

*Jackson State University*  
*College of Public Service*

**SCHOOL OF SOCIAL WORK**



**M.S.W. PROGRAM**  
**FIELD MANUAL**

**Jackson State University  
School of Social Work**

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Dear Master 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 *Master of Social Work (M.S.W.) Field Instruction Manual* will help you in your pursuit of the M.S.W. degree. You are strongly encouraged to refer to it on a regular basis during all field placements throughout the M.S.W. Program.

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 M.S.W. education at Jackson State University. I look forward to your successful completion of the requirements for the degree.

Sincerely,

Leon Chestang, Ph.D.  
Interim Associate Dean and Professor

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## **PREFACE**

### **FIELD INSTRUCTION MANUAL**

The purpose of this field instruction manual is to guide and direct the student, agency, and school in implementing the educational objectives for field instruction. The policies and procedures in this manual have been adopted by the Master of Social Work (M.S.W.) faculty and are currently in effect and binding until changed by action of the faculty.

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 21<sup>st</sup> 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 125<sup>th</sup> 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 system. 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 Master of Social Work Program**

The mission of the Master of Social Work (M.S.W.) Program is to prepare graduate level social workers for advanced direct practice with children, youth, and families in both urban and rural areas. The Program produces leaders who demonstrate and build upon the knowledge and skills of advanced direct social work practice; who exemplify the values and ethics of the profession; and who are responsive to the need for services which promote social, economic, and political justice for all groups, especially those confronting discrimination and oppression. Thus, the Program works to increase the pool of master's level social workers by providing a nurturing academic environment for promising students who reflect the diversity of the state, the nation, and the global community. The Master of Social Work Program supports the implementation of the missions of the University, the College of Public Service, and the School of Social Work.

The goals of the Program are:

1. to prepare students for advanced direct social work practice with children, youth, and families in local, national, and global settings with systems of all sizes;
2. to prepare students for leadership roles in the profession of social work and the social welfare arena;
3. to prepare students to identify patterns, dynamics, and consequences of social, economic, and political discrimination and oppression and promote appropriate change when necessary;
4. to prepare students for advanced direct social work practice in diverse organizational and social contexts, with an understanding of the ways in

- which these contexts influence social work practice and with the ability to promote appropriate change when necessary; and
5. to provide students with a challenging educational experience that develops self-awareness and assures the acquisition of the knowledge, skills, and values and ethics necessary for competent advanced direct social work practice.

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

1. demonstrate the knowledge, skills, and values and ethics relevant to direct practice with children, youth and families in diverse environments;
2. demonstrate self-awareness and the effective use of self in direct social work practice;
3. evaluate their own practice in social work settings;
4. evaluate and apply theoretical perspectives and research findings to practice;
5. demonstrate the ability to use supervision and consultation appropriate to direct social work practice;
6. integrate into direct practice a knowledge of the historical development of the profession and the differential impact of social, economic, and political policies;
7. demonstrate the ability to advocate for social, economic, and political justice and promote appropriate change in organizational and social contexts;
8. practice without discrimination and with sensitivity when serving diverse populations;
9. utilize effective oral and written communication skills;
10. apply critical thinking skills within the context of direct social work practice; and
11. demonstrate leadership skills and abilities in practice settings.

#### **G. Accreditation Memberships**

Council on Social Work Education  
M.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  
M.S.W. Student Association  
Phi Alpha Social Work 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. M.S.W. PROGRAM CURRICULUM OVERVIEW**

### **A. Definition of Professional Foundation Curriculum**

The professional foundation curriculum is defined as entry level courses which prepare students to demonstrate the knowledge and competencies of a generalist perspective toward social work practice. This includes a focus on the uniqueness of social work values and philosophy, a commitment to social justice and diversity, multiple theoretical orientations, and a commitment to evidence-based practice. The professional foundation curriculum builds upon the liberal arts base in the application of knowledge derived from the social and behavioral sciences.

### **B. Definition of Advanced Direct Social Work Practice**

The Program defines Advanced Direct Social Work Practice as the provision of clinical services to children, youth, and families including advocacy promoting social, economic, and political justice. Advanced direct practice includes preventive and treatment services where functioning is interrupted and/or affected by environmental, social and psychological stress or health impairment. The focus on the client system requires a thorough evaluation of biopsychosocial factors in the transaction between people and their environments. The Program conception of advanced direct practice shares the values, history, and purpose of the social work profession in general. Thus, the advanced curriculum adopts a dual focus in preparing students to provide both clinical services to children, youth and families as well as services on behalf of clients (e.g., advocating for clients). Finally, students learn that the conceptualization of advanced direct practice presented to them is inclusive of the unique contributions social workers make to promote social change.

### **C. Organizing Framework for the M.S.W. Program**

The M.S.W. Program curriculum is designed to prepare students for advanced direct social work practice roles and intervention approaches with children, youth, and families. The curriculum design was developed with the framework of systems theory as the integrating concept that gives emphasis to a multisystems approach. The client is viewed from an ecological perspective as a dynamic, living biopsychosocial system surrounded by his/her own environmental systems. This framework greatly facilitates a clinical practice responsive to diversity and the advocacy role of social work in promoting justice in a pluralistic society.

#### **1. Advanced Direct Social Work Practice**

The concept of advanced direct social work practice facilitates the M.S.W. Program emphasis on a community orientation to clinical practice. Thus, community-oriented clinical practice encompasses a focus on individuals, families, and small groups with an emphasis on the context of their transactions with the agency, service provider, and community. The community orientation of advanced direct practice is a way of operationalizing assessment and intervention that is responsive to the influences and

interdependencies of smaller client systems with larger client systems. Advanced direct social work practice may involve a traditional service setting providing outreach services to communities that are culturally diverse and/or confronting social, economic, and political injustice. Resources for social support and socialization such as the extended family, school, church, social and civil organizations are also assessed and utilized.

Advanced direct social work practice seeks to improve person-environment interventions with the goals of providing interventions and services which identify and energizes the strengths of children, youth, and families, and promote social, economic, and political justice. Thus, the clinical practitioner must acquire the knowledge to understand and assess, as appropriate, the social, economic, and political factors that undergird and influence social policies that affect social work practice. Knowledge of systems must be skillfully applied to advocate and broker with policy makers, employers, and third-party funders on behalf of those client systems requiring empowerment.

## 2. Eco-systems Perspective

The eco-systems perspective focuses on the transactions between children, youth, and families and their environment. It provides a framework for thinking about the implications and consequences of the transactions between people and their environments and how to promote social, economic, and political justice to improve psychosocial functioning. The concept of adaptation refers to continuous active change-oriented processes which people use to sustain or improve their environmental transactions.

## 3. Biopsychosocial Factors

Undergirding the reciprocal relationship of person-in-environment in the eco-systems perspective are the influences of biopsychosocial factors in client system development and behavior. The person-in-environment transaction can only be understood in relationship to the interaction of biological, psychological, and social factors. Thus, biopsychosocial factors in client system development and behavior are given strong emphasis as an integral part of the eco-systems perspective, in both foundation and advanced curricula. The biopsychosocial emphasis provides congruence and clarity in the application of practice theory and principles with both foundation practice and advanced direct social work practice.

## 4. Multi-systems Approach

Social work practitioners must be equipped to work multi-systematically with and on behalf of children, youth, and families who are viewed as interacting units with larger systems. Practitioners will be expected to recognize and appropriately respond to areas of interdependence between and among various systems necessary to address client needs and concerns. Inherent in social work and an outcome of the eco-systems perspective is a multi-systems approach. A multi-systems approach requires practice competence to intervene at various levels: individual, family, group, community, and larger society.

## 5. Individual and Family Life Course Development

The life course conception of individual and family development is viewed by the M.S.W. faculty as being very useful for one's understanding of biopsychosocial development in regard to human diversity and families of color. This conceptualization moves away from models that assume universal, fixed, sequential stages of individual and family development that tend to ignore the diversity of people, culture, social and physical environments. Life course perspectives incorporate: new family forms; human diversity; environmental diversity; and temporal orientations to examine the influence of life transitions, life events and other life issues on family development and transformations over time.

## 6. Strengths/Empowerment 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 individuals with the capacity to act upon and change their situations. With the recognition of the strengths and resources within individuals and various social systems, the social worker practicing from an empowerment perspective can assist the client in making use of these strengths and resources in bringing about change.

## 7. Major Curriculum Themes

In addition to the core concepts in the organizing framework for the M.S.W. Program, there are eight major themes which are given strong emphasis throughout the curriculum:

- Professional Use of Self
- Adherence to Social Work Values & Ethics
- Scientific Mode of Inquiry
- Problem Solving Process
- Critical Thinking Skills
- Promotion of Social, Economic, & Political Justice
- Promotion of Social & Cultural Diversity
- Promotion and Provision of Empowering Programs & Services
- Partnerships and Linkages with Human Services Providers Both Public & Private
- Policy, Analysis & Advocacy

An overview of the M.S.W. curriculum is presented in Figure 1. Figures 2, 3, and 4 identify the curriculum requirements of the full-time, part-time, and advanced standing programs.





**FIGURE 3  
THREE-YEAR PART-TIME M.S.W. PROGRAM**

**1st Year, Summer Courses**

SW 560 HBSE I (3)  
SW 571 Soc Wel Pol I (3)  
Total 6

**1st Year, Fall Semester Courses**

SW 510 Ethics in SW Practice I (2)  
SW 581 Practice I (3)  
SW 580 Practice Skills Lab (1)  
Total 6

**1st Year, Spring Semester Courses**

SW 572 Social Welfare Policy II (3)  
SW 555 Research I (3)  
Total 6

**2nd Year, Summer Courses**

SW Gen Elective (3)  
SW 561 Diversity (3)  
Total 6

**2nd Year, Fall Semester Courses**

SW 582 Social Work Practice II (3)  
SW 595 Field Instruction I (6)  
Total 9

**2nd Year, Spring Semester Courses**

SW 556 Adv Research (3)  
SW Adv Dir Prac Elective (3)  
Total 6

**3rd Year, Summer Courses**

SW 562 Psychopathology (3)  
SW Adv Dir Practice Elective (3)  
Total 6

**3rd Year, Fall Semester Courses**

SW 584 Interv. w/ Children & Youth (3)  
SW 586 Family Intervention (3)  
Total 6

**3rd Year, Spring Semester Courses**

SW 588 Adv Dir Prac Seminar (3)  
SW 594 Field Instruction II (6)  
Total 9

**FIGURE 4  
M.S.W. ADVANCED STANDING PROGRAM**

<b><u>Graduate Summer Term</u></b>			
	SW 583 Integrated Social Work Practice (3)		
	SW 593 Field Instruction (3)		
	SW 510 Ethics and Social Work Practice (2)		
	SW 580 SW Practice Skills Laboratory (1)		
	Total		9
<b><u>2<sup>nd</sup> Year, Fall Semester</u></b>		<b><u>2<sup>nd</sup> Year Spring Semester</u></b>	
	SW 584 Inter.w/ Children & Youth (3)		SW 588 Adv Dir Prac Seminar (3) SW
	562 Psychopathology (3)		SW 556 Adv Research Methods (3)
	SW 586 Family Intervention (3)		SW 594 Field Instruction II (6)
	SW Adv Dir Pract Electives (6)		
	Total	Total	12
	15		

**III. FIELD INSTRUCTION PHILOSOPHY, GOALS, OBJECTIVES, AND PROGRAM**

Field instruction is designed to provide a dynamic practice context whereby students integrate and apply theoretical knowledge, experiential knowledge, scientific research, classroom perspectives, and practice wisdom in social work intervention at different levels with a variety of client systems. The overall objective of the M.S.W. Field Instruction is to develop clinical practitioners who will apply specialized expertise in working with children, youth, and families, and who are committed to the mission, values and ethics, and celebration of the social work profession. Both foundation and advanced concentration field courses provide educationally-directed learning experiences for students to:

- develop their professional identity;
- develop their professional use of self;
- acquire knowledge and learn creative strategies to promote social, economic, and political justice; and
- address needs of at-risk populations, particularly in the “urban environment.”

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.

### Field Instruction

Field instruction consists of three courses, foundation field (SW 595), advanced standing field (SW 593), and advanced concentration field (SW 594). Students take an integrative seminar with each field instruction course. In the foundation year (block placement), these seminars are conducted twice each month for a two-hour period and they are taught by the faculty liaison assigned to the students in the seminars. In the advanced concentration year (block placement), the seminars meet twice per month for two hours. Students in the Advanced Standing Program have seminar once per week for two hours. The seminars are designed to integrate field material and classroom learning experiences. Students in field are monitored by a field instructor on a weekly basis, and have access to their designated faculty liaison as needed. Students in the two year full-time program and in the three year part-time program must complete a minimum of 900 hours in field instruction, which meets the requirements of the Council on Social Work Education. Students in the Advanced Standing program complete 256 hours during the eight-week Summer session and 450 hours the Spring Semester of the second year.

## Field Instruction Process

The field instruction placement process begins with the Director of Field Education. Students meet with the Director of Field Education to review their areas of interest and to establish a plan including dates for agency interviews. The Director of Field Education maintains a file on each student which contains the completed field application (Appendix A & B), and a pre-placement check list (Appendix C). The Director of Field Education reviews the applications and expectations of students in field instruction. If the student does not have all documents required for field instruction, the Director completes a follow-up form (Appendix E) with a date to return the required documents before the student can proceed in field instruction. The student is given a copy of the follow-up form and the original copy goes into the student's file.

Following the initial conference, the Director of Field Education refers the student to the Field Internship Coordinator. The student's file is given to the Coordinator. The coordinator provides the student with more details of agencies that are available for placement. The Coordinator makes the initial contact with the identified agencies of interest. The Director of Field Education and the Field Internship Coordinator discuss the placement for each student before the placement is finalized. Students contact the agency for an interview only **after** the Field Internship Coordinator advises them, in writing, to do so. A copy of the letter to students and field instructors are given to the Director of Field Education.

The field education process is slightly different for second year Master's level students. Appointment slots are posted in the M.S.W. Program office. Students make appointments to discuss field placement selections with the Director of Field Education or the Field Internship Coordinator. **STUDENTS ARE NOT TO CONTACT AGENCIES FOR THEIR PLACEMENTS WITHOUT PRIOR APPROVAL OF THE DIRECTOR OF FIELD EDUCATION.**

## Foundation Field Instruction

Foundation field students enter block field instruction in the first year Spring term. The field placement process includes completion of forms (Appendix A & B) providing data to direct and match students with the placement most conducive to their learning and meeting of foundation field objectives. The student is assigned to the setting for the foundation year by the Director or Coordinator of Field Education. The student and field instructor are notified in writing in regards to the approved placement.

