

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



**Bachelor of Social Work Program
Field Practicum Manual**

**Jackson State University
School of Social Work
1400 John R. Lynch St
Jackson, MS 39217
601-979-2631**

Statement Regarding the Impact of COVID-19 on JSU Field Education

Social Work practice and field education have been deeply impacted by COVID-19. The School of Social Work takes very seriously its responsibility to balance the concern for student safety and wellbeing with our concern for a quality learning experience. This has been particularly challenging for field education because field takes place in the social work practice setting. The Field Education faculty have been working to reimagine field education during a pandemic. We want you to know that we are committed to providing a substantive and meaningful field experience for all students, including a plan to address all required competencies and hours.

As the University returns to in-person classes on campus this fall, many social work students will begin in-person placements at field organizations. Students have been surveyed regarding their individual needs related to field, and we will be providing fully remote placements for students who need to work from home. Many agencies have shifted client services to telehealth, so we are now allowing students to complete fully remote field placements.

This public health emergency has also brought a number of new opportunities for student learning. We are developing new placements in collaboration with public health departments and programs. We have developed plans for assignments, projects, seminars, and remote experiences to enable students to have a positive and substantive field experience regardless of what happens with the course of the pandemic. The Council on Social Work Education has allowed new flexibility for students completing employment-based placements. The School has reduced the number of required hours for field this year. These changes in the structure of field for this academic year are reflected in the manual. Students should pay particular attention to JSU requirements for self-screening and reporting. We want students to have a safe field experience and to take seriously our responsibility to protect colleagues and clients from exposure to a dangerous illness.

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Dear Student,

The experiences and opportunities that lie ahead in your field practicum have the potential of being the most challenging and the most rewarding part of your social work education. The opportunities made available will help you pull together the theoretical impact of the classroom to prepare you with a useful set of professional practice tools. It is also designed to create an environment in which you grow in a professional manner, so that you become a knowledgeable, reflective, and self-evaluative social worker. To get the most from your field practicum, you will need to take risks. By that, I mean you need to expose yourself to new learning experiences and run the risk of failure, realizing that failure can be a great teacher. You will have a faculty field liaison and a field instructor who will be understanding and supportive as you take these risks. You are expected to move into the professional role and no longer think of yourself as a student. This will require you to show initiative and a passionate desire for knowledge, growth, and new experiences.

This semester may well be one of the most demanding experiences of your college experience, however, our program has prepared you for any challenges ahead. You will be completing a number of field assignments requiring considerable investment of your time and energy. Do not procrastinate! You will be carrying responsibilities in your agency as well as completing assignments for Field Practicum and Integrative Seminar. Organization and time management skills will be very important during this semester. I am pretty sure that the student who enters the field practicum will not be the same student who completes it. This is a wonderful opportunity so take full advantage of it.

Good luck to you,

A handwritten signature in black ink that reads 'Candace Riddley'.

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PREFACE

Field Practicum Manual

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

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

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

Questions regarding field practicum programs should be directed to the B.S.W. Field Director at 601-979-4170.

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I. 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 420,000) 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.

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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 of 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. These courses evolved into a social work sequence which 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

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

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

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

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

During this period, the University continued to play a major role in the Jackson community. In keeping with tradition, the University recognized the unique opportunity to make substantial contribution to the region, not only in producing effective, competent graduates, but also in furthering the overall economic prosperity of the region. A five-square mile urban laboratory called e-City was developed for use of University resources, intellectual and otherwise, in a technology-based economic, housing and community development initiative. To further the University’s contribution to the City of Jackson, a joint venture with Jackson Public Schools was formed to establish the Mississippi Learning Institute, a pre-K through 16 reading-based and math-oriented

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professional development system. Also, a private/public JSU hi-tech partnership, the Mississippi e-Center, was developed to facilitate access to experientially enhanced hi-tech learning opportunities. Significant construction has occurred on the main campus over the past few years to enhance the physical plant.

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

Mission Statement of Jackson State University

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

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

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

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

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

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

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

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

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

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

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

The mission incorporates the philosophy of the School which is based on belief in the dignity and worth of the individual, the right to self-determination, and the provision of opportunities to allow each person to develop his or her full potential. It encompasses a belief that all people should have a quality of life free of social, economic, and political injustice. Moreover, inherent in the School philosophy is the belief that empowerment is a vehicle to self-sufficiency and is a necessary step toward achieving human well-being. The acknowledgment and appreciation of many forms of diversity among individuals, families, organizations, and communities are fundamental to the philosophy. Focusing on these factors facilitates students' appreciation of social and cultural diversity and provides them with a greater awareness of their ethnic identity and place in the global community. This philosophy equally incorporates the value of self-help and mutual aid in an interdependent world. It recognizes the value of economic development and self-sufficiency as critical components of community sustainability and family stability. Thus, it embodies the belief that economic parity must accompany social and political change at all levels to enhance the functioning of society.

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

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Mission and Goals of the Bachelor of Social Work Program

The mission of the Bachelor of Social Work (B.S.W.) Program is to prepare competent, technologically advanced, generalist social work practitioners to integrate their knowledge of practice skills, theories, critical thinking, evidenced-based research, ethical reasoning, diversity and policy with systems of any size (micro, mezzo, macro) that are located in disenfranchised or oppressed communities.

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

The goals of the B.S.W. program flow from the School and B.S.W. program missions and reflect the profession's core competencies as articulated by CSWE (EPAS, 2015). The goals of the B.S.W. Program are to prepare students:

1. for entry-level professional careers as generalist practitioners, graduate education, and leadership in social work and social services;
2. to develop a professional identity that incorporates critical thinking, knowledge, skills, and values and ethics of the social work profession;
3. for competent social work practice with diverse populations of individuals, families, groups, organizations, and communities;
4. who are sensitive to the extent to which a culture's structure and values may lead to issues of oppression, discrimination, and at-risk populations, and equipped with strategies to advance social, economic, and political justice;
5. to utilize conceptual frameworks and research-informed practice to guide the processes of assessment, intervention, and evaluation; and

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6. to analyze, formulate, and advocate for policies that advance social well-being in a changing, global, technological environment.

Accreditation Memberships

Council on Social Work Education

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

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

Southern Association of Colleges and Schools (1971 – present)

Sponsored Associations/Organizations

School of Social Work Advisory Board

B.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>.

II. B.S.W. PROGRAM CURRICULUM OVERVIEW

Definition of Generalist Social Work Practice

Grounded in the liberal arts perspective, generalist social work is the application of critical thinking, research-informed practice, social work knowledge, skills, values, ethics as well as cognitive and affective processes that enhance human and social well-being in order to promote social, economic, and political justice with diverse systems of any size (micro, mezzo, and macro).

Organizing Framework for the B.S.W. Curriculum

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

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

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

Effective generalist social work practice, therefore, involves understanding multiple levels of systems and the transactions within and among these systems as they impact the quality of life and the ability of people to function successfully in their environments. Thus, the ecological perspective and systems theory are used as organizing frameworks in the curriculum due to the insights they provide regarding transactions within and among multi-leveled systems. In addition, the developmental perspective, the problem-solving process, and the strengths perspective are instrumental constructs for generalist practice.

