

Jackson State University
College of Health Sciences
SCHOOL OF SOCIAL WORK



**Master of Social Work
Field Instruction Manual**

Jackson State University
School of Social Work
3825 Ridgewood Road
Jackson, Mississippi 39211
601-979-8896

**Jackson State University
College of Health Sciences
School of Social Work**

Dear Students:

Welcome to the world of Field Education in the Master of Social Work Program. Students are about to embark upon one of the most exhilarating experiences in social work education. Field education is the signature pedagogy of social work education. Pedagogy is an educational experience that includes instruction, training, and mentoring. It is through field practicum that students apply classroom theoretical knowledge and skills to agency environmental practice with children, youth and families. Students will engage in experiential learning that is part of the explicit curriculum of the program in preparation for professional practice.

Field instruction is an agent of change that provides students with opportunities to work in a variety of settings with diverse populations. Interaction among the university, school administrators, faculty, staff, field liaisons, field instructors, community agencies, and students help create partnerships that prepare students to engage and respond to challenges in workforce investments. In addition field instruction promotes opportunities to further collaborations to continue to build capacity and competency in the commitment to the social work profession.

Social work is a science and an art. Social work is “a science because it includes our ability to systematically evaluate our collective practice” (Gitterman & Knight, 2013). Social work is an art because “it includes application of creativity, self-expression, and intuition” (Gray & Webb, 2008, p. 182). Students are encouraged to take advantage and embrace the science and art of social work through self-evaluation, documentation, observation, and experience in the field practicum.

Student success is the primary goal of field education. Success is measured in terms of mastering the dimensions of knowledge, skills, values, and cognitive/affective processes as cited in the nine core competencies. We invite you to explore the collaborative nature of the field learning experience and enjoy the broad world of the social work profession.

Sincerely,

A handwritten signature in cursive script, reading "Theresia J. Ratliff".

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**ACADEMIC CALENDAR
FIELD INSTRUCTION CALENDAR – FALL 2018**

Aug. 20, 2018	Class Begins
Sept. 3, 2018	Labor Day Holiday
Sept. 10, 2018	Learning Agreement Due
Oct. 25 & 26, 2018	Alabama/Mississippi Social Work Education Conference
	University of Alabama-Tuscaloosa
Oct. 13, 2018	Mid-term Evaluation Due
Nov. 8-11, 2018	CSWE-Orlando, FL
Nov. 19-24, 2018	Fall Break
Dec. 7, 2018	<u>Evaluations Due</u>
	Final Field Foundation Eval.
	Field Practicum
	Field Liaison
	Office of Field Education
Dec. 8, 2018	Commencement

Seminar class will be scheduled by the field liaison.

Students are required to attend two professional development events during the semester (hours received will be a part of field hours).

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 601-979-8899.

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GENERAL SCHOOL INFORMATION

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 540,000) 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.

History of Jackson State University

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

University remains on this site today.

In 1924, the first bachelor's degree was awarded. During this period, the major educational activities were directed toward teacher education for in-service teachers. When the American Baptist Home Mission Society withdrew its support from the school in 1934, it became apparent that state support was needed to sustain the institution. The school was transferred from the private control of the church to the state education system in 1940 and renamed Jackson State College in 1956.

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

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

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

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

In 1979, the University was officially designated the State's Urban University by the Board of

Trustees, State Institutions of Higher Learning. It was unique in this category because of its location in the capital city. The designation recognized the development of a broader mission for the University related to its urban role. The expectation was that the University would engage in organized research directly related to the urban area.

Although this designation distinguished the University from four smaller “regional” public universities, it still left Jackson State with a designation different from that of the three largest “comprehensive” predominantly white public institutions.

In the late 1980s, the University and its surrounding community were enriched through the expansion of the Universities Center and the establishment of the West Jackson

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

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

In 2001, the University transformed its physical environment with the expansion of the H. T. Sampson Library. As the University celebrated the 125th Anniversary in 2002, a strategic plan was developed and implemented. This strategy called for a number of changes, one of which was the reorganization of the academic units into six colleges— College of Business, College of Education and Human Development, College of Liberal Arts, College of Lifelong Learning, College of Health Sciences, 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 Services in 2003. In 2019, the College of Public Service was dissolved and the School of Social Work was merged with the School of Public Health to form the College of Health Sciences.

In 2002, the designation for Jackson State University was changed from that of Urban³

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 professional development system. Also, a private/public JSU hi-tech partnership, the Mississippi e-Center, was developed to facilitate access to experientially enhance 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.

MISSION STATEMENTS

Mission Statement of Jackson State University

The mission of Jackson State University, an HBCU and comprehensive urban research university, is to provide quality teaching, research and service at the baccalaureate, masters, specialist, and doctoral levels to diverse populations of students and communities using various modalities to ensure that they are technologically-advanced, ethical, global leaders who think critically and can address societal problems and compete effectively.

College of Health Sciences

The Mission of the College of Health Sciences is to provide quality teaching, research, and service to produce team-oriented leaders who think critically and address health and societal issues that impact quality of life and well-being in communities at the local, state, national and global levels.

The School of Social Work

The School of Social Work provides educational opportunities for a diverse group of students to earn degrees at the baccalaureate, master's, and doctoral levels. Students learn the knowledge, skills, values, and ethics of the profession of social work in a supportive academic environment. The School produces graduates who apply their knowledge and skills to improve the urban quality of life in Mississippi, the nation, and the world. Through their work, graduates empower vulnerable individuals, families, groups, organizations, and communities. Graduates are expected to demonstrate serious concern for economic, political, and social justice through practice, continuing education, and research.

Missions and Goals of the Master of Social Work Program

The mission statement of the Jackson State University Master of Social Work (M.S.W.) Program is to prepare graduate level social workers for advanced direct social work 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 mission statement of the M.S.W. Program is consistent with the profession's purpose and values. The program strives to train students to work effectively in disadvantaged communities within the context of the state of Mississippi and globally. Using knowledge acquired from program courses, field instruction and other experiential opportunities (i.e., research skills, practice theory, behavior theory, values, community exchanges, and ethics), students learn and apply various strategies needed to eliminate oppression, discrimination, and other forms of inequality in order to enhance the quality of life for ALL. The program's mission statement is mirrored in the Purpose of the Social Work Profession, which is to promote human and community well-being through a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry. This purpose is

actualized through a quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

By applying the values of the profession such as service; social justice; dignity and worth of a person; importance of human relationships; integrity; and competence, students are able to clearly understand their roles as social workers and take away a deeper meaning of values of the profession when working with people and communities who have faced many years of racial, social, economic, educational, and environmental inequality. Furthermore, the mission statement of the program aligns itself and uses the language found within the values of the profession. The chart below demonstrates the consistent linkages between the M.S.W. Program Mission Statement, profession's purpose, and values.

M.S.W. Mission Statement	Purpose of SW Profession	Values
...prepare graduate level social workers for SW practice with children, youth and families in urban and rural areas	Promote human and community well-being through a person and environment construct	Service, social justice, respect for human diversity, importance of human relationships
...demonstrate and build upon the knowledge and skills of advanced direct social work practice	Knowledge based on scientific inquiry; quest for social and economic justice; elimination of poverty; prevention of conditions that limit human rights	Competence, social justice, respect for human diversity
...exemplify the values and ethics of the profession	Conditions that limit human rights; social and economic justice	Social Justice, dignity and work of a person, integrity
...who are responsive to the need for services which promote social, economic, and political justice for all groups, especially those confronting discrimination and oppression	Knowledge based on scientific inquiry; quest for social and economic justice; elimination of poverty; prevention of conditions that limit human rights	Competence, social justice, respect for human diversity, service
...students who reflect the diversity of the state, the nation, and the global community	the enhancement of the quality of life for all persons ...a global perspective	Importance of human relationships, service

The GOALS of the M.S.W. 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 M.S.W. Program goals are derived from the program's mission. The mission of the MSW Program states that we *prepare graduate level social workers for advanced direct social work practice with children, youth, and families in both urban and rural areas*. Goal 1 is derived from the mission because our advanced concentration focuses on children, youth, and families. The mission goes on to mention that *students become leaders locally and globally*. Goal 2 is derived from the mission because it is our intention to train dynamic leaders for the profession. The mission then speaks of students being knowledgeable regarding *a need for services which promote social, economic, and political justice for all groups, especially those confronting discrimination and oppression*. Goal 3 is derived from the mission because upon completion of the program, students are familiar with local, state, regional and national resources to assist their clients. The mission then mentions that *the Program produces leaders who demonstrate and build upon the knowledge and skills of advanced direct social work practice*. Goal 4 is derived from the mission because our purpose is to train students beyond generalist practice and to take leadership roles in agencies and communities. Lastly, the mission discusses training *students who exemplify the values and ethics of the profession*. Goal 5 is connected and is derived from the statement because we train students that ethics is a valuable piece of their practice skill set.

The mission and goals of the M.S.W. Program at Jackson State University is consistent with generalist practice as defined in EP 2.O.

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner

identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The M.S.W. Program foundation courses at Jackson State University integrate all aspects of generalist practice. The primary mission of the Master of Social Work program at Jackson State University is to prepare graduate level social workers for advanced direct social work practice with children, youth, and families in both urban and rural areas; however, before one can assume advanced practice knowledge, skills, and abilities, the foundation must be set. The foundation year of the program provides students with the knowledge and skills needed for advanced practice. It is after the completion of the foundation year (courses and field instruction) of study that students develop and solidify generalist practice. Furthermore, the mission of the M.S.W. Program is aligned with generalist practice because it emphasizes values and ethics; promotion of social and economic equality; fighting discrimination and oppression; and support political and environmental justice. Additionally, the goals of the program also emphasize values and ethics; work with systems of any size; and research informed practice that lends itself to change (goals 1-5), which are elements of generalist practice. The chart below demonstrates how the mission and goals are consistent with generalist practice.

M.S.W. Program Mission	Program Goals	Generalist Practice
we prepare graduate level social workers for advanced direct social work practice with children, youth, and families in both urban and rural areas	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	Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices
students become leaders locally and globally	to prepare students for leadership roles in the profession of social work and the social welfare arena	responding to the impact of context on professional practice

a need for services which promote social, economic, and political justice for all groups, especially those confronting discrimination and oppression	to prepare students to identify patterns, dynamics, and consequences of social, economic, and political discrimination and oppression and promote appropriate change when necessary	they recognize, support, and build on the strengths and resiliency of all human beings
the program produces leaders who demonstrate and build upon the knowledge and skills of advanced direct social work practice	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	they engage in research-informed practice and are proactive in responding to the impact of context on professional practice
students who exemplify the values and ethics of the profession	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 generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels

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)

Sponsored Associations/Organizations

School of Social Work Advisory Board
M.S.W. Student Association
Phi Alpha Social Work Honor Society

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>.

M.S.W. PROGRAM CURRICULUM OVERVIEW

The generalist social work foundation courses such as the Methods sequence (SW 581/582), Ethics (SW 510), Human Behavior and the Social Environment (SW 560), Social Welfare policy sequence (SW 571/572), Research (SW 555), and the Field Instruction (SW 595) experiences are designed to instruct students how to integrate and apply generic problem solving skills; apply critical thinking skills; apply theoretical frameworks to social work practice; be fully aware and ready to address issues of social [in] justice on various levels; apply evaluative criteria when examining one's own practice skills; possess the ability to discern how social welfare policy impact the clients that they work for/with; develop the use of self in social work practice; interact with diverse populations/groups on micro, mezzo, and macro levels; and possess the knowledge to apply social work values and ethics to practice.

Pre-requisites

The Jackson State University M.S.W. Program admits students from a variety of academic backgrounds (disciplines). Although many of our students come from allied academic disciplines such as Psychology, Sociology, and Criminal Justice, students also admitted to our program with degrees in Geology, Biology, as well as non-social science disciplines. As part of our admissions criteria, students must present a liberal arts core (i.e., science, history, humanities, social science, and mathematics) and as a prerequisite for admission, students must take a course in biology (with humanistic content, preferably) and statistics. These two courses, along with the liberal arts core, allow students to have early exposure theories, concepts, definitions, and ideologies before entering the foundation year of the M.S.W. program. Much of the instruction received in the liberal arts core is found in the foundation/generalist part of the M.S.W. curriculum.

Foundation/Generalist Curriculum

In the foundation year of the Master of Social Work Program at Jackson State University, students take the following courses: SW 581 Social Work Practice I (Micro/Mezzo); SW 582 Social work Practice II (Macro); SW 571 Social Welfare Policy I; SW 572 Social Welfare Policy II; SW 560 Human Behavior in the Social Environment; SW 510 Ethics and Social Work

Practice; SW 555 Research Methods, SW 561 Human Diversity, and SW 594 Field Instruction I. The foundation curriculum consists of nine courses leading to 30 credit hours.

To develop a coherent and integrated curriculum for classroom and field, during the foundation year, students learn micro, mezzo, and macro practices skills (i.e., Generalist Intervention Model and IMAGINE-PREPAREW) coupled with ethics (SW 581 Practice I (Micro/Mezzo) and SW 582 (Macro). In SW 560 HBSE the students receive preparation in terms of behavioral theories (i.e., Erikson's Stages of Psychosocial Development and Freud's Theory of Psychosexual Development). In the policy sequence (SW 581 Social Welfare Policy I and SW 582 Social Welfare Policy II) students learn the history of the social work profession; historical pioneers of social welfare (i.e., Jane Addams, Eugene Kinckle Jones, and L.C. Dorsey), and the intricacies of major social welfare policy (i.e. Social Security Act of 1935, Welfare Reform of 1996 and the 2009 Affordable Care Act) development and analysis. In SW 555 student learn the scientific process and how to conduct responsible research project and in SW 510 students learn the application of the NASW Code of Ethics and how to resolve ethical dilemmas in practice. Lastly, in SW 561 Human Diversity students go beyond the diversity as a binary construct (i.e., black and white), they study the complexities of race, class, gender, religion, sexuality and how they intersect.

After completion of the five courses, students move to field instruction while taking concurrently SW 592 Practice II (Macro) and SW 572 Policy II.

In SW 594 Field Instruction I students have the opportunity apply their knowledge and skills to various populations that are served by agencies here in the Jackson area, state of Mississippi, and beyond. In addition to student's application of knowledge, the students are supervised and evaluated by credentialed social work profession to determine their level of proficiency in their "beginning" practice with various populations. It is from the field evaluations and the foundation assessment that we deduce if students are able to utilize the knowledge and skills gained in the classroom. The evaluations also demonstrate if students are able to integrate knowledge fully regarding populations served. If there is a deficient area in knowledge acquisition via assessments (i.e., field evaluations or course embedded measures), we then have the power to change assignments or evaluations that will improve student practice as they move into the concentration year.

FOUNDATION CURRICULUM MASTER OF SOCIAL WORK PROGRAM

1st YEAR, FALL SEMESTER	1st YEAR, SPRING SEMESTER
SW 581 Social Work Practice I (3)	SW 582 Social Work Practice II (3)
SW 571 Social Welfare Policy I (3)	SW 572 Social Welfare Policy II (3)
SW 560 HBSE (3)	SW 594 Field Instruction I (6)
SW 510 Ethics & SW Practice (3)	
SW Elective (3)	
15 Credits	12 Credits

GRADUATE SUMMER TERM
SW 561 Human Diversity (3)
SW Adv Direct Practice Elective (3)
6 Credits

The M.S.W. Program at Jackson State University identifies Children, Youth, and Families as its area of specialized practice. The Advanced Direct Social Work Practice with children, youth, and families includes the following: advocacy, promoting social, economic, and political justice. Advanced direct social work 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 bio-psychosocial factors in the transaction between people and their environments. The Program conception of advanced direct social work 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 evidence based 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 social work practice presented to them is inclusive of the unique contributions social workers make to promote social change. The definition of advanced direct social work practice adopted by the M.S.W. program is based on several conceptual and philosophical assumptions. One assumption is that the person-in-environment is a pivotal guiding construct for advanced direct social work practice. The acknowledgement that advanced direct social work practice requires more than just technical skills is the second assumption. Third, strength and empowerment based approaches to advanced direct social work practice serves to enhance understanding of many client difficulties and provide evaluative direction for the selection of specialized methods of assessment and intervention. Additionally, human functioning and development are inexorably connected with the social and cultural context in which individuals and families live. Finally, social justice is highly relevant to an understanding of the deleterious impact the social environment may have on the lives of children, youth, and families, and serves as a major justification for advanced direct social work practice.

It is through the acquisition and mastery of content in the foundation/generalist curriculum that students are able to move successfully into the concentration year of the program. Students utilize general practice knowledge (i.e., Generalist Intervention Model, Macro Change) found in SW 581 Practice I and SW 582 Practice II; they utilize theoretical frameworks that focus on development (i.e., Erikson Psychosocial Stages) of children in SW 560 HBSE; they analyze policies such as Medicaid, TANF, CHIPS, SSI, and many others to determine their applicability to children, youth and families (SW 571 Policy I and SW 571 Policy II); they learn the nuts and bolts of resolving ethical dilemmas (SW 510); they learn how to evaluate and appraise research broadly (SW 555 Research Methods) and the foundation field provides the opportunity to apply knowledge in a general setting (SW 595). These courses serve as the basis for advance practice; student use their knowledge gained and build as they move into the concentration year.

The program articulates the definition of the advanced concentration year as the provision of services to children and families including advocacy promoting social and economic justice. The concentration also highlights the safety of children in the community. Advanced direct social work practice includes preventive and clinical treatment services where functioning is interrupted and/or affected by environmental, social and psychological stress or health impairment. The focus on children and families, especially in courses such as SW 584 Intervention with Children and Youth and SW 586 Family Intervention, requires a thorough evaluation of bio psychosocial factors in the transaction between people and their environments. The Program conception of advanced direct social work 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 services to children and families as well as services on behalf of all clients from a variety of backgrounds and dispositions.

Finally, students learn that the conceptualization of advanced direct social work practice presented to them is inclusive of the unique contributions social workers make to promote social change. The definition of advanced direct social work practice adopted by the M.S.W. Program is based on several conceptual and philosophical assumptions. One assumption is that the person-in-environment is a pivotal guiding construct for advanced direct social work practice. The acknowledgement that advanced direct social work practice requires more than just technical skills is the second assumption. Third, strength and empowerment based approaches to advanced direct social work practice serve to enhance understanding of many client difficulties and provide evaluative direction for the selection of specialized methods of assessment and intervention. Additionally, human functioning and development are inexorably connected with the social and cultural context in which individuals and families live. Finally, social justice is highly relevant to an understanding of the deleterious impact the social environment may have

on the lives of children, youth, and families, and serves as a major justification for advanced direct social work practice.

Alike the foundation year field instruction, the concentration year development of a coherent and integrated curriculum for advanced field, operates in the same manner. During the concentration year, students experience being placed in an agency that specifically focus on children and families as their population of need. While in classes student learn the history of child welfare, child welfare policy, child welfare trends, child welfare investigations, motivational interviewing and management. Students also learn how to manage crisis; they learning how to effectively use the DSM V; they learn advanced clinical practice theories such attachment and relational theories; they learn clinical/mental health diagnosis specific to children; and students are encouraged to take elective courses that will support the children and families concentration. The field evaluation thus will objectively examine if a student is reaching the competencies of the second year concentration and the faculty will be responsible for continuous program and student enhancement if problems are found in student performance. These practices in the foundation and concentration year assist in strengthening students, our program and the placement. Below you will find the curriculum paradigm for specialized practice (concentration).

The curriculum consists of 27 credits and totaling 60 credits hours for the M.S.W. degree.

SPECIALIZED CONCENTRATION PARADIGM

Children, Youth, and Families

2nd YEAR, FALL SEMESTER	2nd YEAR, FALL SEMESTER
SW 584 Interv w/ Children & Youth (3)	SW 588 Adv Direct Practice Seminar (3)
SW 562 Psychopathology (3)	SW Adv Direct Practice Elective (3)
SW 556 Adv Research (3)	SW 595 Field Instruction II (6)
SW 586 Family Intervention (3)	
SW Elective (3)	
15 Credits	12 Credits

Course Descriptions

(Foundation and Concentration)

SW 581 Social Work Practice I (3 Hours) this course must be taken concurrently with SW 580 (Social Work Practice Skills Lab). This course provides an introduction to social work practice methodology and the professional use of self in combination with the generalist practice approach to social work with individuals, families, and small groups, and within the context of communities and organizations.

SW 582 Social Work Practice II (3 Hours) this course continues the theory and skill development that began in SW 581 (Social Work Practice I) by providing more in-depth knowledge and challenging learning situations in order for students to progressively build their practice capacities and socialization skills in the profession of social work.

SW 583 Integrated Social Work Practice (Advanced Standing) (3 Hours) this course is a review and refinement of practice skills and professional knowledge provided in the foundation curriculum content of the M.S.W. Program. The course focuses on the application and transformation of generalist knowledge and skills to prepare for entry into the concentration curriculum. This bridging foundation course provides an opportunity for students to develop critical thinking skills and apply empowering practice decisions in professional practice settings with all sizes of client systems. Special emphasis is placed on the reciprocal interactions between individuals and their environments toward the engagement of personal and community strengths.

SW 584 Intervention with Children and Youth (3 Hours). This course is designed to provide advanced clinical practice knowledge and skills for intervention with children and youth, primarily in the context of the urban environment. Special needs and vulnerabilities of these populations are addressed. Students are given orientations to the human services agencies primarily concerned with the complex issues and difficulties faced by these populations, and the implications of service delivery arrangements for clinical practice. Attention is directed to skills needed for the provision of services to children and youth in the context of their families and communities, and to programmatic and advocacy activities on their behalf.

SW 586 Family Intervention (3 Hours) the focus of this course is intervention with families. Advanced skills are developed in areas of social work practitioner roles, strength- based assessment, and specific models of intervention with families. Special attention is given to comparative approaches to couple and family intervention; relevant recent research findings related to family therapeutic approaches; the influences of environmental, ethnic, and cross-cultural variables; and ethical dilemmas in work with families.

SW 588 Seminar in Advanced Direct Practice (3 Hours) this course is conceptualized as a mechanism for students to draw upon all previous courses in the MSW Program and integrate and apply all that they have learned. The course is taken concurrently with the final block field placement. Students demonstrate mastery of the theoretical and empirically-based knowledge from all components of the curriculum, and the ability to apply this knowledge in advanced social work practice with children, youth and families. This capstone course includes content from all areas of the M.S.W. curriculum, including experiential learning experiences in the field experience, as well as new content as students address a social problem or current issue of

concern to the profession; they will be expected to use the library, Internet, and personal contacts with other professionals to survey legislation, policies, theories, research, programs, and practices. The Advanced Practice Seminar provides a forum in which students examine the relationship between theory and practice, and clarify their ideas about social work practice. This enables students to develop a beginning framework for their own practice with children, youth and families.

Policy

SW 571 Social Welfare Policy and Services I (3 Hours) this first required course in the Social Policy area examines the history and development of social welfare policy and services in American society, with a major focus on the evolution and contributions of professional social work to this development. Emphasis is placed on the dynamic relationship between social welfare policy and services and the modern, post-industrial society in the context of social work values and ethics and the pursuit of economic, political, and social justice.