In the selection of foundation field settings, priority is given to those settings which at least have a secondary relationship to services for children, youth, and families and compliment the exclusive focus on these population areas in the advanced concentration. Some foundation field settings may have an exclusive focus on services to children, youth, and families and may therefore be utilized for field instruction in the advanced concentration year.

Field assignments are designed to facilitate identification and socialization into the profession of social work; beginning skill development in using a problem-solving model and intervention with different client systems and on different levels; empowerment and strengths oriented intervention; and understanding of basic similarities across various therapeutic systems. Field tasks and assignments are mutually developed and formulated into a learning contract for the academic year, by student, field instructor, and faculty liaison. The learning contract is subject to final approval by the Director of Field Practicum.

Throughout the foundation field-instruction, students are directed to focus on empowerment of client systems, especially at-risk populations and oppressed groups by promoting their dignity through respect and acknowledgment of their worth, uniqueness, and value. Students are challenged in field and classroom settings to recognize and address their apprehensions, fears, dislikes, etc., that certain clients can arouse in helping relationships. Utilizing a generalist and ecological perspective to practice in the foundation year, students not only learn to balance response to person-to-environment, but also recognize that techniques and skills of the social worker cannot be separated from the interpersonal context in which they occur.

#### Advanced Standing Field Instruction

Students in the advanced standing field begin their placement in June and continue through the last week in July. Students follow the same requirements for placement as those in the foundation year (Appendix A). Advanced standing field involves a supervised practicum in a human services delivery setting and integrated seminar. Practice tasks and activities are designed to further develop identification with the social work profession and to develop advanced generalist practice skills and knowledge.

Field assignments for students in advanced standing are designed to provide students with supervised learning experiences that are applicable across a wide variety of field settings, population groups, problem areas, and systems of all sizes. Students are provided opportunities to integrate and enhance values, knowledge, and skills of the social work profession as well as concentrate on advanced skills development in a field instruction practicum setting

#### Advanced Concentration Field Instruction

Students in the advanced concentration field begin their placement in January and continue through the first week in May (Spring term). They follow the same process for placement required in the foundation year (Appendix B). Field evaluations from the foundation year are used to determine instruction needs in the advanced concentration year. All field placements in the advanced concentration year focus exclusively on advanced direct practice clinical services to children, youth, and families, toward development of specialized expertise in this concentration. Advanced concentration field settings are also selected for the manner in which they may compliment foundation level

field settings in related knowledge and skills.

Field assignments are designed to build on the generalist content and experiences of both foundation field and classroom learning, to address tasks of increasing complexity and specialization in clinical practice with children, youth, and families. In the advanced concentration, students are provided a variety of opportunities to enrich and expand their capabilities in applying a variety of theoretical and practice-wisdom concepts compatible with the ecological perspective to advanced clinical practice.

In the advanced concentration field settings, students are expected to demonstrate mastery of the problem-solving process with considerable development in trained judgment and creative reasoning reflective of skilled professional use of self and discretion in decision making. Particular attention is directed toward students being able to demonstrate basic understanding of complex interactions and transactions in the intervention process with individuals, families, small groups, human services agencies, organizations, and larger political units. Students are required to move beyond the promotion of client dignity and value to a more specialized skill level in building clients' capacity to improve their lives.

#### **IV. CONTENT INTEGRATION**

Integration of classroom and field learning occurs primarily through the integrative field seminar; advisement and instruction of faculty field liaisons assigned to each student; and in the practice courses where many class assignments are taken directly from the field instruction. There are systematic, planned linkages between classroom and field.

In the M.S.W. Program, there is a differentiation between foundation level and advanced concentration objectives. Upon completion of the foundation field curriculum, students should be able to:

1. demonstrate socialization into the profession of social work through internalization of professional values and ethics and integration of knowledge and skills in practice;
2. demonstrate beginning competency in skilled use of the professional relationship and the problem-solving process with varied client systems, and a capacity to explicate the knowledge base and skills in working with individuals, small groups, families, communities, and organizations;
3. demonstrate increased comfort with self-awareness and self-disclosure and capacity to recognize and address apprehensions, fears, dislikes, etc., that certain clients can arouse in the helping relationship;
4. empower client systems, especially at-risk populations and oppressed groups by promoting their dignity through respect and acknowledgment of their uniqueness and value amid and in accordance with human and cultural diversity;
5. apply the ecological perspective to needs of person and environment with recognition that the skills and techniques of the social worker cannot be

- separated from the interpersonal context in which they occur;
6. explain how social workers use research and carry out the scientific mode of inquiry in their practice and in promoting social policy changes and initiatives; and
  7. integrate classroom learning and practice experience and communicate effectively knowledge and data in written and oral form, especially in meeting record keeping requirements of the field setting.

Building upon competencies acquired and developed from meeting the foundation field objectives, students who complete the advanced concentration field requirements should be able to:

1. demonstrate comprehensive assessment skills from a multi-systems perspective using the organizational framework of DSM-IV;
2. demonstrate a capacity for skilled use of family support and preservation services and clinical skills in addressing such issues as substance abuse, family violence, child protection, and other distinctive needs of vulnerable populations;
3. demonstrate knowledge and skills to identify and respond to client system beliefs and behaviors which impede relationship formation and crisis resolution and a capacity to facilitate client systems to arrive at informed insights regarding their behavior;
4. assume roles as a clinician, consultant, and teacher to empower systems, especially at-risk populations and oppressed groups by the application of empirically-based skills and techniques from a variety of practice models such as cognitive-behavioral, systems, and psychosocial, facilitating the use of mutual-aid support groups, and development of “policy-briefs” to increase understanding and preparation to address policy issues;
5. demonstrate a capacity to intervene with client systems larger than families, small groups, and individuals to promote social, economic, and political justice;
6. identify and pursue areas for development of new professional knowledge and skills; and
7. demonstrate a capacity for organizational and leadership skills as part of team efforts to improve service delivery in the practice setting.

### Field Instruction Courses and Related Curriculum Content

Advancement from the first field course (SW 595) in the foundation curriculum to the final course in the advanced concentration curriculum is designed with increasing complexity, challenge, and specialization in task assignments and activities.

#### *SW 595 Field Instruction I (6 Hours)*

This course involves a block placement in a supervised instruction setting in a human services delivery setting and includes an integrative seminar. Practice tasks and activities are designed to develop identification with the profession of social work and

beginning capacity for generalist social work practice. Students are helped to develop self-awareness and appreciation for the role of research in evaluation and direction for practice.

#### *SW 594 Field Instruction II (6 Hours)*

This final block field practicum places emphasis on a continuous progressive development and integration of knowledge and skills for advanced direct social work practice with children, youth, and families. Students continue to develop self-awareness and an appreciation for the role of research in the evaluation of practice.

#### *SW 593 Field Instruction (Advanced Standing) (3 Hours)*

The advanced standing field instruction course is taken concurrently with SW 583-Integrated Social Work Practice. This course focuses on the application and transformation of generalist practice knowledge, skills, and values and ethics in preparation for advanced practice in the concentration year.

## **V. FIELD SITE SELECTION PROCESS**

Field instruction in the M.S.W. Program prepares students for advanced direct social work practice with children, youth, and families; it is learning by doing. Students will gain experience in interviewing and intervening into various interactions that are specific to children, youth, and, families.

### **A. Selection of Field Instruction Agencies**

Sites are visited and reviewed by the Director of Field Education and the Field Coordinator. Knowledge of the field setting and the possible learning experiences influence the selection process. Agencies are selected based on the following criteria:

1. the agency's administration supports professional social work education and is willing to provide comprehensive learning experiences that will fulfill the educational objectives of the field instruction;
2. the agency has the capability to provide learning opportunities which offer a variety and depth of educational experience;
3. agency staff assigned as a field instructor has the master's degree in social work, a Licensed Certified Social Worker (LCSW), and/or a Licensed Master's Social Worker (LM.S.W.);
4. the agency is willing to provide field instruction staff time to collaborate with University faculty regarding field instruction matters including time to participate in University sponsored field instruction activities; and
5. the agency maintains and observes policies regarding non-discrimination in relation to clients, staff, students, and faculty.

## **B. 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 begins with posting stipend positions in the M.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 F) 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.

## **C. 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.

## **D. Field 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. Field Instruction Policies**

Students must maintain a 3.0 cumulative grade point average and a 3.0 in all practice courses to be eligible for Field Instruction. Students who do not have a 3.0 cumulative grade point average in courses required to meet the compulsory 60 credit hours or approved equivalency to earn the M.S.W. degree, will not be eligible to enroll in a Field Instruction course and must earn a minimum grade of 3.0 in all of the Practice courses.

Students are required to earn a 3.0 in all of the Field Instruction courses. Students may repeat **one** Field Instruction course in which a grade of less than 3.0 is earned. Students who fail to earn a minimum grade of 3.0 may not enroll in subsequent Field Instruction courses, and are subject to dismissal from the M.S.W. Program.

Students may request to use their place of employment as their field placement for the first or second placement. The final decision about the use of place of employment as a field placement rests with the Director of Field Education.

### **B. 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 the Field Internship Coordinator with careful consideration of the students' preference. The following criteria are used:

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. the 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 site which satisfies his/her geographical or agency preference.

### **C. Field Placement Hours/Time Expectations**

First and second year M.S.W. placement students must spend 32 hours per week in field, for a total of 450 hours per semester. The first and second year hours must be completed over the four semesters of full-time M.S.W. student enrollment. Students who have not completed the necessary hours are not permitted to graduate. Field time consists of time spent providing direct service to clients or engaging in agency activities which support direct service (See Appendix H & I).

### 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 the 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 academic year.

### Excused Absence from Field Placement

Absence due to illness or emergencies must be made up. It is the student's responsibility to inform the Field Instructor of illness and/or any 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.

### Course Credits

Students must register for one field instruction course per semester over the academic year. Students who have not registered for course credit at the University will not be permitted to apply field hours toward their graduation requirements.

## **D. Learning Agreement**

Each field student and his/her field instructor must complete a Field Instruction Learning Agreement (Appendix H). This written, contractual agreement details the specific goals, objectives, and experiences that will be the focus of the internship for the student. In the early weeks of placement, the student and the Field Instructor identify goals and expectations for the internship experience. These goals and expectations become the

basis of the learning agreement which is used at the time of the evaluation to assess the student's progress and to re-establish learning goals and expectations for the following semester.

The original copy of the finished learning agreement is submitted to the faculty field liaison no later than the sixth week of the first semester. Copies of the learning agreement are also 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 field instructor and a signed copy be submitted to the Director of Field Education.

The Learning Agreement is based on the following premises:

- that each student has different learning styles
- that each student comes into the program with different life experiences and educational backgrounds.

The purposes of the learning agreement are:

- to provide each student with the opportunity to participate in field education experience
- to delineate expectations for students and field instructors
- to monitor students' field progress
- to be utilized by the field instructor to complete the student's midterm and end of year evaluation.

The learning agreement is dynamic and may be modified during the academic year. Any significant changes must be in writing and shared with the faculty field liaison.

Each student is responsible for writing a learning agreement in collaboration with the Field Instructor. The process of writing the learning agreement should begin the first week of field placement. The student should review the evaluation form with his or her field instructor. The faculty field liaison is available for consultation.

The Learning Agreement should address the three core areas found in the Evaluation form (refer to the evaluation form for specific details). These three core areas are:

- context of practice
- clinical practice
- professional characteristics

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 instructors' teaching style; and
- the plan for monitoring and evaluating the student.

**AN EXAMPLE OF THE LEARNING AGREEMENT IS IN APPENDIX I.**

**E. Evaluations**

Each field instructor is responsible for completing and submitting to the School evaluations (Appendices M&N) on the student's progress at mid-semester and at the end of each semester. The mid-semester evaluation consists of a brief written narrative outlining the students' learning experiences, strengths, areas needing improvement and specific ways to achieve them. The end of semester evaluations consists of two components, 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 Director of Field Education. Deadlines for the submission of semester evaluations are one week before the end of the semester. The date can be found on the annual calendar of events that are given to field instructors in the orientation session.

Below are guidelines to be followed by the field students and instructors as they engage in the evaluation process:

1. verbal and written evaluations should take place at mid-semester. Student and field instructor should use the evaluation form as a guide.
2. since students must complete a specific number of hours in field instruction per academic year, it is important that the Field Instructor monitor the student's attendance and use of time throughout the academic year.
3. prior to the evaluation period, the student should submit any required materials and the field instructor should plan an evaluation session consistent with the learning agreement.
4. field instructors may confer with other agency personnel who are familiar with the field student's performance. Based on this feedback, along with additional observation and assessment, the narrative evaluation summary should include both the student's progress over that current semester and goals for the upcoming semester.
5. it is extremely important that the students evaluate their own performance. The students and field instructors should schedule a conference to discuss the evaluation. If necessary, they may adjust the learning agreement.
6. the evaluation submitted to the Director of Field Education represents the field instructor's rating of the student's strengths and areas that they may

need improvement. Students may attach their own additional narrative evaluation to their field instructors.

7. the faculty field liaison discusses the student's evaluation with the Field Instructor and the student during the final meeting for the semester.
8. the Field 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)

9. complete evaluations will be mailed to the Director of Field Education with a copy being kept on file at the agency.

#### **F. Grades**

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

#### **G. Students' Evaluation of the Field Experience**

At the conclusion of the field instruction for the foundation curriculum and advanced concentration, students complete a survey concerning their field setting; field instruction and related assignments; the integrative seminar; the curriculum in terms of its fit with field; performance of the faculty field liaison; and responsiveness of the Field Instruction Department to student concerns and issues. This information is used by the Director of Field Education and field liaisons to improve instruction and make more informed decisions regarding future use of field instructors, field settings, and M.S.W. Program faculty and staff (See Appendices O and P).