The Ecological Perspective

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

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

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

Systems Theory

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

Developmental Perspective

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

Problem-Solving

The problem-solving process is also of great importance to the generalist social worker since problem-solving skills can be used with any level of system. The key steps of the problem-solving process (engaging the client system, exploring and assessing the problematic situation, developing and implementing intervention plans, evaluating the outcomes of the intervention and making adjustments, and terminating the change effort)

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are applicable to problems faced by individuals, families, groups, organizations, and communities. The social worker trained in this process is thus prepared to intervene at the appropriate level after assessing the overall situation.

Strengths Perspective

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

The B.S.W. curriculum at Jackson State University is built around the concept of generalist social work practice, which provides a way of looking at and thinking about the process of planned change. The ecological perspective, systems theory, the problem-solving process, and the strengths perspective are all incorporated into the curriculum toward the development of the generalist social worker. Drawing from general knowledge, theories and skills learned in several disciplines throughout the University, B.S.W. students are expected to graduate with a broad range of knowledge and skills from which to conduct basic practice at the micro, mezzo, and macro levels. In addition to the knowledge that students acquire across the disciplines, the B.S.W. Program trains students in a variety of workplace skills and techniques. As a result, the social work generalist is able to assume a variety of social work roles, including those of advocate, case manager, counselor, group leader, broker of service, fund raiser, program planner, community developer, policy analyst or researcher. Among the numerous situations that lend themselves to generalist social work practice are those where the client's social functioning may be impacted because of such things as: conflicts among values and beliefs within and outside of the client system, broken relationships, distorted thinking, destructive family life experiences, peer group pressure, deterioration or lack of resources within a community, loneliness, isolation, oppression, social and economic injustice, racism, poverty, misuse of power by those in authority, and programs and policies that are not working. Thus, the generalist is prepared to work:

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

OVERVIEW OF THE B.S.W. CURRICULUM

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The 120-credit hour B.S.W. curriculum consists of 45 credit hours of general university requirements, 21 credit hours of courses specifically designated to provide the liberal arts perspective required for social work students, and 54 credit hours of social work courses (see Figure 1). The professional foundation courses build upon the general university liberal arts requirements as well as additional liberal arts courses selected to provide the liberal arts perspective required for social work students as demonstrated in Figure 2. The general university requirements identified in Figure 2 provide a liberal arts background for social work students, contributing to the development of their communication and critical thinking skills as well as to their understanding of domestic and international culture.

SW 489 Field Practicum (Pre-requisites: All required social work course and B.S.W. Program Core Requirements, to include ENG 400: English Proficiency or ENG 399: Functional Writing) -(9 hours) enables students to integrate and apply to social work practice the knowledge, skills, and values and ethics obtained in the social work foundation courses. Agency-based learning experiences are provided which allow the students to develop generalist practitioner skills for social work practice with diverse individuals, families, small groups, organizations, and communities, including populations at risk of injustice, oppression and discrimination. Each student completes a minimum of 450 hours of supervised practice in a community agency.

SW 499 Integrative Seminar in Issues & Problems in Professional Social Work (Pre-requisites: All required social work course and B.S.W. Program Core Requirements, to include ENG 400: English Proficiency or ENG 399: Functional Writing) -(3 hours) is an extension of the field instructional process and is dependent upon the field instructional learning experiences for considerable teaching content. This seminar serves as the bridge between the educational process and entry- level professional social work practice. Also, this course provides information for students who wish to pursue graduate professional education. It provides a forum for the discussion of practice-related issues and the integration of social work knowledge, skills, and values.

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Figure 1
B.S.W. Curriculum

<u>FRESHMAN YEAR</u>		<u>FALL</u>	<u>SPRING</u>
ENG 104, 105	Composition and Literature	3	3
HIST 101, 102	History of Civilization	3	3
MFL 101, 102	Modern Foreign Language	3	3
UNIV 100	University Success	2	
MATH 111	College Algebra	3	
BIO 101, BIO L 101	Introduction to Biology	3	
HE 101	Concepts of Health		3
CSC 115	Digital Computer Principles		3
	Humanities & Fine Arts Option		3
Freshman year total: 35 hours		17	18
<u>SOPHOMORE YEAR</u>			
SW 200	Introduction to Social Work	3	
SW 210	Professional Behavior, Ethics, & Communications	3	
SOC 214	Introduction to Sociology	3	
ENG 205	World Literature	3	
PS 135	American Government	3	
SPCH	Speech Arts Option		3
PSY 201	General Psychology		3
SW 215	Social Welfare Policies & Programs		3
SW 225	Human Diversity & Social Justice		3
ECO 211	Principles of Macroeconomics		3
Sophomore year total: 30 hours		15	15
<u>JUNIOR YEAR</u>			
SW 225	Theoretical Perspectives for Generalist Social Work	3	
SW 260	Behavior Modification: Assessment & Intervention	3	
SW 301	Human Behavior & Social Environment I	3	
SW 385	Social Work Practice I	3	
	Social Work Electives	3	3
	General Electives		10
	Statistics Option		3
Junior year total: 31 hours		15	16
<u>SENIOR YEAR</u>			
SW 302	Human Behavior & Social Environment II	3	
SW 455	Research Methods in Social Work	3	
SW 485	Skills in Interviewing	3	
SW 486	Social Work Practice II	3	
SW 489	Field Practicum		9
SW 499	Integrative Seminar		3
Senior year total: 24 hours		12	12
TOTAL HOURS: 120			

Figure 2
Building Block to B.S.W. Degree

<u>GENERAL UNIVERSITY REQUIREMENTS (45) credit hours)</u>		
COMMUNICATION SKILLS	CULTURAL UNDERSTANDING	OTHER
Composition and Literature	History of Civilization I and II	College Algebra
Speech Arts	Modern Foreign Language	University Success
Digital Computer Principles	World Literature	General Electives
Humanities & Fine Arts		

<u>LIBERAL ARTS REQUIREMENTS FOR THE B.S.W. DEGREE (21 credit hours)</u>		
Biology	Introduction to Sociology	General Psychology
American Government	Principles of Macroeconomics	Statistics Option
Health		

<u>THE SOCIAL WORK PROFESSIONAL FOUNDATION (54 credit hours)</u>	
Introduction to Social Work	Professional Behavior, Ethics, & Communications
Social Welfare Policies & Programs	Theoretical Perspectives for Generalist Social Work
Behavioral Modification: Assessment & Intervention	Social Work Practice I
Human Behavior & Social Environment (HBSE) I	Human Diversity & Social Justice
Human Behavior & Social Environment (HBSE) II	Skills in Interviewing
Social Work Electives	Social Work Practice II
Research Methods in Social Work	Field Practicum
Integrative Seminar	

Core Competencies and Practice Behaviors (Council on Social Work Education)

All social work students are expected to achieve competency in each of the nine core competencies and related practice behaviors. In accordance with the School of Social Work's mission, the B.S.W. Program seeks to prepare competent, technologically advanced, generalist entry-level social work professionals. As detailed in this manual, the field education program is systematically designed to provide students with opportunities to practice and demonstrate the core competencies of this generalist program. Upon completion of the B.S.W. degree at JSU, students should meet each of the following ten competencies outlined by the Council on Social Work Education.

2.1.1 Demonstrates 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

2.1.2 Engages 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.

2.1.3. 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.

2.1.4. 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.

2.1.5. 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.

2.1.6. 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.

2.1.7. 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.