SW 572 Social Welfare Policy and Services II (3 Hours) this course builds on the introductory and historical content of SW 571 and focuses on the use of various conceptual frameworks to analyze and study current social welfare issues. Significant contemporary issues in social welfare policy will be examined with particular attention to the promotion of economic, political, and social justice with due consideration to needs and concerns of populations at risk and diverse groups. Permeating the course is consideration of content on ethnic groups and oppressed populations which are assessed as the most disadvantaged in American society, and how they are differentially affected by various social policies.

Human Behavior and the Social Environment

SW 560 Human Behavior and the Social Environment: HBSE I (3 Hours) using ecological, systems, and developmental frameworks, this course emphasizes the influence that individual and environmental circumstances have on shaping individual and family dynamics across the life-course. This foundation course is designed to provide students with selected theoretical perspectives on the development, dynamics, and growth of individuals and families within their environmental context.

SW 561 Human Diversity (3 Hours) this course examines various issues of diversity (e.g., ethnicity, culture, socio-economic status, gender, sexual orientation, disability, religion) across life-course development with emphasis on the impact of oppression and discrimination by society-at-large and individuals. Selected organizational and community theories are examined

in relation to institutional impacts on various oppressed groups. In this regard, special attention is given to the plight of African Americans.

SW 562 Psychopathology (3 Hours) this course focuses on the clinical assessment of children, youth, and families. Students will learn approaches of assessment to evaluate human behavior and functioning throughout life course development, with special attention to vulnerable and diverse populations. Particular attention will be directed to the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) as the major assessment tool utilized in human services.

Research

SW 555 Research Methods (3 Hours) the foundation research course provides an introduction to the principles and methods of basic social work research. Students are introduced to concepts of problem formulation, measurement, research design, sampling, data collection, and data analysis as employed in basic research. Particular attention is directed to social work research that addresses the economic, political, and social needs of people of color and populations at risk in American society. This course is designed to prepare students to understand and appreciate scientific research as a valuable tool in furthering professional capabilities and in contributing to the development of the growing body of knowledge in social work practice.

SW 556 Advanced Research Methods (3 Hours) this course is designed to assist students in understanding and applying scientific research methods. It builds on the research knowledge of the foundation research course. Students in this course are expected to take part in several guided research projects as well as implementing research in their field placements. Emphasis is given to the importance of demographic, biopsychosocial and cultural variables in the conduct of ethically based research.

Field Instruction

SW 595 Field Instruction I (6 Hours) this course involves 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 course is designed as a block field placement and is taken in the spring of the final semester in which the student is enrolled in the

M.S.W. Program. This field instruction course is focused on clinical practice with children, youth, and families and designed to facilitate development of clinical practice competency, and includes an integrative seminar.

SW 593 Field Instruction (Advanced Standing) (3 Hours) the advanced standing field instruction course is taken concurrently with SW 583 (Integrated Social Work Practice), the advanced standing bridging course. This course focuses on the application and transformation of generalist practice knowledge and skills to clinical practice knowledge and skills with children, youth, and families.

Special Course

SW 510 Ethics and Social Work Practice (3 Hours) this course is designed to get students oriented to the values and ethics of the profession and to promote their internalization of the profession's values and ethics. Ethical issues and dilemmas in social work practice have become much more numerous and challenging in recent years, due in large measure to technological advancements, especially biomedical technology; the trend toward an increasing proprietary emphasis in human services delivery and specifically, social work practice; and conservative ideology that undergirds much of the current American social policy. Particular attention is directed toward ethical issues and dilemmas as they relate to social work malpractice and liability.

FIELD INSTRUCTION PHILOSOPHY AND PROGRAM

Field instruction in the M.S.W. Program includes the following three levels:

- **Foundation Field Instruction**

Foundation field students enter block field instruction in the first year spring term for the two year program and in the second fall term in the three year part-time program. 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.

Throughout the foundation field-instruction, students are directed to focus on generalist practice with empowerment of client systems, especially at-risk populations and oppressed groups by promoting their dignity through respect and acknowledgment of their knowledge, skills, values, and cognitive/affective processing.

- **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, except they are required to complete 225 hours in field placement.

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 in areas of concentration.

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. 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 because they may complement 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 specialized 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.

Field Education

Field Education is the signature pedagogy of Social Work Education and is essential to the Master of Social Work Program at Jackson State University. It is based on the mission, goals, and competencies of the school and Council on Social Work Education. Field education, as the signature pedagogy, enhances student learning based on the foundation and advanced curriculum courses. It is in field education that students gain needed experience in working with diverse clients and client systems at the foundation and advanced levels. Students have the opportunity to apply knowledge gained in course work; they comprehend the significance of the professions values and ethical standards; they demonstrate appropriate skills; and they learn to think critically about the client and the client's context. While this process is taking place, the student receives constructive feedback regarding their practice from their field instructor, the field liaisons, and the Director of M.S.W Field Education at Jackson State University.

Field education is the heart and soul of the social work curriculum. During this field education period, students apply knowledge, values, skills, cognitive affective processing with their clients and client systems. It promotes the integration of empirical and evidenced-based knowledge, and promotes the development of professional competence. Students rely on their knowledge and experiences from previous courses. For example, students learn the problem-solving

process in SW 581 (Practice I- Individuals/Families) and SW 582 (Practice II Community/Organizations/Groups), whereas while practicing in the agency setting, students demonstrate their ability to engage, complete assessments, intervene, implement intervention, evaluate intervention, and terminate with clients and client systems. Additionally, social work concepts such as Person In Environment (P.I.E.) and Ecological Perspective (learned in SW 581 and SW 560 Human Behavior), students are able to take into account the impact of environment on individuals, groups, and communities.

In terms of theoretical frameworks, (i.e., psychodynamic, psychosocial development, empowerment, systems, ecological) students learn to apply these theories in the agencies when working with individuals, families, organization, and communities to fully understand various behaviors and phenomena's. For example, in field, a student may encounter a child that is observed to have issues with cognitive development. Using psychosocial development theories learned in SW 560 HBSE, students, using knowledge, are able to articulate what developmental milestones the child should be mastering according to age. Also, students may use system theory, which they learned in SW 561 Practice I, to understand how the hospital, church, and community agency impact the life of child and his family.

As an emerging social work practitioner, students learn the valuable role of ethical practice within and outside of the social service context. In SW 510 Ethics in Social Work Practice, students learn about the NASW Code of Ethics, as well as the Canadian Social Workers Code of Ethics, and the National Association of Black Social Work's (NABSW) Code of Ethics. In reviewing and applying the NASW Code of Ethics, students learn how to challenge their own biases in working with clients that are different/unique from themselves; they learn how to resolve ethical dilemmas; and they are able to note when breaches have been made to the code of ethics. In the field setting, students are bound to encounter ethical violations; they will use ethical knowledge and skills in resolving these issues.

Students also learn how to research and critically appraise scholarly journal articles in SW 555 (Research Methods). When a student is concerned about the most appropriate intervention to apply, the student is trained so that they will research and find the most useful intervention for their client or client populations. Lastly, if the student is asked by the agency to prepare a research proposal examining a particular program, the student is able to develop a proposal based on scientific inquiry/scientific methods learned in the research course.

The foundation experience provides students with the knowledge, skills, values, and critical thinking that prepare them for specialized practice with children, youth, and families. While students are in the foundation field placement, they are building their knowledge and understanding of social work concepts, theory and practice, while experiencing and observing

experienced practitioners in a social service agency. Through regular discussions in the field seminar course and written field logs, the field director and liaison can observe students application of concepts and theories learned in foundation courses.

In the advanced practice field placement, students go beyond the generalist framework and move toward more sophisticated and advanced practice with the children, youth, and families. Since students are placed in agencies that serve children, youth and families, courses such as SW 584 Intervention with Children and Youth; SW 562 Psychopathology; SW 586 Family Intervention; and SW 556 Advanced Research Methods. During the specialized practice placement year, students apply all their learning from the generalist field experiences, foundation and, specialized practice coursework. Students work in coordination with their field instructor and faculty liaison to apply their social work theoretical knowledge (i.e. Bowlby Attachment theory and Family Systems Theory), values (i.e., Child Welfare Code of Ethics) and skills (i.e., age appropriate questioning). As mentioned previously, the monthly seminar gives students the opportunity to discuss their practice activities and the linkage of these practice activities with additional theories and conceptual frameworks of the specialized practice area. At the end of the advanced practice year the student exits the program with specialized skills; a deeper understanding of ethics in practice; playing a greater role in interdisciplinary practice; using theory to guide practice (assessment, interventions, evaluation) and culturally appropriate practice.

Providing a supporting learning environment where students can actually experience and apply knowledge and skills learned in foundation and specialized practice courses promotes the development of professional competence. Transitioning from the staged performances of role playing to the application of real situations in real environments is essential for students' professional competency.

The M.S.W. Field Education Program at Jackson State University provides generalist practice opportunities for students to demonstrate the core competencies. The program promotes the integration of empirical and practice-based knowledge, and promotes the development of professional social work. With that being said, it is our responsibility to ensure that each placement can commit to offering learning opportunities so that students can demonstrate the social work competencies. Moreover, we are only interested in placements that operate professionally and ethically; that engages a diverse client populations; that advanced human rights, social, economic, and environmental justice; uses researches to improve services; uses data from agency to improve services; engages in policy practice; engages at all levels of practice; uses assessment at all levels of practice; intervenes at all levels of practice; and evaluate practice at all levels. Additionally, in the field instructor orientation and as part of the

affiliation agreement, both parties agree that generalist practices opportunities will be available to the student intern.

In spring 2018, the Jackson State University Master of Social Work Program entered into agreement with Mississippi Urban Research Center at Jackson State University and Hinds County Jail, to administer mental health assessments to all offenders who were booked into the jail. Two M.S.W. students were placed at the site, with supervision provided by two School of Social Work faculty (LCSWs). The subsequent section captures the connection between the generalist placement and students' demonstration of the nine social work competencies in the field setting.

See Appendices BB and CC for sample copies of the syllabi for SW 593, SW 594, and SW 595.

Competency 1 Demonstrate ethical and professional behavior

Students who are placed at the Hinds County Jail here in Raymond, Mississippi must behave in an ethical and professional manner or run the risk of losing their placement and/or be jailed for inappropriate conduct. Students placed at the Hinds County Jail, must adhere to the policies and procedures of the jail and the State of Mississippi. Additionally, they must adhere to the standards of the N.A.S.W. Code of Ethics. They must utilize their code of ethics to navigate situations that pose ethical dilemmas. The students must self-regulate their personal values despite the types of crimes or situations the client presents. The students must complete timely mental health assessments and document accurate progress notes in the record system. Lastly, they must use supervision as a way to guide their decision making process.

Competency 2 Engage Diversity and Difference in Practice

Students who are placed at the Hinds County Jail interact with clients from a variety of demographics (i.e., age, gender, races, religious affiliations, sexual orientation, economic status, and education levels). Although the Hinds County Jail has a high minority population, offenders come with diverse backgrounds. Students must understand that the clients' uniqueness is important in how they have experienced life thus far. Students must take into account historical treatment and traumas experienced by certain ethnic groups at the personal, group, community, and legislative levels. Students must pause and allow themselves to learn from the client; noting that the client is an expert on their own situation and lastly students must acknowledge and manage their own biases when working with diverse groups.

Competency 3 Advance Human Rights and Social, Economic, and Environmental Justice

The students placed at the Hinds County Jail administer a mental health assessment. In doing the assessment, students ensure that their clients received the needed treatment for mental health concerns, despite their ability to pay or despite how the community may feel about them. In order to advance the issue, the student contribution to this work can possibly lead to the creation and development of an intervention that will slow the jailing of low-level offenders with mental health issues. Instead of incarceration as a method to deal with the issue, mental health treatment will be offered. This study has the potential to be utilized by other jurisdictions with the same issue of overcrowded jails and recidivism.

Competency 4 Engage in Practice-informed Research and Research Informed Practice

As mentioned previously, students placed at the Hinds County Jail are completing mental health assessments with offenders. The student administer the Likert scale (quantitative) assessment and also engage in questioning (qualitative) the offender. They read up to date research on mental health concerns in jail and they are collecting data with hopes of designing an intervention plan. They understand that by evaluating quantitative and qualitative data, it will give way to the intervention. And from that point, the success of the intervention will possibly yield changes to local policies in Hinds County, MS.

Competency 5 Engage in Policy Practice

Students placed at the Hinds County Jail clearly are aware that jails and prisons are overcrowded with individuals who need mental health services that states are not providing. As part of their orientation, the students were briefed on the issue and they understood the reason for various consent decrees from the federal government and are able to articulate the issues to others. They understand that as social work students, they must strategize to develop a policy regarding screening of all new offenders; they must evaluate the data to determine number of offenders with mental issues and they types; and lastly, they must develop an intervention that will have an impact on current policy.

Competency 6 Engage with Individuals, Family, Groups, Organizations, and Communities

Although brief, students interning at the Hinds County Jail engage with the individuals, building rapport quickly, and administering the assessment. The student is aware that the assessment is individualized and is only based on information from the offenders. Students must exhibit empathy and other interpersonal skills to engage with hard to reach clients and constituencies.

Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities

Students placed at the Hinds County Jail, use the mandated assessment tool to collect data from the offenders. They will use the data collected to determine the number of individuals with mental health issues and the severity of mental health issues. Additionally, they will use the data so that the offenders with mental health issues will be seen by a credentialed professional at some point.

Competency 8 Intervene with Individual, Families, Groups, Organizations, and Communities

Although the intervention may be a referral to a credentialed mental health professional in the jail system, students placed at the Hinds County Jail, work with the individuals will possibly lead to a large scale intervention. In proposing the intervention, students are aware that in the future they may use families or loved ones to discuss the manifestation of the illness; they may connect with community groups or organizations to offer aftercare to low level offenders after treatment; and lastly, communities may become involved to support the individuals.

Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Students are aware that they must put in place a mechanism that will measure the effectiveness of their policy or program. Students use theories of human behavior in designing and implementing the evaluation piece. The students placed at the Hinds County Jail are aware that they may not actually experience the implementation of the program or the witness outcomes of the intervention; however, they can articulate that this will be a longitudinal study after the implementation of the intervention phase. They are aware that single subject design can be used to evaluate the effectiveness of their practice and the intervention. Lastly, they know that hopefully the findings will improve mental health service delivery in the form of diversion programs for offenders in Hinds County, Mississippi.

Core Competencies

In 2015 CSWE adopted nine social work core competencies that are implemented in field instruction through observable and practice behaviors of knowledge, values, skills, and cognitive and affective processes.

Core Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
Use technology ethically and appropriately to facilitate practice outcomes; and
Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Use practice experience and theory to inform scientific inquiry and research;
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
Assess how social welfare and economic policies impact the delivery of and access to social services;
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Select and use appropriate methods for evaluation of outcomes;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The M.S.W. Field Education Program at Jackson State University also provides specialized practice opportunities for students to demonstrate the core competencies. The program promotes the integration of empirical and practice-based knowledge, and promotes the development of specialized professional social work. With that being said, it is our responsibility to ensure that each placement can commit to offering learning opportunities so that students can demonstrate the social work competencies with children, youth, and families. Moreover, we are only interested in placements that operate professionally and ethically; that engage diverse client populations; that advance human rights, social, economic, and environmental justice; that use research (evidence based) to improve services; that use data from agency to improve services; engages in policy practice; engages in practice at all levels; uses assessment tools and techniques at all levels of practice; intervenes at all levels of practice; evaluates practice at all levels; and utilizes technology for professional development and practice enhancement. Jackson State University M.S.W. Program partners with several social service agencies that serve children, youth, and families. Agencies such as Hinds Behavioral Health, Hinds County

Human Research Agency, and Brentwood Behavioral Health are good examples of settings where students receive specialized training in working with children, youth, and families.

Competency 1 Demonstrate ethical and professional behavior

Students placed at Brentwood Behavioral Health interact with children, youth, and families from diverse backgrounds. Under supervision, students apply the N.A.S.W. Code of Ethics to various situations with children, youth, and families. When working with children and youth who suffer with mental health challenges, certain standards (i.e., self-determination) of N.A.S.W. Code of Ethics may not be appropriate to applied; therefore, the students utilize supervision when confronted with ethics issues.

Since Brentwood is a mental health treatment facility, they employ social workers, nurses, doctors, and other professionals, students have the opportunity to learn the importance of working as part of an inter-professional team to treat clients. Not only do students gain a true understanding of their role, they come to understand the role of other team members.

Competency 2 Engage Diversity and Difference in Practice

As mention, Brentwood Behavioral Health serves a children, youth, families, and adults from diverse backgrounds. Students placed at Brentwood serve clients who represent various ethnic backgrounds; sexual orientations; religious denominations; political ideologies; and so forth. Social work students come to understand how a client's background (i.e., lesbian) could shape their experiences at school or at home. Students are challenged to manage their own bias by reading accurate literature and working with client populations who are different from themselves.

Competency 3 Advance Human Rights and Social, Economic, and Environmental Justice

Students who are placed Brentwood are well aware of the political and economic realities of the State of Mississippi. Students are aware that Brentwood is one of a handful of mental health facilities in the State of Mississippi. They are aware that the State of Mississippi underfunds mental health; therefore, students participate in coalition meetings; rallies; and interest groups that seek to find avenues to fund mental health treatment to children, youth, and families.

Competency 4 Engage in Practice-informed Research and Research Informed Practice

As part of their placement duties, students collect data on children, youth, and families served by the agency. They are aware that the data is used to strengthen programmatic offerings to the clients served. Students are also exposed to evidenced based interventions that focus on children, youth, and families that will improve service delivery. Since Brentwood is one of a handful of mental health facilities in the State of Mississippi, they are aware that best practices generated and developed, have the potential to be utilized throughout the state and country.

Competency 5 Engage in Policy Practice

Students who are placed at Brentwood are aware of policies such as Medicaid and the Children Health Plan (CHP) and its impact on service delivery. As social work students, they are aware that they must advocate for the protection of such policies and programs. They are aware that any dismantling of these policies would impact services children, youth, and, and families. Additionally, they know the routes and means of contacting legislators or NASW to discuss concerns with current policies and they are aware that they can frame alternative policies to better serve the population.

Competency 6 Engage with Individuals, Family, Groups, Organizations, and Communities

Social Work students placed at Brentwood Behavioral Health are aware of how to engage clients or client systems, specifically children, youth, and families. For example, students know they must use different language and approaches when assessing or interacting with a child. They are aware they can use “play” as a mechanism to engage; they are aware of the child’s developmental stage as they engage; and they use empathy as they engage. Students gain these skills in the foundation and specialized practice courses.

Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities

Students placed at Brentwood are familiar with and use the agency assessment tools that evaluate children, youth, and families. They collect data and then work with client or client system on a mutually agreed on intervention plan; they take into account human development, ecological perspective, and family systems as they conduct assessments. Additionally, students are aware of other assessment tools such as the ACES inventory and they are aware to take into account the dynamics of diversity and uniqueness during the assessment phase.

Competency 8 Intervene with Individual, Families, Groups, Organizations, and Communities

Social Work students placed at Brentwood use evidence based interventions that are appropriate to children, youth, and families. As mentioned, social work students apply knowledge of human develop theories; ecological perspectives; and family systems perspectives as they develop mutually agreed on interventions. Since the agency is an ally to other service organizations in the state, students have the opportunity to form relationships with other agencies and their staff. Students learn to broker for services that are appropriate for their client or client system. Additionally, students placed at Brentwood work as part of the interdisciplinary team to achieve success with clients through collaboration.

Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Student interns placed at Brentwood Behavioral take part in quality assurance protocols. They participate in interdisciplinary team meetings and they evaluate interventions that have been put in place for the client and/or client system. Social Work interns participate in meetings where policies are created, amended or terminated based on data collected. Lastly, the students witness the impact of the policy changes at the micro, macro, and mezzo levels.

Competency 10 Utilization of technology for professional development and practice

Student interns at Brentwood Behavioral Health have access to the electronic medical records (EMR) and they are oriented how to appropriately utilize the system (i.e., entering progress notes, assessments, and labs). Additionally, students use PowerPoint and other presentation platforms to present reports to the social work team and/or interdisciplinary team. Lastly, social work students use technology while in the agency to gather information regarding certain interventions, medications, and other helpful information that will be useful to the populations served.

Advanced Competencies

Core Competencies and Specialized Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Demonstrates understanding of social work role and interdisciplinary team roles within and across family service sectors.
Consistently employs critical appraisal of the influence of their own professional experiences as a part of decision-making in their practice with children, youth, families, groups, communities, and organizations.
Apply judgement and strategies of ethical reasoning to arrive at decisions in intervening with children, youth and families.

Competency 2: Engage Diversity and Difference in Practice

Apply and communicate understanding importance of diversity and difference in shaping life experiences of children, youth and families when practicing at the micro, mezzo, and macro levels.

Demonstrates understanding of the impact and influences of culture on identity development of children, youth, and families.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Incorporates social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.

Applies interventions when working with children, youth, and families that promote human rights and social justice.

Identify opportunities to advocate for children, youth, and families when they experience violations to human rights and barriers to social and economic justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Identifies, reviews and critically appraises research evidence in order to improve service delivery with regards to children, youth, and families.

Researches and uses various forms of data to inform practice with children, youth and families.

Competency 5: Engage in Policy Practice

Identifies social policy and resource contexts of children, youth and family services at the local, state, and federal levels.

Evaluates social policies with regard to their impact on the well-being of children, youth and families at micro, mezzo, and macro levels.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Applies knowledge of human behavior and the social environment and development to engage with children, youth and families in a culturally and developmentally appropriate manner.

Utilizes empathy, reflection, and interpersonal skills to effectively engage children, youth, and families and build collaborative relationships within and across family service sectors.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of children, youth and families.

Select appropriate intervention strategies based on assessment, research knowledge and values and preferences of children, youth, and families and the communities in which they live.

Considers the interaction among risk and protective factors, impact of trauma, patterns of attachment, brain development and resiliency.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Negotiates, mediates, and advocates with (and on behalf) of diverse children, youth, and families.

Critically selects and applies interventions for their practice with children, youth and families, based on thoughtful assessment of needs and the quality of available evidence.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Critically analyzes, monitors, and evaluates intervention and program processes and outcomes when working

with children, youth and families and communities.
Use evaluation of their interventions in child, youth, and family settings to identify gaps in skills or in intervention methods in order to increase future effectiveness.

Social Work Competency 10: Utilization of technology for professional development and practice

Student is skilled at integrating technology into research, discussion, practice and presentation.

Field Instruction Overview and Field Facts

Field Facts

Field instruction is more than acquiring the number of required hours. Field instruction also includes students mastering the core competencies and professional conduct in an accredited program.