#### **H. Field Instructors' Evaluation of the Field Program**

Field instructors are provided informal and formal opportunities for feedback on all M.S.W. Program components. Through their frequent informal telephone and in-person contacts with field instructors and other field-setting staff, the Director of Field Education and the faculty field liaison solicit feedback on program operations. At the end of each academic year, as a formal procedure, field instructors will be requested to complete a survey on the field placement process; student performance; and faculty field liaison performance. Responses are reviewed by the Director of Field Education and the field faculty and changes agreed upon are implemented with final approval by the Dean of the School of Social Work. These mechanisms provide ample opportunities for field instructor input into the Field Program.

## **I. Faculty Field Liaisons' Evaluation of the Field Setting**

Faculty field liaisons complete a formal survey of the field setting and field instructor and submit it to the Director of Field Education at the end of each academic year. This survey solicits information on technical and 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. Liaisons also provide informal reports on these areas to the Director of Field Education at the end of each semester and evaluate the opportunity to expand the student's learning in the field setting. This evaluation is used for development and planning for the field instruction component of the curriculum for the program in collaboration with the field instructor and agency.

## **J. Student Evaluation of the Faculty Field Liaison**

The primary responsibility of the faculty field liaison is to monitor the student's instruction experiences and educational goals. The faculty field liaison functions as a linkage between the school curriculum and educational experiences provided by the agency. In addition, the faculty liaison ensures completion of placement forms, evaluates students, field instructors, agencies, provide assistance to students in planning for practicum, assist in resolving problems between students and field instructors or other agency personnel. Finally, the faculty field liaison assists students with the integration of course work and provide relevant information to academic review committees to evaluate the students' field and academic performance. This evaluation is used to identify problems students have with faculty field liaisons and to take action. The forms should be submitted to the Director of Field Education at the end of the semester.

## **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 the Field student must notify the faculty field liaison immediately to arrange for a joint conference including the liaison, the 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 concerns and responses to a student which 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 in question. 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 terminating a student from the M.S.W. Program are in the *M.S.W. Program Student Handbook*.

### **D. Requesting a Change in 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 U) 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.

#### **E. 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 M.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 (Appendix CC) and the *M.S.W. Program Student Handbook*.

#### **F. 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.

#### **G. Liability/Malpractice Insurance**

Students registering for field instruction are required to have malpractice/liability insurance. Students must provide evidence of individual malpractice/liability insurance coverage in the amount of \$1,000,000/3,000,000 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.

#### **H. Out-of-State and Foreign Placements**

Placements out of state and in foreign countries are not customary. Any student wishing to explore this possibility must consult with the Director of Field Education at least six months prior to registration. Failure to preplan and seek approval for an out of state or foreign placement in a timely manner will result in a delay or denial of the request for such an arrangement. Out-of-state and foreign placements require the following:

1. a written plan submitted to the Director of Field Education;
2. a detailed learning agreement with learning objectives including an explicit time schedule encompassing a period of at least six months;
3. affiliation forms completed by the agency;
4. a resume of the proposed field instructor;
5. a letter of acceptance from the field agency which includes a statement summarizing the agency's understanding of the field work plan (The inclusion in the written plan for the provision of monthly reports submitted by the field instructor and the field student to the faculty field liaison);
6. demonstration of adequate resources to support the field experience including transportation and housing. (Students placed in countries whose primary language is not English must be able to demonstrate proficiency in the language to be used in the community where practice is to occur); and
7. the Associate Dean of the School of Social Work grants final approval of the field placement.

### **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 M.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 M.S.W. Program;
  7. assist with initiating a written affiliation agreement (Appendix V) 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. Responsibilities of the Faculty Field Liaisons**

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 M.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 L);
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. Responsibilities of the Director of Field Education**

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;
3. 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 M.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; and
17. selects members of the Field Advisory Committee, with the assistance of the Associate Dean and coordinates meeting.

### **D. Responsibilities of the Field Internship Coordinator**

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 M.S.W. program; and
12. assists the Director of Field Education as needed in ensuring the effectiveness in the process of field education.

#### **E. Agencies and Field Instructors 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 M.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 M.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. Responsibilities of Students in the Field Instruction**

The students' responsibilities are to:

1. take an active role in planning and implementing a productive field instruction experience;
2. orient himself/herself to the agency, including agency policies and regulations regarding time schedule, written documentation, dress, etc.;
3. prepare for and actively participate in the teaching/learning process with the field instructor, which includes weekly supervisory conferences;
4. maintain confidentiality at all times and meet all legal responsibilities for protecting their clients;
5. complete 900 clock hours over four semesters;
6. develop and complete a field-based research project during the second year of the graduate curriculum; and
7. participate in self evaluation of the learning experience and in evaluating the agency.

## **X. FIELD AGENCY AFFILIATION**

In order to provide students with a range of diverse and quality field placement settings, the M.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 the Field Internship Coordinator. 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* (See Appendix W).

### **A. Field Agency Affiliation Process**

Agencies being considered as field sites are sent an Recommendation for Field Agency form (Appendix W) that is to be completed and returned to the Director of Field Education. This form outlines the responsibility of the Field Agency Administration, the M.S.W. Program, and the School of Social Work. This agreement is 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 M.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 graduate social work education.

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

1. be recognized in its particular field of practice and qualify 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 the 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 insure a continued supply of learning experiences appropriate to the educational needs of the student;
  7. 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;
  11. have adequate clerical support services and travel expenses for students to conduct agency business; and
  12. have suitable physical space, equipment, and supplies for the student.

## **XI. 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
  - Choctaw 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

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\* B.S.W. Students Only

\*\* M.S.W. Students Only

## **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 M.S.W. field students prior to the beginning of the field practicum.

## **E. Seminar**

Each student will meet twice a month in an integrative seminar for two hours (weekly in the advanced standing field). This seminar allows the students to explore field situations in depth and receive feedback from the faculty field liaisons and other students.

## **F. 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.

## **XIII. 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 required 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 Y). 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 M.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 X), 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.

#### Students Not Permitted to Serve as Field Instructors

Full or part-time students enrolled in the M.S.W. Program cannot simultaneously serve as M.S.W. field instructors.

# APPENDICES

# APPENDIX A

## Field Instruction Application for First Year

### JACKSON STATE UNIVERSITY SCHOOL OF SOCIAL WORK M.S.W. PROGRAM FIRST YEAR GRADUATE FIELD INSTRUCTION APPLICATION

Date \_\_\_\_\_

#### Section I

Student Identification Number \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Mr. \_\_\_\_\_ Mrs. \_\_\_\_\_ Ms. \_\_\_\_\_

\_\_\_\_\_  
(LastName)(First) (Middle) (Other Names)

Phone Numbers: \_\_\_\_\_

(Home)

(Work)

(Fax)

(E-mail Address)

\_\_\_\_\_  
(Present Address) (Street and Apartment Number, if applicable) (Until when)

\_\_\_\_\_  
(City, State) Zip Code)

\_\_\_\_\_  
(Permanent Address) (Street and Apartment Number, if applicable)

\_\_\_\_\_  
(Place of Birth)

\_\_\_\_\_  
(Date of Birth: Month, Day, Year)

Optional Questions

Race:\*

African American

American Hispanic

American Indian

American White, Not Hispanic

Asian American

Other

Gender:\*

Male

Female

Marital Status:\*

Married

Single

Divorced

Widow/Widower

**Number of Dependents:\***

*\* Optional. You are not required to answer these questions: However, an answer will be appreciated.*

**Section II**

Name of College/University \_\_\_\_\_

Years Attended \_\_\_\_\_

Academic Discipline of Study

Social Work \_\_\_\_\_

Other (Specify) \_\_\_\_\_

Degree \_\_\_\_\_

Date Degree Awarded \_\_\_\_\_

Expected Date of Degree, if not awarded \_\_\_\_\_

Major \_\_\_\_\_

Minor \_\_\_\_\_

Cumulative Grade Point Average \_\_\_\_\_

GRE Total Score \_\_\_\_\_

GRE Verbal Score \_\_\_\_\_ GRE Quantitative Score \_\_\_\_\_ GRE Analytical Score

Present Employment, if any \_\_\_\_\_

Full-time\_\_\_\_\_ Part-time\_\_\_\_\_

Will you be employed while in graduate school? Yes\_\_\_\_\_ No

If yes, Full-time\_\_\_\_\_ Part-time\_\_\_\_\_

(Note: Full-time employment is strongly discouraged for full-time students; success as a full-time student requires significant time and effort.)

Will you be enrolled full-time or part-time? Full-time\_\_\_\_\_ Part-time\_\_\_\_\_

Have you applied for financial aid? Yes\_\_\_\_\_ No\_\_\_\_\_

Do you have transportation? Yes\_\_\_\_\_ No\_\_\_\_\_

(Some agencies require that you have an automobile.)

If yes, do you have automobile insurance? Yes\_\_\_\_\_ No\_\_\_\_\_

**(The State of Mississippi requires motorist to have proof of insurance.)**

Do you have valid driver's license? Yes\_\_\_\_\_ No\_\_\_\_\_

Do you have any disability or health problems that will require special accommodations?

Yes\_\_\_\_\_ No\_\_\_\_\_ If yes, explain\_\_\_\_\_

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**Section III**

Describe briefly your paid social work experience:

Describe briefly your volunteer services;

What are your area of interest in social work and why?

What attributes do you have which should be considered in the selection of your field internship?

List your first, second, and third preferences of fields of practice.

- Adoption and Foster Care
- Services to families and Children
- Medical Setting
- Retardation Services
- Rehabilitation Services
- State Department of Human Services
- State Department of Health
- Mental Health (Inpatient and Outpatient Substance Abuse)
- Education Setting (Public Day Schools, Private Boarding Schools)

## APPENDIX B

### Field Instruction Application for Second Year

#### JACKSON STATE UNIVERSITY School of Social Work M.S.W. Program

To: All Students Eligible to Plan for Second Year Field Instruction

From: Dr. Theresia Ratliff, Director of Field Education

Re: Second Year Field Instruction

At the beginning of the Spring semester, students who are satisfactorily progressing in their first year field instruction are eligible to begin the process of securing a second year field instruction. This memo is intended to alert all such eligible students to complete the attached application for second year M.S.W. field instruction. Students are to arrange a conference with the Director of Field Education to review their interest and to establish a plan including target dates for agency interviews and completion of tasks.

The second year field instruction is intended to provide students with an opportunity to pursue practice experience in the clinical practice concentration with children, youth, and families. Therefore, the student is encouraged to begin the process when starting with the application form followed by a conference to negotiate a second year placement. **The second year field instruction must be approved by the Director of Field Education.**

Following the initial conference, the Field Internship Coordinator makes the initial contact with the identified agencies within one week. The student will be notified in writing to contact the agency to schedule an interview.

The following summarizes procedures for arranging your second year field instruction:

- A. complete the attached form "Application for Second Year M.S.W. Field Instruction." Be certain to list clear priorities such as your first, second, or third preference. Return the completed form to the Director of Field Practicum. Listing preferences does not guarantee that they will be met.
- B. call 601-432-6818 any time after you have completed and returned the application to set up an appointment with the Director of Field Practicum to discuss your preferences. Please remember the Director will not be available for appointments during the summer months. Therefore, second year placements must be confirmed during the spring semester.

- C. complete the form, **“Student Assigned Agency,”** and return it to the Director of Field Practicum. Keeping the information you provided, the Director will write to the person designated as the “Primary Agency Field Instructor” to finalize your placement. You will receive a copy of this confirmation.

**DO NOT START A PLACEMENT UNTIL YOU RECEIVE A COPY OF THE CONFIRMATION LETTER.**

**JACKSON STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK  
M.S.W. PROGRAM  
FIELD INSTRUCTION APPLICATION  
FOR SECOND YEAR**

Name

---

Address

---

Phone Home

Work

---

Previous Field Placement (Include job title, agency, city, and responsibilities)

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Previous Work Experiences

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---

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Previous Volunteer Service in Human Service

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Career Goals (after graduation)

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## PREFERENCES

Please indicate three (3) preferences from the following practice settings and indicate your order of preference – 1st, 2nd, and 3rd choices. Review the field agency list for other choices.

- A. Adoption and Foster Care
- Baptist Children's Village
  - Catholic Charities (Adoption and Infant Foster Care)\*
  - Department of Human Services\*
  - Mississippi Children's Home & Family Services\*
  - Mississippi Families for Kids
- B. Child Welfare
- Jackson Public Schools\*
  - Home Ties Program (Catholic Charities)
  - Our House for Runaway Teens (Catholic Charities)
  - Piney Woods County Life School\*
- C. Public Welfare
- Mississippi Department of Human Services
  - Hinds County Department of Human Services\*
  - Rankin County Department of Human Services\*
  - Washington County Department of Human Services\*
  - Madison County Department of Human Services\*
  - Lee County Department of Human Services\*
  - Jones County Department of Human Services\*
  - Lawrence County Department of Human Services\*
  - Claiborne County Department of Human Services\*
  - Jackson County Department of Human Services\*
  - Copiah County Department of Human Services\*
- D. Substance Abuse
- New Life for Women\*
  - Marian Hill Chemical Dependency, Vicksburg\*
  - Metro Counseling Center\*
- E. Medical Setting
- Covington County Hospital-Collins, MS
  - Central Dialysis, 381 Medical Drive\*
  - Jackson-Hinds Comprehensive Health Center\*
  - St. Dominic Hospital
  - Central Mississippi Medical Center
  - King's Daughter Hospital-Brookhaven

- \_\_\_ Mississippi State Department of Health, Children's Medical Group for Children and Adolescents with Birth Defects\*
- \_\_\_ Sta-Home Health Services
- \_\_\_ Mid-Delta Home Health and Hospice
- \_\_\_ University Medical Center\*
- \_\_\_ University Medical Center - Primary Care-Medical Mall\*
- \_\_\_ University Medical Center - Children's Rehabilitation Hospital\*
- \_\_\_ Veterans Affairs Medical Center\*
- \_\_\_ South Panola Community Hospital\*
- \_\_\_ Rankin Medical Center\*
- \_\_\_ Madison County Medical Center\*
- \_\_\_ Mississippi Department of Health, McComb\*
- \_\_\_ Mississippi Department of Health, Meridian
- \_\_\_ Mississippi Department of Health, Perinatal and High-Risk Management and Infant Support Services\*
- \_\_\_ Central Mississippi Medical Center, Gerio-Psychiatric Unit\*
- \_\_\_ Methodist Health Center