2.1.8. Intervenes 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.

2.1.9. Evaluates practice with individual, 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.

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

III. FIELD PRACTICUM OVERVIEW, PHILOSOPHY, AND PROGRAM

Field practicum is designed to provide students with supervised learning experiences that engage them in direct social work practice with individuals, families, groups, communities, and organizations in a changing, global social environment. They have the opportunity to apply social work practice knowledge, skills, and values and ethics acquired in all the foundation areas (human behavior and the social environment, human diversity, social welfare policy and services, social work practice, and research). The field education program is a central component of the B.S.W. program. It contributes to the attainment of the program goals by developing, implementing, and monitoring generalist practice opportunities for students to demonstrate the core competencies discussed below. The "field practicum" is a 420-hour structured experience that is comprised of these practice opportunities.

In 2015, the Council on Social Work Education (CSWE) recognized field education as the signature pedagogy for social work. It adds that "the intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program."

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Field Education

Field Education is the signature pedagogy of Social Work Education and is essential to the Bachelor of Social Work Program at Jackson State University. It is based on the mission, goals, and competencies. Field education, as the signature pedagogy, enhances student learning based on the foundation curriculum courses. It is in field education that students gain needed experience in working with diverse clients and client systems at the foundation level. Students have the opportunity to apply knowledge gained in course work; they comprehend the significance of the profession's 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 B.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 social work curriculum core courses. For example, students learn the problem-solving process in SW 385 (Social Work Practice I) and SW 486 (Social Work Practice II), whereas while practicing in the agency setting, students demonstrate their ability to engage, assessment, intervene, implement intervention, evaluate intervention, and terminate with clients and client systems. Also, students may use systems theory, which they learned in SW 385 Practice I, to understand how the hospital, church, and community agency impact the life of child and his family.

Additionally, social work concepts such as Person In Environment (P.I.E.), Ecological Perspective, and theoretical perspectives such as psychodynamic, psychosocial development, empowerment, ecological and systems are learned in SW 301 (Human Behavior and the Social Environment I) and SW 302 (Human Behavior and the Social Environment II) as students are able to take into account the impact of environment on individuals, groups, communities, and organizations. 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 301 and SW 302, students, using knowledge, are able to articulate what developmental milestones the child should be mastering according to age.

As an emerging social work practitioner, students learn the valuable role of ethical practice within and outside of the social service context. In SW 210 Professional Behavior, Ethics, and Communication, students learn about the NASW Code of Ethics, as well as the Canadian Social Workers Code of Ethics, and the National Association of

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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.

In terms of research, students learn in SW 455 (Research Methods in Social Work) the scientific methods used in social science research where they critically appraise research studies that have implications to evidenced-based services. The field experience allows students to utilize research skills to improve program and service delivery within the agency's context. 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 the knowledge, skills, values, and critical thinking. 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 student's application of concepts and theories learned in foundation courses.

Providing a supporting learning environment where students can actually experience and apply knowledge and skills learned in foundation practice courses promote 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.

Providing Generalist Practice Opportunities

The B.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 with individuals, families, groups, organizations, and communities. Moreover, we are only interested in placements that operate professionally and ethically; that engages a diverse client population; that advanced human rights, social, economic, and environmental justice; uses researches to improve services; uses data from the agency to improve services; engages in policy practice; engages at all levels of practice; uses assessment at all levels of practice;

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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.

Illustration of how this is accomplished in Field Settings

For several years, the Jackson State University Bachelor of Social Work Program has maintained a field agreement with Henley Young Juvenile Detention Center. During this time, several students have been placed at the site, with supervision provided by a credentialed agency social worker. The subsequent section provides an illustration of how this is accomplished in field settings and captures the connection between the generalist placement and students' demonstration of the nine social work competencies, while using the Henley Young Juvenile Detention Center as an example field site.

Competency 1: Demonstrate ethical and professional behavior

Students who are placed at the Hinds County Jail here in Jackson, 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 electronic 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 administers 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 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. In their assessments, the student is aware that they may contact informants (with the client's permission) to gain

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more insight for the assessment, especially if the individual is part of a family, groups, organizations or certain communities. 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 may use families of 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 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.

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Field Placement Process

Policies: Placement

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

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

In order for students to be considered for a field placement, students must have been admitted to the B.S.W. Program, be in good academic standing, successfully completed the English Proficiency Examination, and have completed all of the required coursework as prescribed in the B.S.W. Program curriculum. When eligible for field practicum, the student will submit an application (Appendix A), along with a current resume the semester before the expected semester of placement (fall or spring semester). If students complete their last classes in the summer, the students must participate in a pre-placement evaluation (Appendix B) the semester before enrolling in field practicum and seminar classes. Students are given one follow up date to submit requested information for field placement. Students are required to attend a mandatory pre-field placement orientation. The B.S.W. Field Director or the Faculty Field Liaison schedules one make-up orientation session for students who are unavailable for the orientation. Acceptance of excuse from orientation is decided by the B.S.W Field Director. During this session, students secure an interview appointment with the B.S.W Field Director or the Faculty Field Liaison to discuss the placement process.

Each student has a folder consisting of the application package and a Check List for Students in Field Placement (Appendix C). The field application is a part of the folder that the B.S.W. Field Director organizes before the interview. During the interview, the field director or the Faculty Field Liaison reviews the student's transcript and discusses perspective placements. The student's transcript is reviewed to ensure class and GPA requirements are sufficient. The field director will have a copy of this information in the student's field folder.

Below are the field education criteria for admission.

1. have a minimum overall institutional GPA of 2.50;
2. have a minimum social work GPA of 2.50;

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3. complete any course in which a grade of "I" was earned;
4. complete and obtain a grade of "C" or better in English 104 and 105;
5. pass the English Proficiency Examination or obtain a grade of "C" or better in ENG 399: Functional Writing;
6. complete and obtain a grade of "C" or better in all the major social work courses;
7. successfully complete the prerequisites and co-requisites for all social work courses;
8. have malpractice insurance coverage of \$1,000,000/3,000,000; and
9. be formally admitted to the B.S.W. Program.

As mentioned previously, to be considered for field placement, students complete a field application. All students must also have a face-to-face interview with the field director or Faculty Field Liaison. Students are required to wear professional attire and provide a copy of the professional liability insurance in the amount of \$1,000,000/3,000,000 million at the interview. After the interview, the B.S.W. Field Director assigns perspective students to field placement agencies.

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 proof of professional liability insurance in the amount of \$1,000,000/3,000,000 million and the Student Assigned Agency form. At the completion of this interview, 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.

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

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

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suggestions are considered as the field practicum placement is planned.

FIELD AGENCY AFFILIATION

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

IV. CONTENT INTEGRATION

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

The goals of field education are to help students develop:

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

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

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

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

V. FIELD PRACTICUM SITE SELECTION PROCESS

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

Field Practicum (SW 489) is a nine (9) hour course that consists of one semester of block placement that is taken the last semester of the student's senior year. Students may do the field practicum the Fall Semester (August-December) or the Spring Semester (January-April) The students must complete a minimum of 420 hours in field practicum. Integrative Seminar (SW 499) is a required course that meets once per week for three (3) hours. Since the integrative seminar and field practicum are two separate courses, the students receive separate grades for the two courses. Each student has an assigned field instructor who has weekly conferences with the student.