The Director of M.S.W. Field Education:

- Provides administrative support for all aspects of field education;
- Work with program's faculty to conceptualize how classroom learning is connected to field setting;
- Create policies and procedures for field instruction;
- Collaborates with faculty to create an assessment plan of student performance;
- Primary responsibility for recruiting and assessing field placement agencies;
- Selecting and training field instructors;
- Administrates admission to field instruction;
- Engaging students in the field planning process and assigning students to specific field placements;
- Serves as a gatekeeper in evaluating and monitoring the field education program;
- Acts as a consultant to faculty liaisons, field instructors, agency directors and students in resolving field practicum difficulties;
- Coordinates with the associate dean and other faculty and staff to ensure the; implementation of practicum curriculum, policies, and procedures;
- Participate in the curriculum design by supporting the practice theory- connection;
- Interprets the School of Social Work's educational standards and policies to field agencies and students;
- Negotiates conflict with students and field agencies which are not resolved at the student/field liaison level;
- Assists the associate dean with selecting field advisory committee members;
- Coordinate student field instruction orientation;
- Developing and maintaining student files; and
- Furthering field education as a signature pedagogy.

The Adjunct or/and Faculty Field Liaison

- Provides consultation to field instructors and students to ensure integration between classroom and field;
- Responsible for visiting, monitoring, evaluating, and resolving conflicts when the student is in field;
- Strategizes to enhance communication regarding curriculum matters, field learning opportunities, new developments and demands of practice, and new projects undertaken by the School of Social Work;
- Facilitate integrative seminar classes;
- Collects and maintains student files;
- Attend adjunct faculty meetings;
- Reports directly to the Director of Field Education.

Field Partnership Agency's Representatives are responsible for signing the affiliation agreement, providing the student with adequate safe working environment and pay attention to other practical necessities that may be involved in doing his/her job, (e.g., parking space, office space, access to secretarial help), and competent field instructors. (Appendix U).

Field Instructors are required to complete an application and attend orientation before a student can begin placement. Field instructors are responsible for students. (Appendix V and W).

- Agency orientation;
- Mentoring, evaluation, gatekeeping;
- Participating in the supervision process;
- Reviewing students writing materials;
- Providing students with learning experiences to pass the social work licensure examination;
- Expanding skills to apply core competencies to practice; and
- Educating on ethical issues and multicultural perspectives.

The Agency-based Field Instructor must have two years of post- Master degree work experience in Social Work and a graduate of a school accredited by CSWE. In addition, provides field instruction and practice supervision to the practicum student at their placement site. The Field Instructor also evaluates the student performance and level of competency on practice behaviors.

Agency Field Supervisor has a master's degree in an area related to social work and provides students with skills, knowledge and values associated with the context of field education competencies and evaluations. A qualified MSW must provide a minimum of one hour weekly supervision to ensure the student is meeting the school's goals and objectives and sign all field forms.

The Off-site Field Instructor is a qualified MSW who provides educational supervision to the practicum student when there is not an agency-based Field Instructor available. This position

provides a minimum of one hour weekly supervision to the student and Agency Field Supervisor. With the assistance of the Agency Field Supervisor, the Off-site Field Instructor evaluates the student performance and level of competency on practice behaviors.

Task Instructor who are agency staff members assist field instructors in aspects of the supervision and/or training of the student in service delivery. Specific assignments are designated by the qualified MSW field instructor.

Students are responsible for:

- actively planning and implementing core competencies through the field instruction experience;
- adhering to the agency's policies and procedures;
- following the school's guidelines for field practicum;
- taking an active role in planning and implementing a productive field instruction experience;
- orient himself/herself to the agency, including agency policies and regulations regarding time schedule, written documentation, dress, etc.
- preparing for and actively participate in the teaching/learning process with the field instructor, which includes weekly supervisory conferences;
- following the NASW Code of Ethics;
- completing the required number of field clock hours based on program; and
- participating in self-evaluation of the learning experience and in evaluating the agency.

Field Instruction Policies and Requirements

A. Field Instruction Policy

Criteria: Admission to Foundation Field

In order for students to be considered for a field placement they must have been admitted to the M.S.W. Program and be in good academic standing. Upon admission to the program, the student submits an application with a resume. Students are secure and appointment with the Director of M.S.W. Field Instruction to discuss the placement process. Before a student is admitted into the foundation field, they must have obtained a grade of B or better in SW 581 Social Work Practice I, SW 510 Ethics and Social Work Practice, and must have a 3.0 cumulative GPA.

Criteria: Admission to Specialized/Advanced Field

In the fall semester before the last semester, students must complete an application for their second year field placement. Upon completion of the application, the student secures a meeting with the Director of M.S.W. Field Instruction to discuss the placement process. Before a student enters the advanced practice field practicum they must have a grade of a B or better in SW 582

Social Work Practice II, SW 584 Intervention with Children and Youth, and SW 586 Family Intervention. These students must have a 3.2 cumulative GPA.

As mentioned previously, to be considered for field placement, foundation level students complete a first year field application upon admission into the program and advanced practice level students complete a second year field applications. All students must also have a face-to-face interview with the field director. Students bring the Jackson State University P.A.W.S. unofficial transcript to the interview and a copy of the professional liability insurance in the amount of 1-3,000,000 million. Advanced practice level students must bring a copy of their current resume. Students are given one follow up date to submit requested information for field placement. A copy of the foundation level student's resume and first year field application is a part of the folder the director of field education organizes before the interview. During the interview the director reviews the student's resume, transcript and discuss perspective placements. The student is referred to Jackson State University's Richard Wright Writing Center or Career Services if the resume requires revising. The student must bring a statement from the Writing Center as proof of follow up for referral. The student's transcript is reviewed to ensure class and GPA grade requirements. Advanced standing students are not required to submit a copy of their transcript or resume because it is part of the program admission package. The field director will have a copy of this information in the student's field folder.

Students in the foundation and advanced standing year field level participate in a pre-field assessment that focuses on competencies for field placement. The director makes recommendations to students for areas of improvement based on the outcome of the meeting. Students entering the advanced practice placement do not participate in this assessment. Students are required to attend an orientation, present a copy of professional liability insurance in the amount of 1-3,000,000 million and the completed and signed Student Assigned Agency form before beginning the field placement. The director of field schedules one make up orientation session for students who are unavailable for the orientation. Acceptance of excuse from orientation is decided by the director of field education.

The field director is responsible for locating placements for students based upon their request, the availability of appropriate placements, and input received from faculty concerning the student. Students receive an emailed placement confirmation letter identifying their tentative field placement and agency field instructor. Students are instructed to contact their prospective field instructor and schedule an interview. The letter states the student should take a copy of their resume, proof of professional liability insurance in the amount of 1-3,000,000 million and the student assigned agency form. This form is completed and signed by the student and field instructor indicating the placement is confirmed. If the placement is not confirmed, the field director will work with the student to identify an alternate placement.

FIELD AGENCY AFFILIATION (Appendix U).

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 or students may initiate the affiliation process by contacting the Director of Field Education. The agency may be recommended to the School by a faculty member or by a potential field student. Students who desire to recommend a field agency to the school should familiarize themselves with the school's field agency and field instructor criteria. The director obtains the signature of the agency's representative and forwards to the office of the associate dean. The office of the associate dean signs the agreement and forwards it to the dean of the College of Health Sciences. The dean's office forwards the agreement to the provost. The provost office returns the agreement to the school of social work. The director of field education notifies the agency of the agreement approval and scans and emails the document to the designated agency person. The original copy of the agreement is filed in the office of field education.

Agreements that are not affiliated with the university are forwarded to the university legal counsel. The student cannot begin field placement until the agreement is approved and signed by all university representatives.

Field Placement Process

Policies: Placement

The following is our policy for placing and monitoring student in the M.S.W. Program at Jackson State University:

- Students must be fully admitted to the M.S.W. Program at Jackson State University
- The Director of M.S.W. Field Education places ALL students
- Students must file or have on file an application and resume with the Office of Field Instruction

Criteria: Placement

In order for students to be considered for a field placement they must have been admitted to the M.S.W. Program and be in good academic standing. Upon admission to the program, the student submits an application with a resume. Students are secure and appointment with the Director of M.S.W. Field Instruction to discuss the placement process. Before a student is admitted into the foundation field, they must have obtained a grade of B or better in SW 581 Social Work Practice I, SW 510 Ethics and Social Work Practice, and must have a 3.0 cumulative GPA.

In the fall semester before the last semester, students must complete an application for their second year field placement. Upon completion of the application, the student secures a meeting with the Director of M.S.W. Field Instruction to discuss the placement process. Before a student enters the advanced practice field practicum they must have a grade of a B or better in SW 582 Social Work Practice II, SW 584 Intervention with Children and Youth, and SW 586 Family Intervention. These students must have a 3.2 cumulative GPA.

Procedures: Placement

The procedures for placing a student in field are as follows:

- Students are alerted of the application period for field instruction via email and flyer
- Applications are reviewed by the Director of Field Education
- A schedule for pre-field interviews is posted in the M.S.W. Office of Field Instruction
- The Director of Field Education completes the pre-placement interviews
- The Field Director locates the placement and emails the student and field instructor the placement confirmation letter
- Students schedule an interview with the tentative field instructor taking a copy of their resume, liability insurance, and the Student Assigned Placement Form, which is attached the placement confirmation letter
- The agency field instructor and student completes and signs the Student Assigned Agency form indicating the placement is confirmed
- If the placement is not confirmed, the field director locates a second placement
- Students participate in a pre-placement orientation. The student cannot begin placement without submitting a copy of the required amount of 1-3,000,000 million professional liability insurance and the completed and signed Student Assigned Agency Form
- The placement begins

ALL pre-placement and placement forms are found in Appendices A-F.

Agency Pre-Placement Interviewing Tips

Research information regarding the agency

Dress professional

Arrive 10-15 minutes before the scheduled interview

Take a note and pad and other requirements

Take a list of prepared questions, for example:

- What would I be doing during a typical field day?

- What kinds of learning experiences are available for a field student during a field placement?
- What will happen during my weekly supervision?
- What types of client issues would I be working with?
- What number of clients do field students work with?
- Are you the person who would be my field instructor if I am accepted for a placement?
- Will I be working with other agency staff in addition to my field instructor?
- Are there additional learning opportunities available to me as a field student? These could include agency in-services, trainings, workshops, grand rounds, brown bag seminars, etc.
- What is the dress code for the agency?

In placement protocol

Students should address all questions and concerns to the field instructor. If the field instructor is unable to respond the student discusses the situation with the field liaison. The field liaison decides if the director should be contacted for further involvement.

Non-confirmed placements

In the event the initial placement is not confirmed the field instructor and student are requested by email to contact the field director immediately. The director meets with the student to discuss an alternative placement. If it is determined that the student and field instructor agreed the placement is not a good match, the director assists the student in finding another placement. However, if it is determined the student decides he or she changed their mind about the placement, the student is responsible for finding another placement.

Disruption in placements

Students who disrupt placement by not complying to the agency's policies, rules and regulations meet with the field instructor, field liaison and director of field education. A field conference form is completed indicating problem, goals and outcome. The form is signed by all present

parties and maintained in the student folder. The director of field education decides if the incident should be referred to the School's Ethics and Compliance Committee.

Replacement Following Practicum Disruption

When a disruption occurs and a decision is made to re-place the student with a new practicum agency during the current academic year, a period of three practicum weeks may be added to the required hours remaining. This will be determined by the Director of Field Education based on a review of the situation. This period of time is intended to provide the student, the field instructor, and the agency with a reasonable period of time for the student's orientation and development of a new Learning Contract.

Students who have more than one disruption in placement are referred to the program chair and associated dean for academic review and continued progress in the program.

Requesting a Change in Placement. (Appendix T).

Students must submit a request to change field placements to the director. It is at the discretion of the director if the student is granted the change in placement request. Students can only request one change in placement during a school semester. If a student requests more than one the student will be referred to his or her academic advisor to determine field readiness. .

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:

- ✓ 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.
- ✓ 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.
- ✓ 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.

- ✓ 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.
- ✓ 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 Code of Ethics. This process will be monitored by the faculty field liaison.

Reassignment of Field Placement

Unrelated to Student Performance Placement reassignments are made when problems unrelated to the student’s performance make continuation in the agency not in the student’s best interest. The faculty field liaison and agency field instructor, in consultation with the Director of Field Education, is responsible for determining whether the problem is due to performance or nonperformance factors. Nonperformance factors may include but are not limited to these issues:

- ✓ Inadequate agency resources to support field internship.
- ✓ Learning experiences in agency are too narrow.
- ✓ Agency reorganization that hinders student supervision and task assignment.
- ✓ Agency closes
- ✓ Agency administrator terminates the Memorandum of Agreement (MOA)
- ✓ Student/agency mismatch.
- ✓ MSW supervisor leaves the agency.
- ✓ MSW supervisor has change in responsibilities and cannot continue placement.

Students are only reassigned to one agency during the school semester.

STUDENTS ARE NOT ALLOWED TO TERMINATE FIELD PLACEMENTS WITHOUT THE APPROVAL OF THE DIRECTOR OF FIELD EDUCATION.

Zero Tolerance

- Field education has a zero tolerance for students who engage in any illegal drug or substance use while in seminar class or field placement.
- Field education has a zero tolerance for students who carry fire arms to field placement and seminar class

- Field education has a zero tolerance for students who demonstrate acts of violence in field placement and in seminar class
- Field education has a zero tolerance for students who do not disclose pertinent criminal information during the pre-field placement interview.

Emotional and Mental Behavior

Field instructors observe students displaying inappropriate emotional or mental behavior while in field placement should immediately contact the field liaison or director of field education. The director of field education, field liaison, and program chair will meet with the student. The meeting will determine if the student should be referred to the University's Latasha Norman's Counseling Center or Psychological Services. An academic plan for continuing in the program is based on the student following up with the referral and outcome of services.

Students are only reassigned to one agency during the school semester.

STUDENTS ARE NOT ALLOWED TO TERMINATE FIELD PLACEMENTS WITHOUT THE APPROVAL OF THE DIRECTOR OF FIELD EDUCATION.

Evening placements

The program does not have designated field placement sites offering evening, night and weekend hours. The director of field education will make every effort to accommodate students scheduling needs, however cannot guarantee specific placement hours.

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 the pre-placement interview. Failure to pre plan 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:

- ✓ a written plan submitted to the Director of Field Education;
- ✓ agency and field instructor contact information;
- ✓ a completed field instructor application, copy of the license if applicable, copy of resume, and agency brochure;
- ✓ an approved and signed university agreement of affiliation with the agency; and
- ✓ a completed and signed learning agreement by the student and field instructor.

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.

FIELD INSTRUCTION AGENCIES

The School of Social Work has field placement agreements with over 125 community agencies throughout and outside of the State of Mississippi. Agency agreements are in the following categories:

Health	Mental Health
Substance Abuse	Geriatrics
School	Non-profit
Adoption/Foster Care	Children and Families
Community Action Agencies	Policy
Administration	Public Health
Forensic	Juvenile Justice
Justice	Private
Public	Military
Advocacy	Kinship Care
Child Welfare	Educational
Homeless	Teen Pregnancy
Rehabilitation	Child Care
Human Resources	Research

The M.S.W. Program utilizes over 100 community agencies and organizations for field education each year. This rich community resource includes a range of placements offered in urban, suburban, and rural settings within and outside of the state. The field education team is continuously developing new field placement opportunities to meet the educational needs and interests of our students. The field team maintains a database of all available placements including agency descriptions and learning opportunities. Field team members confer with faculty, students, and community members in their ongoing efforts to recruit field settings and field instructors. Ultimate responsibility for assuring that new and continuing placement settings and field instructors meet the school's requirements are with the Director of Field Education for the M.S.W. Program, collaborates extensively in this regard with the field team and faculty

liaisons. Agencies selected for M.S.W. field instruction must have competent professional social workers who each have a CSWE-accredited master's degree in social work.

Policies: Selecting Field Settings

Field Instruction is a very important component of the M.S.W. Program at Jackson State University. It is our expectation that potential field agencies operate professionally and ethically; they will engage a diverse client populations; they shall advance human rights, social, economic, and environmental justice; they use research as a means to improve services in the agency; they use data to improve services; the agency engages in policy practice; they engage at all levels of practice; they use assessment at all levels of practice; they provide intervention at all levels of practice; and the agency evaluates their practice at all levels. Additionally, in the field instructor orientation and as part of the affiliation agreement, both parties agree that generalist practice opportunities will be available to the student intern. Lastly, it is our policy to accept applications from agencies on an ongoing basis; we accept applications from a diversity of agencies (i.e., social service, hospital, prisons, child welfare, mental health, and so forth); we seek agencies that identify with the mission of the M.S.W. Program at Jackson State University.

Criteria: Selecting Field Settings

Field instruction agencies are selected based on the following criteria: (1) personnel who are willing to provide students with comprehensive learning experiences; (2) nondiscrimination policies in regard to clients, staff, and students; (3) field instructors (with appropriate credentials) who have time to provide appropriate supervision and instruction to students as well as to collaborate with the University faculty regarding field instruction matters; (4) perceive the student in a learning role; (5) provide physical space, time and materials that the student will need; (6) allow the field instructor time to prepare for student instruction and conferences; and (7) willing to enter into an affiliation agreement with Jackson State University and the School of Social Work. Agencies must also complete an Agency Application for Field Placement. This application must be approved by the field director.

Field Placement Rules and Guidelines

Open Identification of MSW Student Status It is the policy of the School of Social Work and specified in the NASW Code of Ethics that students must identify themselves as students or interns in their field placement, with clients and other agency representatives.

Field Placement Attendance

Field placement and field seminar attendance and punctuality are evidence of professionalism.

Students are expected to arrive on time and to remain for the entirety of their scheduled field work hours and seminar classes. If student is unable to attend field work due to an unexpected emergency or illness, he/she is expected to notify both the faculty field liaison and agency field instructor prior to the start of the work day. Student will comply with the field instructor to make up hours missed in the agency. During the summer Advanced Standing students are required to attend 28 hours in field placement. Advanced standing students in the second placement, two-year full time and three year part time students are required to attend 32 hours a week in placement. These hours are flexible if agreed by the field instructor.

Attendance at field seminar is also required. If student is unable to attend field seminar due to an unexpected emergency or illness, he/she is expected to notify his/her faculty field liaison prior to the start of class. Attendance records are kept for field placement and seminar. Attendance is particularly important because field placement is closely coordinated with and integrated with the classroom. Students with excused absence from field seminar will be given a professional development assignment related to what was missed in field placement. The faculty liaison will notify student and assignment and due date. Failure to complete this assignment will result in grade of I (incomplete) until it is submitted. Class participation points will be deducted from students' grades who have unexcused absences.

Transporting Clients

Students and the field instructor must agree on students transporting clients. Students must not provide transportation to clients in their private vehicles without full automobile insurance coverage.

Field Agency Records

Students are responsible to the field agency or 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 client's name, identifying data, and agency name.

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 or field placement hours after discussion and approval by the field instructor.

Seminar

Students must attend seminar once a month for three hours to receive a passing grade. Students who are unable to attend seminar because of illness, family emergencies and deployment must notify the field liaison in advance. It is at the discretion of the field liaison if the student can prepare an alternative assignment to make up the missed seminar class.

Early Completion of Placement

Students may complete their placement hours early only after receiving a written approval from the agency field instructor and field liaison. The written document should be placed in the school's student's folder by the field liaison.

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 copy of this agreement should be placed in the student's school file. Students can receive field hours only if he or she works at the agency on a holiday. **Holiday breaks need to be negotiated with the placement agency during the pre- placement interview prior to the beginning of the practicum.**

Field Placement Stipends

The M.S.W. Program Director of Field Education notifies students when agencies provide stipends. It is the responsibility of the agency to select students who receive stipends.

Course Credits

Students must register for one field instruction course during the designated semester of 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.

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*.

Student Grievance

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 FF) and the *M.S.W. Program Student Handbook*.

Field Models

Field instruction provides non- traditional field models that diverse student learning and establishes the significance of the signature pedagogy. The following outlines various field models in graduate field instruction:

- ✓ Shared - shared responsibilities between task supervisors and MSW field instructors;
- ✓ Rotational- students rotate through different agencies under one supervisor;
- ✓ Group supervision – not more than five students are placed at one site and has one field liaison;
- ✓ Single-placement – students are placed in one agency during placement;
- ✓ Same site placement – students complete both placements in the same agency; the first placement is foundation and the second is advanced. Responsibilities in the advanced placement includes clinical experience, revising and developing policies that impact future services at the agency;
- ✓ Simulation – real life professional experiences through drama and scenarios;
- ✓ Technology - integrating innovate through video and phone conferencing and online classes that advances students' learning and outcomes;
- ✓ Field trips - to broaden learning experiences when possible students will visit other agencies for program observation and participation;
- ✓ University placement - Students are placed in various departments throughout the university to gain diverse and experiential learning opportunities. These students

usually have task supervisors who meet weekly with the faculty liaison field instructor; and

- ✓ School of Social Work placements - Foundation level students are placed in the office of field education to gain a generalist approach to community engagement activities. Community engagement activities includes:
 - attending relevant school, university, and community meetings;
 - identifying and negotiating new field placements;
 - developing and writing policies for implementing partnerships and collaborations;
 - team member of grant writing;
 - coordinating field professional development presentations for students and field instructors;
 - developing audio visual and other student resources;
 - organizing and categorizing relevant documents; and
 - participating in school and agency related research on intervention with children, youth and families, social and environmental justice, ethical and diversity issues.

These students are subjected to the following guidelines:

- non-accessible to student files;
- reports directly to the MSW Program Field Director;
- are not viewed as graduate or administrative assistance for other faculty;
- limited school and university meeting attendance; and
- occasionally works flexible hours.

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. Time sheet found in Appendix K.

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.

Learning Contract (Appendix H and I)

Each field student and his/her field instructor must complete a Field Instruction Learning Contract (Field instructors must use this contract. 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. The goals are based on the nine core competencies. These goals and expectations become the basis of the learning contract, which is used to assess the student's progress. The learning contract accompanies the field placement confirmation letter to the field instructor.

The original copy of the finished learning agreement is submitted to the faculty field liaison after the second 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 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; and
- to be utilized by the field instructor to complete the student's midterm and end of year evaluation.

The Foundation Level MSW Learning Contract is designed to provide Students with a generalist perspective that will provide them with the opportunity to integrate knowledge obtained in the classroom with the reality of applying skills, values, and cognitive/affective

processes behavior to social work practice in agency and community settings. The Foundation Level MSW learning contract is intended to foster a professional social work identity and to prepare students for advanced practice concentration.

The Advanced Concentration Learning Contract focuses on helping the student develop the knowledge, skills, values and cognitive/affective processes to apply social work theory and methods to the assessment, treatment and prevention of psychosocial problems, disability, or impairment, including emotional and mental disorders. In addition, the learning contract includes helping the student develop the knowledge and skills to manage and develop human service agencies that improve the well-being of the clients it serves.

Field Liaison Visit

Policies: Monitoring

Each student in the M.S.W. Field Education Program must be monitored in regard to their progress and development in field placement. Furthermore, paperwork (i.e., log, supervisory conference reports, learning contracts, ethical issues, and competencies) is reviewed and verified. If any fraudulent activity has occurred with paperwork and otherwise, a student can be immediately sanctioned or dismissed from field instruction and potentially the program. Additionally, the monthly field seminar will also act as a point of monitoring for students in field.

Criteria: Monitoring

The faculty liaison, student, and field instructor complete a Faculty Field Liaison Visit/Conference Form at each visit. The form evaluates the student's strengths, areas needing improvement, and mastery of social work competencies. The student and field instructor have the opportunity to write comments on the field visit conference form. Each field liaison is typically responsible for 15-25 students per semester and is credited with one course for this responsibility.