F. Mental Health (In-patient)/Mental Health (Out-patient)

- \_\_\_ Homeless Program, Jackson/Hinds Comprehensive Health Center\*
- \_\_\_ Delta Community Mental Health Center Region 5, Greenville
- \_\_\_ East Mississippi State Hospital, Meridian
- \_\_\_ Regional 6 HM-MR Commission, Greenwood
- \_\_\_ Southwest Mississippi Medical Center, McComb
- \_\_\_ Brandon mental Health Center - Region 8, Brandon
- \_\_\_ Warren-Yazoo Mental Health, Vicksburg
- \_\_\_ Mississippi State Hospital, Whitfield\*
- \_\_\_ Parkview Willow Grove Hospital, Vicksburg
- \_\_\_ Marian Hill Chemical Dependency, Vicksburg\*
- \_\_\_ Vet Center\*
- \_\_\_ Jackson Mental Health Center\*

G. Retardation Services

- \_\_\_ Millcreek Residential Center, Magee
- \_\_\_ Hudspeth Regional Center, Whitfield\*
- \_\_\_ North Mississippi Regional Center, Oxford

H. Services to Families

- \_\_\_ Ethel James Ivory Homeless Clinic
- \_\_\_ Mississippi Children's Home Society and Family Service Association\*
- \_\_\_ Mississippi Families as Allies\*
- \_\_\_ Catholic Charities (Family Preservation Program)\*
- \_\_\_ Southern Christian Services\*

- Hospice Ministries\*
- Vicksburg Family Development, Vicksburg\*
- Hospice South, Meridian (I.P.U)\*
- Mallory Health Care Center, Lexington
- The Ark/CARES Center, Inc.\*
- Catholic Charities (Adoption, Maternity/Infant Foster Care)\*
- Catholic Charities, Hope Haven Residential Treatment for Adolescents\*
- G.A. Carmichael Family Health Center, Canton, MS
- Jackson Housing Authority
- Yazoo Housing Authority

I. Rehabilitation Services

- Methodist Rehabilitation Center\*

J. Criminal Justice

- Mississippi Department of Corrections

Comments concerning handicaps, skills or interests to be considered in selection of placement

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Do you have access to a car?  Yes  No

Do you have a valid driver's license?  Yes  No

**I understand that I will be expected to make arrangements to secure transportation to and from the field agency.**

Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Status: Check:  Full-time  Part-time

If interested in the inactive agencies, please indicate, and we will contact them for you.

**APPENDIX C**  
**M.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 D

### Pre-placement Check List

Jackson State University/School of Social Work  
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)	
<b>3. Dates of Field Liaison Visits</b>		_____ _____	_____ _____ -	_____ _____ -	
<b>4. Field Instruction Application</b>					
<b>5. Professional Insurance Certificate</b>					
<b>6. Transcript* JSU PAWS/GPA</b>					
<b>7. Specific Agency Choice Form</b>					
<b>8. Learning Agreement</b>					
<b>9. Student's Mid-Term Evaluation Form</b>					
<b>10. Student's Final Evaluation</b>					
<b>11. Student's Evaluation of Field Internship</b>					
<b>12. Faculty Field Liaison Evaluation of the Field Education Setting</b>					
<b>13. Student's Evaluation of Field Liaison</b>					
<b>14. Field Instructor Evaluation of the Field Education Program</b>					
<b>15. Student's Request of Change in Field Placement</b>					
<b>16. Use of Employment for Field Placement Form</b>					

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

**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 E**  
Jackson State University  
School of Social Work

Pre-Placement Follow-up Form

Instructions: You cannot begin field placement until you return the required information listed below to Dr. Theresia Ratliff (601/432-6818) 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 F**

**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: _____


Checklist to ensure completed application process: ___ Application ___ Official transcript ___ 2 reference letters ___ Completed case scenario ___ Interview
Applicant's Signature: _____
Date: _____
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.
<b>Thank you</b>

**APPENDIX G**

JACKSON STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK  
M.S.W. 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) \_\_\_\_\_  
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 H**

**LEARNING AGREEMENT**

Jackson State University  
School of Social Work-M.S.W. Program  
M.S.W. Field Instruction Student Learning Agreement

**(Return to the Faculty Field Liaison no later than the 4<sup>th</sup> week of the beginning of the placement)**

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

Date Learning Agreement Completed: \_\_\_\_\_

Primary Field Instructor: \_\_\_\_\_

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

Mailing Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**This agreement should be used as a guide for the student and field instructor to develop their work for the academic year (see sample in Appendix I).**

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

\_\_\_\_\_  
Date Date

\_\_\_\_\_  
Faculty Field Liaison Date

## APPENDIX I

### SAMPLE LEARNING AGREEMENT

Jackson State University  
School of Social Work  
Sample Learning Agreement  
M.S.W. Field Instruction Student

#### Context of Practice

Learning Objective #1: To become knowledgeable about the agency/organization.

#### Learning Tasks:

1. to read the agency's written policy and procedures manuals;
2. to meet with individuals in the organization identified by the field instructor and to learn about their role in carrying out the agency's mission
3. to attend staff and community meetings as assigned by the field instructor; and
4. to become knowledgeable about agency policies and practices which will relate to student's area of assignment.

#### Target Time Period of Completion:

1. First – Second Week ( )
2. Second – Sixth Week ( )
3. Third – Sixth Week ( )
4. First Week Ongoing ( )
5. Second Week Ongoing ( )

#### Methods of Evaluation:

1. The student will be asked to write a brief paper about the agency.
2. The student will be able to explain to the field instructor and faculty field liaison with some degree of clarity and detail how each person's area contributes to the overall operations of the organization. The students will know that person, department, or group relates to his/her area of assignment.
3. The student will give brief reports of agency meetings attended.

**APPENDIX J**

**COVER SHEET FOR WEEKLY LOG**

Jackson State University  
School of Social Work  
M.S.W. Program

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

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

Week: \_\_\_\_\_

Number of Hours for Week: \_\_\_\_\_

**Weekly Activities**

Type of Task

1. Interview type, e.g., individual, family, group

2. Observations

3. Written reports and numbers, e.g., social summaries, etc's

4. Collaborative and/or coordinative contacts

5. Number of conferences:      with clients \_\_\_\_\_  
   with supervisor \_\_\_\_\_  
   external of agency \_\_\_\_\_

6. Other

Student \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX K**

**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 L**

**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:

v/  The Student's responsibilities are to:

<input type="checkbox"/>	show initiative by taking an active role in placement.
<input type="checkbox"/>	Orient himself/herself to the agency regarding policies, time schedule, written documentation, and dress code.
<input type="checkbox"/>	Prepare for and actively participate in the weekly supervisory conferences.
<input type="checkbox"/>	Maintain confidentiality at all times and meet all legal responsibilities for protecting their clients.
<input type="checkbox"/>	Perform as a team player and work well with others.
<input type="checkbox"/>	Participate in self evaluation of the learning experience.
<input type="checkbox"/>	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: \_\_\_\_\_





4. Outline specific measures of affecting improvement in above mentioned areas:

5. Additional Information:

6. Student's comments:

Signature of Field Instructor \_\_\_\_\_ Date \_\_\_\_\_

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

**Please forward to the designated faculty field liaison:**

**Jackson State University  
School of Social Work  
3825 Ridgewood Road  
Jackson, MS 39211**

**APPENDIX O**

**Jackson State University  
School of Social Work  
M.S.W. Program**

**STUDENT FIELD EVALUATION FORM-FIRST YEAR**

Name of Student:

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Field Setting Name:

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Address:

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---

Phone Number:

---

Field Instructor:

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Faculty Liaison:

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Semester(s) Covered:

---

Total Number of Hours:

---

I. Brief description of Educational Objectives for the Academic year:

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II. Brief description of Task Assignments:

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Field instructors should note the importance to the School of Social Work of incorporating experiences and materials to facilitate student efforts to grasp the context





	1	2	3	4	
6.	Student demonstrates ability to form a relationship with clients.				
	1	2	3	4	
7.	Student demonstrates ability to focus interviews.				
	1	2	3	4	
8.	Student demonstrates ability to identify client problem area(s).				
	1	2	3	4	
9.	Student demonstrates ability to collect and assess data.				
	1	2	3	4	
10.	Student demonstrates ability to develop and implement a plan of intervention.				
	1	2	3	4	
11.	Student demonstrates ability to evaluate outcomes.				
	1	2	3	4	
12.	Student demonstrates ability to terminate.				
	1	2	3	4	
13.	Student demonstrates an ability to work with clients in a culturally sensitive manner.				
	1	2	3	4	
					Total Score _____

## Narrative Evaluation

Discuss strengths and limitations in this area; explain ratings of factors that need clarification and identify student's continued educational needs.

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### C. Professional Characteristics

1. Student demonstrates initiative and independence in completing task assignments.

1                      2                      3                      4

2. Student completes task assignments in a responsible manner.

1                      2                      3                      4

3. Student demonstrates ability to use professional supervision to enhance the learning experience.

1                      2                      3                      4

4. Student organizes and uses time effectively.

1                      2                      3                      4

5. Student practices in an ethical manner, respecting confidentiality and client rights of self determination.

1                      2                      3                      4

6. Student demonstrates ability to translate theoretical knowledge into practice.

1                      2                      3                      4



**APPENDIX P**

**Jackson State University  
Social of Social Work  
M.S.W. Program  
STUDENT EVALUATION FORM—SECOND YEAR**

Name of Student: \_\_\_\_\_  
Field Setting Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Field Instructor: \_\_\_\_\_  
Faculty Liaison: \_\_\_\_\_  
Semester(s) Covered: \_\_\_\_\_ to \_\_\_\_\_

I. Brief description of Educational Objectives for the Academic year: \_\_\_\_\_

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

II. Brief description of Task Assignments: \_\_\_\_\_

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

In addition, in the second field placement, it is expected that students will have had sufficient field experiences to warrant an evaluative response for each appropriate item of the evaluation. The School welcomes any additional evaluation narratives that the Field instructor wishes to submit as an addendum to this evaluation.

Please evaluate the extent to which the student demonstrates the following core qualities and skills using the criteria below. Keep in mind that a score of four (4) reflects exceptional and that a score of one (1) indicates that performance is inadequate for graduate studies. In general, the four (4) point scale may be visualized as follows:

- 1= below average/unsatisfactory performance (D)\*
- 2= average (C)
- 3= good (B)
- 4= exceptional (A)

Students receiving a grade of “D” must repeat field instruction.

Please circle the number(s) of the appropriate criteria using the narrative section to elaborate on student strengths and weaknesses. Give examples of number one in the narrative.

A. Context of Practice

1. Student demonstrates the ability to work within the organizational and community context of practice.  
1                      2                      3                      4
  
2. Student demonstrates ability to function relatively independently in using Existing community resources.  
1                      2                      3                      4
  
3. Student demonstrates adequate knowledge of the community context of practice by knowing the important demographic characteristics and human service needs and resources of the community and region.  
1                      2                      3                      4
  
4. Student demonstrates adequate capacity to assess the impact of various social policies relating to client needs and services in term of how well the stated policies meet their objectives and the need for policy revision or totally new policies (i.e., day care; home health care; public assistance; social security and child abuse laws).  
1                      2                      3                      4
  
5. Student demonstrates ability to assess and respond appropriately to issues of race, gender, age, disability, political, and sexual orientation.  
1                      2                      3                      4

Total score \_\_\_\_\_

## Narrative Evaluation

Discuss strengths and weakness in this area; explain ratings of factors that need clarification and identify student's continued educational needs.

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### B. Clinical Practice

1. Student demonstrates clear, explicit ability to apply knowledge of human behavior and the social environment in one's practice.

1                      2                      3                      4

2. Student demonstrates ability to integrate knowledge of research in one's practice.

1                      2                      3                      4

3. Student demonstrates ability to modify use of social work intervention techniques for individual needs of specific client populations such as children, youths, and families.

1                      2                      3                      4

4. Student demonstrates ability to identify and involve the client in the problem identification process.

1                      2                      3                      4

5. Student demonstrates ability to objectively assess client problem area, and formulate a plan of intervention relevant to the needs of the client.

1                      2                      3                      4

6. Student demonstrates ability to implement strategies of intervention.

1                      2                      3                      4

7. Student demonstrates ability to formulate and implement realistic short and long term goals.

1                      2                      3                      4

8. Student demonstrates ability to engage the client in the evaluation/termination process.

1                      2                      3                      4

9. Student demonstrate ability to evaluate outcomes.

1                      2                      3                      4

Total score\_\_\_\_\_

### Narrative Evaluation

Discuss strengths and weaknesses in this area; explain ratings of factors that need clarification and identify student's continued educational needs.

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### C. Professional Characteristics

1. Students demonstrates adoption and development of professional and values.

1                      2                      3                      4

2. Student demonstrates the ability to define and interpret one's social work role in service delivery to clients and other disciplines.

1                      2                      3                      4

3. Student demonstrates a continuing ability to analyze critically one's practice form a theoretical perspective.

1                      2                      3                      4

4. Student demonstrates ability to determine when supervisory help is needed and obtains it.
- 1                      2                      3                      4
5. Student demonstrates ability to develop productive and satisfactory relationships with other staff.
- 1                      2                      3                      4
6. Student demonstrates ability and willingness to follow accepted
- 1                      2                      3                      4
7. Student demonstrates ability to communicate ideas verbally as well as in writing.
- 1                      2                      3                      4

Total score \_\_\_\_\_

**Narrative Evaluation**

Discuss strengths and weaknesses in this area; explain ratings of factors that need clarification and identify student's continued educational needs.

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Briefly summarize student's work activities for the semester, Comment on student's overall performance and make additional observations you may have of student.

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Date: \_\_\_\_\_ Signature of Faculty Field Liaison: \_\_\_\_\_

Date: \_\_\_\_\_ Signature of Field Instructor: \_\_\_\_\_

I have read and discussed this evaluation with my agency field instructor.

Date: \_\_\_\_\_ Signature of Student: \_\_\_\_\_

To the student: In the event that you have a different perception of any aspect of the judgment in this evaluation, please indicate your specific comment on an addendum.

## APPENDIX Q

### STUDENT EVALUATION OF FIELD PRACTICUM SETTING

Jackson State University  
School of Social Work – M.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.

Staff relationships

1            2            3            4            5            N.A.

Staff-Client relationships

1            2            3            4            5            N.A.

Staff-Student relationships

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 R  
STUDENT ASSESSMENT OF THE FACULTY FIELD LIAISON**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_ B.S.W. \_\_\_ Advanced Standing Summer \_\_\_ 1<sup>st</sup> year M.S.W. \_\_\_ 2nd year M.S.W.