Admission to the Field Education Program

Students are eligible for the field education program when they have been admitted to

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the professional sequence as described in the B.S.W. student handbook. Eligible students must complete the following mandatory tasks in order to proceed with admission into the field education program:

1. Attend a pre-placement interview session;
2. Complete, sign, and submit a field practicum application (electronic and hard copy);
3. Complete and submit a resume utilizing the template provided (hard copy);
4. Read, sign, and submit the Professional Expectations for Social Work Students;
5. Be successfully matched with a field practicum site;
6. Attend student orientation at the beginning of the fall semester.

The pre-placement orientation informs students of the general placement process, provides tips for successful interviewing, and outlines some of the critical field policies relevant to the placement process. Pre-placement forms, materials, and instructions are available on the School's website. Students who have questions or concerns about field education requirements will have an opportunity to seek clarification during the pre-placement orientation. Final admission to the field education program is contingent on student success in completing the steps outlined above, the student's overall readiness to move forward with a practicum, and placement confirmation at a qualified field setting. Please note that students must interview at a field practicum setting, be accepted by that setting, AND be matched to that setting in order to successfully secure a practicum. This is a competitive process and is not guaranteed (see below for placement process detail). If it is determined that a student is not ready or eligible to move forward in the field education program, then the Remediation Policy described below will be implemented.

Pre-Placement Orientation

B.S.W. students attend a mandatory Pre-Placement Orientation session. During this orientation, students gain knowledge of the placement process, context of field placements for the current year, and general tips for a successful field practicum. These sessions are offered at multiple times and are conducted in a small group format. During this time, students may discuss specific placement opportunities that may meet their educational needs. Following the Pre-Placement Orientation, students proceed through the steps outlined above in the "admission to field education program" section.

Identification of Agencies

The B.S.W. Field Director reviews each application to assess the student's readiness to proceed into the field program and to identify student preferences for field education opportunities. The Field Director will review responses to field program questions,

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possible concerns and/or barriers to placement, and student placement preferences. Following the review of all field applications, the Field Director decides which agency the student will interview for and will notify students via electronic mail. In order to maximize educational opportunities that are unique to each student, it is the policy of the School of Social Work not to assign students to an agency at which they or their family members have received services and/or at an agency that a student has previously been employed, interned, or volunteered at. The Field Director may consider exceptions to this policy on a case-by-case basis.

Agency Interviews

Once prospective agencies are identified, the Field Director provides each student with the agency's name, field instructor, address, phone number, and email. The student contacts their field instructor directly for interviews. Students are expected to prepare for each interview as if it were an interview for a job. Interviewing Tips are discussed during the Pre-Placement Orientation to assist students in this process. Additional tips are provided to students during the field interview. Requests for additional interviews or changes to the identified sites are responded to at the discretion of the Field Director. Students are not permitted to contact agencies on their own without the expressed permission of the Field Director.

Once students have completed their interviews, the student will inform the Field Director of their decisions and preferences. Each student is provided with a Student Assigned Agency Form (Appendix F) that should be taken with them to their interview. Student should complete the top section prior to the interview and have their field instructor complete the bottom section. This form is returned immediately to the Field Director to ensure that the student's field placement has been approved. In addition, students are required to give a copy of their resume and malpractice insurance to the field instructor at the time of the interview.

Pre-Placement Agency Interviewing Tips

Research information regarding the agency

Dress professional

Arrive 10-15 minutes before the scheduled interview

Take a pad and pen 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?

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- 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 field 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 that the student decided to change 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 field director. A field conference form is completed indicating problems, goals, and outcomes. The form is signed by all present parties and maintained in the student's folder. The field director 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 replace the student with a new practicum agency during the current semester, a period of up to three practicum weeks may be added to the required hours remaining. This will be determined by the field director 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 frame for the student's orientation and development of a new Learning Agreement. 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.

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Reassignment of Field Placement

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 field director, 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 Affiliation of Agreement (AA)
- Student/agency mismatch
- BSW field instructor leaves the agency and there is no other possible field instructor
- BSW field instructor has a 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 FIELD DIRECTOR

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 firearms 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 who observe students displaying inappropriate emotional or mental behavior while in field placement should immediately contact the field liaison or field

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director. The field director, 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 FIELD DIRECTOR.

Evening placements

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

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 field director 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.

Matching, Confirmation, and Student Preparation

Following completion of the interviews, the Field Director reviews agency and student preferences. A "matching" process will formalize each placement. While consideration is given to the student's preferences, the Field Coordinator makes the final decision regarding the "match." Final selection authority rests with the field agency, and in some instances, with the student. Due to a variety of compounding factors such as travel schedules, students should expect this process to take a few months prior to the expected semester of entering into field. Students will be notified via electronic mail of their practicum match. At that time, students will be given instructions on how to

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proceed with contacting their agency to begin paperwork and other requirements.

Confidentiality in Field Setting and Field Seminar

It is the school's policy that all conversation that takes place within the context of a field practice seminar is to be considered confidential to that classroom and its participants (unless, of course, there is a threat of harm to someone inside or outside of the class or any indication of child or elder abuse, which must then be reported to the appropriate agency). Confidentiality in a field seminar is critical to a student's ability to discuss freely any opinions, concerns, and attitudes regarding a field practicum experience. Such honest discussion is crucial for the development of reflective and accurate critical thinking, which is accomplished when a student's thoughts are expressed and presented to the class for clarification, review, and feedback. Students will be helped to identify strengths and to evaluate possible methods of intervention and advocacy that would be most effective within preferred social work practice. At times, negative as well as positive comments are expressed and it is the role of the Faculty Field Liaison to lead the discussion in such a way as to look at all sides of a system and help identify the values, the personal as well as official policies of concern, and other points where conflict may be occurring and where resolution may be possible.

We are training social work students to be change agents in their agencies and in society, as well as with clients, and such critical thinking is fundamental to this process. Several points of the NASW Code of Ethics in the chapter, "Social Workers' Ethical Responsibilities to Colleagues," support this policy of seminar confidentiality. The School believes that the principles of collegial confidentiality apply to students in the seminar JSU SCHOOL OF SOCIAL WORK BSW FIELD PROGRAM MANUAL classroom. Specifically, they include the importance of respecting colleagues, avoiding unwarranted negative criticism, respecting confidential information shared by colleagues in the course of their professional relationships and transactions, and the importance of consulting with a colleague directly when there is a concern of impairment, incompetence, or unethical conduct.

Remediation and Termination Policy

The School of Social Work encourages students, staff, faculty, Field Instructors, and Faculty Liaisons to deal directly with concerns as they arise. The Remediation and Termination policy is applied when previous attempts to address an issue have not been successful. Concerns may include, but are not limited to, academic integrity, academic achievement (including field practicum achievement), and/or student conduct. The policy is applied in two phases. The first phase explores the situation further, while the second phase sets out to resolve the situation. Exceptions to the procedures described below are allowed in cases where students have engaged in particularly intolerable conduct, for example ethical or legal misconduct, actual or

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threatened physical or verbal aggression, academic dishonesty, or refusal to implement the recommended Action Plan, in which case a student may be referred by the Advisory Committee directly to the appropriate administrative level and/or legal authorities to face disciplinary actions in accordance with university policies.