Procedures: Monitoring

Students are monitored in the field setting by an assigned faculty field liaison. The field liaison visits the agency where the student is placed once during the semester and makes phone calls to follow the student's progress. However, the field liaison will make other field visits if there are concerns or issues related to the student in placement. Field liaisons must make one face-to-face field visit or by phone conference call or video conferencing if there is a continuous conflict in scheduling with the field instructor. Field visits should be documented on the field liaison conference form. (Appendix M & N). Field liaisons should document any pertinent

communications with the student and field instructor. A copy of this documentation and any significant emails should be retained in the student's folder.

Cover Sheets, Narratives, Time Sheets and Weekly Supervision Form (Appendix L)

Coversheets – This form is typed and signed and dated by the student and field instructor indicating the number of activities participated in, hours and cumulative hours gained during the week. This form is the cover sheet for the narratives.

Narratives – Students submit a descriptive narrative that describes the placement weekly learning experience. Writing should be based on APA style implementing critical thinking, reflective practice, cohesive paragraphs, correct grammar and the mechanics of writing.

Time sheets – Students complete the weekly time sheet, which includes weekly and cumulative hours. This form is signed by the student and field instructor.

Weekly supervision form – Students complete this form in preparing to meet with the field instructor. Students are required to meet at least one hour weekly with the field instructor. The form indicates the current weekly activities and following week activities. The form is signed by the field instructor and student.

All forms are typed and submitted to the field liaison each Monday by 5:00 pm. The forms cannot be emailed. The forms are hand delivered to the field liaison or put in a mail box outside of the field liaison's office. Students and field instructors should keep a copy of all forms for their records.

Evaluations (Appendices P, Z, and AA)

Policy: Evaluation

All field students are evaluated objectively at the mid-term and final portion of the field placements. The mid-term evaluation is meant to give the student a sense of areas they are doing well with, as well as areas where growth is needed before the end of the semester. The final evaluation is completed by the field instructor; however, the student has the right to disagree or agree with evaluation and provide justification.

Criteria: Evaluation

The foundation field instrument is comprised of the competency with multiple indicators for each competency. Each competency is represented with 2-5 behaviors. The field assessments is given at the end/completion of SW 595 Field Practicum I and SW 594 Field Practicum II in the spring semester. The evaluation is completed by the field instructor who had the opportunity to witness the student demonstrate competencies across various dimensions (knowledge, values,

skills, cognitive affective processing). The field instrument demonstrates an evaluation of real practice situations. The evaluation allows the field instructor to rate the performance of the student in each area. For example, the student can receive a score of 1 to 5 on each behavior connected to the competency.

1	The intern has not met the expectations for demonstrating the competency or behavior at this time.
2	The intern is approaching competency in this area and it is anticipated that the intern will meet the expectation in the near future.
3	The intern has succeeded in demonstrating competency in this area
4	The intern is functioning above expectations for interns in this area
5	The intern has excelled in this area
N/A	Not applicable in this setting or at this time.

Procedures: Evaluation

The evaluation of student learning is based on the accomplishment of Social Work Competencies and Advanced Competencies (Children, Youth, and Families). The evaluation process takes place at midterm and at the end of the semester and involves the student, faculty field liaison, and the field instructor; both evaluations are discussed among all entities. The field liaison decides the final grade of the student with input from the field instructor. The final field evaluation in the foundation and concentration year focuses on the student's ability to demonstrate the competencies in their work. As mentioned, student performance is evaluated by the field instructor and the field liaisons. Additionally, the student's learning regarding the foundation and concentration competencies is guided by the development of the learning contract. This allows the student to perform activities that are related to the foundation and concentration competencies.

There are four additional evaluation forms used to evaluate the field education process. These forms are located in the appendices of the *M.S.W. Field Manual*. These include:

- Student Evaluation of the Field Practicum Setting; (Appendix P)
- Student Assessment of the Faculty Field Liaison; (Appendix O)
- Field Instructor Evaluation of the Field Education Program; (Appendix R)
- Faculty Field Liaison Evaluation of the Field Instruction Setting;(Appendix S)
- The Director of Field Education reviews the forms and routinely gives feedback to the field instructor and faculty field liaison. Because evaluation brings a degree of ethical obligation, the Director provides honest, direct, and constructive information that is designed to help improve the field education program. This is an informal process that is shared with field instructors, and with field liaisons. The Director also submits evaluations for analysis to the school's evaluation and outcome

Each field instructor is responsible for completing and submitting to the School evaluations on the student's progress at mid-semester and at the end of each semester.

Mid Semester – This evaluation is a narrative of students' progress in field with identified areas of strengths and needs for improvement. The field instructor is responsible for completing the evaluation. Students are encouraged to voice comments and concerns. Advanced standing students do not have to complete mid-term evaluations for the summer school term. The evaluation is signed by the student and field instructor and submitted to the field liaison. Mid-semester evaluations are due by 5:00 p.m. the Thursday before the Monday to submit grades.

Students' Evaluation of the Field Practicum

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 experiential learning.

Student Evaluation of the Field Liaison

Students evaluate the accessibility of the field liaison, timeliness in response to questions and concerns.

Field Instructor Evaluation of the Office of Field Education

Field instructors evaluate accessibility, timeliness in response to questions and concerns and material availability from the office of field education.

Faculty Field Liaison's Evaluation of the Field Setting

Faculty field liaisons complete a formal survey of the field setting and field instructor that 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.

Foundation and Advanced Concentration Final Evaluations

The end of semester evaluations consists of the field instructor evaluating the students on the nine core competencies and students, a recommended grade and student's response to the evaluation. The evaluation uses a Likert scale to scale responses. The field instructors evaluation is discussed with the student prior to its being submitted to the field liaison. Deadlines for the submission of semester evaluations are one week before the end of the semester.

Field instructors may suggest a final grade for students, but the field liaison is responsible for deciding the final grade. Information from these evaluations are 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 agencies and learning opportunities. The School's Evaluation and Outcome Committee analyzes this data that provide feed- back to a competency model and rating student and agency performance. The field liaisons collect these evaluations from the students and then submits to the Director of Field Education the week following the end of the semester school year. The director submits the evaluations to the evaluation and outcome committee as requested.

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.

Student's Evaluation of the Field Experience (Appendix P).

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 P and Q).

Field Instructors: Evaluation of the Field Program (Appendix R).

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.

Faculty Field Liaisons: Evaluation of the Field Setting (Appendix S).

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.

Student Evaluation of the Faculty Field Liaison (Appendix Q).

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.

UNSATISFACTORY FIELD PERFORMANCE AND GRADES

Field/School Conferences

When a Field Instructor determines a student's performance as being unsatisfactory due to violation of any of the following:

- Receive an Unsatisfactory on the Final Evaluation of the Student by the Supervisor
- Failure to submit all required internship course assignments or documents by the specified due dates;
- Fail to attend required seminars;
- Fail to demonstrate professional behavior in the internship;
- Agency requests student be removed from the agency for any of the following documented reasons:
 - Student's failure to abide by the NASW Code of Ethics, Standards of Practice, assigned agency policies or procedures, and or JSUSSW policies or procedures;
 - Student's violation of any of the principles outlined in the NASW Code of Ethics of Standards of Practice.
 - Student's attempt to harm oneself, others or clients;
 - Student's repeated tardiness and unexcused absences without notification to agency supervisor;
 - Student's lack of progress in correcting identified deficiencies and concerns, as outlined in supervisor documentation.
 - Student's impairment for any reason to the degree that it interferes with student's ability to satisfy field competencies and activities identified in learning plan.

The field instructor must document student-specific issues and 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, Program Director,

Director of Field Education, and Associate Dean may also attend the conference. A field conference form is completed and signed by all attendees. The form is maintained in the student's file and a copy given to the student and field instructor. **(Appendix JJ)**

The numerical grading ranges and their meaning are indicated below:

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

Student Grievance Policy

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.

FIELD WORK SUPPORT AND DEVELOPMENT

School of Social Work Advisory Board

The School of Social Work Advisory Board covers programmatic activities for the BSW and MSW Programs, including field education. The Council is comprised of social work practitioners and administrators from various human service agencies and students currently enrolled in the MSW program. This council serves as a supportive function and helps to identify gaps in educational and/or agency services.

Self-care and Self-management

The NASW policy statement on Professional Self-Care and Social Work defines professional self-care as "a core essential component to social work practice [reflecting] a choice and commitment to become actively involved in maintaining one's effectiveness" (NASW, 2012, p. 268). A student self-care plan is a critical part of the professional development plan. A classroom presentations on self-care and self-management is provided by a faculty member as part of student professional development.

Safety and Risk Management

Policy: Safety

Student safety is an important issue. Students are vulnerable in field practicum and are exposed to the same risks as workers. Students deserve to feel and be safe in field practicum. With that being said, we will provide tools to enhance safety among students who are in field.

Criteria: Safety

The Director of Field Education for the MSW Program during orientation discusses the NASW safety plan of action and Safety Techniques and Strategies in Social Work field from the University of Wisconsin at Milwaukee Helen Bader School of Social Welfare, Social Work Field Program. Students are provided the following websites to access information:

<http://www.socialworkers.org/profession/centennial/violence.htm>and

<http://uwm.edu/socialwelfare/wp-content/uploads/sites/56/2017/01/safety-manual.pdf>.

In addition, the Director of M.S.W. Field Instruction provides tips for safety strategies for risk reduction of trauma over time and a cognitive-behavioral technique used in treating clients who have experienced trauma, based on the theory of stress inoculation (SI), a method of exposing students to case scenarios.

Another safety issue for students in field practicum is self-care and self-management. Maintaining one's effectiveness is essential in student success. Personal stressors, clients, academic responsibilities, and the work environment can contribute to a lack of self-care. The field manual has a set of tips for self-care and self-management for students. Field liaisons discuss these tips in the seminar class. In addition to field, safety is also discussed in the M.S. W. Student Handbook. Students are encouraged to develop a self-care plan and share with classmates.

Procedures: Safety

During the orientation phase of the placement, students should ask their field instructor for the safety / emergency plan for the agency. Additionally, in field education seminar, students are to create a safety place if or when they have to move about the community conducting home visits or attending community forums.

Student Orientation

The Director of Field Education organizes and conducts field orientation sessions for each

group of M.S.W. field students prior to the beginning of the field practicum. Students are informed about field placement requirements, issues and success in the field. The director may also include other faculty, field instructors, university personnel or community agency representatives to participate in orientation.

Students are required to attend a pre-field placement orientation. Students who cannot attend orientation because of illness, family emergencies or deployment should notify the Director of Field Education before the day of orientation. The Director of Field Education will schedule one make up orientation. Students who do not attend orientation cannot begin field placement. A statement to this fact is in the student placement confirmation letter.

Field Instructor Application

Potential field instructors may self-refer or may be recruited by the program. Either way, a member of the field team contacts the prospective field instructor to explain the requirements and expectations for field instructors and to describe the MSW Program in general and field education in particular. In most instances, field instructors have a master's social work degree from a college or university that is accredited by the Council on Social Work Education. See Appendix W for application.

On rare occasions when the field instructor does not have hold a CSWE-accredited M.S.W. degree, a faculty field liaison affiliated with the School of Social Work at Jackson State University meets with the agency field supervisor and supervises the student on a weekly basis for a minimum of one hour. The field liaison and students are required to complete a weekly supervision form. The faculty field liaison signs all forms along with the agency field supervisor. A copy of this form is located in the appendices of the *M.S.W. Field Manual* (Appendix W). Field instructors must also complete a field instructor's application and submit a résumé and copy of his/her social work license, if applicable. In addition, field instructors must have a minimum of two years of post-M.S.W. social work experience. Additionally, the agency in which the potential field instructor is employed must consent to having a student placed in the fall or spring semester.

Field instruction is essential to the success of field placement. Because the field instructor provides direct instruction to the student regarding knowledge, skills and values of the social work profession, a field instructor must be a competent social work practitioner in one or more areas of service. Furthermore a field instructor must be an employed staff member of the agency or approved off-site field instructor. A field instructor must also have an interest in students and willingly accept the role of field instructor. Finally, a field instructor must be willing to work within the Jackson State University School of Social Work's philosophy of social work

education and the competencies/practice behaviors identified in the learning contract for field education. See Appendix H and I for the learning contracts.

Field Instructor Orientation

New field instructors are required to attend a training session to orient them to the field component of the M.S.W. Program. This session is held twice a year, once in the fall and once in the spring semester. The M.S.W. Field Director coordinates the orientation which is organized around the Council on Social Work Education competencies and dimensions. The Director of M.S.W. Field Education, field instructors, and faculty often assist with presenting material from the training manual. The Director of M.S.W. field schedules two make up sessions by a phone conference call or video conferencing for field instructors who are unable to attend the training sessions.

Field instructors must attend at least one additional field instructor's training workshop a year sponsored by the Office of Field Education at Jackson State University. This workshop helps field instructors to implement evidence-based practice in supervision. Field instructors are educated on different learning styles of students and how students can apply classroom learning to the internship setting. Continuing education credits are provided at no cost to field instructors who attend these workshops. Field instructors are continuously emailed information that assists with student knowledge of the competencies and practice behaviors. Field instructors are given access information to the field manual, curriculum and field syllabus during the orientation.

Field instructors must be willing to meet with the faculty field liaison at least once during the semester regarding the progress of students in field instruction. In addition, to provide a continuous dialogue with field instructors, field liaisons contact them by phone, e-mail, skype (video conferencing) or letters regarding the student's progress throughout the semester of field instruction. The field liaison is available to assist the student and the field instructor with solving any problem that may occur within the supervisory relationship.

The Office of Field Education recognizes the importance of the role of faculty field liaisons. The faculty field liaison is responsible for monitoring students' learning experiences as well as evaluating their progress in placement. The Office of Field Education provides one in-service session during the school year for faculty field liaisons. This in-service reinforces the School of Social Work requirements for monitoring and maintaining students in field placement. Furthermore, discussion concentrates on the responsibilities of field liaisons, concerns regarding existing and new field placement agencies, and revised or new School policies and procedures that impact students in field placement.

The Office of Field Education depends on field adjunct professors, School of Social Work Advisory Board Members and other social work professionals to assist in the development and revisions of policies and procedures for field instruction. Because field instruction is central to the social work program, field liaisons, School of Social Work Advisory Board Members, and other social work professionals provide an avenue for ongoing dialog between the social work program and the practice community. The Office of M.S.W. Field Education is committed to providing honest and fair treatment to all students. For this reason, many other professionals are involved with interviewing, rating, and recommending students to receive field placements.

Student Professional Development

Advanced standing students are required to attend one social work professional development activity during the summer school term and two during the spring semester. Two year full time and three year part time students are required to attend two social work professional development activities during the fall and spring school semester. All professional development activities must be approved by the agency field instructor and faculty field liaison. Proof of professional development attendance such as a copy of the sign in sheet and agenda should be stapled to the time sheet. Students receive field hours for hours of professional development attendance.

Personal and Professional Persona

Character, traits and presentation are essential to help students prepare themselves for the way they want to present themselves to the social work profession and to the world. The following are some areas students should begin to develop their personal brand while in field placement:

Use of Technological Devices

***This policy also applies to iPods, iPads, MP3 players, personal laptop computers, etc.**

Personal Cellular Phones

During field placement, interns are expected to follow the cellular phone policy that is required of interns. If the agency does not have a policy in place intern are to exercise discretion in using personal cellular phones. Personal calls during field placement hours, regardless of the phone used can interfere with an intern's productivity, safety and may be distracting to others. Interns are encouraged to make personal calls during breaks and lunch and to ensure that friends and family members are aware of this policy. (JSU Social Work program will not be liable for the loss of personal cellular phones brought into the field placement. Cellular telephones may not be used to defame, harass, intimidate, or threaten any other person.) Interns are prohibited from using their cell phones in any illegal, illicit or offensive manner.

Use of Social Media

Students should refrain from using social media during field placement, unless it is work-related as authorized by your field instructor. Do not use agency email addresses to register on social networks, blogs or other online tools utilized for personal use.

When utilizing social media students should use their best judgment in posting material that is neither inappropriate nor harmful to Jackson State University, JSU employees, employees at their field placement, the agency where the student is doing their internship, clients or customers.

Students should not publish, post or release any information that is considered confidential or not public.

Professional Self

- Students are expected to use the NASW Code of Ethics standards as a guide when making decisions about personal conduct
- Find their niche and share with the agency

Professional Communication

- Students should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability. Effective verbal, non-verbal, phone, email, letter, and academic documentations are significant communication elements.
- Students should give others a positive perception of self & their abilities. Students should express a positive attitude at all times. Student should communicate effectively. Students should

Professional Attire

- Students should wear JSU name tags while in field placement. Students must follow the same dress code that is required of agency staff. Agency policies including, but not limited to dress, tattoos, and/or piercings must be adhered to by students.

➤ **Grooming for Women**

Hair should be away from your face and neatly cut and styled.

Wear daytime, natural-looking makeup—no heavy eyeliner or glittery shadows.

Nails should be clean and manicured; avoid overly long fingernails and nail art.

Lip color and nail polish should not be too trendy or bright.

Perfume should be light in scent and not overpowering

➤ **Grooming for Men**

Have your hair neatly trimmed, including facial hair.

Heavy cologne or other overpowering scents should be avoided.

Nails should be clean and neat.

Workplace Development

A framework for action to expand workforce development beyond field education is essential in preparing students to become professional social workers. The M.S.W. office of field education created a social work workforce agenda as a call to action in response to the NASW Investing in the Social Work Workforce Think Tank Symposium (2011). The Field Director invites speakers from diverse backgrounds, to engage with students to enhance their knowledge, skills, values, and cognitive/affective processes. Inter-professional collaboration with speakers from the department of labor, Kellogg Foundation, university innovate, grant writing institutes, and many others are invited to seminar class.

Field Instructor Professional Development and other Benefits

Field Instructors can never be paid for the support provided to students and the school of social work. Appreciation includes:

- InVITAETion to special projects for free continuing education credits
- Grant submission collaboration

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.

CURRENT EMPLOYMENT AS FIELD PLACEMENT (Appendix O)

Policy: Employment Based Field

Students may use their employment sites for field placements as long as their field education responsibilities and supervisor differ from their regular employment responsibilities and supervisor. M.S.W. students are given the choice to complete their first or final block placement at their place of employment. Usually only one placement can be in the student's place of employment. However, some agencies such as Mississippi Department of Child Protective Services arrange special accommodations for student to complete both placements at the agency. If that is the case, the final placement must be in a direct practice setting that is approved by the Director of Field Education. In order to use employment sites, students must be supervised by a social worker with a master's degree from a school accredited by the Council on Social Work Education, and who is different from his/her usual supervisor. Students desiring to use their employment sites must meet with the Director of M.S.W. Field Education at least one semester prior to registering for field instruction.

Procedures: Employment Based Field

A field student must submit an *Application to Use Current Employment as Field Instruction Site form* stating that they will be allowed to complete a minimum of 450 hours of field instruction in duties different from their regular work activities. The field instructor's resume must be attached to the application. All applications are required to be typed. The student, student's direct supervisor, the agency's director, the field instructor and the director of field signs the form. The Associate Dean reviews and signs the form for final approval.

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 J**). This report is signed by the student and the field instructor.

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

- ✓ 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.

- ✓ Arrange a meeting with the Director of Field Education if the employment site appears to meet the School's minimum requirements
- ✓ Complete the "Application to Use Current Employment as Field Instruction Site," form (Appendix O), 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:

- ✓ meets the school's requirements for a field placement site;
- ✓ can provide the student with a different and well supervised field work plan of learning experiences;
- ✓ can provide a field instructor who is not serving as the student's employment supervisor; and
- ✓ 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.

Context Integration

Accreditation Standard 2.2 – Field Education

M2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

M2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and

constituencies.

M2.2.5 The program describes how its field education program provides a minimum of 900 hours for master's programs.

M2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

M2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

M 2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

M2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Professional Expectations for Social Work Students in Field Instruction (Appendix HH)

Students in the School of Social Work are required to adhere to the following expectations, 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 GPA for field instruction (3.0-foundation and 3.2 advanced concentration).
2. Successfully complete prerequisites and co-requisites for Social Work courses.
3. Demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing ones own work; and refrain from plagiarizing.
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, to include reporting to agencies on time, properly dressed, and ready to provide service to the organization and its clients.
6. Demonstrate responsibility in classroom obligations, i.e., consistent and timely attendance in classes and at agencies, complete assignments within time frames given, appropriate conduct in the classroom, and following up on recommendations of instructors for skill improvement.
7. Demonstrate respectful attitudes, appropriate behavior, and effective interpersonal skills in interactions with peers, faculty, University and agency staff, and clients. Students should also use appropriate channels for resolving conflicts.
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 based on 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 expectations outlined in this document. I understand that adherence to these expectations may be required for continuation in the School of Social Work at Jackson State University. Disciplinary sanctions for violations of these expectations will be considered, but not limited to dismissal from the M.S.W Program.

Signature of Student:_____

Date:

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**

Section I

Student Identification Number: _____

Mr. _____ Mrs. _____ Ms. _____

(Last Name) (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)

(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

____Widowed

Number of Dependents:*

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

Section II

Name of
College/Univ
ersity Years Attended
Academic Discipline of Study
Social Work _____
(Specify)

Other _____

Degree _____
Awarded

Date Degree _____

Expected Date of Degree, if not awarded _____

Major _____

Minor _____

Cumulative Grade Point Average _____
Score

GRE Total _____

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 a driver's license)

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

,

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, **A Student Assigned Agency** and return it to the Director of Field

Practicum. Utilizing the information you provided, the Director will write to the person designated as the A Primary Agency Field Instructor to finalize your placement. You will receive a copy of this confirmation.

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

**M.S.W. Pre-placement Check List and
Weekly Log Record for Students in Field
Placement – Completed by the M.S.W.
Field Director and/or
Faculty Field Liaison**

Student's Name: _____

Program Level: _____

Enrollment Status: _____

		SW 593 (MSW)	SW 594 (MSW)	SW 595 (MSW)
1. Dates of Field Liaison Visits	_____ _____	_____ _____	_____ _____	_____ _____
2. Field Instruction Application				
3. Resume				
4. Professional Insurance Certificate				
5. JSU PAWS Transcript				
6. Use of Employment Application Field instructor Resume				
7. Student Assigned Agency form				
8. Learning Agreement				
9. Mid Term Evaluation				
10. Final Evaluation ____1 st year ____2 nd year				
11. Evaluation of Field Practicum				
12. Evaluation of Faculty Field Liaison				
13. Faculty Field Evaluation of Field Setting				
14. Field Instructor Evaluation of Field Education Program				
15. Student Request to Change Agency				

16. New Affiliation Agreement				
-------------------------------	--	--	--	--

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

Field Liaison: _____ Date Completed: _____

APPENDIX D

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 at theresia.johnson-ratliff@jsums.edu (601/979-8899) by date. This is the final request for completion of the field placement application process. It is a possibility you cannot engage in field instruction the next semester if you do not adhere to this request. Thank you.