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

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

Name of Faculty Field Liaison: \_\_\_\_\_

- 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	Generally	Occasionally	Seldom	Never
Available	Available	Available	Available	Available

- 3) Follow-up response to your inquiries:

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

- 4) Comments





## APPENDIX T

### 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 U**

**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 V

### FIELD INSTRUCTION AFFILIATION AGREEMENT

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 W**

**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 X**

**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 \_\_\_ 1<sup>st</sup> Year M.S.W. \_\_\_ 2<sup>nd</sup> 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



\_\_\_\_\_  
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 Y**

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

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



## **APPENDIX Z**

### **THE ROLE OF THE STUDENT VERSUS THE ROLE OF THE EMPLOYEE**

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 AA

### COURSES SYLLABI

Jackson State University  
College of Public Service  
School of Social Work  
M.S.W. Program

SW 593: Advanced Standing Field Instruction  
Prerequisites: Acceptance into the Advanced Standing Program  
Co-Requisite: SW 510, 580, and SW 583  
Credit Hours: 3

Instructor: Dr. Theresia Ratliff  
Office Location: UC/ 2-7  
Office Hours: M/F 9:00 a.m. – 12:00 noon and  
W – 4:00 p.m. – 6:00 p.m.  
E-mail: theresia.johnson@jsums.edu  
Telephone: 601/432-6818

### COURSE SYLLABUS

#### Required Textbook

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work, 2<sup>nd</sup> ed. Needham Heights, MA: Allyn and Bacon.

#### Course Description

This advanced standing course involves a supervised practicum in a human services delivery setting and an integrated seminar. Practice tasks and activities are designed to further develop identification with the social work profession and to develop advanced generalist practice skills and knowledge. Students are provided opportunities to integrate and enhance the values, knowledge, and skills of the social work profession as well as concentrate on advanced skills development in a field instruction practicum setting.

#### Definition of Foundation Practice

Foundation practice is the entry level courses which prepare students to demonstrate the knowledge and competencies of a generalist perspective toward social work practice.

## Rationale

This advanced standing field instruction practicum is designed to provide the students with supervised learning experiences that are applicable across a wide variety of field settings, population groups, problem areas, and systems of all sizes.

## Relationship of Course to Program Objectives

This course contributes to the achievement of all program objectives:

1. demonstrate the knowledge, skills, and values and ethics relevant to advanced direct social work practice with children, youth and families in diverse environments;
2. demonstrate self-awareness and the effective use of self in direct social work practice;
3. evaluate their own practice in social work settings;
4. evaluate and apply theoretical perspectives and research findings to practice;
5. demonstrate the ability to use supervision and consultation appropriate to direct social work practice;
6. integrate into direct practice a knowledge of the historical development of the profession and the differential impact of social, economic, and political policies;
7. demonstrate the ability to advocate for social, economic, and political justice and promote appropriate change in organizational and social contexts;
8. practice without discrimination and with sensitivity when serving diverse populations;
9. utilize effective oral and written communication skills;
10. apply critical thinking skills within the context of direct social work practice; and
11. demonstrate leadership skills and abilities in practice settings.

## Course Objectives

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.

## Method of Instruction

This course will be taught through discussions, lectures, selected films, video tapes, role plays, case vignettes, quizzes, and regular presentations from various community agency representatives.

## Criteria for Grading

### A. Learning Agreement

The student and field instructor should complete and sign a learning plan/agreement by the end of the fourth week in the agency. The learning agreement is based upon the course objectives. The faculty field liaison

reviews and signs the agreement. The plan becomes the guide for; the student's self- evaluation of meeting the practicum experience, and the agency visits by the faculty field liaison.

#### B. Mid-term Evaluation

A mid-semester evaluation is a written report describing the student's 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 student. The evaluation is forward to the field liaison by the field instructor.

#### C. Students' Weekly Logs

Students keep a numerical record of 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 a part of the on-campus seminar class discussion.

#### D. Final Field Evaluation

The final field evaluation is a written report of the students' agency experiences. The student and field instructor uses a rating scale to evaluate the students' performance. The process for the final evaluation parallels that of the mid-term evaluation. The student and field instructor complete the First Year Field Evaluation report independently and then together in conference. This provides them an opportunity to share and discuss their perceptions and observations. The completed final evaluation is forwarded to the faculty field liaison by the field instructor.

The final grade is assigned by the faculty field liaison, with a recommendation submitted by the field instructor. The grade is composed as follows:

#### Grading Scale:

Learning Agreement	5% of final grade
Mid-term Evaluation	5% of final grade
Seminar Class Participation	15% of final grade
Student's weekly log	5% of final grade
Final Field Evaluation	70% of final grade

Although it is not a requirement in determining the final grade, students must complete and submit an evaluation of the field liaison and of the field experience at the end of this field placement.

Students must have 256 hours of field instruction at the end of the summer session. During the eight week graduate summer session, students will be in placement 4 days per week; Monday through Thursday from 8:00 am – 5:00 pm. Students must attend on scheduled days, unless changes are made and approved by the field instructor and faculty field liaison. Absences must be made up in order to obtain credit for the completion of the field practicum.

Students must attend integrative seminar as part of the field course. The integrative seminars are lead by the faculty field liaison. The seminars will be conducted every two weeks for a two hour period during each class. These seminars allow the faculty field liaison to learn more about the students learning and progress in the field placement.

Students are evaluated in their field experience by the field instructor, who submits the written evaluation forms to the faculty field liaisons. Students should review the evaluation forms (in the Field Instruction Manual) to familiarize themselves with evaluation expectations. Students should sign the evaluation form after completion by the field instructor. Please sign all evaluation forms before submitting to the faculty field liaison. Two or more unexcused absences may jeopardize the learning process and affect your final grade.

### Academic Honesty

All acts of academic dishonesty (e.g., cheating on exams, plagiarizing - presenting another person's work as one's own, having another person write one's paper, making up research data, presenting excuses which are untrue for failing to meet academic and professional standards) are a violation of social work values and ethics and University Policy which will entail appropriate penalties.

### Policy Regarding Course Incompletes

INCOMPLETE is the designation used to indicate failure to complete assignments, or other course work including final or other examinations, by the end of the term in which the student is enrolled. The grade of "I" (Incomplete) is recorded when the student has not completed the course for some unavoidable reason that is acceptable by the instructor. An incomplete grade (I) is to be considered only when the majority of the course requirements and assignments have been successfully completed and there is a documented crisis situation of illness, accident, or other occurrence which prevents a

student from completing the remaining requirements before the school term ends. The student must make up the deficiency within the first three weeks of the next term in which he/she is enrolled. The deficiency must be removed and the grade changed by the instructor within the first six weeks of the next school term in which he/she is enrolled. When the student is not enrolled at JSU, the deficiency must be corrected within one calendar year from the date the grade of "I" was given.

The instructor is required to indicate on the grade sheet the grade the student should receive if the incomplete is not removed within the prescribed time period. If the student fails to complete the course requirements satisfactorily within the specified time, the alternate grade will be recorded as the grade of record.

#### Class Attendance Policy

Students at Jackson State University must fully commit themselves to their programs of study. One hundred percent (100%) punctual class attendance is expected of all students in all scheduled classes and activities. Instructors keep attendance records and any absence for which a student does not provide written official excuse is counted as an unexcused absence. Students must understand that, EVEN WITH AN OFFICIAL EXCUSE OF ABSENCE, THEY (STUDENTS) ARE RESPONSIBLE FOR THE WORK REQUIRED DURING THEIR ABSENCE.

Students may be officially excused from class for attendance at University approved functions, provided the sponsor properly executes a Student Affairs Leave Form. Such excuses shall be accepted by the instructor. Students may also be officially excused by the Dean of their School or the Vice President for Academic Affairs for certain campus activities. Students must submit written documentation to Student Affairs to obtain official excuses for absences due to illness or other emergency situations.

Students who willfully miss class face serious consequences. After being absent three times in a 50-minute class, three hours in a class that meets longer than one hour, or one time immediately before or after a scheduled recess/holiday, the instructor shall report the next unexcused absence to the Dean of University College for freshmen and sophomores and to the school dean and department chair for juniors and seniors. The dean/chair or designee will counsel with the student and in concert with the instructor, may require the student to complete complementary course assignments. If a student does not respond well to the counsel or with the assignments, the instructor may impose a grade penalty on the student. Unexcused absences that exceed the equivalency of six 50-minute sessions may lead to an "F" for the course. Students who do not maintain the minimum grade point average required for retention over two semesters are suspended from the University.

At the discretion of the school dean and with approval of the Office of Academic Affairs, there may be additional class attendance policies stipulated in school handbooks and other official school documents.

## Americans with Disability Act (ADA) Statement

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of the Americans With Disability Act (ADA) Coordinator and Compliance Officer, P. O. Box 17999, Jackson, MS 39217, 601-979-3704 as early as possible in the term. TTY: 601-979-6919. Fax: 601-979-6918.

## Diversity Statement

Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

## Course Content

Unit I. Getting Started on Your Social Work Practice Career

### Learning Objectives:

This unit will provide students with strategies needed to engage in the development of self-awareness in areas of social work knowledge, skills, and value clarification.

1. Define relationships with field instructor, staff and clients;
2. Identifying and finding your “niche” within the agency; and
3. Demonstrate a plan for quality time management.

### Required reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

### Recommended Reading

Adler, G., McKinley, K. & Kuskowski, M. (2003). Field instructor perceptions of roles, rewards, and responsibilities. *Arete*, 27, 42-50.

Birkenmaier, J., Wilson, R.J., Beg-Weger, M., Banks, R. & Hartung, M. (2003). MSW integrative seminars: Toward integrating course and field work. *Journal of Teaching in Social Work, 23*, 167-182.

## Unit II. Socialization into Social Work Profession

### Learning Objectives:

This unit is designed to help students identify themselves as a social work practitioner; learning to balance conflicts, establish boundaries, and manage stressors.

1. Define professional socialization
2. Integrate socialization into the social work profession
3. Understand socialization boundaries
4. Exemplify self-care as professional development

### Required Reading:

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

### Recommended Reading

Reamer, F.C. (2003). Boundary in social work: Managing dual relationships. *Social Work, 48*, 121-133.

## Unit III. Safety in Social Work Settings

### Learning Objectives

This unit is designed to assist students in understanding safety measures in making the transition to working with clients.

1. Illustrate the guidelines for a safe office
2. Relate to clients within their homes and the community
3. Assess aggressive behavior

### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

### Recommended Reading

Wagner, J. (2006). Safety techniques and strategies in social work field. Helen Bader School of Social Welfare.

## Unit IV. Making the Most of Your Practicum Supervision

### Learning Objectives

This unit emphasizes the importance of the provisions and receipt of supervision.

1. Understand what is expected of the student and field instructor in supervision
2. Plan for supervisory sessions
3. Measure outcomes of supervisory sessions

### Required readings

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

### Recommended Reading

Cavazos, A., Fortune, A. & Lee, M. (2005). Achievement motivation and outcome in social work field education. *Journal of Social Work Education*, 41, 115-143

## Unit V. Organizational Issues

### Learning Objectives

This unit helps the students to identify the expectations of their fielded agency placement organization and the differences and similarities from other organizations.

1. Examine characteristics of internal and external elements that impact organizations

2. Application of theory to organizations
3. Understand the role of social workers within organizations

### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

### Recommended Reading

Globerman, J. & Bogo, M. (2003). Changing times: Understanding social worker's motivation to be field instructors. *Social Work, 48*, 65-73.

## Unit VI. Micro Social Work Practice in the Field

This unit will assist the student with direct social work practice intervention skills to the overall delivery system.

1. Understand the purpose of case assignments
2. Illustrate documentation skills
3. Demonstrate theory to practice integration
4. Interpret ethical dilemmas

### Required reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

### Recommended Reading

Finn, J.L. & Jacobson, M. (2003). Just practice: Steps toward a new social work paradigm. *Journal of Social Work Education, 39*, 57-78.

## Unit VII. Mezzo Social Work Practice in the Field

### Learning Objectives

This unit is designed to assist students in working with groups of individuals.

1. Examine leadership and group member roles
2. Practice working with difficult client behaviors

### 3. Exemplify adequate documentation skills

#### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

#### Recommended Reading

Holland, T.P and Kilpatrick, A.C. (2006). Working with families: An integrative model by level of need (4<sup>th</sup> ed.). NY: Pearson Foundation, Inc.

### Unit VIII. Macro Social Work Practice in the Field

#### Learning Objective

This unit will help the student to understand the focus on direct practice with individuals, families, and groups as social work professionals.

1. Understand the impact of collaboration with staff and other area agencies in facilitating social work skills.
2. Manage adverse relationships and conflicts with colleagues
3. Specify the importance of on-going self evaluation in professional settings

#### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating and class field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

#### Recommended Reading

Dieden, S., Gustafsson, B. (2003). Child poverty in south africa: An assessment based on microdata for 1995, *International Journal of Social Welfare*, 12, 326-338.

### Unit IX. Social Work Practice in Legal System

#### Learning Objectives

This unit is designed to assist the student in learning the role of social workers in the legal community.

1. Understand legal jargon and documentation
2. Prepare filing grievance procedures within employing agencies
3. Prepare court appearances

#### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

#### Recommended Reading

Madden, R. (2003). Essential law for social workers. New York: Columbia University Press.

Unit X. Termination: The Beginning of an End (or the End of a Beginning?)

#### Learning Objectives

This unit will assist students in effectively termination of client, agency, field instructor, and school program relationships.

1. Evaluate self and learning experiences
2. Determine the termination process on a macro and micro level
3. Acquire continued professional development

#### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

#### Recommended Reading

Mattison, M. (2003). Ethical decision making meets the real world of field work. *The New Social Worker*, 2, 10-12.

## Course Schedule

### Session I

Developing Relationships within Your Practicum Site  
Learning Styles

### Session II

Self-Assessment  
School, Agency and Student Expectation

### Session III

Socialization into the Social Work Profession  
Juggling Roles  
Professional Boundaries

### Session IV

Stress Management  
Self-Care as Professional Development  
Transitions of Professional Socialization

### Session V

Scope of Personal Safety Risks in Social Work  
Practicum Supervision

### Session VI

Ethical and Interpersonal Issues in Supervision  
Organizational Issues

### Session VII

Micro Social Work Practice  
Mezzo Social Work Practice  
Macro Social Work Practice

### Session VIII

Social Work Practice and the Legal System  
Termination

### Description of Assignments

Students will be required to share practicum experiences in relation to clients and staff, written reports, workshops and involvement with community resources.

