHELOR OF SOCIALWORK PROGRAM
STUDENT ASSIGNED AGENCY FORM

Instructions: This form is to be completed by the student and the field instructor. It is to be submitted to the Director of Field Education and is vital for the purpose of assuring essential communication between the School and the agency.

Note: **A PLACEMENT CANNOT BEGIN UNTIL THIS FORM IS COMPLETED BY THE STUDENT AND THE FIELD INSTRUCTOR AND APPROVED BY THE DIRECTOR OF FIELD EDUCATION.**

STUDENT INFORMATION

Student: _____ Phone: (H) _____ (C) _____
Last First

Address _____

JNumber: _____

FIELD AGENCY INFORMATION

Agency: _____ Phone: _____

Address: _____

Email: _____ Fax: _____

Primary Field Instructor at Agency (only one permitted): _____

Signature of Field Instructor: _____ Date: _____

Signature of Student: _____ Date: _____

Beginning Date of Placement: _____ End Date: _____

Below line for JSU Office of Field Education use only:

Director of Field Education Signature: _____ Date: _____

Placement Approved: Yes _____ No _____

APPENDIX G
LEARNING AGREEMENT
Jackson State University
School of Social Work-B.S.W. Program
B.S.W. Field Instruction Student Learning Agreement

B.S.W. field instruction students are expected to complete a learning agreement by the 3rd week of placement. This agreement is to be completed jointly by the field instructor and the students. After the learning agreement has been completed, it is to be submitted to the faculty field liaison for review and signature (SAMPLE LEARNING AGREEMENT Appendix L). The goals and objectives of this learning agreement should reflect the field instruction educational outcomes listed in the *Field Manual*, page 9. You may identify additional goals and objectives to reflect the educational needs of the students and the field placement setting. Objectives should reflect the activities the student will need to undertake to achieve the goals and the time frame for accomplishing each activity. Please use additional paper, if necessary.

Name of Student: _____
Date of Learning Agreement: _____
Field Instructor: _____
Field Instruction Agency: _____
Mailing Address: _____
Phone: _____
Hours in Placement: _____
Supervision Time: _____

Goal 1: TO OBSERVE FIVE INTERVIEWS CONDUCTED BY THE FIELD INSTRUCTOR BY THE 2ND WEEK OF FIELD.

Objective (S):

Goal 2: TO DEMONSTRATE KNOWLEDGE OF THE NETWORK OF SOCIAL WELFARE SERVICES THROUGH UTILIZATION OF THE REFERRAL PROCESS.

Objective (S):

Goal 3: TO DEMONSTRATE APPROPRIATE INTERVENTION SKILLS THROUGH DIRECT PRACTICE, CASE MANAGEMENT AND OTHER ASSIGNMENTS

Objective(s):

Goal 4: TO DEMONSTRATE COMPREHENSION OF SOCIAL WORK VALUES AND ETHICS THROUGH INTERACTION WITH CLIENTS AND COLLEAGUES

Objective(s):

Goal 5: TO DEMONSTRATE THE ABILITY TO MAKE AN APPROPRIATE ASSESSMENT AND DEVELOP AND CARRY OUT A WRITTEN INTERVENTION PLAN

Objective(s):

Goal 6: TO DEMONSTRATE THE ABILITY TO PRACTICE UNDER SUPERVISION

Objective(s):

Goal 7: TO DEMONSTRATE THE COMMITMENT TO PROFESSIONAL GROWTH THROUGH ATTENDING AND PARTICIPATING IN PROFESSIONAL MEETINGS

Objective(s):

Goal 8: TO DEMONSTRATE THE ABILITY TO WORK WITH AND EMPOWER AT-RISK POPULATIONS

Objective(s):

Goal 9: TO DEMONSTRATE THE ABILITY TO USE RESEARCH IN ORDER TO EVALUATE SOCIAL WORK PRACTICE AND AGENCY PROGRAMS

Objective(s):

Student: _____
Field Instructor: _____
Faculty Field Liaison: _____

Date _____
Date _____
Date _____

APPENDIX H
SAMPLE LEARNING AGREEMENT
Jackson State University
School of Social Work
Sample Learning Agreement
B.S.W. Field Instruction Student

Name of Student: _____

Date of Learning Agreement: _____

Primary Field Instructor: _____

Field Instruction Agency: _____

Mailing Address: _____

Phone: _____

Hours in Placement: _____

Supervision Time: _____

GOAL 1: TO IMPROVE INTERVIEWING SKILLS

Objective 1: To observe five interviews conducted by the field instructor or agency staff by the 2nd week of field.

Objective 2: To conduct at least 12 interviews with clients by the end of the semester.

GOAL 2: TO LEARN THE COMMUNITY SOCIAL SERVICES

Objective 1: To read 20 recently closed cases by the 7th week to identify referrals that were made.

Objective 2: To attend at least five case conferences by the end of the semester.

Student: _____ Date _____

Field Instructor: _____ Date _____

Faculty Field Liaison: _____ Date _____

APPENDIX I
COVER SHEET FOR WEEKLY LOG

Jackson State University
School of Social Work
B.S.W. Program
SW 489: Field Instruction

COVER SHEET FOR WEEKLY LOG

Student Name: _____

Agency: _____

Week: _____

Number of Hours for Week: _____

Cumulative Hours: _____

TYPE OF TASKS (if applicable):

1. Interviews, no. _____
2. Observations, no. _____
3. Case recordings, no. _____
4. Social summaries, no. _____
5. Reports (type and no.) _____
6. Other contacts: Collaborative and/or coordinative _____
7. Conferences: With supervisor, no. ____
Other, no. _____
8. Referrals, no. _____
9. Trips (purpose and no.) _____
10. Professional development activities _____
11. Meetings _____
12. Other _____

Use this form as the cover sheet for the daily logs each week and attach it to the written report, which is due weekly.

**APPENDIX J
TIME SHEET
SIGN-IN SHEET***

Cumulative Hours _____

Name	Date	Time		Total Hours
		In	Out	
////////////////////				////////////////////

Student _____ Date _____

Field Instructor _____ Date _____

*This is a sample sign-in sheet for the agency Field Instructors' use. It may be altered for consistency with agency's policy and procedures.

APPENDIX K
FACULTY FIELD LIAISON VISIT/CONFERENCE FORM
Jackson State University
School of Social Work
Faculty Field Liaison Visit/Conference Form

Faculty field liaisons should discuss any concerns or issues the student is experiencing.