JSU P.A.W.S. Transcript _____

Resume _____

Professional Liability Insurance (1/3 million) _____

Affiliation Agreement _____

Application to use Employment Agency for Field _____

Other

1.

2.

3.

4.

Signature: _____

Director or Designated Person

Date: _____

Signature: _____

Student

Date: _____

APPENDIX E
Sample Field Instructor Placement Confirmation Letter

August 15, 2017

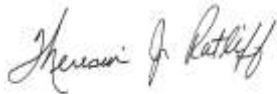
Dear Ms. _____:

On behalf of the School of Social Work, I want to take this opportunity to thank you for continuing to provide the field instruction placements for graduate students from Jackson State University. Your support and commitment to social work education enables us to give students the learning experiences they need to become successful entry level social work practitioners.

The first year graduate social work student assigned to your agency for the 2017 fall semester placement is _____. The student has been instructed to contact you for a **pre** placement interview and to take the **Student Assigned Agency Form** to the interview. The form is to be completed and signed by you and the student. It should be returned to me immediately by the student. Also, the student should give you a copy of his or her resume and professional liability insurance. **The placement date is Monday Aug. 21, through Friday Dec. 8, 2017. The student must complete 450 hours in field and adhere to the school's and agency's field placement policies in order to receive a passing grade.** Students are in placement Monday through Friday from 8:00 am to 5:00 pm. Flexible hours are acceptable if agreeable between the student and field instructor.

Field instructor training is Aug. 16, 2017 in room 5-3 at Universities Center, 3825 Ridgewood Rd., Jackson, MS 39211. Please RSVP by Aug. 11, 2017. The training is from 9:00 am to 1:00 pm, which includes lunch and 3.0 CEs. New field policies and forms will be discussed during this train. We hope you can attend. Should you need to contact me, I can be reached by phone at 601/979-8899 or you can email me at theresia.johnson@jsums.edu. Again, thank you for your continued support of the School of Social Work at Jackson State University.

Sincerely,



Theresia Ratliff, PhD, LCSW
Clinical Assistant Professor and
M.S.W. Program Field Director

APPENDIX F

SAMPLE STUDENT FIELD PLACEMENT CONFIRMATION LETTER

August 15, 2017

Dear Ms. Maranda Taylor:

Congratulations! You have been approved for the first year part-time MSW field instruction for the 2017 fall school semester. Liability insurance coverage in the amount of \$1,000,000/\$3,000,000 is required prior to beginning your field placement. Please submit proof of having this coverage, if you have not already given this information to me. You cannot begin your field placement until I receive all required information as discussed in your pre-field placement interview.

The enclosed **Student Assigned Agency Form** should be taken with you to the interview. After it has been completed and signed by the field instructor and you please return it to me within **two** days after the pre-placement interview. This will ensure that your field placement has been approved. Additionally, you are required to give a copy of your resume and liability insurance to the field instructor at the time of the interview. **The placement time frame is between Monday Aug. 21 to Friday Dec. 8, 2017. You must complete 450 hours in field and adhere to the school's and agency's field placement policies.** You will be in placement Tuesday-Friday from 8:00 am to 5:00 pm unless other times are agreeable with your field instructor. Please contact the following field instructor for a pre-placement interview:

Ms. _____, MSW
Your Way Ministries
813 Straightway Ave., Jackson, 39209
601.000.1433 – @jackson.ms.us

All first year MSW students are required to participate in a pre-placement seminar Thursday, August 17, 2017 from 9:00 am to 11:00 am at Jackson State University, Universities Center room 2-9. Please let me know by Aug. 11, 2017 if you cannot attend the seminar. The Universities Center is located at 3825 Ridgewood Rd., Jackson, MS 39211. If you have questions or concerns, please contact me at 601/979-8899 or email at theresia.johnson@jsums.edu.

Sincerely,

Theresa Ratliff

Theresa Ratliff, PhD, LCSW
Assistant Clinical Professor and
M.S.W. Program Field Director

APPENDIX G
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 VITAEI 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

Last First
Home phone_____ Cell_____ Work_____
Address_____
J Number:_____ Email address_____

FIELD AGENCY INFORMATION

: Phone: Agency
Address:_____
Email:_____
Fax:_____
Primary Field Instructor at Agency (only one permitted):_____

Signature of Field Instructor: _____ Date: _____

Signature of Student: 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 Contract

MSW/Foundation Year Learning Contract

Student Name		Agency Name	
Student Phone:		Agency Address:	
Student Email:		Agency Phone:	
Required Hours:		Field Instructor Name:	
Student's Field Schedule		Field Instructor Phone:	
Supervision Day and Time		Field Instructor Email:	
Faculty Liaison Name:		Field Liaison Phone & Email	

Summary of Practicum

All field education core competencies, behavior practices, educational tools and activities are embedded in the following:

- Council on Social Work Education: Educational Policy and Accreditation Standards (EPAS 2.1.1 – 2.1.9), nine Core Competencies and Practice Behaviors.
- Dimensions of core competencies are knowledge, values, skills, and cognitive and affective processes.
- National Association of Social Workers (NASW) Code of Ethics.

Directions: The student is responsible for completing and submitting the Learning Contract in consultation with the field instructor. Student should keep a hard copy for their individual Field Portfolio.

Indicate Social Work Activities/tasks in field work that support each Core Competency. Write the number of tasks completed per week/per month or if ongoing. An example of the first practice behavior for each competency is on the chart below. All information must be typed. A sample of activities and evidence are on the last page of this document.

1. Core Competency: Demonstrate ethical and professional behavior.

Practice Behaviors: 2.1) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 2.2) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; and 2.3) Identify safety issues as a part of professional behavior.

Tasks	Time Frame	Evidence
Example: Adheres to agency's policies and demonstrate professional judgement and decision making.	Ongoing	Completes agency's orientation process.
Understands the role of the social worker within the agency		
Knowledgeable of the agency's safety and risk routine		

2. Core Competency: Engage diversity and difference in practice

Practice Behaviors: 2.1) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies; 2.2) understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status; and 2.3) identify personal persona professional tools while engaging with diverse groups.

Tasks	Time Frame	Evidence
Example: Become familiar with NASW Code of Ethics	By June 23, 2107	Communicate one ethical principle to agency practice
Communicate an understanding of diversity on the micro, mezzo, and macro levels.		
Integrate cultural sensitive awareness while engaging with clients and co-workers		

3. Core Competency: Advance human rights and social, economic, and Environmental Justice

Practice Behaviors: 3.1) Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.

Tasks	Time Frame	Evidence
Example: Identify strategies that eliminate oppressive social structures	Weeks 1-6	Ability to provide examples of federal, state, and local justice and human rights laws.
Understand a theory of human needs		

4. Core Competency: Engage In Practice-informed Research and Research-informed Practice

Practice Behaviors: 4.1) Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice; and 4.2) know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.

Task	Time Frame	Evidence
Example: Identify one research method implied by the agency	Week four	Define qualitative and quantitative research
Identify tools used to collect qualitative and quantitative research data		
Apply the principles of logic to culturally informed research		

5. Core Competency: Engage in Policy Practice

- Practice Behaviors: 5.1) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services and 5.2) identify and analyze policy that affect change in global, social, cultural, and economic environmental settings.

Task	Time Frame	Evidence
Example: Understand the history of the current agency policies	Week five	Ability to document the history of the agency's current policies
Identify federal, state, and local policies that impact agency's service delivery system		
Identify differences and similarities of a major foreign country and United States social welfare policy		

6. Core Competency: Engage with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors: 6.1) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Task	Time Frame	Evidence
Example: Ability to define empathy	Ongoing	Uses social work jargon in defining
Communicate empathetic responses through use of case scenarios		

7. Core Competency: Assess Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors: 7.1) Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness

Task	Time Frame	Evidence
Example: Understands documentation of interactive process of social work practice.		Reflective, depth and breadth summaries and recording notes

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors: 8.1) Apply knowledge of human behavior and the social environment, person in environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 8.2) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 8.3) understand the importance of documentation in accurate record keeping about any client.

Task	Time Frame	Evidence
Example: Identify a human behavior theory	By Week 4	Orally communicate a theory without notes
Ability to identify evidence-informed intervention for individuals, groups and communities		
Recognizes the benefit of achieving the goals of clients.		

9. Core Competency: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors: 9.1) Select and use appropriate methods for evaluation of outcomes and 9.2) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Task	Time Frame	Evidence
Example: Recognize the importance of evaluating practice and outcome	Ongoing	Ability to apply a method of evaluation and outcome of agency's practice.

Student

Date

Field Instructor

Date

Faculty Liaison

Date

Sample List of Activities/Tasks

Read and discuss Code of Ethics	Use of Engagement	Home visits
Individual meetings	Use of Empathy	Attention to Professional boundaries
Family meetings	Attention to Appearance	Advocacy initiatives
Small group meeting	Ethical decision-making	Grant writing
Psychosocial assessments	Awareness of biases and values	Work-plan development
Treatment plan/contracts	Limit setting	Outreach
Telephone contacts	Information and referral	Budget development
Crisis intervention	Technology development	Program Development
Problem solving	Interagency collaboration	Organizational analysis
Committee meetings	Documentation	Publication (newsletter)
Set goals/objectives	Evaluate outcomes of work	Termination Discussions
Leadership activities	Integration of class and field	Educational workshops
Diversity sensitivity	Interpersonal work	Community organizing
Policy development	Conflict resolution	Public speaking

Task-centered work	Staff meetings	Survey
Cognitive-behavioral work	Time management	Oral communication
Written communication	Negotiating	Recruiting
Lobbying	Empathizing	Marketing
Discharge planning	Genograms	Coordinating

Sample List of Evidence of Behavior

Complete progress notes	Demonstrate NASW Code of Ethics
Attend staff meetings	Complete assessments
Attend community meetings	Complete case summaries
Schedule supervision appointments	Read and comply with the agency's policy manual
Participate in interdisciplinary team meetings	Complete agency orientation
Adheres to constructive criticism	Assesses computer resources
Assumes responsibility for own learning	Seeks opportunities to go beyond agency's expectations
Consistently applies theories to practice	Manage time effectively
Leave a legacy for the agency	Advocates for clients
Uses gender neutral language	Does not become involved in office politics
Demonstrate high work ethics	Demonstrates empathetic responses
Understand environmental impact on social justice	Distinguishes between micro, macro, and mezzo social work practice
Identify and apply research methods to practice	Identify the agency's framework for practice
Identify clients' goals and objectives	Understands when to begin the termination process
Works with the agency's team	Demonstrate professional identity
Uses correct writing grammar and mechanics of writing	Writes with critical thinking and reflective practice

APPENDIX I

MSW/Advanced Year Learning Contract

Student Name		Agency Name	
Student Phone:		Agency Address:	
Student Email:		Agency Phone:	
Required Hours:		Field Instructor Name:	
Student's Field Schedule		Field Instructor Phone:	
Supervision Day and Time		Field Instructor Email:	
Faculty Liaison Name:			

Summary of Practicum

All field education activities and tasks are embedded in the following:

- Council on Social Work Education: Educational Policy and Accreditation Standards (EPAS 2.1.1 – 2.1.9), nine Core Competencies and Advanced Behaviors with Children, Youth, and Families (CYF).
- Dimensions of core competencies are knowledge, values, skills, and cognitive and affective processes.
- National Association of Social Workers (NASW) Code of Ethics.

Directions: The student is responsible for completing and submitting the Learning Contract in consultation with the field instructor. Students should keep a hard copy for their individual Field Portfolio.

Indicate Social Work Activities/tasks in field work that support each Core Competency. Write the number of tasks completed per week/per month or if ongoing. An example of the first practice behavior for each competency is on the chart below. All information must be typed. A sample of activities and evidence are found on the last page of this document.

1. Core Competency: Demonstrate ethical and professional behavior

Behaviors: 1.1) Demonstrates understanding of social work role and interdisciplinary team roles within and across family service sectors; 1.2) Consistently employs critical appraisal of the influence of their own professional experiences as a part of decision-making in their practice with children, youth, families, groups, communities, and organizations; 1.3) Apply judgement and strategies of ethical reasoning to arrive at decisions in intervening with children, youth and families.

Tasks	Time Frame	Evidence
Example: Student will attend agency's staff orientation to become aware of agency rules and regulations for practice with children, youth, and families.	June 1-6, 2017	Completion agency's orientation process.

2. Core Competency: Engage diversity and difference in practice

Behaviors: 2.1) Apply and communicate understanding importance of diversity and difference in shaping life experiences of children, youth and families when practicing at the micro, mezzo, and macro levels. 2.2) Demonstrates understanding of the impact and influences of culture on identity development of children, youth, and families.

Tasks	Time Frame	Evidence
Example: Student will gain knowledge from a diversity workshop that focuses on children, youth, and families. Knowledge acquired will be demonstrated in practice.	By June 23, 2107	Discussion in supervision (supervision logs) of how this knowledge has been applies to children, youth, and families.

3. Core Competency: Advance human rights and social, economic, and Environmental Justice		
Behaviors: 3.1) Incorporates social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families. 3.2) Applies interventions when working with children, youth, and families that promote human rights and social justice. 3.3) Identify opportunities to advocate for children, youth, and families when they experience violations to human rights and barriers to social and economic justice.		
Tasks	Time Frame	Evidence
Example: Identify and apply strategies that eliminate oppressive social, economic, and environmental structures.	June 1-July 15	Effectively pointing out and in supervision (documenting in supervision logs) and/or joining activities that can promote rights and social , economic, and environmental justice (i.e., lobbying/advocacy events) for children, youth, and families.

4. Core Competency: Engage In Practice-informed Research and Research-informed Practice		
Behaviors: 4.1) Identifies, reviews and critically appraises research evidence in order to improve service delivery with regards to children, youth, and families; 4.2) Researches and uses various forms of data to inform practice with children, youth and families.		
Tasks	Time Frame	Evidence
Example: Review current practice interventions with children, youth, and families to determine their appropriateness for the population served (CYF).	June 30-July 28	Student will research and outline agency intervention programs and discuss their appropriateness with field instructor during supervision.

5. Core Competency: Engage in Policy Practice

Behaviors: 5.1) Identifies social policy and resource contexts of children, youth and family services at the local, state, and federal levels; 5.2) Evaluates social policies with regard to their impact on the well-being of children, youth and families at micro, mezzo, and macro levels.

Task	Time Frame	Evidence
Example: Student will identify gaps in policies that govern practice with children, youth, and families.	June 15-20	Report in supervision logs and discussion during supervision with field instructor.

6. Core Competency: Engage with Individuals, Families, Groups, Organizations, and Communities

Behaviors: 6.1) Applies knowledge of human behavior and the social environment and development to engage with children, youth and families in a culturally and developmentally appropriate manner; 6.2) Utilizes empathy, reflection, and interpersonal skills to effectively engage children, youth, and families and build collaborative relationships within and across family service sectors.

Task	Time Frame	Evidence
Example: Immediately after an initial visit with a child or children, youth(s) or family; student is able to identify and explain which interpersonal skills were used to build the professional relationship.	Ongoing	Supervision logs and supervision

7. Core Competency: Assess Individuals, Families, Groups, Organizations, and

Communities		
Behaviors: 7.1) Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of children, youth and families; 7.2) Select appropriate intervention strategies based on assessment, research knowledge and values and preferences of children, youth, and families and the communities in which they live; 7.3) Considers the interaction among risk and protective factors, impact of trauma, patterns of attachment, brain development and resiliency.		
Tasks	Time Frame	Evidence
Example: Understands the use of various assessment tools employed by the agency when working with children, youth, and families.	Ongoing	Completion of assessments and discussion in supervision logs and supervision.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities		
Behaviors: 8.1) Negotiates, mediates, and advocates with (and on behalf) of diverse children, youth, and families; 8.2) Critically selects and applies interventions for their practice with children, youth and families, based on thoughtful assessment of needs and the quality of available evidence.		
Tasks	Time Frame	Evidence
Example: Student will attend and participate in a community meeting regarding children, youth, and families.		Supervision and supervision logs.

9. Core Competency: Evaluate Practice with Individuals, Families, Groups, Organizations,

and Communities		
Behaviors: 9.1) Critically analyzes, monitors, and evaluates intervention and program processes and outcomes when working with children, youth and families and communities; 9.2) Use evaluation of their interventions in child, youth, and family settings to identify gaps in skills or in intervention methods in order to increase future effectiveness.		
Task	Time Frame	Evidence
Example: Student will utilize a method(s) of evaluation to evaluate an intervention with children, youth, and/or family.	Ongoing	Ability to documents and discuss in supervision log.

10. Core Competency: Utilization of technology for professional development and practice.		
Practice Behaviors: Student is skilled at integrating technology into research, discussion, practice and presentation.		
Tasks	Time Frame	Evidence
Example: Student will utilize PowerPoint, Prezi (or another presentation platform) to present information in agency meeting.	July 20	Print out of presentation and discussion during supervision/supervision logs.

.....

_____	_____
Student	Date
_____	_____
Field Instructor	Date
_____	_____
Faculty Liaison	Date

Sample List of Activities/Tasks

Read and discuss Code of Ethics	Use of Engagement	Home visits
Individual meetings	Use of Empathy	Attention to Professional boundaries
Family meetings	Attention to Appearance	Advocacy initiatives
Small group meeting	Ethical decision-making	Grant writing
Psychosocial assessments	Awareness of biases and values	Work-plan development
Treatment plan/contracts	Limit setting	Outreach
Telephone contacts	Information and referral	Budget development
Crisis intervention	Technology development	Program Development
Problem solving	Interagency collaboration	Organizational analysis
Committee meetings	Documentation	Publication (newsletter)
Set goals/objectives	Evaluate outcomes of work	Termination Discussions
Leadership activities	Integration of class and field	Educational workshops
Diversity sensitivity	Interpersonal work	Community organizing
Policy development	Conflict resolution	Public speaking
Task-centered work	Staff meetings	Survey
Cognitive-behavioral work	Time management	Oral communication
Written communication	Negotiating	Recruiting
Lobbying	Empathizing	Marketing
Discharge planning	Genograms	Coordinating

Sample List of Evidence of Behavior

Complete progress notes	Demonstrate NASW Code of Ethics
Attend staff meetings	Complete assessments
Attend community meetings	Complete case summaries
Schedule supervision appointments	Read and comply with the agency's policy manual
Participate in interdisciplinary team meetings	Complete agency orientation
Adheres to constructive criticism	Assesses computer resources
Assumes responsibility for own learning	Seeks opportunities to go beyond agency's expectations
Consistently applies theories to practice	Manage time effectively
Leave a legacy for the agency	Advocates for clients
Uses gender neutral language	Does not become involved in office politics
Demonstrate high work ethics	Demonstrates empathetic responses
Understand environmental impact on social justice	Distinguishes between micro, macro, and mezzo social work practice
Identify and apply research methods to practice	Identify the agency's framework for practice

Identify clients' goals and objectives	Understands when to begin the termination process
Works with the agency's team	Demonstrate professional identify
Uses correct writing grammar and mechanics of writing	Writes with critical thinking and reflective practice

APPENDIX J

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

COVER SHEET FOR WEEKLY LOG

This form must be typed.

Student: _____

Agency: _____

Week: _____ Date: _____

Number of Hours for Week: _____ Cumulative Hours: _____

TYPE OF TASKS (if applicable):

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

Student Signature: _____

Date: _____

Field Instructor Signature: _____

Date: _____

Agency Field Supervisor: _____

Date: _____

APPENDIX K

Time Sheet/Sign-In Sheet*

Cumulative Hours _____

Name	Date	Time In	Time Out	Total Hours

Total Hours _____

Student _____ Date _____

Field Instructor _____ Date _____

Agency Field Supervisor: _____ Date _____

School of Social Work

Weekly Field Supervision Form

Instructions: Students are responsible for typing this form. The form is completed in advanced of the weekly supervision meeting with the field instructor. The form is submitted each week with the students' logs, time sheets, and narratives.

Agency Field Instructor: _____

Student: _____

Agency: _____

Agency Field Supervisor (if applicable): _____

Week: _____

<u>Assigned Tasks</u>	<u>Completed</u>	<u>In Progress</u>
1.		
2.		
3.		
<u>Comments: (e.g., adjustments, working relationships, timelines, etc.)</u>		
<u>Next Week's Tasks:</u>		
1.		
2.		
3.		
Signatures:		
Faculty Field Instructor: _____	Date: _____	
Student: _____	Date: _____	
Agency Field Supervisor: _____	Date: _____	

Student submits this form with the weekly logs, time sheets, and narrative.

APPENDIX M

FACULTY FIELD LIAISON CONTACT REPORT

MSW Foundation Year Practicum I

Semester: Fall ____ Spring ____, 20____

Student Name

Faculty Field Liaison

Field Instructor

Agency

Date of First Visit: _____ Date of Additional Visit(s): _____

Please check the student's current level of Competency in the appropriate box.

C = Competency

EC = Emerging Competency

IP = Insufficient Progress

Core Competency 1— Demonstrate Ethical and Professional Behavior; Dimensions: knowledge, skills, values, and cognitive/affective processing.			
Practice Behavior	C	EC	IP
Demonstrate professional demeanor in behavior; appearance and oral, written, and electronic communication.			
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.			
Identify safety issues as a part of professional behavior.			

If answered IP to any of the above, what is the student and field instructor's plan to address the practice behavior?

Core Competency 2— Engage diversity and difference in practice; Dimensions: knowledge and cognitive/affective processing.			
Practice Behavior	C	EC	IP
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.			
Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.			
The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status,			

marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status; and			
Identify personal persona professional tools while engaging with diverse groups.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Competency 3— Advance human rights and social, economic, and Environmental Justice; Dimensions: knowledge and skills.			
Practice Behavior	C	EC	IP
Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Competency 4— Engage In Practice-informed Research and Research-informed Practice: Dimensions: knowledge, skills, and cognitive/affective processing.			
Practice Behavior	C	EC	IP
Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.			
Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.			
Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Competency 5— Engage in Policy Practice; Dimensions: knowledge, skills, and values.
--

Practice Behavior	C	EC	IP
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.			
Identify and analyze policy that affect change in global, social, cultural, and economic environmental settings.			
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Competency 6— Engage with Individuals, Families, Groups, Organizations, and Communities; Dimensions: knowledge, skills, values, and cognitive/affective processes.			
Practice Behavior	C	EC	IP
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Competency 7— Assess Individuals, Families, Groups, Organizations, and Communities; Dimensions: knowledge, skills, and values.			
Practice Behavior	C	EC	IP
Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Competency 8— Intervene with Individuals, Families, Groups, Organizations, and Communities; Dimensions: knowledge, skills, and values.			
---	--	--	--

Practice Behavior	C	EC	IP
Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.			
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.			
Understand the importance of documentation in accurate record keeping about any client.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Competency 9— Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities; Dimensions: knowledge, skills, and values.			
Practice Behavior	C	EC	IP
Select and use appropriate methods for evaluation of outcomes and apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Faculty Field Liaison

Date

Field Instructor

Date

Student

Date

APPENDIX N FACULTY FIELD LIAISON CONTACT REPORT

MSW Advanced Year Practicum II

Semester: Fall ____ Spring ____, 20____

Student Name

Faculty Field Liaison

Field Instructor

Agency

Date of First Visit: _____ Date of Additional Visit(s): _____

Please check the student's current level of Competency in the appropriate box.