## References

- Adler, G., McKinley, K. & Kuskowski, M. (2003). Field instructor perceptions of roles, rewards, and responsibilities. *Arete*, 27, 42-50.
- Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work, 2<sup>nd</sup> ed. Needham Heights, MA: Allyn and Bacon.
- Birkenmaier, J., Wilson, R.J., Beg-Weger, M., Banks, R. & Hartung, M. (2003). MSW integrative seminars: Toward integrating course and field work. *Journal of Teaching in Social Work*, 23, 167-182.
- Cavazos, A., Fortune, A. & Lee, M. (2005). Achievement motivation and outcome in social work field education. *Journal of Social Work Education*, 41, 115-143.
- Finn, J.L. & Jacobson, M. (2003). Just practice: Steps toward a new social work paradigm. *Journal of Social Work Education*, 39, 57-78.
- Globerman, J. & Bogo, M. (2003). Changing times: Understanding social worker's motivation to be field instructors. *Social Work*, 48, 65-73.
- Dieden, S., Gustafsson, B. (2003). Child poverty in south africa: An assessment based on microdata for 1995, *International Journal of Social Welfare*, 12, 326-338.
- Holland, T.P and Kilpatrick, A.C. (2006). Working with families: An integrative model by level of need (4<sup>th</sup> ed.). NY: Pearson Foundation, Inc.
- Madden, R. (2003). Essential law for social workers. New York: Columbia University Press.
- Mattison, M. (2003). Ethical decision making meets the real world of field work. *The New Social Worker*, 2, 10-12
- Reamer, F.C. (2003). Boundary in social work: Managing dual relationships. *Social Work*, 48, 121-133.
- Wagner, J. (2006). Safety techniques and strategies in social work field. Helen Bader School of Social Welfare.

Jackson State University  
College of Public Service  
School of Social Work  
M.S.W. Program

SW 595: Field Instruction I (Spring Semester)  
Pre-requisite: SW 510, SW 555 SW 571, SW 580 and SW 581  
Co-requisites: SW 572 and SW 582  
Credit Hours: 6

Instructor: Dr. Theresia Ratliff  
Office Location: Universities Center, Room 2-7  
Office Hours: M/F- 9:00 am-12:00 noon and W -4:00 pm-6:00 pm  
E-Mail: [theresia.johnson@jsums.edu](mailto:theresia.johnson@jsums.edu)  
Phone: 601/432-6818

## COURSE SYLLABUS

### Required Textbook

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

### Course Description

SW 595: Field Practicum. This is the first block field instruction for advanced standing, full, and part-time students. This course involves a supervised practicum in a human services delivery setting and includes an integrative seminar. Practice tasks and activities are designed to develop identification with the profession of social work and the beginning capacity for generalist social work practice This practice includes working with individuals, families, small groups, communities, human service settings, and organizations. Students are helped to develop self-awareness and appreciation for the role of research in evaluation and direction of practice. Students in the full-time program are in field placement during the first year spring semester, and students in the part-time program are in placement during their second year fall semester.

This course includes an integrative seminar which helps the student to continue to develop self-awareness and an appreciation for the role of research in the evaluation process. Furthermore, placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance the values, knowledge, and skills of the social work profession.

## Definition of Professional Foundation Curriculum

The professional foundation curriculum is defined as entry level courses which prepare students to demonstrate the knowledge and competencies of a generalist perspective toward social work practice.

## Rationale

This foundation practicum is designed to provide the students with supervised learning experiences that are applicable across a wide variety of field settings, population groups, problem areas, and systems of all sizes.

## Relationship of Course to Program Objectives

This course contributes to the achievement of all program objectives:

1. demonstrate the knowledge, skills, and values and ethics relevant to advanced direct social work practice with children, youth and families in diverse environments;
2. demonstrate self-awareness and the effective use of self in advanced direct social work practice;
3. evaluate their own practice in social work settings;
4. evaluate and apply theoretical perspectives and research findings to practice;
5. demonstrate the ability to use supervision and consultation appropriate to direct social work practice;
6. integrate into direct practice a knowledge of the historical development of the profession and the differential impact of social, economic, and political policies;
7. demonstrate the ability to advocate for social, economic, and political justice and promote appropriate change in organizational and social contexts;
8. practice without discrimination and with sensitivity when serving diverse populations;
9. utilize effective oral and written communication skills;
10. apply critical thinking skills within the context of direct social work practice; and

11. demonstrate leadership skills and abilities in practice settings.

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.

### Methods of Instruction

This course will be taught through discussions, lectures, selected films, videotapes, role plays and guest speakers. Students will review articles.

### Criteria for Grading

- A. Learning Agreement

The student and field instructor should complete and sign a learning plan/agreement by the end of the fourth week in the agency. The learning

agreement is based upon the course objectives. The faculty field liaison reviews and signs the agreement. The plan becomes the guide for; the student's self- evaluation of meeting the practicum experience, and the agency visits by the faculty field liaison.

B. Mid-term Evaluation

A mid-semester evaluation is a written report describing the student's 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 student. The evaluation is forward to the field liaison by the field instructor.

C. Students' Weekly Logs

Students keep a numerical record of 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 a part of the on-campus seminar class discussion.

D. Final Field Evaluation

The final field evaluation is a written report of the students' agency experiences. The student and field instructor uses a rating scale to evaluate the students' performance. The process for the final evaluation parallels that of the mid-term evaluation. The student and field instructor complete the First Year Field Evaluation report independently and then together in conference. This provides them an opportunity to share and discuss their perceptions and observations. The completed final evaluation is forwarded to the faculty field liaison by the field instructor.

The final grade is assigned by the faculty field liaison, with a recommendation submitted by the field instructor. The grade is composed as follows;

Grading Scale

Learning Agreement	5% of final grade
Mid-term Evaluation	5% of final grade
Seminar Class Participation	15% of final grade
Student's weekly log	5% of final grade
Final Field Evaluation	70% if final grade

Although it is not a requirement in determining the final grade, students must complete and submit an evaluation of the field liaison and of the field experience at the end this field placement.

Field Instruction Placement: Student must complete 450 hours of field practice in placement. Students must attend on scheduled days, unless changes are made and approved by the field instructor, and faculty field liaison. Absences must be made up in order to obtain credit for the completion of the field practicum.

Integrative Seminar: Students must attend the integrative seminar as part of the field course. The integrative seminars are lead by the faculty field liaisons and are held for three (3) hours each month. These seminars allow the faculty field liaisons to learn more about student learning and progress in the field placement.

Students are evaluated in their field experiences by the field instructor, who submits the written evaluation forms to the faculty field liaisons. Students should review the evaluation forms (in the Field Instruction Manual) to familiarize themselves with the evaluations' expectations. Students should sign the evaluation form after completion by the field instructor. Please sign all evaluation forms before submitting to the faculty field liaison. Two or more unexcused absences may jeopardize the learning process and affect your final grade.

### Academy Honesty

All acts of academic dishonesty 9 (e.g., cheating on exams, plagiarizing-presenting another person's work as one's, having another person write one's paper, making-up research data, presenting excuses which are untrue for failing to meet academic and professional standards) are a violation of social work values and ethics and University policy which will entail appropriate penalties.

### Policy Regarding Course Incompletes

Incomplete is the designation used to indicate failure to complete assignments, or other course work including final or other examinations, by the end of the term in which the student is enrolled. The grade of "I" (Incomplete) is recorded when the student has not completed course for some unavoidable reason that is acceptable by the instructor. An incomplete grade 'I' is to be considered only when the majority of course requirements and assignments have been successfully completed and there is a documented crisis situation of illness, accident, or other occurrence which prevents a student from completing the remaining requirements before the school term ends. The student must

make up the deficiency within the first three weeks of the next term in which he/she is enrolled. The Deficiency must be removed and the grade changed by the instructor within the first six weeks of the next school term in which the student is enrolled. When the student is not enrolled at JSU, the deficiency must be corrected within one calendar year from the date the grade of "I" was given.

The instructor is required to indicate on the grade sheet the grade the student should receive if the incomplete is not removed within the prescribed time. If the student fails to complete the course requirements satisfactorily within the specified time, the alternate grade will be the grade of record.

### Class Attendance Policy

Students at Jackson State University must fully commit themselves to their programs of study. One hundred percent (100%) punctual class attendance is expected of all students in all scheduled classes and activities. Instructors keep attendance records and any absence for which a student does not provide written official excuse is counted as an unexcused absence. Students must understand that, EVEN WITH AN OFFICIAL EXCUSE OF ABSENCE, THEY (STUDENTS) ARE RESPONSIBLE FOR THE WORK REQUIRED DURING THEIR ABSENCE.

Students may be officially excused from class for attendance at University approved functions, provided the sponsor properly executes a Student Affairs Leave Form. Such excuses shall be accepted by the instructor. Students may also be officially excused by the Dean of their School or the Vice President for Academic Affairs for certain campus activities. Students must submit written documentation to Student Affairs to obtain official excuses for absences due to illness or other emergency situations.

Students who willfully miss class face serious consequences. After being absent three times in a 50-minute class, three hours in a class that meets longer than one hour, or one time immediately before or after a scheduled recess/holiday, the instructor shall report the next unexcused absence to the Dean of University College for freshmen and sophomores and to the school dean and department chair for juniors and seniors. The dean/chair or designee will counsel with the student and in concert with the instructor, may require the student to complete complementary course assignments. If a student does not respond well to the counsel or with the assignments, the instructor may impose a grade penalty on the student. Unexcused absences that exceed the equivalency of six 50-minute sessions may lead to an "F" for the course. Students who do not maintain the minimum grade point average required for retention over two semesters are suspended from the University.

At the discretion of the school dean and with approval of the Office of Academic Affairs, there may be additional class attendance policies stipulated in school handbooks and

other official school documents.

### Americans with Disability Act (ADA) Statement

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of the Americans With Disability Act (ADA) Coordinator and Compliance Officer, P. O. Box 17999, Jackson, MS 39217, 601-979-3704 as early as possible in the term. TTY: 601-979-6919. Fax: 601-979-6918.

### Diversity Statement

Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

### Course Content

Unit I: Getting Started on Your Social Work Practice Career

#### Learning Objectives:

This unit will provide students with strategies needed to engage in the development of self-awareness in areas of social work knowledge, skills, and value clarification.

1. Define relationships with field instructor, staff and clients;
2. Identifying and finding your “niche” within the agency; and
3. Demonstrate a plan for quality time management.

#### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

#### Recommended Readings

Adler, G., McKinley, K. & Kuskowski, M. (2003). Field instructor perceptions of roles, rewards, and responsibilities. *Arete*, 27, 42-50.

Banks, R., Berg-Weger, M., Birkenmaier, Hartung, M. & J., Wilson, R.J., (2003). MSW integrative seminars: Toward integrating course and field work. *Journal of Teaching in Social Work*, 23, 167-182.

Brown, J.B., Karley, M.L. & Vitali, S. (2002). Building bridges: Perspectives from the field. *Canadian Social Work*, 4, 55-66.

Smith, J. (2007). Becoming a social worker: An educational film for social work education.

## Unit II. Socialization into Social Work Profession

### Lerning Objectives:

This unit is designed to help students identify themselves as a social work practitioner; learning to balance conflicts, establish boundaries, and manage stressors.

1. Define professional socialization
2. Integrate socialization into the social work profession
3. Understand socialization boundaries
4. Exemplify self-care as professional development

### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

### Recommended Readings

Reamer, F.C. (2003). Boundary in social work: Managing dual relationships. *Social Work*, 48, 121-133.

Bucy, Mary C. (2006). Encouraging critical thinking through expert panel discussions College Teaching, Spring2006, Vol. 54 Issue 2, p222-224, 3p;(AN 20355174)

Hyde, C.A. (2003). More harm than good? Multicultural initiatives in human service agencies. *Social Thought: Journal of Religion in the Services*, 22(1), 25-43.

### Unit III. Safety in Social Work Settings

#### Learning Objectives

This unit is designed to assist students in understanding safety measures in making the transition to working with clients.

1. Illustrate the guidelines for a safe office
2. Relate to clients within their homes and the community
3. Assess aggressive behavior

#### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

#### Recommended Reading

Wagner, J. (2006). Safety techniques and strategies in social work field. Helen Bader School of Social Welfare.

### Unit IV. Making the Most of Your Practicum Supervision

#### Learning Objectives

This unit emphasizes the importance of the provisions and receipt of supervision.

1. Understand what is expected of the student and field instructor in supervision
2. Plan for supervisory sessions
1. Measure outcomes of supervisory sessions

#### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

#### Recommended Readings

Caspi, J. & Reid, W. (2002). Educational supervision in social work. New York: Columbia University Press.

Cavazos, A., Fortune, A. & Lee, M. (2005). Achievement motivation and outcome in social work field education. *Journal of Social Work Education*, 41, 115-143.

## Unit V. Organizational Issues

### Learning Objectives

This unit helps the students to identify the expectations of their fielded agency placement organization and the differences and similarities from other organizations.

1. Examine characteristics of internal and external elements that impact organizations
2. Application of theory to organizations
3. Understand the role of social workers within organizations

### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

### Recommended Readings

Globerman, J. & Bogo, M. (2003). Changing times: Understanding social worker's motivation to be field instructors. *Social Work*, 48, 65-73.

Hardina, D., (2002). Analytical Skills for community organization practice. New York: Columbia University Press.

Kauffman, S., Poulin, J., & Silver, P. (2006). Serving the community and training social workers: Service outputs and student outcomes. *Journal of Social Work Education*, 42, 171-186.

## Unit VI. Micro Social Work Practice in the Field

This unit will assist the student with direct social work practice intervention skills to the overall delivery system.

1. Understand the purpose of case assignments
2. Illustrate documentation skills
3. Demonstrate theory to practice integration

#### 4. Interpret ethical dilemmas

##### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

##### Recommended Readings

Finn, J.L. & Jacobson, M. (2003). Just practice: Steps toward a new social work paradigm. *Journal of Social Work Education*, 39, 57-78.

Lymn, M. (2006). Discourses of community: Challenges for social work. *International Journal of Social Welfare*, 15, 110-120.