Faculty Liaison: _____

Student: _____

Placement: _____

Field Instructor: _____

Purpose: _____

Strengths:

Areas for Improvement:

The Student's responsibilities are to:

	Show initiative by taking an active role in placement.
	Orient himself/herself to the agency regarding policies, time schedule, written documentation, and dress code.
	Prepare for and actively participate in the weekly supervisory conferences.
	Maintain confidentiality at all times and meet all legal responsibilities for protecting their clients.
	Perform as a team player and work well with others.
	Participate in self evaluation of the learning experience.
	Utilize field instruction to work effectively with clients.

Student Comments:

Field Instructor Comments:

Faculty Field Liaison Signature: _____ Date: _____
 Field Instructor Signature: _____ Date: _____
 Student Signature: _____ Date: _____

Form VI
 Revised 09/01/06

APPENDIX L
WEEKLY FIELD SUPERVISORY VISIT FORM
Jackson State University
School of Social Work

Weekly Field Supervision Form

Faculty/Agency Field Supervisor: _____

Student: _____

Agency: _____

Agency Field Instructor: _____

Week: _____

<u>Assigned Tasks</u>	<u>Completed</u>	<u>In Progress</u>
-----------------------	------------------	--------------------

1.

2.

3.

4.

Comments: (e.g., adjustments, working relationships, timelines, etc.)

Next Week's Tasks:

1.

2.

3.

4.

Signatures:

Faculty Supervisor: _____ Date: _____

Student: _____ Date: _____

Field Instructor: _____ Date: _____

**APPENDIX M
MID-SEMESTER EVALUATION**

Jackson State University
School of Social Work-B.S.W. Program
SW 489: Field Instruction

PLEASE TURN IN BY _____

MID-SEMESTER EVALUATION

Directions: This evaluation form is used to evaluate the undergraduate students at mid-semester. It should be completed in triplicate; send the original to the faculty field liaison, retain a copy for your confidential files, and give one copy to the student. The evaluation must be completed in consultation with the student. The field instructor and the student must sign the evaluation before it is sent to the faculty field liaison.

Name of Student: _____

Name of Supervisor: _____

Name of Agency: _____

Number of Clock Hours Up To Mid-Semester: _____

1. Adjustment to the agency

2. Adjustment to agency personnel

3. Skills in oral and written communication

4. Understanding and use of community resources

5. Strengths

6. Weaknesses

7. Plan for improving or eliminating weaknesses discussed:

8. Comments:

Recommended grade: _____

Signature of Field Instructor: _____

Signature of Student: _____

Date: _____

**APPENDIX N
FINAL EVALUATION**

Jackson State University
School of Social Work-B.S.W. Program
Final Field Instruction Evaluation Form

RETURN BY: _____

Name of Student: _____

Name of Agency: _____

Semester: Fall _____ Spring _____ Year _____

Name of Field Instructor _____

Total Number of Clock Hours _____

This evaluation is to be completed jointly by the field instructor and the student. Make in triplicate: submit the original to the faculty field liaison, provide one copy to the student, and retain one copy for the field instructor in a confidential file.

Please rate the student's performance in the field practicum in the categories listed. Mark the student's rating in the column on the right. The overall rating for each category is determined by averaging the scores in each category.

- 1 = Unsatisfactory Performance (D)
- 2 = Average (C)
- 3 = Good (B)
- 4 = Exceptional (A)

List the learning experiences that the student was involved in during the semester.

A. VALUES AND ETHICS

- | | | | | | | |
|----|--|---|---|---|---|----------------------|
| 1. | Demonstrates an understanding of the values and ethics of the profession | 1 | 2 | 3 | 4 | _____ |
| 2. | Demonstrates the ability to adhere to the values and ethics of the profession | 1 | 2 | 3 | 4 | _____ |
| 3. | Demonstrates respect for persons from diverse population groups (especially those at risk of discrimination, economic deprivation and oppression), including clients, colleagues, and agency personnel | 1 | 2 | 3 | 4 | _____ |
| 4. | Demonstrates the ability to work with different population groups (especially those at risk of discrimination, economic deprivation and oppression), including clients, colleagues, and agency personnel | 1 | 2 | 3 | 4 | _____ |
| 5. | Demonstrates understanding of diverse populations (those at risk for problems of discrimination, economic deprivation and oppression) | 1 | 2 | 3 | 4 | _____ |
| 6. | Demonstrates values in support of empowering at-risk populations and advancing social, political and economic justice and development | 1 | 2 | 3 | 4 | _____ |
| | | | | | | Total Score _____ |
| | | | | | | Overall Rating _____ |

B. PROFESSIONAL DEVELOPMENT AND SELF-AWARENESS

- | | | | | | | |
|----|---|---|---|---|---|-------|
| 1. | Demonstrates self-awareness and professional use of self | 1 | 2 | 3 | 4 | _____ |
| 2. | Demonstrates the ability to acknowledge the need for supervision and consultation | 1 | 2 | 3 | 4 | _____ |
| 3. | Demonstrates the ability to appropriately use supervision and consultation | 1 | 2 | 3 | 4 | _____ |

4. Demonstrates the motivation and desire to participate in professional development activities

1 2 3 4 _____

Total Score _____

Overall Rating _____

C. COMMUNICATION SKILLS

1. Demonstrates the ability to use appropriate oral communication skills

1 2 3 4 _____

2. Demonstrates the ability to use appropriate written communication skills

1 2 3 4 _____

3. Demonstrates effective interviewing skills

1 2 3 4 _____

4. Demonstrates appropriate recording skills

1 2 3 4 _____

5. Demonstrates basic proficiency in computer use

1 2 3 4 _____

Total Score _____

Overall Rating _____

D. FUNCTIONING WITHIN THE AGENCY

1. Demonstrates familiarity with agency mission and goals

1 2 3 4 _____

2. Demonstrates the ability to function within the administrative rules and regulations of agency

1 2 3 4 _____

3. Demonstrates skills in establishing and maintaining professional relationships with colleagues and other agency personnel