C = Competency

EC = Emerging Competency

IP = Insufficient Progress

Core Competency 1— Demonstrate Ethical and Professional Behavior; Dimensions: knowledge, skills, values, and cognitive/affective processing.			
Practice Behavior	C	EC	IP
1.1) Demonstrates understanding of social work role and interdisciplinary team roles within and across family service sectors;			
1.2) Consistently employs critical appraisal of the influence of their own professional experiences as a part of decision-making in their practice with children, youth, families, groups, communities, and organizations;			
1.3) Apply judgement and strategies of ethical reasoning to arrive at decisions in intervening with children, youth and families.			

If answered IP to any of the above, what is the student and field instructor's plan to address the practice behavior?

Core Competency 2— Engage diversity and difference in practice; Dimensions: knowledge and cognitive/affective processing.			
Practice Behavior	C	EC	IP
2.1) Apply and communicate understanding importance of diversity and difference in shaping life experiences of children, youth and families when practicing at the micro, mezzo, and macro levels.			
2.2) Demonstrates understanding of the impact and influences of culture on identity development of children, youth, and families.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Competency 3— Advance human rights and social, economic, and Environmental Justice; Dimensions: knowledge and skills.			
Practice Behavior	C	EC	IP
3.1) Incorporates social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.			
3.2) Applies interventions when working with children, youth, and families that promote human rights and social justice.			
3.3) Identify opportunities to advocate for children, youth, and families when they experience violations to human rights and barriers to social and economic justice.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Competency 4— Engage In Practice-informed Research and Research-informed Practice: Dimensions: knowledge, skills, and cognitive/affective processing.			
Practice Behavior	C	EC	IP
4.1) Identifies, reviews and critically appraises research evidence in order to improve service delivery with regards to children, youth, and families;			
4.2) Researches and uses various forms of data to inform practice with children, youth and families.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Competency 5— Engage in Policy Practice; Dimensions: knowledge, skills, and values.			
Practice Behavior	C	EC	IP

5.1) Identifies social policy and resource contexts of children, youth and family services at the local, state, and federal levels;			
5.2) Evaluates social policies with regard to their impact on the well-being of children, youth and families at micro, mezzo, and macro levels.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Competency 6— Engage with Individuals, Families, Groups, Organizations, and Communities; Dimensions: knowledge, skills, values, and cognitive/affective processes.			
Practice Behavior	C	EC	IP
6.1) Applies knowledge of human behavior and the social environment and development to engage with children, youth and families in a culturally and developmentally appropriate manner;			
6.2) Utilizes empathy, reflection, and interpersonal skills to effectively engage children, youth, and families and build collaborative relationships within and across family service sectors.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Competency 7— Assess Individuals, Families, Groups, Organizations, and Communities; Dimensions: knowledge, skills, and values.			
Practice Behavior	C	EC	IP
Behaviors: 7.1) Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of children, youth and families;			
7.2) Select appropriate intervention strategies based on assessment, research knowledge and values and preferences of children, youth, and families and the communities in which they live;			
7.3) Considers the interaction among risk and protective factors, impact of trauma, patterns of attachment, brain development and resiliency.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Competency 8— Intervene with Individuals, Families, Groups, Organizations, and Communities: Dimensions: knowledge, skills, and values.			
Practice Behavior	C	EC	IP
8.1) Negotiates, mediates, and advocates with (and on behalf) of diverse children, youth, and families;			
8.2) Critically selects and applies interventions for their practice with children, youth and families, based on thoughtful assessment of needs and the quality of available evidence.			

If answered IP to any of the above, what is the student's plan to address the practice behavior?

9. Core Competency: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			
Practice Behaviors: 9.1) Critically analyzes, monitors, and evaluates intervention and program processes and outcomes when working with children, youth and families and communities	C	EC	IP
9.2) Use evaluation of their interventions in child, youth, and family settings to identify gaps in skills or in intervention methods in order to increase future effectiveness.			

10. Core Competency: Utilization of technology for professional development and practice.			
Practice Behaviors: Student is skilled at integrating technology into research, discussion, practice and presentation.	C	EC	IP

If answered IP to any of the above, what is the student's plan to address the practice behavior?

Faculty Field Liaison

Date

Field Instructor

Date

Student

Date

APPENDIX O

Application to Use Employment Agency As Field Instruction Site

Identifying Information
This form must be typed – please read policy in field manual

Name_____

Address_____

Phone: Home _____ Work_____ Cell_____

CURRENT EMPLOYMENT

Agency_____

Agency Address_____

Current Supervisor_____ Phone: _____

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/Department</u>	<u>Supervisor(s)</u>
-------------	--------------	-------------------	------------------------	----------------------

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

Total Hours Per Week: _____

PROPOSED PLACEMENT

Type of Placement: Advanced Standing *1st Year M.S.W.____ 2nd Year M.S.W.____

Date of placement period:

FIELD INSTRUCTOR

(Must have a M.S.W. from a CSWE accredited school and two years of post - graduate work experience, attach resume)

Agency Field Instructor

Name _____ Position _____

Adjunct Field Liaison Instructor
(To be coordinated by Graduate Field Director)

Name _____ Position _____

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

In which areas or unit(s) of the agency will the applicant complete the field instruction?

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>Days</u>	<u>Hours</u>	<u>Unit/Department</u>	<u>Supervisor</u>
-------------	--------------	------------------------	-------------------

Total Hours per Week

EMPLOYMENT WHILE IN FIELD PLACEMENT:

<u>Days</u>	<u>Hours</u>	<u>Unit/Department</u>	<u>Supervisor</u>
-------------	--------------	------------------------	-------------------

_____Total Hours Per Week

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

EXPLAIN HOW PLAN RELATES TO YOUR EDUCATION AND CAREER GOALS:

- The field instructor must be a graduate of a school accredited by C.S.W. E. and with two years of post- graduate work experience. Attach copy of the field instructor's resume.

Student

Date

_____	_____
Field Instructor	Date
_____	_____
Employment Supervisor	Date
_____	_____
Agency Director	Date
_____	_____
Director of Field Education	Date
_____	_____
Chair, Graduate Programs	Date
_____	_____
Associate Dean School of Social Work	Date

Please submit application to Director of Field Education for the MSW Program.

APPENDIX P

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 "NA"

AGENCY:

1. The agency allowed student participation in staff meetings, seminars, etc.

1 2 3 4 5 NA

2. The agency accepted students as an integral part of the social work staff.

1 2 3 4 5 NA

3. Students felt free to participate in the formal and informal communication systems.

1 2 3 4 5 NA

4. The agency provided adequate office space and clerical services for students.

1 2 3 4 5 NA

5. The agency's expectations of students were consistent and clear.

1 2 3 4 5 NA

6. The agency is receptive to students' opinions and ideas.

1	2	3	4	5	NA
---	---	---	---	---	----

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	NA
---	---	---	---	---	----

Staff-Client relationships

1	2	3	4	5	NA
---	---	---	---	---	----

Staff-Student relationships

1	2	3	4	5	NA
---	---	---	---	---	----

8. The agency's program provided opportunity to interact with other agencies and community people.

1	2	3	4	5	NA
---	---	---	---	---	----

9. The agency provided for client/consumer input in policy-making.

1	2	3	4	5	NA
---	---	---	---	---	----

10. The agency was oriented to system change as well as individual change.

1	2	3	4	5	NA
---	---	---	---	---	----

11. The agency's services attempted to meet client needs and the agency's specific goals.

1	2	3	4	5	NA
---	---	---	---	---	----

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

1	2	3	4	5	NA
---	---	---	---	---	----

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	NA
---	---	---	---	---	----

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

1	2	3	4	5	NA
---	---	---	---	---	----

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	NA
---	---	---	---	---	----

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	NA
---	---	---	---	---	----

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 | NA |
| 2. | The field instructor demonstrated knowledge of content on social work practice. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | The field instructor was skillful in helping the student to relate classroom content to practice. | 1 | 2 | 3 | 4 | 5 | NA |
| 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 | NA |
| 5. | The field instructor provided structure and clarity of expectations about assignments. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. | The field instructor was accessible when needed. Please clarify in the comments section if this was a problem. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. | The field instructor individualized the student according to his/her learning needs and professional development during the semester. | 1 | 2 | 3 | 4 | 5 | NA |
| 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 | NA |

- | | | | | | | |
|-----|---|---|---|---|---|----|
| 9. | The field instructor showed acceptance of disagreement and respect for the student's opinion. | | | | | |
| | 1 | 2 | 3 | 4 | 5 | NA |
| | | | | | | |
| 10. | The field instructor maintained appropriate structure and organization of field practice activities. | | | | | |
| | 1 | 2 | 3 | 4 | 5 | NA |
| | | | | | | |
| 11. | The field instructor demonstrated concern for values, ethics, and objectives of the social work profession. | | | | | |
| | 1 | 2 | 3 | 4 | 5 | NA |
| | | | | | | |
| 12. | The field instructor's attitudes and behaviors in regard to minority groups have been examples of desirable practice. | | | | | |
| | 1 | 2 | 3 | 4 | 5 | NA |

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 | NA |
| | | | | | | |
| 2. | The field instructor's evaluations were fair, accurate, and helpful to the student. | | | | | |
| | 1 | 2 | 3 | 4 | 5 | NA |

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	NA
---	---	---	---	---	----

3. The field instructor provided for appropriate "rebuttal" in the evaluation process.

1	2	3	4	5	NA
---	---	---	---	---	----

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	NA
---	---	---	---	---	----

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
---	---	---	---	---

APPENDIX Q
Student Assessment of the Faculty Field Liaison

Name of Student: _____ Date: _____

Advanced Standing Summer _____

1st year M.S.W. _____

2nd year M.S.W. _____

Name of Agency: _____

Name of Field Instructor: _____

Name of Faculty Field Liaison: _____

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.

() Do not know

Number of times:

Fall: _____ Springs: _____

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

1) Availability of faculty field liaison to you:

5

Always

Available

4

Generally

Available

3

Occasionally

Available

2

Seldom

Available

1

Never

Available

2) Follow-up response to your inquiries:

5
Prompt
response,
same day

4
Generally
responds
within 1 week

3
Slow, but
does respond

2
Requires
repeated
reminders

1
Does not return
most calls

4) Comments

APPENDIX R

Field Instructor Evaluation of the Field Education Program

Name of Field Instructor: _____ Date: _____

Name of Student in Placement: _____

____ BSW ____ Advanced Standing ____ 1st year MSW ____ 2nd year MSW

Name of Agency: _____

Name of Faculty Liaison: _____

Please evaluate the extent to which the Field Education unit 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 unsatisfactory.

1. Contacted agency about field placement in a timely manner and evaluated student's ability to work within the framework of the agency.

1 2 3 4

2. Secured and negotiated field affiliation agreements in a timely manner.

1 2 3 4

3. Adequately interpreted the School of Social Work's educational standards, objectives and policies to both field agencies and students/

1 2 3 4

4. Negotiated conflicts with students and field agencies if necessary.

1 2 3 4

5. Provided the field instructor with a current *Field Instruction Manual*.

1 2 3 4

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

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

6. Monitored and evaluated agency's capacity to facilitate student's learning. 1

2	3	4
---	---	---

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

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

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

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

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

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

Suggestions for Improving Questionnaire:

APPENDIX S

Field Liaison Evaluation of the Field Setting

Name of Field Liaison _____

Name of Agency _____

Name of Field Instructor _____

Name of Student _____

_____MSW Program

Course #, SW _____

_____BSW Program

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 T

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 U

Jackson State University School of Social Work Field Instruction Agreement of Affiliation

THIS AGREEMENT is entered into on this the _____ by and between Jackson State University-College of Health Sciences-School of Social Work (hereinafter referred to as “Program”) and _____ (hereinafter referred to as “Agency”). 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:

I. Program Responsibilities:

- A. The Program will select student(s) to be placed with the Agency for the social work field experience.
- B. The Program will provide the Agency with information about the student, including his/her academic preparation, previous social work and other job experience and his/her career plans.
- C. The Program will provide orientation for Agency Field Instructors and pre-placement seminar for the students. This orientation will take place in early fall and spring of the effective school semester of this agreement for master’s and undergraduate students.
- D. Program students assigned to the Agency must agree to abide by the Code of Ethics of the National Association of Social Workers (NASW). The students further agree to hold all confidential information in trust and confidence in accordance with the Code of Ethics of the NASW.
- E. Program students will purchase and maintain liability insurance throughout their experience.

- F. 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.
- G. 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.
- H. The Faculty Field Liaison will make regular contacts with the student and agency, and usually make one face to face, conference call or video conferencing 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. Field Instructors are considered part of the school's faculty.
- I. The Faculty Field Liaison will be responsible for assigning the student's final grade based on consultation with the Agency Field Instructor.

II. **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. 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;
 - 3. Are competent to practice in their specialty;
 - 4. Are committed to the values and ethics of the profession;
 - 5. Are interested in social work student education; and
 - 6. Ensure that students have in-person contact with clients and constituencies.
- 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. Field instructors are field faculty with legitimate educational interest in student records.

- I. 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.

III. **Term of Agreement:**

The term of this Agreement shall be for three years commencing on _____ and ending on _____.

IV. **Termination of this Agreement:**

Either party may terminate this Agreement in whole or in part, at any time by giving the other party no less than thirty (30) days prior written notice of its intention to do so.

V. **Authorization to Execute.**

The parties executing this Agreement represent and warrant that they are authorized to execute this Agreement.

VI. **Entire Agreement:**

This Agreement constitutes the entire agreement between the Program and Agency. It supersedes all prior contemporaneous communications, representations, or agreements, whether oral or written, with respect to the subject matter thereof

VII. **Amendments:**

This Agreement constitutes the entire agreement between the parties relating to the subject matter hereof. This Agreement shall not be amended or changed except by written instrument signed by the party to be charged therewith.

VIII. **Mississippi State Agency Provisions:** Jackson State University is a Mississippi Institution of Higher Learning. Jackson State University is a tax-exempt Mississippi State Agency. The terms of this agreement are modified in compliance with Mississippi law.

A. Governing Law. This Agreement shall be interpreted, construed, and enforced in accordance with the laws of the State of Mississippi

B. Nondiscrimination. The parties agree to comply with all applicable state and federal laws, rules, and regulations governing equal employment opportunity, immigration, e-verify, and nondiscrimination.

C. Conflict of Interest. This Agreement is subject to Section 25-4-101 of the Mississippi Code Annotated, as amended. This Agreement may be cancelled if any person significantly involved in the initiating, negotiating, securing, drafting or creating of the Agreement on behalf of the University is an employee, consultant, or agent of any other party to this agreement. Should this Agreement violate a Mississippi Conflict of Interest law, the Agreement may be declared void.

D. Records. The parties shall retain all records directly relating to this Agreement during the Agreement's term and for a minimum of an additional three (3) years. Further, such records will be available at reasonable times for inspection and audit by University or the State of Mississippi during the term of this agreement and for three (3) years thereafter. A copy of the records shall be provided at Jackson State University in Jackson, Mississippi, upon request.

E. Failure of Legislature to appropriate. If University's performance under this agreement depends upon the appropriation of funds by the Mississippi Legislature, and if the Legislature fails to appropriate the funds necessary for performance, then the University may provide written notice of such non-appropriation and cancel this Agreement without further obligation of the University.

F. E-Verify. The Parties represent and warrant that each will ensure its compliance with the Mississippi Employment Protection and will register and participate in the status of verification system for all newly hired employees. The term "employee" as used herein means any person that is hired to perform work within the State of Mississippi. As used herein, "status verification system" means the Illegal Immigration Reform and Immigration Responsibility Act of 1996 that is operated by the United States Department of Homeland Security, also known as the E-Verify Program, or any other successor electronic verification system replacing the E-Verify Program. The Parties agree to maintain records of such compliance and, upon request of the State of Mississippi, to provide a copy of each such verification to the State of Mississippi. The Parties further represent and warrant that any of its employees assigned by such Party to perform services hereunder meets the employment eligibility requirements of all immigration laws of the State of Mississippi. The Parties understand and agree that any breach of these warranties may subject the Parties to the following: (a) termination of this Agreement and ineligibility for any state or public contract in Mississippi for up to three (3) years, with notice of such cancellation/termination being made public, or (b) the loss of any license, permit, certificate or other document granted to such Party by an agency, department or governmental

entity for the right to do business in Mississippi for up to one (1) year, or (c) both.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized officials, on the date set forth below.

Agency:

Jackson State University

By: _____

By: _____

Title: _____

Title: _____

Name: _____
Printed Name

Name: _____
Printed Name

Date: _____

Date: _____

By: _____
Dean, College of Health
Sciences

Date: _____

By: _____
Provost/Vice President for
Academic Affairs

Date: _____

APPENDIX V

Agency Application for Field Placement

Contact: _____

MSW Field Director – Dr. Theresia Johnson-Ratliff

Email form to theresia.johnson-ratliff@jsums.edu

1. Agency Name
2. Contact person
3. MSW Field Instructor
4. Non MSW Agency Field Supervisor- this person has a degree related to a MSW and will meet weekly with the adjunct field liaison or off-site MSW field instructor.
5. Address
6. Phone
7. Email
8. Age group(s) of population served
9. Typical work hours
10. Can your agency accommodate students with disabilities?
11. Does your agency require pre-placement screening and/or criminal background checks?
12. Agency's fields of practice

13. List major functions expected by students

14. Describe tasks and assignments for students

15. Will students engage in face-to-face contact with clients?

16. Does your agency offer stipend for social work interns?

Signature:

Date:

APPENDIX W

Field Instructor and Agency Field Supervisor Application

Field Instructors and Agency Field Supervisor:

Thank you for inquiring about the process to become a field instructor for the School of Social Work at Jackson State University. Agency field supervisors are professionals who do not have a M.S.W., but a related degree. The field instructor is responsible for meeting with the student and agency field supervisor weekly for a minimum of one hour. This meeting can be in-person, video conferencing or phone conference. It is the responsibility of the student to complete and submit the weekly supervision form to the field liaison. In order to have adequate and effective field instruction for student interns in the M.S.W. Programs, it is necessary to complete and return the following applicable information to me before students are placed:

- Field Instruction Application
- Copy of License or degree if not licensed.
- Resume
- Affiliation Agreement (if applicable)
- Brochure or pamphlet about the agency

The field instructor and agency field supervisor application, license and or degree, resume, and brochure can be scanned and emailed to me. Thank you for your cooperation in this matter. Please contact me by phone at 601/979-8899 or email, theresia.johnson-ratliff@jsums.edu regarding questions or concerns. All field instructors must be a graduate of a school accredited by the Council on Social Work Education with a minimum of two years of post -graduate work experience. Please submit this application with requested information by _____. An original signed affiliation agreement between the university and agency is required before students begin field placement. Agencies must also complete an Agency Application for Field Placement. In addition, all field instructors and agency field supervisors are required to attend an in-person or video conferencing orientation. We look forward to hearing from you in the very near future.

Sincerely,



Theresia Ratliff, PhD, LCSW
Assistant Clinical Professor & Director of Field Education

**Jackson State University
School of Social Work**

**Application for Field Instructor and Agency Field Supervisor
(Please circle appropriate discipline)**

1. Name: _____
2. Name of Agency: _____
3. Address: _____
4. Phone: _____ Email address: _____
5. How long in agency: _____; in present position: _____
6. Brief description of present responsibilities and work load: _____

7. Attach copy of resume
8. Previous field instruction experience; include date, school, graduate or undergraduate and number of students. _____

9. Practice orientation (i.e., problem solving, systems, ecological, psychosocial, other): _____

10. Supervisory approach: _____

11. Brief statement of interest in field instruction: _____

12. License Number: LCSW _____ LMSW _____ LSW _____ N/A _____

13. As a field instructor do you agree with the following?

- To provide at least one hour weekly individual supervision? _____
- To read and critique student records prior to conference? _____
- To furnish the school with a written and signed evaluation of each student at the mid-term and end of the semester? _____
- To complete and sign weekly logs and time sheets? _____
- To attend special and regularly scheduled meetings by conference call, online or face-to-face of field instructors during the placement period. _____

Signature of Field Instructor or Agency Field Supervisor

Date: _____

APPENDIX X

Student Information for Field Placement Consent

I, _____ a student of Jackson State University College of Health Sciences School of Social Work, has been informed that my student information may be shared with potential and actual field instructors. Therefore, I _____ give consent for such information to be shared. Demonstration of my consent is confirmed by my signature below and witnessed by the Director of Field Education for the Master of Social Work Program. This document shall remain in effect until the completion of my field placement(s).

Student Signature: _____ Date: _____

Director of M.S.W. Field Education: _____ Date: _____

APPENDICES Y

Jackson State University Master of Social Work Program Mid-Semester Narrative Evaluation

Name of Student: _____

Field Setting Name: _____

Field Instructor: _____

Semester: _____

-
1. Brief description of student's learning experiences. Include numbers and extent of responsibility, where possible (i.e., 5 ongoing cases, 3 intakes, co-leader of group, primary responsibility for developing program evaluation form)
 2. Student's major strengths:
 3. Major area in which student needs improvement:
 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**

APPENDICES Z

**EVALUATION OF STUDENT FIELD PRACTICUM PERFORMANCE
FOUNDATION YEAR**

Final Evaluation

Name of Intern _____

Date _____

Agency

Period of evaluation: Fall Semester _____ **Spring Semester** _____ **Year** _____

Instructions for Rating Interns on the 9 Social Work Core Competencies in the First Part of the Evaluation:

The standard by which an intern is to be compared is that of a foundation level social worker. The 9 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each Social Work Core Competency statement are several items that we ask you to rate according to the following criteria.

1	The intern has not met the expectations for demonstrating the competency or behavior at this time.
2	The intern is approaching competency in this area and it is anticipated that the intern will meet the expectation in the near future.
3	The intern has succeeded in demonstrating competency in this area
4	The intern is functioning above expectations for interns in this area
5	The intern has excelled in this area
N/A	Not applicable in this setting or at this time.

Comments may be made under any Social Work Core Competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Please justify and give examples for any area in which the student received a rating of 2 or 1.

Evaluation should be a shared process with an opportunity for the student and agency's field instructor to discuss similarities and differences in perception. Although the agency's field instructor is responsible for completing the evaluation and recommending a grade, it is the responsibility of the faculty liaison to assign the final grade. The student's overall grade for the course will be determined by the faculty liaison and based on the overall evaluation of the student's performance in placement in conjunction with the agency field instructor's evaluation,

classroom participation, and course assignments. This evaluation is intended to give the intern feedback about her or his performance. Please do not use another evaluation system to evaluate a student's performance.

Social Work Competency #1: Intern demonstrates ethical and professional behavior.