Dual Relationships in Field Education and Supervision

The National Association of Social Workers (NASW, 1999) sets forth the following: “social workers who function as educators or Field Instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and Field Instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.” Should a student, Field Instructor, educator, or colleague become aware of a dual relationship they are required to follow the “Policies and Procedures to Handle Concerns” described in this manual. Failures to notify, address, and follow through with requested resolution of the dual relationship may be grounds for termination of the field practicum. Additionally, the School of Social Work requests that students and Field Instructors in an active supervisory relationship do not “friend” each other on personal social networking sites.

Students with Criminal Convictions

Students who have a criminal conviction need to be aware that this may affect field practicum placement and/or future ability to become a licensed social worker. Many agencies and the Mississippi State Board of Examiners for Social Workers and Marriage and Family Therapist will require finger printing and background checks. Additionally, many agencies are moving toward a “zero tolerance” policy for hiring employees and/or accepting field practicum students who have a criminal conviction, regardless of the circumstances surrounding the conviction. The School of Social Work cannot guarantee a placement for students with criminal convictions in particular agencies. Students should make known to the B.S.W. Field Director and/or Chair of any criminal convictions.

Enrollment in Field Education Courses

The social work field practicum is completed during the student's senior year (90 or more credits completed) and after being admitted into the professional sequence as described above. The field practicum consists of one 9-hour course and one 3-hour course (SW 489 and SW 499) for a total of 12 semester credits. In addition to required field hours described below, SW 489 and SW 499 also involves student attendance at a weekly integrative seminar with their Faculty Field Liaison. To enroll in the field education program including the weekly seminar, students must complete a Course Blocked Form the semester before expecting to enter into field practicum. This

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form is located in the main office of the B.S.W. Program.

When determining which field courses to register for, students may notice multiple sections offered. Initially, the student may pick any section so that they may enroll by the required deadlines. Student should take in considering travel time to ensure arrival to class in a timely manner, outside work schedules, personal obligations, delays in traffic, etc. Ultimately, the Field Director will manually enroll all students in specific seminar sections after all practicum placements are confirmed. This assignment is a planned approach to creating an opportunity for students in seminar to benefit from the varied experiences of their peers. Students will be notified of their seminar section assignment during the Field Orientation at the start of the semester in which the student is to enter into field practicum. Students must remain in the same section for their semester seminar.

Field Education Program Orientation

Collaboratively, the B.S.W., MSW, and Faculty Field Liaisons provide a mandatory formal orientation for all social work students the week prior to the start of the fall or spring semester. Included in this event is an orientation to the field education program. During this time, students will become familiar with:

- The nature of experiential learning and competency-based education;
- The organizational structures of the field education program;
- Stages of a field practicum;
- Performance expectations;
- Supervision;
- Developing field education plans;
- Overcoming barriers and addressing challenges; and
- Practicum placement and student performance monitoring;
- Personal safety; and
- The Health Insurance Portability and Accountability Act.

The field orientation is mandatory for all students who are entering a practicum for the current academic semester. Students are given two hours towards their 420 field practicum.

Criteria for Selecting Field Instructors

The field practicum process involves three primary people – the student, the field instructor and the faculty field liaison. The student develops a significant relationship with the field instructor and the faculty liaison. The field instructor is responsible for enhancing and providing learning experiences for the student, while the faculty liaison is available to

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assist the student and field instructor with solving any problem that may occur within the supervisory relationship. Field instructors for baccalaureate students must meet the following criteria:

1. hold a baccalaureate or master's degree in social work from a CSWE-accredited program
2. have two years post-social work degree practice experience in social work. 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.
3. demonstrate competence in the field of social work practice;
4. demonstrate an interest in teaching social work;
5. attend the field instructors meetings and other training seminars sponsored for field instructors;
6. be willing to participate in New Field Instructors' Training
7. be willing to formally evaluate the student at mid-term and at the end of the semester (Appendix M). These evaluations are done in conference between the student and field instructor. However, the weekly conference can be used to inform the student of his/her progress throughout the semester;
8. submit a resume' and the Field Instructor Information Form; and
9. complete a field instructor's application.

Criteria for Selecting Field Practicum Agencies

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

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

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

Criteria for Selecting Students for Stipends in Field Placement

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

Negotiating a Field Placement with an Unaffiliated Agency

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

Practice with Diverse Populations

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

VI. FIELD PRACTICUM REQUIREMENTS

Final Approval and Confirmation of the Field Placement

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

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

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

Professional and Ethical Standards

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

Professional Liability/Malpractice Insurance

Students registering for field practicum are required to have liability/malpractice insurance. All students will be reasonably insured against negligent acts or omissions that may occur in the performance of their assigned duties in practicum. Liability/ malpractice insurance coverage must be purchased in the amount of \$1,000,000/3,000,000. Students must provide evidence of individual liability/malpractice insurance coverage before beginning the field placement. **This insurance coverage must be maintained throughout the duration of the student's field practicum.** If a student's insurance ends during the duration of the field practicum, students must provide proof of their coverage

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for the remainder of their placement starting on the day after their previous insurance ended. All students must obtain liability/malpractice insurance through American Professional Agency, Inc. or NASW Assurance Services. Additionally, those students who are practicing under the direct supervision of a licensed professional are an extension of his/her supervisor's licensure.

Field Placement Hours/ Time Expectations

The accreditation standards of the CSWE require undergraduate students to complete a minimum of 400 clock hours within approved field settings; however, undergraduate students must complete a minimum of 420 block placement hours during their field practicum. Students not completing the required 420 hours shall not receive a satisfactory grade for the course and cannot graduate. Field time consists of time spent providing services to clients or engaging in agency activities which support direct services to clients. Students are placed in field at the beginning of the fall or spring semesters and remain in the same agency the entire academic year. Students are expected to complete their field practicum in consecutive sequenced semesters. All students are expected to complete 420 hours per semester (approximately 32-36 hours per week) in their field settings, plus the mandatory field seminar described above. A student receiving a grade of "D" or lower in the Field Practicum Class must repeat the course.

Students are expected to meet this clock hour requirement during the 15-week semester. Time logs (Appendix I) and time sheets (Appendix J) are submitted to the field liaison weekly. In order to maximize the educational experience by balancing classroom and field experiences, students will not be allowed to "bank" hours (i.e. working over 40 hours per week in order to complete the field practicum earlier than the semester ends). Students should communicate any necessary scheduling adjustments with their Field Instructor and Faculty Field Liaison. Students are encouraged to maintain ongoing communication with their Field Instructor and their Faculty Field Liaison regarding any challenges they may be experiencing in completing their field hours so that, when appropriate, alternatives or a plan of action can be identified. Additionally, students are not to complete any portion of their hours outside of the official semester enrollment dates designated by JSU (i.e. students may not complete hours during summer or winter breaks). Academic calendars may be obtained at

http://www.jsu.edu/academicaffairs/files/2016/03/academic_calendar2015-2017.pdf.

Field Agency Records

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

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concealing the clients' name, identifying data, and agency name.

On-call Time

The School does not recognize time spent carrying a pager or being on-call as field time. However, students are encouraged to participate in after-hour/on-call work-related activities and/or assignments to maximize their field experiences.

Compensatory Time

Time spent in the field placement after regularly scheduled hours for the intern may be counted toward accumulation of compensatory release time or added to field hours at the discretion of the field instructor. However, the student may not use compensatory time in order to complete his/her field placement prior to the time field is scheduled to end for the semester. However, students are encouraged to participate in after-hour/on-call work-related activities and/or assignments to maximize their field experiences.