1 2 3 4 _____

Total Score _____

Overall Rating _____

E. SOCIAL WORK KNOWLEDGE AND SKILLS

1. Demonstrates knowledge of history of social welfare and social work
1 2 3 4 _____
2. Demonstrates knowledge of current social work and social welfare organizations, programs, and services
1 2 3 4 _____
3. Demonstrates knowledge of trends and issues impacting current social work and social welfare organizations, programs, and services
1 2 3 4 _____
4. Demonstrates the ability to apply critical thinking skills to the practice of social work
1 2 3 4 _____
5. Demonstrates leadership skills
1 2 3 4 _____
6. Demonstrates knowledge of human behavior and the social environment
1 2 3 4 _____
7. Demonstrates awareness and appropriate use of community resources
1 2 3 4 _____
8. Demonstrates knowledge and skills in effective collaboration and coordination with others in the utilization and development of resources, services, and opportunities
1 2 3 4 _____
9. Demonstrates the ability to establish linkages with diverse populations and systems
1 2 3 4 _____
10. Demonstrates knowledge of relevant social welfare policy and skills in policy practice (advocacy task groups, coalition building, using media, letter writing and phone campaigns, persuasion, testifying, proposal writing, agenda setting, policy analysis, problem solving approach, contributing to the development and implementation of policy)
1 2 3 4 _____
11. Demonstrates knowledge and skills to empower at-risk populations
1 2 3 4 _____

12. Demonstrates knowledge and skills to advance social, political and economic justice
- 1 2 3 4 _____
13. Demonstrates sufficient understanding of the changing global environment to work effectively with persons from different cultures
- 1 2 3 4 _____
14. Demonstrates skills in establishing and maintaining professional relationships with diverse client populations (especially those at risk of discrimination, economic deprivation and oppression) and systems (individuals, families, small groups, organizations, and urban communities)
- 1 2 3 4 _____
15. Demonstrates knowledge and skills in assessment (ability to gather data, assess problems, and apply appropriate knowledge and skills)
- 1 2 3 4 _____
16. Demonstrates knowledge and skills in planning
- 1 2 3 4 _____
17. Demonstrates knowledge and skills in intervention with diverse client populations (especially those at risk of discrimination, economic deprivation and oppression) and systems (individuals, families, small groups, organizations and urban communities) utilizing appropriate intervention strategies
- 1 2 3 4 _____
18. Demonstrates knowledge and skills in terminating services ability to develop termination plans with colleagues and agency (ability to develop and implement termination plans with diverse client populations and client systems)
- 1 2 3 4 _____
- Total Score _____
- Overall Rating _____

F. EVALUATING PRACTICE

1. Demonstrates skills in evaluating own practice (ability to assess the achievement of goals and objectives, ability to utilize research methods, ability to evaluate the outcomes of intervention activities)
- 1 2 3 4 _____

2. Demonstrates skills in evaluating agency programs

1 2 3 4 _____

3. Demonstrates skills in evaluating research studies and applying findings to practice

1 2 3 4 _____

Total Score _____

Overall Rating _____

G. Discuss the student's strengths:

H. Discuss the areas where the student's performance falls short:

I. Discuss the student's area (s) of greatest growth:

J. Discuss the area(s) where continued and/or additional growth is needed:

K. Additional Comments:

Signature of Field Instructor

Title

Date

Student's Comments:

Signature of Student*

Date

*Student's signature verifies that the student has reviewed this evaluation.

SCHOOL USE ONLY

Overall Rating

Values and Ethics _____

Professional Development and Self Awareness _____

Communication Skills _____

Functioning Within Agency _____

Social Work Knowledge and Skills _____

Evaluating Practice _____

Final Grade _____

APPENDIX O
STUDENT EVALUATION OF FIELD PRACTICUM SETTING

Jackson State University
School of Social Work – B.S.W. Program

Evaluation of Field Instruction Setting

The following is a rating scale that students may use in order to evaluate the Social Work Field Practicum. Please complete the form and return it to the appropriate instructor. The results will be used as constructive feedback in order to aid the ongoing process of improving and upgrading the Social Work Department.

Please note: THIS RATING SCALE WILL NOT AFFECT YOUR GRADE IN ANY WAY.

Instructor _____ Semester _____

Name of Agency _____

Number of students from your class in your placement _____

Field Instructor _____

Directions: Rate the following items on a 1 to 5 scale with 5 being the maximal (e.g., excellent), and 1 being minimal (e.g., inadequate/poor). Some items on the scale may not be applicable. In that case, ignore the item or circle "N.A."

AGENCY:

1. The agency allowed student participation in staff meetings, seminars, etc.
1 2 3 4 5 N.A.
2. The agency accepted students as an integral part of the social work staff.
1 2 3 4 5 N.A.
3. Students felt free to participate in the formal and informal communication systems.
1 2 3 4 5 N.A.
4. The agency provided adequate office space and clerical services for students.

	1	2	3	4	5	N.A.
5.	The agency's expectations of students were consistent and clear.					
	1	2	3	4	5	N.A.
6.	The agency is receptive to students' opinions and ideas.					
	1	2	3	4	5	N.A.
7.	The agency staff's attitudes and behaviors in regard to minority groups were an example of desirable social work practice.					
<u>Staff relationships</u>						
	1	2	3	4	5	N.A.
<u>Staff-Client relationships</u>						
	1	2	3	4	5	N.A.
<u>Staff-Student relationships</u>						
	1	2	3	4	5	N.A.
8.	The agency's program provided opportunity to interact with other agencies and community people.					
	1	2	3	4	5	N.A.
9.	The agency provided for client/consumer input in policy-making.					
	1	2	3	4	5	N.A.
10.	The agency was oriented to system change as well as individual change.					
	1	2	3	4	5	N.A.
11.	The agency's services attempted to meet client needs and the agency's specific goals.					

1 2 3 4 5 N.A.

12. The agency was an example of progressive, innovative social work.

1 2 3 4 5 N.A.

OTHER COMMENTS:

ASSIGNMENTS:

1. Practice assignments have provided experience with a diversity of clients in a variety of situations (e.g., age, sex, race, ethnicity, the oppressed, kinds of problems and needs).

1 2 3 4 5 N.A.

2. The student's assignments have been related to his/her career goals and interests.

1 2 3 4 5 N.A.

3. The quantity of work assigned was appropriate to the amount of time allotted. Please clarify in the comment section if this was a problem.

1 2 3 4 5 N.A.

4. The work load is/was demanding and relevant enough to prepare the student for entry-level professional social work practice.

1 2 3 4 5 N.A.