1 a.	Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	1	2	3	4	5
1b.	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1	2	3	4	5
1c.	Demonstrates professional demeanor in behavior, appearance, oral, written, and electronic communication	1	2	3	4	5
1d.	Uses technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	5
1e.	Uses supervision and consultation to guide professional judgment and behavior	1	2	3	4	5

Comment regarding Competency #1 (optional):

Social Work Competency #2: Intern engages diversity and difference in practice

2a.	Applies and communicates understanding importance of diversity and difference in shaping life experiences at the micro, mezzo, and macro levels	1	2	3	4	5	N/A
2b.	Presents self as a learner and engages clients and constituencies as experts of his/her own experiences	1	2	3	4	5	N/A
2c.	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	5	N/A

Comment regarding Competency #2 (optional):

Social Work Competency #3: Intern advances human rights and social, economic, and environmental justice							
3a.	Applies his/her understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	5	N/A
3b.	Engages in practices that advance social, economic and environmental justice	1	2	3	4	5	N/A

Comment regarding Competency #3 (optional):

Social Work Competency #4: Intern engages in practice-informed research and research-informed practice							
4a.	Uses practice, experience and theory to inform scientific inquiry and research	1	2	3	4	5	N/A
4b.	Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1	2	3	4	5	N/A
4c.	Uses and translates research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	5	N/A

Comment regarding Competency #4 (optional):

Social Work Competency #5: Intern engages in policy practice							
5a.	Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	5	N/A
5b.	Assesses how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5	N/A
5c.	Applies critically to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1	2	3	4	5	N/A

Comment regarding Competency #5 (optional):

Social Work Competency #6: Intern engages with individuals, families, groups, organizations, and communities							
6a.	Applies knowledge of human behavior and the social environment, person-in-	1	2	3	4	5	N/A

	environment, and other multidisciplinary theoretical to engage with clients and constituencies						
6b.	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	5	N/A

Comment regarding Competency #6 (optional):

Social Work Competency #7: Intern assesses individuals, families, groups, organizations, and communities

7a.	Collects and organizes data, and apply critically thinking to interpret information from clients constituencies	1	2	3	4	5	N/A
7b.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	5	N/A
7c.	Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strength, needs, and challenges within client and constituencies	1	2	3	4	5	N/A
7d.	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the client or constituencies	1	2	3	4	5	N/A

Comments regarding competency #7 (optional):

Social Work Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities

8a.	Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5	N/A
8b.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	5	N/A

8c.	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5	N/A
8d.	Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	1	2	3	4	5	N/A
8e.	Facilitates effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	5	N/A

Comments regarding competency #8 (optional):

Social Work Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities							
9a.	Selects and uses appropriate methods for evaluation of outcomes	1	2	3	4	5	N/A
9b.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5	N/A
9c.	Critically analyses, monitors, and evaluates intervention and program processes and outcomes	1	2	3	4	5	N/A
9d.	Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	5	N/A

Comment regarding Competency #9 (optional):

Overall Final Evaluation

Please check one of the following. This grade will be your recommendation for the student.

___1=Poor (F)-The intern **has not met** the expectations for demonstrating the competency or behavior at this time

___2=Below Average (D) The intern is **approaching** competency in this area and **it is anticipated** that the intern will meet the expectation in the near future

___3=Average(C)-This intern is **succeeding** in demonstrating competency in this area

___4=Good (B)-The intern is functioning **above** expectations for interns in this area

___5=Exceptional (A)-This intern is **excelling** in this area

Signature of Agency Field Instructor _____ Date _____

Signature of Faculty Field Director _____ Date _____

The following section should be completed by the intern:

My agency's supervisor and faculty field liaison have discussed this evaluation with me, and I have received a copy.

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency's field instructor, faculty liaison, and faculty field director. A meeting between the student, agency's field instructor, faculty field liaison and/or faculty field director should then be held to discuss the disagreement.

My agreement or disagreement follows:

☐ I agree with the evaluation

☐ I do not agree with evaluation

.

Intern's Signature _____ Date _____

APPENDICES AA

**EVALUATION OF STUDENT FIELD PRACTICUM PERFORMANCE
ADVANCED YEAR-CHILDREN, YOUTH, & FAMILIES**

Final Evaluation

Name of Intern _____ **Date** _____

Agency _____

Period of evaluation: Fall Semester _____ **Spring Semester** _____ **Year** _____

Instructions for Rating Interns on the 9 Social Work Core Competencies in the First Part of the Evaluation:

The standard by which an intern is to be compared is that of an advanced level social worker. The 9 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each Social Work Core Competency statement are several items that we ask you to rate according to the following criteria. Students should engage in in-person contact with clients and constituencies.

1	The intern has not met the expectations for demonstrating the competency or behavior at this time.
2	The intern is approaching competency in this area and it is anticipated that the intern will meet the expectation in the near future.
3	The intern has succeeded in demonstrating competency in this area
4	The intern is functioning above expectations for interns in this area
5	The intern has excelled in this area
N/A	Not applicable in this setting or at this time.

Comments may be made under any Social Work Core Competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Please justify and give examples for any area in which the student received a rating of 2 or 1.

Evaluation should be a shared process with an opportunity for the student and agency's field instructor to discuss similarities and differences in perception. Although the agency's field

instructor is responsible for completing the evaluation and recommending a grade, it is the responsibility of the faculty liaison to assign the final grade. The student's overall grade for the course will be determined by the faculty liaison and based on the overall evaluation of the student's performance in placement in conjunction with the agency field instructor's evaluation, classroom participation, and course assignments. This evaluation is intended to give the intern feedback about her or his performance. Please do not use another evaluation system to evaluate a student's performance.

Social Work Competency #1: Intern demonstrates ethical and professional behavior. (Knowledge, Values, and Cognitive/Affective Processes)

1a.	Demonstrates understanding of social work role and interdisciplinary team roles within and across family service sectors.	1	2	3	4	5
1b.	Consistently differentiates personal and professional experiences as a part of decision-making in their practice with children, youth, families, groups, communities, and organizations.	1	2	3	4	5
1c.	Apply judgement and strategies of ethical reasoning to arrive at decisions in intervening with children, youth and families.	1	2	3	4	5

Comment regarding Competency #1 (optional):

Social Work Competency #2: Intern engages diversity and difference in practice (Knowledge, Values, Skills, and Cognitive/Affective Processes)

2a.	Apply and communicate understanding the importance of diversity and difference in shaping life experiences of children, youth and families when practicing at the micro, mezzo, and macro levels.	1	2	3	4	5	N/A
2b.	Demonstrates understanding of the impact and influences of culture on identity development of children, youth, and families.	1	2	3	4	5	N/A

Comment regarding Competency #2 (optional):

Social Work Competency #3: Intern advances human rights and social, economic, and environmental justice (Knowledge, Skills, and Cognitive/Affective Processes)

3a.	Incorporates social justice practices in advocating for	1	2	3	4	5	N/A
-----	---	---	---	---	---	---	-----

	policies that promote empowerment in vulnerable children, youth and families.						
3b.	Applies interventions when working with children, youth, and families that promote human rights and social justice.	1	2	3	4	5	N/A
3c.	Identify opportunities to advocate for children, youth, and families when they experience violations to human rights and barriers to social and economic justice.	1	2	3	4	5	N/A

Comment regarding Competency #3 (optional):

Social Work Competency #4: Intern engages in practice-informed research and research-informed practice (Knowledge, Skills and Cognitive/Affective Processes)

4a.	Identifies, reviews and critically appraises research evidence in order to improve service delivery with regards to children, youth, and families.	1	2	3	4	5	N/A
4b.	Researches and uses various forms of data to inform practice with children, youth and families.	1	2	3	4	5	N/A

Comment regarding Competency #4 (optional):

Social Work Competency #5: Intern engages in policy practice (Knowledge, Skills, Values and Cognitive/Affective Processes)

5a.	Identifies social policy and resource contexts of children, youth and family services at the local, state, and federal levels.	1	2	3	4	5	N/A
5b.	Evaluates social policies with regard to their impact on the well-being of children, youth and families at micro, mezzo, and macro levels.	1	2	3	4	5	N/A

Comment regarding Competency #5 (optional):

Social Work Competency #6: Intern engages with individuals, families, groups, organizations, and communities (Knowledge, Skills, and Cognitive/Affective Processes)

6a.	Applies knowledge of human behavior and the social environment and development to engage with children, youth and families in a culturally and developmentally appropriate manner.	1	2	3	4	5	N/A
6b.	Utilizes empathy, reflection, and interpersonal skills to effectively engage children, youth, and families and build collaborative relationships within and across family service sectors.	1	2	3	4	5	N/A

Comment regarding Competency #6 (optional):

Social Work Competency #7: Intern assesses individuals, families, groups, organizations, and communities (Knowledge, Skills, Values and Cognitive/Affective Processes)

7a.	Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of children, youth and families.	1	2	3	4	5	N/A
7b.	Select appropriate intervention strategies based on assessment, research knowledge and values and preferences of children, youth, and families and the communities in which they live.	1	2	3	4	5	N/A
7c.	Considers the interaction among risk and protective factors, impact of trauma, patterns of attachment, brain development and resiliency.	1	2	3	4	5	N/A

Comments regarding competency #7 (optional):

Social Work Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities (Knowledge, Skills, and Cognitive/Affective Processes)

8a.	Negotiates, mediates, and advocates with (and on behalf) of diverse children, youth, and families.	1	2	3	4	5	N/A
8b.	Critically selects and applies interventions for their practice with children, youth and families, based on thoughtful assessment of needs and the quality of available evidence.	1	2	3	4	5	N/A

Comments regarding competency #8 (optional):

Social Work Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities (Knowledge, Skills, and Cognitive/Affective Processes)							
9a.	Critically analyzes, monitors, and evaluates intervention and program processes and outcomes when working with children, youth and families and communities.	1	2	3	4	5	N/A
9b.	Use evaluation of their interventions in child, youth, and family settings to identify gaps in skills or in intervention methods in order to increase future effectiveness.	1	2	3	4	5	N/A

Comment regarding Competency #9 (optional):

Social Work Competency #11: Utilization of technology for professional development and practice. (Knowledge and Skills)							
10a.	Student is skilled at integrating technology into research, discussion, practice and presentation.	1	2	3	4	5	N/A

Comment regarding Competency #10 (optional):

Overall Final Evaluation

Please check one of the following. This grade will be your recommendation for the student.

___1=Poor (F)-The intern **has not met** the expectations for demonstrating the competency or behavior at this time

___2=Below Average (D) The intern is **approaching** competency in this area and **it is anticipated** that the intern will meet the expectation in the near future

___3=Average(C)-This intern is **succeeding** in demonstrating competency in this area

___4=Good (B)-The intern is functioning **above** expectations for interns in this area

___5=Exceptional (A)-This intern is **excelling** in this area

Signature of Agency Field Instructor _____ Date _____

Signature of Faculty Field Director _____ Date _____

The following section should be completed by the intern:

My agency's supervisor and faculty field liaison have discussed this evaluation with me, and I have received a copy.

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to the agency's field instructor, faculty liaison, and faculty field director. A meeting between the student, agency's field instructor, faculty field liaison and/or faculty field director should then be held to discuss the disagreement.

My agreement or disagreement follows:

☐ I agree with the evaluation

☐ I do not agree with evaluation

Intern's Signature _____ Date _____

APPENDICES BB

Jackson State University

**College of Health Sciences
School of Social Work
Master of Social Work Program**

Course Syllabus

Course Number and Title	SW 593 Field Instruction
Prerequisites	Pre-requisite: Acceptance into the Advanced Standing Program Co-requisites: SW 583: Integrated Social Work Practice
Credit Hours	3
Semester and Year	
Instructor	
Office Location	
Office Hours	
Email	
Telephone	

M.S.W. Program Mission

The mission statement of the Jackson State University Master of Social Work (M.S.W.) Program is to prepare graduate level social workers for advanced direct social work practice with children, youth, and families in both urban and rural areas.

M.S.W. Program Goals

The goals of the M.S.W. Program are to:

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

Required Textbook

Mama, Robin S. and Ward, Kelly (2016). Breaking out of the box: Adventure-based field instruction, 3rd ed. Chicago, IL. Lyceum.

Course Description

This is the first block field instruction for advanced standing 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 a link between undergraduate education practice experience and the concentration with children, youth and families. The course emphasizes that students will be able to apply a comprehensive professional knowledge base, core social work values, and a wide range of social work roles and skills across practice settings and size of client systems—children, youth, individual, family, group, organization and community.

Course 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. Students meet several times during the eight week period to discuss agency cases; supervision; theoretical application; policy; intervention; practice knowledge; and ethics. Assignments are completed that support the students learning in the field agency. Student must complete **225** hours of field practicum. 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.

Core Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
Use technology ethically and appropriately to facilitate practice outcomes; and
Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Use practice experience and theory to inform scientific inquiry and research;

Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

Assess how social welfare and economic policies impact the delivery of and access to social services;

Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Select and use appropriate methods for evaluation of outcomes;
--

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
--

Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
--

Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
--

Student Learning Outcomes:

Upon completion of this course the students will be able to:

1. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
2. Communicate an understanding of the cognitive processes that impact the dimensions of working with diverse clients.
3. Apply an understanding of knowledge in practices that advance social, economic, and environmental justice.
4. Understand and translate research in evaluating practice.
5. Identify and analyze policies that affect change in global, social, cultural, and economic environmental settings.
6. Apply empathy as a human behavior practice in engagement with clients and constituencies, including individuals, children, youth, families, groups, organizations, and communities.
7. Understand and implement theories of human behavior and the social environment in the assessment process.
8. Understand that intervention is an ongoing component of the social work practice process and value the importance of inter-professional teamwork.
9. Recognize and understand the importance of evaluating practice and outcome in social work service delivery.

Methods of Instruction

This course will be taught through discussions, lectures, selected films, videotapes, case scenarios, role plays and guest speakers. Students will review articles related to field practicum.

Criteria for Grading

Criteria for Grading/Assignments	Due Date	Percentage of Final Grade
Learning Agreement[Competencies 1,2,3,4,5,6,7,8,9,10] K,S,V,CAP		
Students' Weekly Logs[Competencies 1,2,3,4,5,6,7,8,9,10] K,S,V,CAP		
Foundation Field Evaluation[Competencies 1,2,3,4,5,6,7,8,9,10] K,S,V,CAP		
Professional Performance[Competencies 1,2,3,4,5,6,7,8,9,10] K,S,V,CAP		
Total		

Grading Scale

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

Academy Honesty

All acts of academic dishonesty (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.

Electronic Devices

Cell phones should be turned on silent or off during class. Students should excuse themselves from the class, if necessary, to make or receive emergency phone calls. Texting is ***not allowed*** during class. It is disruptive and can be a distraction to the learning process. If a student is found texting during class, ***it could result in receiving a grade of "F" for that course.***

The instructor reserves the right to disallow the use of laptops and iPads in class if students use them inappropriately (e.g., instant messaging, typing or checking emails, or web surfing).

Attendance and/or participation points may be deducted or students asked to leave the classroom if any such electronic devices are used inappropriately. The use of mp3 players, cell phones and

all other electronic devices is not allowed during class. Laptops and iPads are permitted, but are for class-related use ONLY.

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 an “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 students 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 an “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 Late Attendance and Absence from Class Policy

The extent to which students are committed to their academic and professional responsibilities is reflected in their efforts to attend class regularly and on time. Students are expected to remain in class until official break and until the class session has officially ended. When circumstances prevent a student from meeting these responsibilities, the student is expected to give prior notice to the course instructor or present documentation that emergency circumstances prevented prior notice. Students who present a pattern of late attendance, frequent absence, early departure, or excessive interruptions during class may be required to appear before the Academic and Professional Standards Committee. All course instructors will notify the faculty advisor and the MSW Program Chair when a student presents such a pattern of late attendance and absence from class. **Students cannot have more than one unexcused absence in any class in the MSW Program without receiving a grade penalty. Two or more unexcused absences will lead to an “F” for the course. EVEN WITH AN OFFICIAL EXCUSE OF ABSENCE, STUDENTS ARE RESPONSIBLE FOR ALL THE WORK ASSIGNED, REQUIRED, AND/OR COVERED DURING THEIR ABSENCE.**

Note about Readings/Text

You will be responsible for the required material. Recommended books and the supplemental readings are provided to enhance your understanding of the material. Additional literature may be assigned or referred to in class for further clarification. The learning process will not end with each class or with this course. Therefore, continued reading beyond this course is encouraged by providing you with additional resources.

JSU Student Email

Students will be **required** to utilize their JSU student email while interacting with departmental faculty and staff. M.S.W. faculty and staff have the discretion to not reply to student messages being sent from personal email addresses. It is important that you check your JSU email on a regular basis (maybe daily, but at least several times a week). If you do not **check your JSU e-mail on a regular basis**, you may miss some VERY IMPORTANT information that could adversely affect you as a student.

Americans with Disabilities 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 Disabilities 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.

Special Learning Needs

ny student who desires accommodations for special learning needs should discuss this with the course instructor by the second week of class.

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.

Extra Credit

Please note that no additional works will be provided for extra credit in this course.

Social Work Student Association

The Master of Social Work (MSW) Program's Social Work Student Association (SWSA) is a student organization that provides an excellent opportunity for leadership development, community and university service, student recruitment and retention, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the MSW curriculum.

It is the MSW Program's expectation that all social work majors participate in the SWSA. The SWSA will meet twice a month, on a designated date, in UC 4-1 at 3 p.m. on Monday and 5 p.m. on Wednesday.

REFERENCES

- DuBois, B., Miley, K.K. and O'Melia, M. (2017). Generalist social work practice: An empowering approach, 8th ed. Upper Saddle Rivers, NJ: Pearson.
- Garthwait, C. (2012). The social work dictionary accessed at http://health.umt.edu/socialwork/Master%20of%20Social%20Work/Curriculum/SocialWorkDictionary_booklet_updated_2012_Oct23.pdf.
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- Mama, R. S. and Ward, K. (2016). Breaking out of the box: Adventure-based field instruction, 3rd ed. Chicago, IL: Lyceum.
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- Woodside, M. (2016). The human services internship experience: Helping students find their way. Thousand Oaks, CA: Sage.
- Young, D. J. (2014). The writer's handbook: A guide for social workers. Ogden Dunes, IN: Writer's Toolkit Publishing LLC.

**Jackson State University
College of Health Sciences
School of Social Work
Master of Social Work Program**

Course Syllabus

Course Number and Title	SW 594 Field Instruction I
Prerequisites	Pre-requisite: SW 581, 571, 560, 510, and SW Elective Co-requisites: SW 582 and 572
Credit Hours	6
Semester and Year	
Instructor	
Office Location	
Office Hours	
Email	
Telephone	

M.S.W. Program Mission

The mission statement of the Jackson State University Master of Social Work (M.S.W.) Program is to prepare graduate level social workers for advanced direct social work practice with children, youth, and families in both urban and rural areas.

M.S.W. Program Goals

The goals of the M.S.W. Program are to:

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

Required Textbooks

Mama, Robin S. and Ward, Kelly (2016). Breaking out of the box: Adventure-based field instruction, 3rd ed. Chicago, IL. Lyceum.

Course Description

This is the first block field instruction for advanced standing 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 a link between undergraduate education practice experience and the concentration with children, youth and families. The course emphasizes that students will be able to apply a comprehensive professional knowledge base, core social work values, and a wide range of social work roles and skills across practice settings and size of client systems—children, youth, individual, family, group, organization and community.

Course Rationale

The 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. Students meet several times during the semesters week period to discuss agency cases; supervision; theoretical application; policy; intervention; practice knowledge; and ethics. Assignments are completed that support the students learning in the field agency. Student must complete **450** hours of field practicum. 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.

Core Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
Use technology ethically and appropriately to facilitate practice outcomes; and
Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
--

Present themselves as learners and engage clients and constituencies as experts of their own experiences; and

Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
--

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
--

Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Use practice experience and theory to inform scientific inquiry and research;

Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

Use and translate research evidence to inform and improve practice, policy, and service delivery
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Competency 5: Engage in Policy Practice

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

Assess how social welfare and economic policies impact the delivery of and access to social services;

Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
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Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
--

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
--

Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
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Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Select and use appropriate methods for evaluation of outcomes;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Student Learning Outcomes:

Upon completion of this course the students will be able to:

1. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
2. Communicate an understanding of the cognitive processes that impact the dimensions of working with diverse clients.
3. Apply an understanding of knowledge in practices that advance social, economic, and environmental justice.
4. Understand and translate research in evaluating practice.
5. Identify and analyze policy that affect change in global, social, cultural, and economic environmental settings.
6. Apply empathy as a human behavior practice in engagement with clients and constituencies, including individuals, children, youth, families, groups, organizations, and communities.
7. Understand and implement theories of human behavior and the social environment in the assessment process.
8. Understand that intervention is an ongoing component of the social work practice process and value the importance of inter-professional teamwork.

9. Recognize and understand the importance of evaluating practice and outcome in social work service delivery.

Methods of Instruction

This course will be taught through discussions, lectures, selected films, videotapes, case scenarios, role plays and guest speakers. Students will review articles related to field practicum.

Criteria for Grading

Criteria for Grading/Assignments	Due Date	Percentage of Final Grade
Learning Agreement [Competencies 1,2,3,4,5,6,7,8,9,10] K,S,V,CAP		
Students' Weekly Logs[Competencies 1,2,3,4,5,6,7,8,9,10] K,S,V,CAP		
Foundation Field Evaluation[Competencies 1,2,3,4,5,6,7,8,9,10] K,S,V,CAP		
Professional Performance[Competencies 1,2,3,4,5,6,7,8,9,10] K,S,V,CAP		
Total		

Grading Scale

90-100	A
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70-79	C
60-69	D
Below 60	F

Academy Honesty

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Americans with Disabilities Act (ADA) Statement

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Special Learning Needs

ny student who desires accommodations for special learning needs should discuss this with the course instructor by the second week of class.

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.

Extra Credit

Please note that no additional works will be provided for extra credit in this course.

Social Work Student Association

The Master of Social Work (MSW) Program's Social Work Student Association (SWSA) is a student organization that provides an excellent opportunity for leadership development, community and university service, student recruitment and retention, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the MSW curriculum.

It is the MSW Program's expectation that all social work majors participate in the SWSA. The SWSA will meet twice a month, on a designated date, in UC 4-1 at 3 p.m. on Monday and 5 p.m. on Wednesday.

REFERENCES

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- National Association of Social Workers (1996). Code of ethics.
- National Association of Social Workers (2013). Guidelines for social worker Safety in the workplace. Accessed at <https://www.socialworkers.org/practice/naswstandards/safetystandards2013.pdf>.
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APPENDICES CC
Jackson State University
College of Health Sciences
School of Social Work
Master of Social Work Program

Course Syllabus

Course Number and Title	SW 595: Field Instruction II
Prerequisites	Prerequisites: All Foundation Courses; Co-requisites: SW 588
Credit Hours	6
Semester and Year	
Instructor	
Office Location	
Office Hours	
Email	
Telephone	

M.S.W. Program Mission

The mission statement of the Jackson State University Master of Social Work (M.S.W.) Program is to prepare graduate level social workers for advanced direct social work practice with children, youth, and families in both urban and rural areas.

M.S.W. Program Goals

The goals of the M.S.W. Program are to:

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

Required Textbooks

Garthwait, Cynthia (2017). Core competencies series. The social work practicum: A guide and workbook for students, 6th ed. Boston, MA: Pearson.

Course Description

This second block field instruction course focuses on 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.

Course Rationale

The 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. Students meet several times during the semesters week period to discuss agency cases; supervision; theoretical application; policy; intervention; practice knowledge; and ethics. Assignments are completed that support the students learning in the field agency. Student must complete **450** hours of field practicum. 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.