Seminar

Students must attend seminar once a week 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.

Excused Absence from Field Placement

Absence due to illness or emergency must be made up. It is the student's responsibility to inform the field instructor of illness and/or emergencies which will result in an absence from the field agency as soon as possible. Student must not email or text the field instructor as a means of calling in.

Student Observance of Holidays

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Each student is expected to follow Jackson State University's calendar in observance of designated holidays. In agency situations where a student's observance of a University holiday would result in hardship or problem in the organization's program, the student may negotiate an agreement which is satisfactory to all parties – student, field instructor, administrative officer of the agency, and faculty field liaison. A statement of this change should be placed in the student's file. A student is not required to make up agency holidays which are not observed by the University. While students may take all University holidays observed by the agency and the observance of other holidays, these missed hours cannot be credited to the clock hour requirements of the practicum. With the Field Instructor's approval, student attendance at conferences, legislative sessions and professional meetings may be counted toward placement hours when the content pertains to the student's field assignments. This must be approved prior to attendance. **Holiday breaks need to be negotiated with the placement agency during the pre-placement interview prior to the beginning of the practicum.**

Short Hours

Time spent at the weekly seminar does not count toward the required 420 hours. We have little flexibility within this time framework for sick leave, personal emergencies, etc. If, in spite of these efforts, the student approaches the end of a semester with too few hours, an "I" (Incomplete) grade will be recorded, and the hours can be completed during finals week or thereafter. However, such a delay may jeopardize an end of the semester graduation. Due to recognized school holidays, student may obtain additional hours during the week to ensure all practicum hours are obtained by the specified deadline. It is the student's responsibility to arrange field days and hours that are compatible with the field setting and field instructor's schedules.

Learning Agreement

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

The original copy of the finished learning agreement is submitted to the faculty field liaison no later than the third week of the placement. Copies of the learning agreement are retained by the student and the field instructor for future reference. Significant changes in the original learning agreement at any time during the internship require that an

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amended version of the agreement be negotiated by the student and the field instructor and a signed copy must be submitted to the B.S.W. Field Director.

The purposes of the learning agreement are to:

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

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

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

Evaluations

Each field instructor is responsible for completing and submitting to the School an evaluation (Appendix M) of the student's progress at mid-semester and at the end of each semester. The evaluations consist of a written narrative and a numerically rated form which addresses the student's progress on each goal that has been specified in the learning agreement. The field instructor's evaluation is discussed with the student prior to its being submitted to the field liaison. The deadline for the submission of semester evaluations is one week before the end of the semester. The dates can be found on the calendar of events given to field instructors in the orientation session.

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

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

Completed evaluations are inputted in the Tevera field software and sent to the field liaison. Once the field liaison has signed the evaluation, it then is sent to the B.S.W field director for a signature.

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Grades

The faculty field liaison will assign the final field grade for field, taking into account the field instructor's recommendations. Grades assigned by the field instructor are not changed by the field liaison. The faculty field liaison will utilize the criteria set by the field practicum faculty to assess the student's field evaluation and determine the final grade. A student receiving a grade of "D" or lower in Field Practicum must repeat the course.

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 field director and field liaisons to improve instruction and make more informed decisions regarding future use of field instructors, field settings agencies and learning opportunities. The Professional Standards 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 field director the week following the end of the semester school year. The director submits the evaluations to the evaluation and outcome committee as requested.

Site Visit(s)

According to the CSWE, "Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies." In order to achieve this, the Faculty Liaison aims to develop a partnership with the student and their agency/supervisors to develop, implement, and monitor generalist practice opportunities offered at each site for each student. The School of Social Work utilizes a "formative" approach to assess field education settings. The belief is that the success of a field placement rests on the unique combination of the student, the Field Instructor, the agency, and the context of the field placement for any given year. On-site visits/meetings are scheduled by the Faculty Field Liaison and the Field Instructor along with the student to ensure coordination of meetings. The purpose of the site visit is to assess the student's placement during the course of the semester so that actions may be taken to address any issues as soon as possible.

Thus, it is important that students critically assess their placement, the opportunities, and their experiences. However, if there are any issues that need to be addressed, the Faculty Field Liaison will make a plan with the student to inform the agency of these issues and work toward a resolution. The liaison notes any concerns that arose from the site visit and how those concerns will be addressed. Each site visit form is submitted to the B.S.W. Field Director for final review.

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Policies: Monitoring

Each student in the B.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 weekly field seminar will also act as a point of monitoring for students in field.

Criteria: Monitoring

The faculty field 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 10-15 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. 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.

Mid Semester Evaluation

This evaluation is a checklist of the 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. The evaluation is signed by the student and field instructor and submitted to the field liaison. Midsemester evaluations are due by 5:00 p.m. the Wednesday before the Monday to submit grades.

Student Evaluation of the Field Practicum Setting

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

Student Assessment of the Faculty Field Liaison

The performance of the faculty field liaison and responsiveness of the Field Education Department to students' concerns and issues is of major importance in the practicum experience. This information is used to determine the effectiveness of the faculty field liaison and to promote ongoing improvement in field practicum for the B.S.W. Program faculty (Appendix O).

Field Instructor Evaluation of the Field Education Program

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

Field Liaison Evaluation of the Field Setting

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

Field Agency Reviews

A field agency review may be initiated by the B.S.W. Field Director whenever she/he determines there is sufficient concern to do so. The B.S.W. Field Director 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.

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Open Identification of BSW 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 workday. Student will comply with the field instructor to make up hours missed in the agency. 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.

Transportation

Students are responsible for transportation to and from the field setting. If students do not have access to a vehicle for travel to and from their placement site(s), the student must inform the field director at the beginning of the semester prior to completing field hours to ensure reasonable accommodations are made. The University has no funds with which to reimburse students for the use of their private automobiles and for other expenses incurred in the conduct of agency business.

Transportation of Clients

Students shall not transport clients in their personal vehicles. If the student is expected to use a personal car for any official agency business, the agency must provide in writing to the University verification that the student is covered under the agency's insurance. In the event that such coverage is not available, the student must not be expected to engage in such activities and must not be penalized for this. Agencies are encouraged to reimburse students for reasonable mileage expenses incurred while on official agency business if such use has been approved.

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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 presentation on self-care and self-management is provided by a faculty member as part of student professional development.

Safety

The safety of students in practicum is of main importance to the School of Social Work and to field agencies. Students are vulnerable in field practicum and are exposed to the same risks as workers. It is imperative that students feel safe so that to carry out their responsibilities in the field. If safety concerns arise for a student, it is important that the student discuss these safety concerns with their field instructor. If after gathering information to realistically assess the situation and to learn how to provide appropriate protection, the student still does not feel safe in order to carry out assignments, he/she is encouraged to renegotiate those assignments with the help of the field instructor. When appropriate, he/she should also consult the faculty liaison for assistance. With that being said, we will provide tools to enhance safety among students who are in field.

The B.S.W Field Director for the BSW 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>

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

In addition, the B.S.W. Field Director 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 B.S. W. Student Handbook. Students are encouraged to develop

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a self-care plan and share with classmates.

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.

Cellphones

Cell phone use at field practicum should be per agency policies and expectations, with personal calls and texting held to a minimum. Students are strongly discouraged from sharing their cell phone, email, or other personal information with practicum clients.