5. Add any other comments about assignments.

FIELD INSTRUCTOR

1. The field instructor established a helping and enabling relationship with the student.
1 2 3 4 5 N.A.
2. The field instructor demonstrated knowledge of content on social work practice.
1 2 3 4 5 N.A.
3. The field instructor was skillful in helping the student to relate classroom content to practice.
1 2 3 4 5 N.A.
4. The field instructor's "contact" with the student took account of his/her interests, learning needs, past experience, etc.
1 2 3 4 5 N.A.
5. The field instructor provided structure and clarity of expectations about assignments.
1 2 3 4 5 N.A.
6. The field instructor was accessible when needed. Please clarify in the comments section if this was a problem.
1 2 3 4 5 N.A.
7. The field instructor individualized the student according to his/her learning needs and professional development during the semester.
1 2 3 4 5 N.A.
8. The field instructor allowed the student an increasing amount of independence with an appropriate balance of support and reinforcement.
1 2 3 4 5 N.A.
9. The field instructor showed acceptance of disagreement and respect for the student's opinion.

	1	2	3	4	5	N.A.
10.	The field instructor maintained appropriate structure and organization of field practice activities.					
	1	2	3	4	5	N.A.
11.	The field instructor demonstrated concern for values, ethics, and objectives of the social work profession.					
	1	2	3	4	5	N.A.
12.	The field instructor's attitudes and behaviors in regard to minority groups have been examples of desirable practice.					
	1	2	3	4	5	N.A.

OTHER COMMENTS:

EVALUATION:

1.	The field instructor's provided an on-going process of "feedback" to the student throughout the semester.					
	1	2	3	4	5	N.A.
2.	The field instructor's evaluations were fair, accurate, and helpful to the student.					
	1	2	3	4	5	N.A.
3.	The field instructor allowed and enabled the student to participate in the formal evaluation and to become increasingly able to evaluate his/her own work.					
	1	2	3	4	5	N.A.
4.	The field instructor provided for appropriate "rebuttal" in the evaluation process.					
	1	2	3	4	5	N.A.

OTHER COMMENTS:

OVERALL REACTIONS:

1. How would you rate your field instruction experience and its effect on your learning and professional development this semester?

1 2 3 4 5 N.A.

2. Rank from 1 to 5 the value of the contribution of each of the following to your progress in field practice this semester (using 1 as minimal and 5 as maximal).

_____Field Instructor

_____Agency staff colleagues

_____Assignments (clients, groups, etc.)

_____Agency settings, generally

_____Individual initiative

3. Rate this evaluation instrument as a method of conveying your feelings and opinions about the field practice experience.

1 2 3 4 5 N.A.

SUGGESTIONS FOR IMPROVING QUESTIONNAIRE:

APPENDIX P
STUDENT ASSESSMENT OF THE FACULTY FIELD LIAISON

Name of Student: _____ Date: _____

___ B.S.W. ___ Advanced Standing Summer ___ 1st year M.S.W. ___ 2nd year M.S.W.

Name of Agency: _____

Name of Field Instructor: _____

Name of Faculty Field Liaison: _____

Name of Director (M.S.W.)/ Coordinator (B.S.W.): _____

1) Number of site visits to the agency known to me: Fall _____
 Spring _____

Place a check () if liaison visited or not known to me

() I met with the faculty liaison during the visit to the agency

Number of times: Fall _____ Spring _____

() I met with the faculty liaison and agency field instructor during the faculty liaison's visit to the agency.

Number of times: Fall _____ Spring _____

() Do not know

Note: Two visits per semester meet the minimum standard; other visits may be negotiated with field liaison.

2) Availability of faculty field liaison to you:

5	4	3	2	1
Always Available	Generally Available	Occasionally Available	Seldom Available	Never Available

3) Follow-up response to your inquiries:

5	4	3	2	1
Prompt response, same day	Generally responds within 1 week	Slow, but does respond	Requires repeated reminders	Does not return most calls

4) Comments

6. Oriented field agency regarding the field component of the curriculum and its relationship to the overall academic program.

1 2 3 4

7. Monitored and evaluated agency's capacity to facilitate student's learning.

1 2 3 4

8. Maintained close communication with the Field Instructor regarding the progress of the field student with a minimum of at least two site visits each semester and at least two phone contacts.

1 2 3 4

9. Consulted with the field instructor to maximize the learning experience for the student.

1 2 3 4

10. Conferred with students regarding their progress and/or any problems in in relation to field placement.

1 2 3 4

**APPENDIX R
FIELD LIAISON EVALUATION OF THE FIELD SETTING**

Name of Field Liaison _____

Name of Agency _____

Name of Field Instructor _____

Name of Student _____

_____MSW Program _____BSW Program Course #, SW _____

Please answer the following questions:

1. The agency provided timely and adequate orientation for the student.
_____Yes _____No

2. The agency provided direct staff supervision for the student.
_____Yes _____No

3. The agency provided adequate physical space and other materials that the student needed to carry out agency functions. _____Yes _____No

4. The agency provided a safe, healthy, and ethical learning environment for the student. _____Yes _____No

5. The agency provided a diversified learning experience for the student
_____Yes _____No

Comments:

Signature: _____

Date: _____

APPENDIX S
REQUEST FOR CHANGE OF FIELD PLACEMENT AGENCY

Name of Student_____

Current Agency_____

Name of Field
Instructor_____

Address_____

Telephone_____

Faculty Liaison_____

Statement by Student
(Cite and explain reasons)

Signature_____ Date_____

APPENDIX T
FIELD INSTRUCTION AGREEMENT OF AFFILIATION

Jackson State University
School of Social Work
Agreement of Affiliation

This Agreement is entered into on this ____ day of _____ 200____
by and between Jackson State University's School of Social Work (hereinafter referred to as "Program")
and _____ (hereinafter referred to as "Agency")

WHEREAS, the purpose of this Agreement is to establish and guide a working relationship
between the Program and the Agency in placing undergraduate and graduate students with the Agency
for learning opportunities through social work field experiences;

NOW THEREFORE, based on the foregoing and other covenants, conditions, and promises
hereinafter set forth herein, the parties agree to the following:

1. Program Responsibilities:

- 1.1 The program will select student(s) to be placed with the Agency for the social work field experience.
- 1.2 The Program will provide the Agency with information about the student, including his/her academic preparation, previous social work and other job experiences and his/her career plans.
- 1.3 The Program will provide orientation for Agency Field Instructors and a pre-placement seminar for the students. This orientation will take place in early Fall of the effective year of this agreement for master's students and at the beginning of each semester for undergraduate students.

Program students assigned to the Agency will abide by the Agency's standards of health, safety, and ethical behavior.

The Program will provide an administrative officer of the School of Social Work, with responsibilities for directing/coordinating field instruction, who will:

- 1. be responsible for administration of the field work program for the School of Social Work;
- 2. provide training for Agency Field Instructors and hold periodic meetings planned specifically on issues for Agency Field Instructors and students;
- 3. provide copies of the *Field Instruction Manual*, course materials, evaluation instruments, and schedules of student activities to Agency Field Instructors; and
- 4. take appropriate action in situations regarding students' behavior.