Core Competencies and Advanced Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Demonstrate understanding of social work role and interdisciplinary team roles within and across family service sectors.
--

Consistently employ critical appraisal of the influence of their own professional experiences as a part of decision-making in their practice with children, youth, families, groups, communities, and organizations.
--

Apply judgement and strategies of ethical reasoning to arrive at decisions in intervening with children, youth and families.
--

Competency 2: Engage Diversity and Difference in Practice

Apply and communicate understanding the importance of diversity and difference in shaping life experiences of children, youth and families when practicing at the micro, mezzo, and macro levels.

Demonstrate understanding of the impact and influences (ck) of culture on identity development of children, youth, and families.
--

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.

Apply interventions when working with children, youth, and families that promote human rights and social justice.

Identify opportunities to advocate for children, youth, and families when they experience violations to human rights and barriers to social and economic justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Identify, review and critically appraise research evidence in order to improve service delivery with regard to children, youth, and families.

Research and use various forms of data to inform practice with children, youth and families.

Competency 5: Engage in Policy Practice

Identify social policy and resource contexts of children, youth and family services at the local, state, and federal levels.

Evaluate social policies with regard to their impact on the well-being of children, youth and families at micro, mezzo, and macro levels.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Apply knowledge of human behavior and the social environment and development to engage with children, youth and families in a culturally and developmentally appropriate manner.

Utilize empathy, reflection, and interpersonal skills to effectively engage children, youth, and families and build collaborative relationships within and across family service sectors.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of children, youth and families.

Select appropriate intervention strategies based on assessment, research knowledge and values and preferences of children, youth, and families and the communities in which they live.

Consider the interaction among risk and protective factors, impact of trauma, patterns of attachment, brain development and resiliency.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Negotiate, mediate, and advocate with (and on behalf) of diverse children, youth, and families.

Critically select and apply interventions for their practice with children, youth and families based on thoughtful assessment of needs and the quality of available evidence.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Critically analyze, monitor, and evaluate intervention and program processes and outcomes when working with children, youth and families and communities.

Use evaluation of their interventions in child, youth, and family settings to identify gaps in skills or in intervention methods in order to increase future effectiveness.

Social Work Competency 10: Utilize Technology for Professional Development and Practice

Students are skilled at integrating technology into research, discussion, practice and presentation.

Student Learning Outcomes:

Upon completion of this course, the students will be able to:

1. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
2. Communicate an understanding of the cognitive processes that impact the dimensions of working with diverse clients.
3. Apply an understanding of knowledge in practices that advance social, economic, and environmental justice.
4. Understand and translate research in evaluating practice.
5. Identify and analyze policy that affect change in global, social, cultural, and economic environmental settings.
6. Apply empathy as a human behavior practice in engagement with clients and constituencies, including individuals, children, youth, families, groups, organizations, and communities.
7. Understand and implement theories of human behavior and the social environment in the assessment process.
8. Understand that intervention is an ongoing component of the social work practice process and value the importance of inter-professional teamwork.
9. Recognize and understand the importance of evaluating practice and outcome in social work service delivery.

Method of Instruction

Methods of Instruction

This course will be taught through discussions, lectures, selected films, videotapes, case scenarios, role plays and guest speakers. Students will review articles related to field practicum.

Criteria for Grading

Criteria for Grading/Assignments	Due Date	Percentage of Final Grade
Learning Agreement[Competencies 1,2,3,4,5,6,7,8,9,10] K,S,V,CAP		
Students' Weekly Logs[Competencies 1,2,3,4,5,6,7,8,9,10] K,S,V,CAP		
Foundation Field Evaluation[Competencies 1,2,3,4,5,6,7,8,9,10] K,S,V,CAP		
Professional Performance[Competencies 1,2,3,4,5,6,7,8,9,10] K,S,V,CAP		
Total		

Grading Scale

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

Academy Honesty

All acts of academic dishonesty (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.

Electronic Devices

Cell phones should be turned on silent or off during class. Students should excuse themselves from the class, if necessary, to make or receive emergency phone calls. Texting is ***not allowed*** during class. It is disruptive and can be a distraction to the learning process. If a student is found texting during class, ***it could result in receiving a grade of "F" for that course.***

The instructor reserves the right to disallow the use of laptops and iPads in class if students use them inappropriately (e.g., instant messaging, typing or checking emails, or web surfing). Attendance and/or participation points may be deducted or students asked to leave the classroom if any such electronic devices are used inappropriately. The use of mp3 players, cell phones and all other electronic devices is not allowed during class. Laptops and iPads are permitted, but are for class-related use ONLY.

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 an "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 students 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 an "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 Late Attendance and Absence from Class Policy

The extent to which students are committed to their academic and professional responsibilities is reflected in their efforts to attend class regularly and on time. Students are expected to remain in class until official break and until the class session has officially ended. When circumstances prevent a student from meeting these responsibilities, the student is expected to give prior notice to the course instructor or present documentation that emergency circumstances prevented prior notice. Students who present a pattern of late attendance, frequent absence, early departure, or excessive interruptions during class may be required to appear before the Academic and Professional Standards Committee. All course instructors will notify the faculty advisor and the MSW Program Chair when a student presents such a pattern of late attendance and absence from class. **Students cannot have more than one unexcused absence in any class in the MSW Program without receiving a grade penalty. Two or more unexcused absences will lead to an "F" for the course. EVEN WITH AN OFFICIAL EXCUSE OF ABSENCE, STUDENTS ARE RESPONSIBLE FOR ALL THE WORK ASSIGNED, REQUIRED, AND/OR COVERED DURING THEIR ABSENCE.**

Note about Readings/Text

You will be responsible for the required material. Recommended books and the supplemental readings are provided to enhance your understanding of the material. Additional literature may be assigned or referred to in class for further clarification. The learning process will not end with each class or with this course. Therefore, continued reading beyond this course is encouraged by providing you with additional resources.

JSU Student Email

Students will be **required** to utilize their JSU student email while interacting with departmental faculty and staff. M.S.W. faculty and staff have the discretion to not reply to student messages being sent from personal email addresses. It is important that you check your JSU email on a regular basis (maybe daily, but at least several times a week). If you do not **check your JSU e-mail on a regular basis**, you may miss some VERY IMPORTANT information that could adversely affect you as a student.

Americans with Disabilities 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 Disabilities 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.

Special Learning Needs

ny student who desires accommodations for special learning needs should discuss this with the course instructor by the second week of class.

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.

Extra Credit

Please note that no additional works will be provided for extra credit in this course.

Social Work Student Association

The Master of Social Work (MSW) Program's Social Work Student Association (SWSA) is a student organization that provides an excellent opportunity for leadership development, community and university service, student recruitment and retention, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the MSW curriculum.

It is the MSW Program's expectation that all social work majors participate in the SWSA. The SWSA will meet twice a month, on a designated date, in UC 4-1 at 3 p.m. on Monday and 5 p.m. on Wednesday.

REFERENCES

- DuBois, B., Miley, K.K. and O'Melia, M. (2017). Generalist social work practice: An empowering approach, 8th ed. Upper Saddle Rivers, NJ: Pearson.
- Garthwait, C. (2012). The social work dictionary accessed at http://health.umt.edu/socialwork/Master%20of%20Social%20Work/Curriculum/SocialWorkDictionary_booklet_updated_2012_Oct23.pdf.
- Hunter, C.A, Moen, J.K. and Raskin, M.S. (2015). Social work and field directors. Chicago, IL: Lyceum.
- Mama, R. S. and Ward, K. (2016). Breaking out of the box: Adventure-based field instruction, 3rd ed. Chicago, IL: Lyceum.
- National Association of Social Workers (1996). Code of ethics.
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- Woodside, M. (2016). The human services internship experience: Helping students find their way. Thousand Oaks, CA: Sage.
- Young, D. J. (2014). The writer's handbook: A guide for social workers. Ogden Dunes, IN: Writer's Toolkit Publishing LLC.

APPENDICES DD

The Role of the Student versus the Role of the Employer

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 EE

Sexual Harassment Policy and Procedures

SEXUAL HARASSMENT POLICY AND PROCEDURES

It is the policy of Jackson State University (“University”) not to discriminate against any person on the basis of gender in violation of any applicable law, including but not limited to, Title VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000e), and Title IX of the Education Amendments of 1972 as well as its implementing regulations (34 CFR Part 106).

It is the policy of the University not to discriminate on the basis of gender in the educational programs and activities that it operates. This prohibition against gender based discrimination extends to all University educational program, and activities, as well as to admission into such programs and activities.

The University is committed to fostering a positive working and educational environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to race, color, national origin, sex, age, or disability. Sexual harassment is illegal, and will not be tolerated within the University. It is the policy of the University that no member of its community shall sexually harass another. Any employee or student who violates this policy will be subject to disciplinary action up to and possibly including separation from the University.

Members of the University Community who believe that this policy has been violated are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the University to investigate the allegations.

While it is the responsibility of the University to disseminate this Policy, it is the responsibility of each member of the University Community to read the Policy and to become familiar with its provisions. Moreover, failure to follow the procedures set forth in this Policy may inhibit or prevent the University from properly investigating an instance of alleged sexual harassment or gender discrimination, and from taking remedial action. Therefore, if an alleged victim fails to follow such procedure he or she may be left without a remedy under this Policy.

The University considers all allegations of sexual harassment to be extremely serious matters. Every written complaint of sexual harassment submitted to the University in accordance with this

Policy will be reviewed and investigated. The submission of false, spurious, or frivolous claims, however, will result in the immediate consideration of disciplinary action, up to and possibly including termination, or in the case of a student, suspension, or expulsion. Additionally, in any legal action precipitated by a violation of this Policy where the University and a member of the University Community are named as "co-defendants," the University may refuse to defend and/or indemnify any codefendant who is responsible for that violation.

THIS POLICY IS APPLICABLE TO SEXUAL HARASSMENT IN EMPLOYMENT AND TO BOTH SEXUAL HARASSMENT AND OTHER GENDER-BASED DISCRIMINATION IN EDUCATIONAL PROGRAMS AND ACTIVITIES.

The University's Office of Human Resources is primarily responsible for implementing this Policy for University employees who are of non-academic rank and for ensuring that all employees are adequately trained or otherwise made aware of their responsibilities under this Policy.

The Provost for Academic Affairs is primarily responsible for implementing this Policy for University students and employees who are of academic rank named as offenders in pursuant to this Policy, and also for ensuring that all such persons are adequately trained or otherwise made aware of their responsibilities under this Policy.

APPENDIX FF

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 GG

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.

APPENDIX HH

Policies and Procedures for Professional Standards for Social Work Students

**School of Social Work
College of Health Sciences
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.

Policy and Procedures for Professional Standards of 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 Board; 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 Health Sciences.
- 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 Health Sciences, 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.

APPENDICES II

NASW Code of Ethics [www.smarter.com/Nasw Code Of Ethics/R](http://www.smarter.com/Nasw%20Code%20Of%20Ethics/R)

APPENDICES JJ

MSW Program Field Education Conference Form

Student: _____ J Number _____

Field Liaison _____ Field Instructor _____

Director of Field Education _____

Type of Contact: _____ In-Person _____ By Phone _____ Email _____ Date _____

Problem(s)

Action Taken

Student Signature

Field Liaison Signature

Field Instructor

Director of Field Education

Other

Place original form in student's file after and give copies to the field instructor and student.

APPENDIX KK

Jackson State University
ACADEMIC CALENDAR
2018 – 2019

SPRING SEMESTER 2018

January

3 Wednesday Residence Hall Open, 9:00 a.m.
4 Thursday Orientation for Freshman and Transfer Students, 8:30 a.m.
4 Thursday Academic Advisement for Freshmen and Transfer Students
4-5 Thurs-Friday Registration for Readmitted and Returning Students, 8:30 – 4:00 p.m.
4 Thurs Evening and Graduate Registration, 6:00 p.m. - 8:00 p.m.
8 Monday Classes Begin, 7:00 a.m.
8 Monday A Late Fee of \$70.00 Begins
15 Monday Holiday – Martin L. King, Jr.'s Birthday
16 Tuesday Classes Resume, 7:00 a.m.
16 Tuesday A Late Fee of \$105.00 Begins
22 Monday Last Day to Complete Registration and/or Pay Fees
22 Monday A Late Fee of \$145.00 Begins
22 Monday Last Day to Add a Course
22 Monday Evening Class Schedules Will Be Purged for Non-payment of Fees
22 Monday Last Day to Drop a Class With No Grade

February

13 Tuesday Sophomore Testing Day (Post CBASE)
13 Tuesday (Undergraduate English Proficiency Examination)

March

2 Friday Last Day to submit Graduation Clearance Application
5-10 Mon-Saturday Mid Semester Examinations
12 Monday Mid Semester Grades Due
12-17 Mon-Saturday SPRING BREAK
19 Monday Classes Resume, 7:00 a.m.
22 Thursday Last Day a Course May be Dropped with “W” Grade
30-April 2 Fri-Monday HOLIDAY BREAK

April

3 Tuesday Classes Resume, 7:00 a.m.

3-20 Tuesday Early Registration for the Fall Semester
3-6 Tuesday-Thursday Academic Advisement Week @ JSU
16-21 Monday- Saturday Honors Week @ JSU
19 Thursday Honors Convocation
17 Tuesday Last Day to Withdraw from the University
21 Saturday Classes End
21-27 Sat.-Friday Final Examinations
27 Friday Alumni Day
27 Friday Graduate Student Commencement Ceremony
28 Saturday Undergraduate Student Commencement Ceremony
30 Monday Grade Report Due in Registrar and Records

SPRING INTERSESSION 2018

April 30– May 18

FIRST SUMMER TERM 2018

May

28 Monday Residence Halls Open, 9:00 a.m.
29 Tuesday Residence Halls Open for Summer Development Students, 9:00 a.m.
29 Tuesday Orientation for Freshman and Transfer Students, 8:30 a.m.
29 Tuesday Registration, 8:30 a.m. - 4:00 p.m.
29 Tuesday Evening Registration, 6:00 p.m. - 8:00 p.m.
30 Wednesday Classes Begin
30 Wednesday A Late Registration Fee of \$70.00 Begins
30 Wednesday Classes Start for Summer Development Students
31 Thursday Last Day to Add a Course

June

4 Monday Last Day to Complete Registration and Pay Fees
4 Monday Last Day to Drop a Class With No Grade
4 Monday Evening Class Schedules will be Purged for Non-payment of Fees
12 Tuesday Sophomore Testing Day (Undergraduate English Proficiency Examination)
19 Tuesday Last Day to Drop a Class With a “W” Grade
21 Thursday Last Day to Withdraw from the University
25 Monday Classes End
26-27 Tuesday-Wed Final Examinations
28 Thursday Grade Reports Due in Registrar and Records

SECOND SUMMER TERM 2018

June

28 Thursday Residence Halls Open, 9:00 a.m.
28 Thursday Orientation for Freshman and Transfer Students, 8:30 a.m.
28 Thursday Registration, 8:30 a.m. - 4:00 p.m.
28 Thursday Evening Registration, 6:00 p.m. - 8:00 a.m.

July

2 Monday Classes Begin
3 Tuesday Last Day to Add a Course
4 Wednesday Holiday - Independence Day
6 Friday Last Day to Complete Registration and Pay Fees
6 Friday A Late Registration Fee of \$70.00 Begins
6 Friday Evening Class Schedules will be Purged for Non-payment of Fees
10 Tuesday Sophomore Testing Day (Undergraduate English Proficiency Examination)
12 Thursday Transfer Students Assessment and Advisement for Fall 2018
13 Friday Last Day to Drop a Class With No Grade
13 Friday Last Day to submit Graduation Clearance Application
18-19 Wed-Thursday First Year Students Assessment and Advisement for Fall 2018
20 Friday Last Day to Drop a Class With a "W" Grade
26 Thursday Last Day to Withdraw from the University
31 Tuesday Classes End

August

1-2 Wed-Thursday Final Examinations
4 Saturday Conferring of Degrees Summer 2018
6 Monday Grade Reports Due in Registrar and Records

FALL SEMESTER 2018

August

9-10 Thur-Friday Faculty/Staff Seminar, 8:30 a.m. - 5:00 p.m.
11 Saturday Residence Halls Open for Freshman and Transfer Students, 8:00 a.m.
12 Sunday Opening Convocation and Student/Parent Orientation, 2:00 p.m.
13 Monday Assessment and Orientation for Freshman and Transfer Students, 8:15 a.m.
14 Tuesday Advisement and Registration for Freshman and Transfer Students 8:00a.m.
15-17 Wed-Friday Registration for Readmitted Students, 8:30 a.m. - 4:00 p.m.
15 Wed Evening and Graduate Registration, 6:00 p.m. - 8:00 p.m.
16-17 Thurs-Friday Registration for Returning Students, 8:30 a.m. - 4:00 p.m.
16-17 Thurs-Friday Residence Halls Open for Returning Students, 9:00 a.m.

20 Monday Classes Begin
20 Monday A Late Registration Fee of \$70.00 Begins
24 Friday Last Day to Add a Course
28 Tuesday A Late Registration Fee of \$105.00 Begins
31 Friday Last Day to Complete Registration and Pay Fees
31 Friday A Late Registration Fee of \$145.00 Begins
31 Friday Evening Class Schedules Will Be Purged for Non-payment of Fees
31 Friday Last Day a Course May be Dropped with No Grade

September

2 Friday Evening Class Schedules Will Be Purged for Non-payment of Fees
3 Monday HOLIDAY – Labor Day
4 Tuesday Classes Resume, 7:00 a.m.
25 Tuesday Sophomore Testing Day (Undergraduate English Proficiency Examination)

October

5 Friday Last Day to submit Graduation Clearance Application
8-13 Mon-Saturday Mid Semester Examinations
15 Monday Mid Semester Grades Due
18 Thursday Founders' Day Convocation
26 Friday Last Day to Drop a Class with "W" Grade

November

5-9 Mon-Friday Academic Advisement Week @ JSU
5-30 Early Registration for Spring Semester and the Summer Sessions
19-24 Mon-Saturday Fall Break/Thanksgiving Recess
26 Monday Classes Resume, 7:00 a.m.
26 Monday Last Day to Withdraw from the University
30 Friday Classes End

December

1-6 Sat-Thursday Final Examinations
7 Friday Commencement
7 Friday Fall Semester Ends
7 Friday Holiday Recess Begins
10 Monday Grade Reports Due in Registrar and Records

FALL INTERSESSION 2018

December 10, 2018 – January 4, 2019

SPRING SEMESTER 2019

January

9 Wednesday Residence Halls Open, 9:00 a.m.
10 Thursday Orientation for freshman and Transfer Students, 8:30 a.m.
10 Thursday Academic Advisement for freshmen and Transfer Students
10-11 Thurs-Friday Registration, 8:30 a.m. - 4:00 p.m.
10 Thurs Evening and Graduate Registration, 6:00 p.m. - 8:00 p.m.
14 Monday Classes Begin, 7:00 a.m.
14 Monday A Late Fee of \$70.00 Begins
18 Friday Last Day to Add a Course
21 Monday HOLIDAY – Martin L. King, Jr. 's Birthday
22 Tuesday Classes Resume 7:00 a.m.
22 Tuesday A Late Fee of \$105.00 Begins
28 Monday Last Day to Complete Registration and Pay Fees
28 Monday A Late Fee of \$145.00 Begins
28 Monday Evening Class Schedules Will Be Purged for Non-payment of Fees
28 Monday Last Day a Course May be Dropped with No Grade

February

14 Thursday Sophomore Testing Day (Post CBASE)
14 Thursday (Undergraduate English Proficiency Examination)

March

1 Friday Last Day to submit Graduation Clearance Application
4-9 Mon-Saturday Mid Semester Examinations
11 Monday Mid Semester Grades Due
11-16 Mon-Saturday SPRING BREAK
18 Monday Classes Resume, 7:00 a.m.
25 Monday Last Day a Course May be Dropped with "W" Grade

April

8-12 Monday-Friday Academic Advisement Week @ JSU
8-26 Early Registration for the Fall Semester
15-18 Monday-Thursday Honors Week @ JSU
18 Thursday Honors Convocation

19-22 Fri-Monday HOLIDAY BREAK
23 Tuesday Classes Resume, 7:00 a.m.
23 Tuesday Last Day to Withdraw from the University
27 Saturday Classes End
27 May-3 Sat-Friday Final Examinations

May

3 Friday Alumni Day
3 Friday Graduate Student Commencement Ceremony
4 Saturday Undergraduate Student Commencement Ceremony
6 Monday Grade Reports Due in Registrar and Records

SPRING INTERSESSION 2019

May 6 - May 24

FIRST SUMMER TERM 2019

May

27 Monday Residence Halls Open, 9:00 a.m.
28 Tuesday Residence Halls Open for Summer Development Students, 9:00 a.m.
28 Tuesday Orientation for Freshman and Transfer Students, 8:30 a.m.
28 Tuesday Registration, 9:00 a.m. - 4:00 p.m.
28 Tuesday Evening Registration, 6:00 p.m. - 8:00 p.m.
29 Wednesday Classes Begin
29 Wednesday A Late Registration Fee of \$70.00 Begins
29 Wednesday Classes Begin for the Summer Development Students
30 Thursday Last Day to Add a Course

June

3 Monday Last Day to Complete Registration and Pay Fees
3 Monday Last Day to Drop a Course with No Grade
3 Monday Class Schedules will be Purged for Non-payment of Fees
11 Tuesday Sophomore Testing Day (Undergraduate English Proficiency Examination)
16 Friday Evening Class Schedules will be Purged for Non-payment of Fees
18 Tuesday Last Day to Drop a Class with a "W" Grade
20 Thursday Last Day to Withdraw from the University
24 Monday Classes End

25-26 Tues-Wednesday Final Examinations
27 Thursday Grade Reports Due in Registrar and Records

SECOND SUMMER TERM 2019

June

27 Thursday Residence Halls Open, 9:00 a.m.
27 Thursday Orientation for Freshman and Transfer Students, 8:00 a.m.
27 Thursday Registration, 9:00 a.m. - 4:00 p.m.
27 Thursday Evening Registration, 6:00 p.m. - 8:00 p.m

July

1 Monday Classes Begin
1 Monday A Late Registration Fee of \$70.00 Begins
2 Tuesday Last Day to Add a Course
4 Thursday HOLIDAY – Independence Day
5 Friday Classes Resume, 7:00 a.m.
5 Friday Last Day to Complete Registration and Pay Fees
5 Friday Evening Class Schedule will be Purged for Non-payment of Fees
9 Tuesday Sophomore Testing Day (Undergraduate English Proficiency Examination)
11 Thursday Transfer Students Assessment and Advisement for Fall 2019
12 Friday Last Day to Drop a Class With No Grade
12 Friday Last Day to submit Graduation Clearance Application
17-18 Wed-Thursday First Year Students Assessment and Advisement for Fall 2019
19 Friday Last Day to Drop a Class with a “W” Grade
25 Thursday Last Day to Withdraw from University
30 Tuesday Classes End

31 August-1 Wed-Thursday Final Examinations

August

3 Saturday Conferring of Degrees – Summer 2019
5 Monday Grade Reports Due in Registrar and Records