#### Unit VII. Mezzo Social Work Practice in the Field

##### Learning Objectives

This unit is designed to assist students in working with groups of individuals.

1. Examine leadership and group member roles
2. Practice working with difficult client behaviors
3. Exemplify adequate documentation skills

##### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

##### Recommended Readings

Holland, T.P and Kilpatrick, A.C. (2006). Working with families: An integrative model by level of need (4<sup>th</sup> ed.). NY: Pearson Foundation, Inc.

Gacia, B. & Von-Soest, D. (2006). Social work practice for social justice. Alexandria, VA: CSWE Press.

## Unit VIII. Macro Social Work Practice in the Field

### Learning Objective

This unit will help the student to understand the focus on direct practice with individuals, families, and groups as social work professionals.

1. Understand the impact of collaboration with staff and other area agencies in facilitating social work skills.
2. Manage adverse relationships and conflicts with colleagues
3. Specify the importance of on-going self evaluation in professional settings

### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

### Recommended Readings

Dieden, S., Gustafsson, B. (2003). Child poverty in south africa: An assessment based on microdata for 1995, *International Journal of Social Welfare*, 12, 326-338.

Gelman, C.R. & Mirabito, D.M. (2005). Practicing what we teach: Using case studies from 9/11 to teach crisis intervention from a generalist perspective. *Journal of Social Work Education*, 41, 479-494.

## Unit IX. Social Work Practice in Legal System

### Learning Objectives

This unit is designed to assist the student in learning the role of social workers in the legal community.

1. Understand legal jargon and documentation
2. Prepare filing grievance procedures within employing agencies
3. Prepare court appearances

### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

### Recommended Readings

Facts about the Death Penalty. Death Penalty Information Center, February 23, 2005, on-line at <http://www.deathpenaltyinfo.org>.

Lens, V. (2004). Social work and the supreme court. A clash of values, a time for action. *Social Work*, 49, 327-330

Lundy, C (2004). Social Work and Social Justice: A Structural Approach to Practice. Ontario, Peterborough, Canada: Broadview W Press.

Madden, R. (2003). Essential law for social workers. New York: Columbia University Press.

Unit X. Termination: The Beginning of an End (or the End of a Beginning?)

### Learning Objectives

This unit will assist students in effectively termination of client, agency, field instructor, and school program relationships.

1. Evaluate self and learning experiences
2. Determine the termination process on a macro and micro level
3. Acquire continued professional development

### Required Reading

Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham, Heights, MA: Allyn and Bacon.

### Recommended Readings

Freeman, L. C. (2004). The development of social network analysis: A study of sociology of science. Vancouver, Canada: Brook Surge Publishing.

“Living our Values: Social, ethical and environment Audit 2005”  
[www.Guardian.co.uk/socialaudit](http://www.Guardian.co.uk/socialaudit).

Mattison, M. (2003). Ethical decision making meets the real world of field work. *The New Social Worker*, 2, 10-12.

### Course Schedule

#### Session I

Describe the adult learners' role in field instruction  
Discuss components of setting professional boundaries in field instruction  
Identify the phases of transition in professional socialization  
Apply critical thinking in describing the well-being of social workers  
Identify the student's role in current field practicum

#### Session II

Review areas of risk and safety in the field practicum settings  
Identify supervision approaches in field practicum settings  
Watch the Video Tape; *Becoming a Social Worker: An Educational Film for Social Work Education*  
Discuss organizational issues in current field practicum setting  
Define micro social work practice  
Identify social workers' role in micro practice  
Describe confidentiality, documentation, and ongoing evaluation techniques in macro practice  
Relate theory practice in macro practice

#### Session III

Define mezzo and macro social work practice  
Identify social workers' role in mezzo and macro practice  
Describe confidentiality, documentation, and ongoing evaluation in mezzo and macro practice  
Relate theory practice in mezzo and macro social work practice  
Apply mezzo and macro practice to current field instruction setting  
Participate in a role play demonstrating characteristics of difficult group members

#### Session IV

Describe social work practice in the legal system  
Review an article on social work in the legal system from a social work journal  
Discuss critical thinking analysis of the legal system and its impact on diverse clients

with the speaker from Capital Legal Defense  
Explain the termination process with the field instructor, agency, and client  
Discuss ethical issues in current field instruction setting  
Describe lessons learned in current field instruction setting

### Description of Assignments

Students are requested to read each unit and to be prepared to discuss materials presented on the class schedule. Assignments for this class are composed and produced during the class section. Assignments are individual or group activities that relate to selected class section.

## References

- Adler, G., McKinley, K., & Kuskowski, M. (2003). Field instructor perceptions of roles, rewards, and responsibilities. *Arete*, 27(1), 42-50.
- Banks, R., Berg-Weger, Birkenmaier, J., & Hartung, M. (2003). MSW integrative seminars: Toward integrating course and field work. *Journal of Teaching in Social Work*, 23, 167-182.
- Berg-Weger, M. & Birkenmaier, J. (2007). The practicum companion for social work: Integrating class and field work (2<sup>nd</sup> ed.). Needham Heights, MA: Allyn and Bacon
- Bucy, Mary C. (2006). Encouraging critical thinking through expert panel discussions College Teaching, Spring2006, Vol. 54 Issue 2, p222-224, 3p; (AN 20355174)
- Cavazos, A., Fortune, A. & Lee, M. (2005). Achievement motivation and outcome in social work field education. *Journal of Social Work Education*, 41, 115-143.
- Dieden S, Gustafsson B (2003). Child poverty in South Africa: an assessment based on microdata for 1995, *International Journal of Social Welfare* 12(4): 326-338.
- Finn, J.L., & Jacobson, M. (2003). Just Practice: steps toward a new social work paradigm. *Journal of social work education*, 39(1), 57-78.
- Freeman, Linton C. The Development of Social Network Analysis: A study in the sociology of science. Vancouver, Canada: Brook surge Publishing, 2004
- Globerman, J., & Bogo, M. (2003). Changing times: understanding social workers' motivation to be field instructors. *Social work*, 48(1), 65-73.
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Jackson State University  
College of Public Service  
School of Social Work  
Master of Social Work Program

SW 594: Field Instruction II

Prerequisites: All Foundation Courses

Co-requisites: SW 556, SW 588

Credit Hours: 6

Instructor: Dr. Theresia Ratliff

Office Location: UC/ 2-7

Office Hours: M/F 9:00 a.m. – 12:00 noon and

W – 4:00 p.m. – 6:00 p.m.

E-mail: [theresia.johnson@jsums.edu](mailto:theresia.johnson@jsums.edu)

Telephone: 601/432-6818

### Required Textbook

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Course Description

This is a block field instruction course that focuses on clinical services to children, youth, and families and designed to facilitate development of clinical practice competency. The field placement course is offered concurrently with seminar classes during the spring semester and students are supervised by experienced professionals.

The field seminars are integrative process-oriented courses that are designed to assist students to synthesize and apply social work classroom learning in their practice in the field.

Students evaluate their own placement utilizing a learning contract in an agency setting. Students will be challenged to think critically and conceptually as they engage in practice in the field agencies.

### Definition of Advanced Direct Practice with Children, Youth & Families

Advanced direct social work practice is the provision of clinical services to children, youth, and families including advocacy, promoting social, economic, and political justice.

## Rationale

This advanced field instruction course, combined with an integrative seminar, provides the opportunity to apply foundation year classroom content and clinical social work practice knowledge in the provision of services to children, youth and families.

## Relationship of Course to Program Objectives

This course contributes to the achievement of all program objectives:

1. demonstrate the knowledge, skills, and values and ethics relevant to advanced direct social work practice with children, youth and families in diverse environments;
2. demonstrate self-awareness and the effective use of self in advanced direct social work practice;
3. evaluate their own practice in social work settings;
4. evaluate and apply theoretical perspectives and research findings to practice;
5. demonstrate the ability to use supervision and consultation appropriate to direct social work practice;
6. integrate into direct practice a knowledge of the historical development of the profession and the differential impact of social, economic, and political policies;
7. demonstrate the ability to advocate for social, economic, and political justice and promote appropriate change in organizational and social contexts;
8. practice without discrimination and with sensitivity when serving diverse populations;
9. utilize effective oral and written communication skills;
10. apply critical thinking skills within the context of direct social work practice; and
11. demonstrate leadership skills and abilities in practice settings.

## Course Objectives

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.

## Method of Instruction

This course will be taught through discussions, lectures, selected films, videos, role plays and guest speakers. Students will review articles.

## Criteria for Grading

### A. Learning Agreement

The student and field instructor should complete and sign a learning plan/ agreement by the end of the fourth week in the agency. The learning agreement is based upon the course objectives. The faculty field liaison

reviews and signs the agreement. The plan becomes the guide for; the student's self- evaluation of meeting the practicum experience and the agency visits by the faculty field liaison.

#### B. Mid-term Evaluation

A mid-semester evaluation is a written report describing the student's 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 student. The evaluation is forward to the field liaison by the field instructor.

#### C. Students' Weekly Logs

Students keep a numerical record of 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 a part of the on-campus seminar class discussion.

#### D. Final Field Evaluation

The final field evaluation is a written report of the students' agency experiences. The student and field instructor uses a rating scale to evaluate the students' performance. The process for the final evaluation parallels that of the mid-term evaluation. The student and field instructor complete the First Year Field Evaluation report independently and then together in conference. This provides them an opportunity to share and discuss their perceptions and observations. The completed final evaluation is forwarded to the faculty field liaison by the field instructor.

The final grade is assigned by the faculty field liaison, with a recommendation submitted by the field instructor. The grade is composed as follows;

#### Grading Scale:

Learning Agreement	5% of final grade
Mid-term Evaluation	5% of final grade
Seminar Class Participation	15% of final grade
Student's weekly log	5% of final grade
Final Field Evaluation	70% if final grade

Although it is not a requirement in determining the final grade, students must complete and submit an evaluation of the field liaison and of the field experience at the end this field placement.

**Field Instruction Placement:** Student must complete 450 hours of field practice in placement. Students must attend on scheduled days, unless changes are made and approved by the field instructor, and faculty field liaison. Absences must be made up in order to obtain credit for the completion of the field practicum.

**Integrative Seminar:** Students must attend the integrative seminar as part of the field course. The integrative seminars are lead by the faculty field liaisons and are held for three (3) hours each month. These seminars allow the faculty field liaisons to learn more about student learning and progress in the field placement.

Students are evaluated in their field experiences by the field instructor, who submits the written evaluation forms to the faculty field liaisons. Students should review the evaluation forms (in the Field Instruction Manual) to familiarize themselves with the evaluations' expectations. Students should sign the evaluation form after completion by the field instructor. Please sign all evaluation forms before submitting to the faculty field liaison. Two or more unexcused absences may jeopardize the learning process and affect your final grade.

### Academic Honesty

All acts of academic dishonesty (e.g., cheating on exams, plagiarizing-presenting another person's work as one's own, having another person write one's paper, making-up research data, presenting excuses which are untrue for failing to meet academic and professional standards) are a violation of social work values and ethics and University policy which will entail appropriate penalties.

### Policy Regarding Course Incompletes

INCOMPLETE is the designation used to indicate failure to complete assignments, or other course work including final or other examinations, by the end of the term in which the student is enrolled. The grade of "I" (Incomplete) is recorded when the student has not completed the course for some unavoidable reason that is acceptable by the instructor. An incomplete grade (I) is to be considered only when the majority of the course requirements and assignments have been successfully completed and there is a documented crisis situation of illness, accident, or other occurrence which prevents a student from completing the remaining requirements before the school term ends. The student must make up the deficiency within the first three weeks of the next term in

which he/she is enrolled. The deficiency must be removed and the grade changed by the instructor within the first six weeks of the next school term in which he/she is enrolled. When the student is not enrolled at JSU, the deficiency must be corrected within one calendar year from the date the grade of "I" was given.

The instructor is required to indicate on the grade sheet the grade the student should receive if the incomplete is not removed within the prescribed time period. If the student fails to complete the course requirements satisfactorily within the specified time, the alternate grade will be recorded as the grade of record.

### Class Attendance Policy

Students at Jackson State University must fully commit themselves to their programs of study. One hundred percent (100%) punctual class attendance is expected of all students in all scheduled classes and activities. Instructors keep attendance records and any absence for which a student does not provide written official excuse is counted as an unexcused absence. Students must understand that, EVEN WITH AN OFFICIAL EXCUSE OF ABSENCE, THEY (STUDENTS) ARE RESPONSIBLE FOR THE WORK REQUIRED DURING THEIR ABSENCE.

Students may be officially excused from class for attendance at University approved functions, provided the sponsor properly executes a Student Affairs Leave Form. Such excuses shall be accepted by the instructor. Students may also be officially excused by the Dean of their School or the Vice President for Academic Affairs for certain campus activities. Students must submit written documentation to Student Affairs to obtain official excuses for absences due to illness or other emergency situations.

Students who willfully miss class face serious consequences. After being absent three times in a 50-minute class, three hours in a class that meets longer than one hour, or one time immediately before or after a scheduled recess/holiday, the instructor shall report the next unexcused absence to the Dean of University College for freshmen and sophomores and to the school dean and department chair for juniors and seniors. The dean/chair or designee will counsel with the student and in concert with the instructor, may require the student to complete complementary course assignments. If a student does not respond well to the counsel or with the assignments, the instructor may impose a grade penalty on the student. Unexcused absences that exceed the equivalency of six 50-minute sessions may lead to an "F" for the course. Students who do not maintain the minimum grade point average required for retention over two semesters are suspended from the University.

At the discretion of the school dean and with approval of the Office of Academic Affairs, there may be additional class attendance policies stipulated in school handbooks and other official school documents.

## Americans with Disability Act (ADA) Statement

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of the Americans With Disability Act (ADA) Coordinator and Compliance Officer, P. O. Box 17999, Jackson, MS 39217, 601-979-3704 as early as possible in the term. TTY: 601-979-6919. Fax: 601-979-6918.

## Diversity Statement

Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

## Course Content

### Unit I. The Purpose of a Practicum

This unit will provide students with strategies needed to engage in the development of self-awareness in areas of social work knowledge, skills, and value clarification.

1. Developing relationships with field instructor, staff, and clients;
2. Identifying and finding your “niche” within the agency; and
3. Developing a plan for quality time management.

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Reading

Cournoyer, B.R. (2005). The social work skills workbook, (4<sup>th</sup> ed.) USA: Brooks/Cole.