- F. The Program will provide a Faculty Field Liaison who will develop an individual learning plan with each student and Field Instructor in accordance with both Agency and Program objectives. This plan will explicate specific learning objectives, skills to be imparted and sequential learning tasks and experiences.
- G. The Faculty Field Liaison will make regular contacts with the student and agency, and usually make (no fewer) than two visits per semester to the agency to review the student's progress, respond to requests for consultation in matters concerning the student, and help the Agency Field Instructor explore diverse and meaningful learning experiences for the student.
- H. The Faculty Field Liaison will be responsible for assigning the student's final grade based on consultation with the Agency Field Instructor.

Agency Responsibilities:

- A. The Agency will accept qualified students from the B.S.W. and M.S.W. Programs as agreed upon.
- B. The Agency will notify the Program of the number of students it will accept for the academic year.
- C. The Agency will provide facilities for field education without discrimination on the basis of race, color, age, gender, creed, ethnic or national origin, handicap, political or sexual orientation of the parties involved.
- D. The Agency will provide field instructor(s) who:
 - 1. have the Bachelor of Social Work (B.S.W.) degree (for undergraduate students only) or a Master of Social Work (M.S.W.) degree;
 - 2. are licensed to practice in the State of Mississippi;
 - 3. have a minimum of two years of post-B.S.W. supervised experience (for B.S.W. students only) or have a minimum of two years of post-M.S.W. supervised practice experience;
 - 4. are competent to practice in their specialty;
 - 5. are committed to the values and ethics of the profession; and
 - 6. are interested in social work student education.
- E. The Agency will allow its staff sufficient time to:
 - 1. engage in direct supervision of the student;
 - 2. collaborate with the Faculty Field Liaison regarding matters pertaining to the students learning in field instruction agency placement; and
 - 3. participate in University sponsored activities.

- F. The Agency will provide physical space and other materials that the student needs to carry out agency functions.
- G. The Agency Field Instructor will evaluate the student's practice performance at mid-semester and at the end of each semester.
- H. The Agency Field Instructor, Faculty Field Liaison, and student will have an evaluation conference at the end of each semester for both B.S.W. and M.S.W. students.

Name of Agency

Jackson State University
School of Social Work

Authorized Agency Personnel

Associate Dean, School of Social Work

Title

Date

Date

Vice President for Academic Affairs

Date

**APPENDIX U
RECOMMENDATION FOR FIELD AGENCY**

Agency _____

Unit/Department _____

Address _____

Phone _____

Contact Person _____ Position _____

Please summarize reasons for recommendation. Which characteristics of the field instructor, agency, or available learning experiences are particularly strong?

What has been your contact with the agency and with whom?

Recommended for (check):

BSW students Beginning M.S.W. Advanced M.S.W.

Your name _____ Phone _____

Check:

Student Faculty Other _____

Return to:
Director of Field Education
Jackson State University
School of Social Work
3825 Ridgewood Road
Jackson, MS 39211

**APPENDIX V
APPLICATION TO USE CURRENT AGENCY
AS FIELD INSTRUCTION SITE**

IDENTIFYING INFORMATION

Name _____

Address _____

Phone: Home _____ Work _____ Cellular _____

CURRENT EMPLOYMENT

Agency _____

Agency Address _____

Current Supervisor _____

Administrator _____

How long employed in agency _____ in current position _____

Current job responsibilities-average number of hours/week _____

Job Title _____

<u>Days</u>	<u>Hours</u>	<u>Activities</u>	<u>Unit/Dept.</u>	<u>Supervisor</u>
-------------	--------------	-------------------	-------------------	-------------------

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

_____ Total Hours Per Week

PROPOSED PLACEMENT

Type of Placement: Advanced Standing ___ 1st Year M.S.W. ___ 2nd Year M.S.W. ___
B.S.W. ___

Date of placement period: From _____ To _____

FIELD INSTRUCTOR

(Must have a B.S.W. or M.S.W. degree from a CSWE accredited school in Mississippi)

Name _____ Position _____

Adjunct Instructors(s)
(To be coordinated by Primary Field Instructor)

Name _____ Position _____

Name _____ Position _____

In which area or unit(s) of the agency does the applicant now work?

ASSIGNMENT AND TASKS:

(Indicate average number of hours per week for each activity. If very different from term to term, attach additional sheets as needed) _____

FIELD PLACEMENT:

<u>Hours</u>	<u>Days</u>	<u>Activities</u>	<u>Unit/Dept.</u>	<u>Supervisor</u>

_____ Total Hours Per Week

EMPLOYMENT IN CONJUNCTION WITH FIELD PLACEMENT:

<u>Days</u>	<u>Hours Activity</u>	<u>Unit/Dept.</u>	<u>Supervisor</u>

_____ Total Hours Per Week

EXPLAIN HOW PROPOSED PLAN REPRESENTS A NEW LEARNING EXPERIENCE OVER AND ABOVE PRIOR WORK EXPERIENCES:

EXPLAIN HOW PLAN RELATES TO YOUR EDUCATION AND CAREER GOALS:

Student

Date

Field Instructor

Date

Employment Supervisor

Date

Agency Director

Date

Director of Field Practicum

Date

Dean, School of Social Work

Date

Please send these forms to: Director of Field Education
Jackson State University
School of Social Work
3825 Ridgewood Road
Jackson, MS 39211

APPENDIX W
EMPLOYMENT/INTERNSHIP END THE OF MONTH REPORT
JACKSON STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
B.S.W. PROGRAM

Please complete this form and attach to the evaluation report.

Name of Student _____

Current Agency _____

Name of Field Instructor _____

Address _____

Telephone _____

Faculty Liaison _____

Detailed Description of Intern Experiences

Date

Hours

Days Working as Intern

Detailed Description of Employee Experiences

Employment

Hours

Days

Please list any changes in Student Learning Agreement

Student

Date

Field Instructor

Date

Employee's Supervisor

Date

APPENDIX X THE STUDENT'S VERSUS THE EMPLOYEE'S ROLE

Students participate in an orientation period and engage in training which is sometimes similar to the training of employees. Tasks the students perform may at times be identical to those of the staff. They are expected to comply with organizational practices as staff. The differences lie in the expectation that students do not carry the work load of paid staff. Their educational assignments are structured to emphasize learning, not merely completion of a task. Students receive educational supervision that attends to the identification of theory and practice, critical thinking, and conceptualization. The teaching and professional development distinguishes the student's role from that of the employee.