Use of Social Media

The School of Social Work recognizes the importance of the internet and is committed to supporting the right of students to interact knowledgeably and respectfully through social media. The School of Social Work strives to provide students with an environment of free inquiry and expression, wherein freedom of expression and academic freedom in electronic format has the same latitude as in printed or oral communication.

As such, all social work students are responsible and accountable for their actions and statements. Students are expected to use social media in a manner that upholds the standards and ethics of the social work profession and Jackson State University's expectations of students' conduct.

The use of any information without permission; confidential information; or unfounded, derogatory, or misrepresentative statements about the School of Social Work or its members (including students, staff, faculty, and guests), field practicum, or field agencies or their members (including staff, volunteers, service users, and participants) on the internet can result in disciplinary action up to and including termination of the field practicum and/or expulsion from the social work program.

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.

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The School of Social Work encourages students to write accurately and knowledgeably, and to demonstrate professionalism. Despite disclaimers, internet interactions can result in members of the public forming opinions about the profession of social work, the School of Social Work and its members, the field internship, and field agencies and their members.

While these guidelines are not intended to infringe upon students' personal interactions or commentary online, as developing or existing professional social workers, it is students' responsibility to understand and consistently live by the NASW Code of Ethics (2017).

Students shall be mindful of professional boundaries if they request members of the School of Social Work or field agencies to connect with them on social media sites.

If students are developing websites, social networking groups, or writing blogs that will mention the School of Social Work or its members or field agencies or their members, students shall:

- Identify that they are students and that the views expressed are theirs alone and do not represent the views of the School of Social Work and/or field agencies.
- Not speak on behalf of either the School of Social Work or field agencies, unless given permission in writing by the School of Social Work or the field instructors.
- Inform the School of Social Work and/or the field instructors that they are doing so.

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, interns 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.

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

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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.

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.

Confidential Information

Students shall not share any confidential information about the School of Social Work or its members or field agencies or their members.

If students have any questions or are unsure about whether information is confidential or public, it is important to speak with a Faculty Field Liaison, Field Director, and/or an Associate Dean of the School of Social Work before releasing any information that could potentially harm the School of Social Work or its members or field agencies or their members.

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Respect and Privacy Rights

Students are expected to speak respectfully about the School of Social Work and its members, their field internship, and field agencies and their members. Students shall not engage in behaviors that will reflect negatively on the social work profession, the School of Social Work or its members, or field agencies or their members.

Photographs and Other Audio/Video Recordings

Taking and sharing photographs or other audio/video recordings without consent is a breach of privacy and confidentiality. As agencies increasingly use photography and other forms of audio/video recording for professional consultation, research, and education purposes, it is crucial for students to know the field agency's policy regarding photographs and other audio/video recordings, including any limitations on their use.

Legal Liability

Students are legally liable for anything they write, present, or submit online. Nothing published on the internet is confidential. Students can be disciplined by the School of Social Work for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work or learning environment, or that contravenes the NASW Code of Ethics (2017), the Jackson State University's Code of Student Conduct (2016), or the School of Social Work document Bachelor of Social Work Professional Expectations for Social Work Students (2017).

Students may be subject to legal action by any individual, agency, or organization that views their commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous, or as creating a hostile work or learning environment, or as contravening their right to privacy and confidentiality.

Interactions with Past and/or Present Field Agency Service Users and Participants

Students shall:

- Not "friend" past or present field agency service users or participants.
- Not allow past or present service users or participants to "friend" you.
- Not use messaging on social media networks (e.g., Twitter, Facebook, LinkedIn) to contact service users or participants, or to respond to service users or participants who may have contacted students. These sites are neither secure nor confidential.
- Possess a working knowledge of the privacy controls on the social media networks they use.
- Ensure that the general public cannot see personal details of their lives that they would prefer to share only with friends and family.

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- Use only their professional (field agency) email address to communicate with service users and participants.
- Ensure that all email communication with service users and participants is of a professional nature and does not involve personal discussions or disclosures.

Student Injury While at Field Site

Students who are injured during the course of their practicum are expected to follow their agency's policy for notifying appropriate individuals and documentation of the injury. Students should notify the School of Social Work of the injury. Students should note that they are not considered employees of the University nor the agency; therefore, they are not covered by workers' compensation. If students are in a field practicum site that pays a stipend and/or an hourly rate they should consult with the agency regarding their coverage. The student is responsible for any medical bills and associated costs that arise from an injury at their practicum site. The student may be referred to University resources for potential access to benefits of the "accident" insurance policy.

Background Checks, Examinations, Immunizations, Etc.

Most field settings require pre-placement paperwork, orientations, and testing including, but not limited to, criminal background checks, fingerprint checks, drug screens, physical examinations, Tuberculosis (TB) Skin Tests, immunization verification, valid Mississippi ID or Driver's License, etc. Agencies may also require random drug screening(s) at any time during the year. In order to proceed with their field practicum, students must be willing to participate in these screens/evaluations and give permission for the results to be shared with the School of Social Work when appropriate. While many of the agencies pay for the costs of these requirements, students should be prepared to pay \$10-\$60 for such tests in the event that an agency cannot cover these costs. Students who fail or do not meet minimum requirements of any of these screens may not be accepted at the specific agency and may become ineligible for field practicum for the current JSU SCHOOL OF SOCIAL WORK BSW FIELD PROGRAM. The B.S.W. Field Director will review each case to determine whether the student is eligible to continue in the program.

Legal Charge or Conviction

Some state licensure boards for social workers (including Alabama's) inquire about whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination. The School strongly recommends that any applicant/student in this situation consult with his or her advisor or Director of Field Education, to discuss how best to address this issue. Students with felony convictions need to be aware that many agencies will not be open to them. The Field Office will work to secure a placement but cannot guarantee a placement can be secured in a timely manner.

VII. UNSATISFACTORY FIELD PERFORMANCE AND GRADES

Field/School Conferences

When a field instructor assesses a student's performance as unsatisfactory, both the field instructor and field student must notify the faculty field liaison immediately to arrange for a joint conference including the liaison, the field instructor, and the student. The purpose of this conference is to fully explore the situation and to develop a written follow-up plan to address the concerns that have been presented. The student's academic advisor and the B.S.W. Field Director may also attend the conference.

Documenting Concerns Regarding Students' Field Performance

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

Field Instructor Vacancy

Occasionally, a student's Field Instructor may leave an agency or program during the student's practicum. In that event, the Field Instructor and student should notify the Faculty Liaison about the impending change. In turn, the Faculty Liaison will notify the B.S.W. Field Director who will explore options for continuing the field practicum site or changing placements.

Professional Standards for Social Work Students

The professional standards for social work students and the policies and procedures for enforcing these standards are found in Appendix AA.

Requesting a Change in Field Placement

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

1. A serious attempt toward reconciliation should be made by both the student

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and the field instructor. The faculty field liaison should be informed of the situation by the student and the field instructor.