### Unit II. School, Agency, and Student Expectations

This unit is designed to help students identify themselves as a social work practitioner; learning to balance conflicts, establish boundaries, and manage stressors.

1. Defining professional socialization
2. Initiating socialization into the social work profession
3. Understanding socialization boundaries
4. Self-care as professional development

#### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

#### Recommended Reading

Reamer, F. C. (2003). Boundary in social work: Managing dual relationships. *Social Work*, 48, 121-133.

#### Unit III. Planning to Learn

This unit is designed to assist students in understanding safety measures in making the transition to working with clients.

1. Understanding the guidelines for a safe office
2. Interacting with clients within their homes and the community
3. Assessment of aggressive behavior

#### **Required Reading**

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

#### Recommended Reading

Hardina, D. (2004). Guidelines for ethical practice in community organization. *Social Work*, 49, 595-604.

#### Unit IV: Getting Started

This unit emphasizes the importance of the provisions and receipt of supervision.

1. Understand what is expected of the student and field instructor in supervision
2. Preparation for supervisory sessions
3. Outcomes of supervisory sessions

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Reading

Cavazos, A., Fortune, A.E., & Lee, M. (2005). Achievement motivation and outcome in social work field education. *Journal of Social Work Education*, 41, 115-143.

### Unit V. Using Supervision

This unit helps the students to identify expectations of their field agency placement organization and the differences and similarities from other organizations.

1. Characteristics of internal and external elements that impact organizations
2. Application of theory to organizations
3. Understanding the role of social workers within organizations

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Reading

Dolgoff, R. (2005). An introduction to supervisory practice in human services (chap. 3). USA: Pearson Education, Inc.

### Unit VI. Personal Safety

This unit will assist the student with direct social work practice intervention skills to the overall delivery system.

1. Understanding the purpose of case assignments
2. Developing documentation skills
3. Theory to practice integration
4. Handling ethical dilemmas

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Reading

Reamer, F. G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48, 121-133.

## Unit VII. Communication

This unit is designed to assist students in working with groups of individuals.

1. Leadership and group member roles
2. Working with difficult client behaviors
3. Documentation

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Reading

Cohen, C.S. and Wayne, J. (2002). Group work education in the field. Alexander, VA: CSWE Publishers

## Unit VIII. The Agency Context of Practice

This unit will help the student to understand the focus on direct practice with individuals, families, and groups as social work professionals.

1. Understand the impact of collaboration with staff and other area agencies in facilitating social work skills.
2. Managing adverse relationships and conflicts with colleagues
3. The importance of on-going self evaluation in professional settings

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Reading

Bergh, N. and Crisp, C. (2004). Defining culturally competent practice with sexual minorities: Implications for social work education and practice. Journal of Social Work Education, 40, 221-238.

### Unit IX: The Community Context of Practice

This unit is designed to assist the student in learning the role of social workers in the legal community.

1. Understanding legal jargon and documentation
2. Filing grievance procedures within employing agencies
3. Court appearances

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Readings

Garcia, B & Von-Soest, D.. (2006). Social Work Practice for Social Justice. Alexandria, VA: CSWE Press

Madden, R. (2003). Essential law for social workers. New York: Columbia University Press.

### Unit X: The Social Problem Context of Practice

This unit will assist students in effectively termination of client, agency, field, instructor, and school program relationships.

1. Evaluation of self and learning experiences
2. Following the termination process on a macro and micro level
3. Continued professional development

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Reading

Guterrez, L., Laun, D, and Zufiga, M. (2004). Education for multicultural social work practice. Alexandria, VA: CSWE Press.

### Unit XI: The Social Policy Context of Practice

This unit is will assist students to identify and analyze the social policies that affect clients or consumers served by social service agencies.

1. Explain the impacts of a social policy on a social agency
2. Distinguish between various terms associated with social policy
3. Understand the concept of social policy practice

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Reading

Donaldson, L.P. (2007). Advocacy by nonprofit human service agencies: Organizational factors as correlates to advocacy behavior. *Journal of Community practice: Organizing, Planning, Development, and Change*, 15, 139-157.

### Unit XII: Diversity

The purpose of this unit is to help students to understand the adaptation of programs and policies that meet the needs of minority groups.

1. Recognize how minority client experiences influence their use of human service agencies
2. Illustrate the legal and ethical prohibitions against discrimination
3. Identify personal values and beliefs that might affect relationships with persons from different backgrounds

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Readings

Brammer, R. (2004). Diversity in counseling. Pacific Grove, CA: Brooks/Cole.

Strydom, H. & Raath, H. (2005). The psychosocial needs of adolescents affected by HIV/AIDS: A South African study. International Social Work, 569-580.

### Unit XIII: Professional Social Work

This unit will review basic information about the unique nature of the social work profession; and offer criteria for judging individual work to a professional environment.

1. Describe the purpose, mission, and nature of the social work
2. Clarify how social work is similar to and different from other helping professions
3. Distinguish between professional and nonprofessional behavior
4. To illustrate the challenges of adhering to principles of professional practice within a bureaucratic agency.

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Reading

Marsh, J.C. (2002). Learning from clients. Social Work, 47, 341-344.

### Unit XIV: Professional Ethics

This unit will review the nature of professional values and ethic, discuss the content of the NASW Code of Ethics, and offer guidance on resolving ethical dilemmas.

1. Define ethical dilemma
2. Identify ethical questions and dilemmas that arise most often in the current practicum setting
3. Explain various ethical positions and principles that are related to an ethical question or dilemma

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Reading

Callanan, P., Corey, G., and Corey, M.S. (2003). Issues and ethics in the helping Professions (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

### Unit XV: Legal Concerns

The purpose of this unit is to help students to understand the legal context of the social work profession.

1. Explain the specific state and federal statutes (codes) that are of special relevance to individual practicum setting
2. Define the legal terminology frequently used in specific practicum settings.
3. Recognize the types of cases and practice situations that could give rise to an allegation of wrongdoing or professional negligence.

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Reading

Lens, Vicki (2004). Social work and the supreme court: A clash of values, a time for action. Social Work, 49, 327-330.

### Unit XVI: Social Work Practice as Planned Change

This unit focuses on students thought process about the nature of change.

1. Identify the various practice frameworks that are used to plan and guide intervention and agency programs.
2. Illustrate the data-gathering and assessment tools used in the specific practicum settings.
3. Explain how the effectiveness of social work intervention is evaluated in specific practicum settings.

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Reading

Kauffman, S., Poulin, J., & Silver, P. (2006). Serving the community and training social workers: Service outputs and student outcomes. *Journal of Social Work Education*, 42, 171-186.

### Unit XVII: Evaluating Student Performance

This unit will provide basic information on the process of student evaluation used by programs of social work education and encourage the self-evaluation of student in field instruction.

1. Describe the reasons for evaluating student performance in field instruction.
2. Recognize the process of evaluating student performance in field instruction.
3. Conduct a self-evaluation of performance in order to measure learning experiences.

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Reading

Morales, A.T., Scott, M.E. and Sheafor, B.W. (2007). *Social work: A profession of many faces* (chap. 5). USA: Pearson Foundation, Inc.

### Unit XVIII: Merging Self and Profession

The purpose of this unit is to help students to examine and test their values, beliefs, abilities, and skills against social work practice.

1. Clarify the student motivation for choosing social work as a career.
2. Identify important considerations in selecting social work as a career.
3. Identify factors in the selections of specific social work practice settings
4. develop self-awareness as a person and a professional

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Reading

Danowski, W.A. (2005). *In the field: A real-life survival guide for social work internship* (. USA: Pearson Education, Inc.

Unit XIX: Looking Ahead, Leadership, and Social Justice

This unit offers suggestions on how students might begin the practice of social work.

1. Explain the knowledge and skills of an informed and effective social worker
2. Identify the leadership roles of a social worker in the profession and community
3. Explain as a professional what it means to live a life filled with meaning and purpose.

### Required Reading

Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon.

### Recommended Readings

Kohli, Hermeet K. (2005). Cross-cultural differences towards diversity issues in attitudes of graduating social work students in India and the United States. *International Social Work*, 48, 809-822.

Weinbach, R.W. (2008). The social worker as a manager: A practical guide to Success (5<sup>th</sup> ed.). USA: Pearson Education, Inc.

## Course Schedule

### Session I

Purpose of Practicum  
School, Agency and Student Expectations  
Planning to Learn  
Getting Started

## Session II

Using Supervision  
Personal Safety  
Communication

## Session III

The Agency Context of Practice  
The Community Context on Practice  
The Social Problem Context of Practice  
The Social Policy Context of Practice

## Session IV

Diversity  
Professional Social Work  
Professional Ethics  
Legal Concerns

## Session V

Social Work Practice as Planned Changed  
Evaluating Student Performance  
Merging Self and Profession  
Looking Ahead, Leadership, and Social Justice

### Description of Assignments

Students will be required to share practicum experiences in relation to clients and staff, written reports, workshops and involvement with community resources.

## References

- Bergh, N. and Crisp, C. (2004). Defining culturally competent practice with sexual minorities: Implications for social work education and practice. *Journal of Social Work Education*, 40, 221-238
- Brammer, R. (2004). Diversity in counseling. Pacific Grove, CA: Brooks/Cole.
- Callanan, P., Corey, G., and Corey, M.S. (2003). Issues and ethics in the helping professions (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Campton, D.S.. (2004). Family involvement interventions in child protection: Learning from contextual integrated strategies. *Journal of Sociology & Social Welfare*, 31, 175-198.
- Cavazos, A., Fortune, A.E., & Lee, M. (2005). Achievement motivation and outcome in social work field education. *Journal of Social Work Education*, 41, 115-143.
- Cohen, C.S. and Wayne, J. (2002). Group work education in the field. Alexander, VA: CSWE Publishers
- Cournoyer, B.R. (2005). The social work skills workbook, (4<sup>th</sup> ed.) USA: Brooks/Cole.
- Danowski, W.A. (2005). In the field: A real-life survival guide for social work internship. USA: Pearson Education, Inc.
- Dolgoff, R. (2005). An introduction to supervisory practice in human services (chap. 3). USA: Pearson Education, Inc.
- Garthwait, Cynthia (2005). The social work practicum: A guide and workbook for students, 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon
- Hardina, D. (2004). Guidelines for ethical practice in community organization. *Social Work*, 49, 595-604.
- Kauffman, S., Poulin, J., & Silver, P. (2006). Serving the community and training social workers: Service outputs and student outcomes. *Journal of Social Work Education*, 42, 171-186.
- Kohli, Hermeet K. (2005). Cross-cultural differences towards diversity issues in attitudes of graduating social work students in India and the United States. *International Social Work*, 48, 809-822.
- Lens, Vicki (2004). Social work and the supreme court: A clash of values, a time for

action. *Social Work*, 49, 327-330.

Marsh, J.C. (2002). Learning from clients. *Social Work*, 47, 341-344.

Morales, A.T., Scott, M.E. and Sheafor, B.W. (2007). Social work: A profession of many faces (chap. 5). USA: Pearson Foundation, Inc.

Reamer, F. C. (2003). Boundary in social work: Managing dual relationships. *Social Work*, 48, 121-133.

Strydom, H. & Raath, H. (2005). The psychosocial needs of adolescents affected by HIV/AIDS: A south African study. *International Social Work*, 569-580.

Weinbach, R.W. (2008). The social worker as a manager: A practical guide to Success (5<sup>th</sup> ed.). USA: Pearson Education, Inc.

## **APPENDIX BB**

### **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 CC

### STUDENT ACADEMIC GRIEVANCE PROCEDURE

#### Objective

To create and sustain an academic environment that permits students to freely express concerns or reveal complaints about their education and the educational process and to have their concerns and complaints addressed swiftly and forthrightly.

#### Statement

Students enrolled at Jackson State University may register a concern or complaint about any academic regulation, the instructional program, delivery of the program, grades received the academic advisement system, or any other matter related to academic affairs, without any adverse action for expressing the concern or filing the complaint. Concerns and complaints will be received, explored or investigated, and responded to in a fair and timely fashion, though students should understand that the final response by the University may not always be the response they prefer.

#### Procedures

Classroom Concerns or Complaints (e.g. grades received; improper dismissals; unprofessional behavior)

- Student discusses concern or complaint with the instructor.
- Instructor provides a response (allow up to 5 days if investigation is required).
- Complaints unresolved by the instructor or for which the response is unacceptable must be described in writing by the student and submitted to the department chair.
- The chair properly logs and investigates the matter and provides a written response to the student within ten days.
- Issues that are still unresolved must be submitted by the student to the school dean.
- The dean provides the final written response within ten days, which may be done with committee input and/or in consultation with higher level administrators.

Other Academic Concerns or Complaints (e.g. academic advisement or academic regulations)

- Student discusses the concern or complaint with the academic advisor
- The advisor provides a response (allow up to 5 days if an investigation is needed), or refers it to the appropriate official/body, e.g. department chair or Academic Standards Committee, for response within 20 days. The appropriate official/body returns the response to the advisor and the advisor returns it to the

student.

- Unresolved concerns or complaints must be submitted in writing by the student to the school dean.
- The school dean provides a written response within ten days, which may be done with committee input and/or in consultation with the Vice President for Academic Affairs and Student Life.

If the complaint remains, the student will submit it to the Vice President for Academic Affairs and Student Life for a final response.

NOTE: Academic complaints dating back more than a semester generally will not be investigated.

Authority: Vice President for Academic Affairs, Jackson State University  
(signed by Dr. Dora Washington -- April 17, 1996) Effective Date: Fall 1996.

## **APPENDIX DD**

### **Council on Social Work Education Educational Policy and Accreditation Standards**

The Accreditation Standards and Procedures of the Council on Social Work Education may be accessed online at [www.cswe.org](http://www.cswe.org).

## APPENDIX EE

### Policies and Procedures for Professional Standards for Social Work Students

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

#### **Professional Standards for Social Work Students**

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.

\*The School of Social Work at the University of Texas at Austin, MSSW Handbook, 2006.

## **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. establishment of 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

The Professional Standards 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 of 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 Dean of the College of Public Service, the Associate Vice President of Student Life or Dean of Students and the ultimate approval of the Vice President of Academic Affairs or the President of Jackson State University. If an interim suspension is deemed appropriate during an investigation, this policy shall not be construed to conflict with other Jackson State University policies governing dismissals, suspensions, or expulsions.