APPENDIX Y
COURSE SYLLABUS – SW 489: FIELD INSTRUCTION

Jackson State University
College of Public Service
School of Social Work
Bachelor of Social Work Program

SW 489: Social Work Field Instruction

Credit hours: 9

Prerequisites: All required liberal arts and social work courses

Co-requisite: SW 499

Semester: Spring 2008

Instructor: Phyllis Hammond

Telephone: (601)979-4170

E-mail: phyllis.hammond@jsums.edu

Required Documents

Jackson State University School of Social Work Office of Field Education (2007).
B.S.W. Field Instruction Manual. Jackson, MS: Author.

National Association of Social Workers (1999). *Code of Ethics*. Washington, D.C.:
NASW Press.

COURSE SYLLABUS

Course Description

Field instruction enables students to integrate and apply to social work practice the knowledge, skills, and values and ethics obtained in the social work foundation courses. Agency-based learning experiences are provided which allow the students to develop generalist practitioner skills for social work practice with diverse individuals, families, small groups, organizations, and communities, including populations at risk of injustice, oppression and discrimination. Each student completes a minimum of 500 hours of supervised practice in a community agency.

Definition of Generalist Social Work Practice

Generalist social work practice is the application of social work knowledge, skills, and values and ethics to enhance human well-being and promote social, economic, and political justice with diverse client systems.

Relationship to Program Objectives

This course contributes to the achievement of all the objectives of the Program. These objectives are that graduates of the Program will be able to:

1. use effective oral and written communication skills with diverse clients, colleagues, and communities;
2. apply critical thinking skills within the context of generalist social work practice in a changing, global social environment;
3. understand and interpret the history of the social work profession and its contemporary structures and issues;
4. analyze the impact of social welfare policies on diverse populations;
5. apply the knowledge, skills, and values and ethics of generalist social work practice with systems of all sizes;
6. use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span as well as the interactions among and between individuals, families, groups, organizations, and communities;
7. use supervision and consultation appropriate to social work practice;
8. develop an understanding of and respect for all people regardless of their differences;
9. practice without discrimination and with sensitivity when serving diverse populations;
10. understand the forms and mechanisms of oppression and discrimination;
11. develop knowledge, skills, attitudes, and values and ethics that will enable them to become advocates and leaders capable of formulating and influencing social policy to advance social, economic, and political justice;
12. evaluate research studies and apply research findings to practice;
13. evaluate their own practice interventions; and
14. develop an understanding of organizational structure and their roles as professionals and change agents within that structure.

Course Objectives

The objectives of this course are that students completing field instruction will be able to demonstrate:

1. the effective use of social work practice skills;
2. knowledge of the network of social welfare services through utilization of the referral process;
3. an understanding and application of social work values and ethics in interactions with clients and colleagues;
4. the ability to interact in a professional manner with clients and agency staff;
5. the ability to make an appropriate assessment and develop and carry out a written intervention plan;
6. the ability to utilize supervision and consultation to guide practice;
7. the commitment to professional growth through attending and participating in professional meetings;
8. an appreciation of and respect for persons from diverse populations;
9. research skills in evaluating social work practice and agency programs;
and
10. leadership skills in the advancement of social, economic, and political justice.

Rationale

SW 489: Field Instruction engages students in the practice of generalist social work. Students work in an agency-based setting to apply generalist social work knowledge, skills, and values and ethics with diverse client systems. Under the guidance of a social work supervisor, students develop the ability to enhance human well-being and promote social, economic, and political justice.

Methods of Instruction

Students will utilize the following agency experiences to achieve the objectives of the course:

- reading agency manuals and case material;
- process and summary recordings;
- preparing written documents;
- attending and participating in agency/community meetings;
- telephone contacts;
- application of research findings to practice;
- reading materials assigned by the field instructor;
- visits to other agencies;
- community service (e.g. habitat, walks, health fairs, etc.);
- assignments that involve the problem-solving process;
- collaborative activities, attendance at professional meetings;
- weekly supervisory conferences; and
- working with families, individuals, groups, communities, and organizations.

Course Requirements/Criteria for Grading

Learning Agreement

The student and the field instructor should outline and sign a learning plan/agreement for the student based on course objectives. In addition, the plan is reviewed and signed by the faculty liaison. This plan becomes the guide for the practicum experience as well as for the agency visits by the faculty liaison.

Mid-term Evaluation

The mid-term evaluation is a written report describing the students' agency adjustment, learning assignments, strengths, challenges, and learning needs for the balance of the semester. It is suggested that the student and field instructor complete the report independently and then, in conference, share and discuss their perceptions and observations. The mid-term evaluation should reflect the ideas of the field instructor and the student. Once completed and signed by both, the evaluation is forwarded to the faculty liaison by the field instructor.

Students' Weekly Logs

Students keep a numerical record of their activities and a narrative account of their experiences in the agency. This report is submitted to the faculty liaison on a weekly basis and may be made part of the on-campus seminar class discussion.

Final Field Evaluation

The final evaluation is a written report of the student's agency experience. The student and field instructor uses a rating scale to evaluate the students' performance. The

suggested process for the final evaluation parallels that of the mid-term evaluation, whereby the student and field instructor complete the report independently and then, in conference, share and discuss their perceptions and observations. The completed final evaluation is forwarded to the faculty liaison by the field instructor.

Learning Agreement	10% of final grade
Mid-term evaluation	20% of final grade
Students' weekly logs	20% of final grade
Final field evaluation	50% of final grade

See Field Instruction Manual for the required forms.

Grading scale:

90-100	A
80-89	B
70-79	C
60-69	D
below 60	F

The *B.S.W. Field Instruction Manual* (2007) is the required written document guiding this course. Students should utilize it along with books, articles, and other resource materials from previous courses when preparing and implementing the emphasis of each unit.

Unit I. Self Awareness and Functioning within the agency

- A. Self awareness and the professional self
- B. Appearance and dress
- C. Personal vs. professional opinions
- D. Personal and professional accountability
- E. Demonstrate values and ethics of the profession.

Unit II. Organizational Structure

- A. Historical development of agency
- B. Agency mission and goals
- C. Organizational dynamics and processes involved in change
- D. Agency rules and regulations
- E. Interaction with colleagues and other agency personnel

Unit III. Generalist Practice

- A. Preparing the learning agreement
- B. Instructional conferences
- C. Effective written and oral communication

D. Transferring classroom learning to practice

Unit IV. Working with the Client

- A. Initial client identification and collecting information
- B. Assessing information and problem identification
- C. Establishing positive relationships with diverse clients
- D. Engaging the client
- E. Developing, implementing, and evaluating a problem-solving plan
- F. Making referrals and terminating the helping relationship

Unit V. Functioning within the Community

- A. Effects of macro systems on micro client systems
- B. Gaps in community resources
- C. Identifying and mobilizing community resources
- D. Participation in community Service

Unit VI. Evaluating the Field Practice Experience

- A. Evaluation of own level of learning
- B. Evaluation of field instructor
- C. Evaluation of field placement setting
- D. Evaluation of faculty liaison

References

Jackson State University School of Social Work Office of Field Education (2007).
B.S.W. Field Instruction Manual. Jackson, MS: Author.

National Association of Social Workers (1999). *Code of Ethics*. Washington, D.C.:
NASW Press.

APPENDIX Z
SEXUAL HARASSMENT POLICY AND PROCEDURES

JACKSON STATE UNIVERSITY HAS A NO TOLERANCE SEXUAL HARASSMENT POLICY. THEREFORE, STUDENTS IN FIELD PRACTICUM SETTINGS SHOULD NOT HAVE TO TOLERATE SEXUAL HARASSMENT. IF YOU BELIEVE THAT YOU ARE BEING SEXUALLY HARASSED BY SOMEONE AT THE FIELD PRACTICUM AGENCY, YOU SHOULD NOTIFY YOUR AGENCY FIELD INSTRUCTOR AND FACULTY FIELD LIAISON IMMEDIATELY. THE FACULTY FIELD LIAISON WILL NOTIFY THE DIRECTOR OF FIELD PRACTICUM RIGHT AWAY. IF, FOR ANY REASON, YOU ARE UNABLE TO DISCUSS THIS WITH YOUR FIELD INSTRUCTOR, YOU SHOULD NOTIFY THE FACULTY FIELD LIAISON AS SOON AS POSSIBLE, WHO THEN NOTIFIES THE DIRECTOR OF FIELD PRACTICUM. THEREAFTER, THE UNIVERSITY'S POLICY WILL BE FOLLOWED.

APPENDIX AA

Professional Expectations for B.S.W. Students

In the process of preparing competent social work generalists, the Bachelor of Social Work Program seeks to prepare students to develop a professional identity that incorporates the values and ethics of the social work profession. While students in the program are at different stages in the development of this identity, it is expected that all social work students strive to attain and demonstrate professional values and ethics during the course of their enrollment in the B.S.W. Program. These values and ethics should be in evidence in the social work classroom, in the interaction of social work students with each other, with professors and while interning in social service agencies off campus. Based on core social work values, included in the Code of Ethics of the National Association of Social Workers, the following are considered part of the professional expectations of B.S.W. students.

Dignity and Worth of the Person. Social work students should treat others in a respectful manner, regardless of differences. Respect for the dignity and worth of the person is demonstrated by:

- basic courtesy in interactions with others;
- paying attention to whoever has the instructor's permission to speak in the classroom;
- refraining from behaviors which interfere with the learning process in the classroom (random talking, use of cell phones, interruptions to answer the vibrating cell phone or take an individual break from class); and
- always speaking and behaving in ways that show respect for others.

Importance of Human Relationships. Social work students demonstrate the importance of human relationships when they:

- form and sustain positive working relationships with others;
- demonstrate respect for and consideration of others;
- communicate effectively;
- accept responsibility for their own behavior in interaction with others;
- use appropriate channels for resolving conflicts; and
- manage their own personal stress and problems in ways that do not interfere with their relationships with their colleagues, their instructors, and especially clients and staff of social service agencies.

Integrity. Social workers are expected to be trustworthy and demonstrate high integrity. Social work students demonstrate integrity when they:

- meet their responsibilities in their classes;
- do their own work;
- refrain from plagiarizing;

- refuse to do the work of others; and
- refrain from all forms of cheating and dishonesty in assignments and examinations.

Competence. Social work students are expected to demonstrate competence with their commitment to their studies. Behaviors that demonstrate this commitment include:

- attending all scheduled classes on time;
- remaining attentive and in the classroom throughout the time scheduled for the class meeting;
- participation in all learning activities scheduled for the class;
- reading all assigned readings to prepare for classes;
- effort to produce quality work in completing all assignments;
- timely submission of assignments;
- effort to prepare for quizzes and examinations; and
- following up on recommendations of instructors for skill improvement.

Students whose family and/or employment obligations interfere with their commitment to their studies should consider reducing their course load to devote sufficient attention to their studies.

Service. Social work students are expected to be of service to others. Students demonstrate this value by:

- learning all they can as students to become prepared for the role of social worker;
- active participation in all service learning requirements of the curriculum;
- reporting to service learning agencies on time, properly dressed, and ready to provide service to the organization and its clients;
- demonstrating all the professional values and ethics in their interactions at the service learning site; and
- volunteering their services to assist others, when feasible.

Social Justice. Social workers are especially concerned about people who are vulnerable and oppressed. They seek social change to challenge social injustice. They work to provide equal access to opportunities and meaningful participation in decision making for persons who have experienced discrimination and oppression. Social work students are expected to:

- be sensitive in relating to persons who have experienced discrimination and oppression; and
- learn ways to seek social change for a more just society.

APPENDIX BB
POLICIES AND PROCEDURES
FOR PROFESSIONAL STANDARDS FOR SOCIAL WORK STUDENTS
Jackson State University

Because of the nature of professional social work practice, students in the School of Social Work are expected to adhere to the following standards which are linked to their ability to become effective social work professionals. Students in the School of Social Work are expected to:

1. Maintain an acceptable total institutional GPA (3.0 in the graduate programs and 2.5 in the undergraduate program).
2. Successfully complete prerequisites for social work courses.
3. Demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.*
4. Demonstrate behavior that is consistent with the NASW Code of Ethics and other social work Codes of Ethics, as applicable, the University's Student Handbook and established laws both on and off campus.
5. Demonstrate behavior that is consistent with professional standards of care in agency settings.
6. Demonstrate responsibility in classroom obligations, i.e., consistent and timely attendance in class and field, complete assignments within time frames given, and appropriate conduct in the classroom.
7. Demonstrate respectful attitudes, appropriate behavior, and effective interpersonal skills in interactions with peers, faculty, University and agency staff, and clients.
8. Refrain from attending class or agency settings under the influence of alcohol or other mood altering substances, except where medication is deemed necessary by a licensed physician.
9. Exhibit behavior that demonstrates respect for and avoids discrimination against any person, group, or class on the basis of age, class, color, disability, ethnicity, gender, marital status, national origin, race, religion, and/or sexual orientation.
10. Demonstrate clear, appropriate and culturally sensitive boundaries. Refrain from sexually harassing others; making verbal or physical threats; becoming involved in sexual relations with clients, supervisors, or faculty; abusing others in physical, emotional, verbal, or sexual ways; or participating in dual relationships where conflicts of interest may exist.*

I hereby agree to abide by the standards outlined in this document. I understand that adherence to these standards may be required for continuation in the School of Social Work at Jackson State University. Disciplinary sanctions for violations of these standards will be considered in light of all the available information on a case-by-case basis.

Signature of Student

Date

*The School of Social Work at the University of Texas at Austin, *MSSW Handbook*, 2006, pp. 46-47.

**School of Social Work
College of Public Service
Jackson State University**

**Policy and Procedures
for Professional Standards for Social Work Students**

Goal:

To ensure that Jackson State University School of Social Work students maintain high standards of professional and ethical behavior consistent with the expectations of the social work profession.

Rationale:

The process of becoming a social work professional involves internalizing and complying with the values and ethics of the profession. Problems or complaints related to students' inability to proceed satisfactorily in the professionalization process must be reviewed. This review is necessary to determine if a student will be permitted to continue in the social work education program.

Behaviors Warranting Review:

Failure to meet any of the *Professional Standards for Social Work Students* may result in review of academic and professional misconduct.

Disciplinary Sanctions:

The following are the disciplinary sanctions that may be imposed for academic and professional misconduct:

- a. warning
- b. reprimand
- c. establish formal conditions for continuance in program including restitution
- d. removal of student from course(s) in progress
- e. disciplinary probation from the program
- f. suspension from the program
- g. expulsion from the program

In addition to violations of professional social work standards, students who violate University policies may also be referred to appropriate University officials for further action.

Professional Standards Committee:

Role

This committee is the governing body organized to make decisions regarding student disciplinary actions within the School of Social Work. The decision is determined by majority vote of the committee. The meeting of this body will only be open to committee members and a support person (a Jackson State University faculty member or professional staff person) invited by the student in question. While the support person does not vote, he or she may be an attorney when any allegations could imply criminal misconduct. This policy does not diminish any rights otherwise granted the student, such as a right to the Academic Grievance Procedure or other processes outlined in the JSU Student Handbook.

Membership

The Committee is composed of the following members:

- A faculty representative and alternate from each program level will be elected at the opening faculty/professional staff meeting;
- Faculty advisor, when available;
- A member of the School of Social Work Advisory Council; and
- The Associate Dean will appoint an additional social work faculty member to serve as chair of the committee, who will only vote in the event of a tie.

Procedures:

When it is alleged or appears that a student's behavior conflicts with the *Professional Standards for Social Work Students*, the following procedures will be followed:

1. DETERMINATION BY THE INVESTIGATION THAT NO DISCIPLINARY SANCTION IS WARRANTED

If as a result of a discussion with the student the investigating professional determines that misconduct did not occur, the matter will be considered resolved without further action. However, the date and content of the meeting with the student will be documented and retained in the student's file.

2. CONFERENCE WITH STUDENT

When the classroom instructor, faculty advisor, practicum liaison, or other professional staff concludes that an alleged violation exists, the investigating professional shall promptly discuss the matter with the student. The purpose of this discussion is to permit the investigating professional to review with the

student the basis for his/her belief that the student engaged in misconduct, and to afford the student the opportunity to respond. If the student does not respond to the request to discuss the matter, the investigating professional documents the concern and notifies the appropriate Program Director in writing with copies to the Associate Dean and the student.

If the problem arises in field, the practicum liaison should notify the Director of Field Education and the appropriate Program Director in writing. The investigating professional, the Program Director and Director of Field Education (when appropriate), will assess the nature of the concerns and decide if it is necessary to conduct a more comprehensive review. This review will involve the student meeting with the investigating professional, the Program Director, and the Director of Field Education. If the student does not participate in the review, recommendations for sanctions are determined by the investigating professional, the appropriate Program Director and the Director of Field Education. The concerns and recommendations are documented and forwarded to the Associate Dean with a copy forwarded to the student.

3. PROCESS FOLLOWING DETERMINATION THAT MISCONDUCT OCCURRED

- a. If, as a result of the discussion with the student, the investigating professional determines that misconduct did occur, she/he shall prepare a written report that should contain the following:
 1. A description of the misconduct;
 2. Notice of the student's rights to further discuss allegations with the Program Director; and
 3. Notice of the student's right to a hearing before the Professional Standards Committee if concerns warrant a formal investigation.
- b. The written report shall be delivered personally to the student or mailed with a return receipt to his or her current address. A copy of the written report should be given to the appropriate Program Director, Director of Field Education (when applicable), and Associate Dean.
- c. The appropriate Program Director will gather sufficient information about the misconduct and determine if the Professional Standards Committee should be notified. If the concerns require further action, the Professional Standards Committee will be notified in writing within 10 working days of receipt of the complaint of allegation(s) against the student.

- d. The Professional Standards Committee will notify the student within five working days of receiving the allegation. The student will be informed of the day, time, and place of the hearing.
- e. A student who is notified of the hearing has the right to bring a Jackson State University faculty or professional staff member for support. The student may bring an attorney when the allegations imply any criminal misconduct.
- f. The Chair of the Professional Standards Committee will notify the student in writing of the committee's decision with copies to the appropriate Program Director, Associate Dean, and Director of Field Education (when applicable).

4. Appeal Process:

- a. A student wishing to appeal the committee's decision will submit the request, in writing, to the Associate Dean within five (5) working days of the committee's decision.
- b. The Associate Dean will review all of the information collected and may meet with the student before making a decision within ten (10) working days.
- c. The Associate Dean's decision is final, although it may be set aside after appeal to the Dean of the College of Public Service.
- d. Further appeals may be made to the Vice President for Academic Affairs and to the President of Jackson State University.

5. Additional Safeguards:

A student will not be dismissed, suspended, or suffer expulsion without being afforded an opportunity to be heard and without the concurrence of the Vice President of Student Life or Dean of Students and the ultimate approval of the Dean of the College of Public Service, the Vice President of Academic Affairs or Jackson State University's President. If an interim suspension is deemed appropriate during an investigation, this policy shall not be construed to conflict with other JSU policies governing dismissals, suspensions, or expulsions.