2. The field student should schedule a conference with the field instructor to explore in-depth their reason for wanting to change a field placement before any action is initiated by the student or School. Following this conference, the student, the field instructor, and the faculty field liaison meet jointly to discuss the request.
3. If after this joint conference, the student believes that a change of field placement is the only recourse, the student and the faculty field liaison must bring the matter to the attention of the B.S.W. Field Director to explore alternative plans of actions. **STUDENTS ARE NOT ALLOWED TO TERMINATE FIELD PLACEMENTS WITHOUT THE APPROVAL OF THE DIRECTOR OF FIELD EDUCATION.**
4. After informing the B.S.W. Field Director, the student must complete the "Request for Change of Field Placement Agency" form (Appendix R) in triplicate and return it to the B.S.W. Field Director. The request will be reviewed and signed by the faculty field liaison. Along with these forms, the student must prepare and sign a written statement citing the reason for requesting a change. The original copy of the "Request for Change of Field Placement Agency" will be placed in the student's file. The second copy is to be forwarded to the student. The third copy is for the Field Review Committee.
5. Students whose request for a change in field placement has been approved are responsible for appropriate termination with their clients and the field agency as recommended by the field instructor and in accordance with the NASW and NAB.S.W. Code of Ethics. This process will be monitored by the faculty field liaison.

Student Grievance Policy

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

Field Models

Field instruction provides non- traditional field models that diverse student learning and

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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 B.S.W Program Field Director;

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- ♣ are not viewed as graduate or administrative assistance for other faculty;
- ♣ limited school and university meeting attendance; and
- ♣ occasionally works flexible hours.

Academic Integrity

The School of Social Work adheres to Jackson State University "Student Handbook" concerning issues of academic dishonesty/integrity. Please see the following website for a complete description, definitions and policies regarding class conduct and academic dishonesty: <http://www.jsums.edu/studentlife/student-information/>.

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

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

Responsibilities of the Field Education Program

The responsibilities of the Field Education Program are to:

1. assist in choosing agencies that will offer adequate space, time and personnel for student training and that can provide comprehensive learning experiences that will fulfill the educational objectives of field work;
2. pre-conference with all students individually, involve the entire faculty in evaluating their educational attainment and readiness for field instruction, and place only those completing all requirements;
3. provide students with the academic base and theoretical knowledge necessary for field work preparation;
4. collaborate with the B.S.W. Program Director to provide faculty field liaison time necessary for interaction with agency personnel regarding student placement and training. The faculty field liaison is expected to visit each student and field instructor a minimum of two times during the semester of placement. However, other conferences may be scheduled as deemed necessary;
5. have the final responsibility for evaluating and grading the student's performance in the field;
6. provide materials to the agency and supervisor which will assist in understanding the B.S.W. Program;
7. assist with initiating a written affiliation agreement (Appendix S) between

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- the University and the agency for student placement. This agreement has to be signed by the director of each new field practicum placement agency, the Associate Dean and Dean of the School of Social Work, and the Provost and Vice President for Academic Affairs;
8. assist with orientation for agency field instructors and a pre-placement seminar for the students. The seminar and orientation will take place at the beginning of each semester;
 9. assist to ensure that students assigned to the agency will abide by the agency's standards of health, safety, and ethical behavior;
 10. provide information about the student, including his/her academic preparation, previous social work and other job experiences and his/her career plans; and
 11. be available to meet with students regarding questions and concerns of field practicum.

Field Liaison's Responsibilities

Each student and field instructor is assigned a faculty field liaison. Faculty field liaison assignments are made jointly between the B.S.W. Field Director and the Chair of the B.S.W. Program with approval by the Dean of the School of Social Work. The responsibilities of the faculty field liaison include:

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

B.S.W. Field Director's Responsibilities

The B.S.W. Field Director has the following responsibilities:

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1. administers the field work program for all students enrolled in the School of Social Work;
2. assists in securing sites for all social work students, including negotiating and maintaining field affiliation agreements;
3. assists with administering the field selection and placement process for all students;
4. interprets the School of Social Work's educational standards and policies to both field agencies and students;
5. maintains current information on affiliation field agencies;
6. negotiates conflicts with students and field agencies which are not resolved at the student/field liaison level;
7. provides a current *Field Practicum Manual* to all field students, field instructors, field liaisons, the B.S.W. Program Chair, and the Dean of the School;
8. assists with assigning a faculty field liaison for each student in field;
9. orients field agencies regarding the component of the curriculum and its relationship to the overall academic programs;
10. coordinates the students' field evaluation process: distributing, gathering, maintaining files of all student evaluations, and placing the original in the students' file;
11. monitors and evaluates agencies and field instructors regarding their capacity to facilitate student learning;
12. conducts field practicum orientation for students who have declared social work as a major;
13. conducts presentations to classes on preparedness and expectations of students in field instruction;
14. assists in coordinating workshops for students who anticipate going into and who are in field instruction;
15. develops orientation for new field instructors and ongoing workshops for all field instructors;
16. coordinates the selection of students for field practicum stipends;
17. selects members of the Field Advisory Committee, with the assistance of the Program Chair and coordinates meetings; and
18. maintains office hours in the building housing the B.S.W. Program.

Agency and Field Instructor's Responsibilities

1. The agency will orient the students to its nature and structure including its historical development, purposes, goals, services, eligibility requirements, geographical area served, administrative set up, and methods of recording. This should include attempts to have the student learn how the agency fits into the network of the community and social welfare services.
2. The agency will identify for the student the parameters of his/her roles and

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

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Field Practicum Students' Responsibilities

The students' responsibilities are to:

1. gain knowledge and understanding of the philosophy and methods of operation within the agency and to comply with the rules of practice within the agency while in field instruction;
2. share concerns and problems about their field practicum experience and agency structure with the agency field instructor during regularly scheduled supervisory conferences;
3. observe, test, integrate, and apply, in direct practice, the theoretical concepts and principles learned in the classroom;
4. take the initiative to interact with their co-workers and draw from their experiences;
5. adhere to professional values and ethics in working with clients or client groups, including understanding the practice of confidentiality and accountability;
6. complete a minimum of 420 clock hours of field practicum (the student must remain in placement until the last day of placement as specified by field director);
7. complete class assignments and weekly logs as assigned in an effort to increase self-understanding, and in developing their own "helping identity;"
8. maintain awareness and understanding of one's own value system so that one can ascertain what effect one's values have on the relationship with other people, and to explore one's emotional and intellectual readiness for a career in the field of social work practice;
9. report to the field practicum placement agency on time (the field instructor must be notified when one is going to be **absent** or **late**. Absences of more than three days should be reported to the faculty field liaison); and
10. take responsibility for appropriate and effective response in conflicting situations.

IX. FIELD AGENCY AFFILIATION

In order to provide students with a range of diverse and quality field placements settings, the B.S.W. Program in the School of Social Work has established general policies and guidelines for the selection and affiliation of field placement agencies. Agencies may initiate the affiliation process by contacting the B.S.W. Field Director or by being recruited by Faculty Field Liaisons. 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 (see Appendix T) to the School should familiarize themselves with the School's field agency and field instructor criteria as described in this Manual.

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Field Agency Affiliation Process

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

Agency Affiliation Criteria

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

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

1. be recognized in its particular field of practice and qualify for membership in its appropriate standard setting body;
2. employ qualified agency personnel to adequately staff its basic programs without reliance upon field students;
3. operate out of a clearly delineated organizational structure which allows the agency to pursue its mission;
4. engage in agency practice which incorporates the ethical standards of the social work profession as enumerated in the NASW and NAB.S.W. Codes of Ethics;
5. have the staff resources to provide a qualified field instructor who has the time to meet weekly with the student;
6. have a program large and varied enough to ensure a continued supply of learning experiences appropriate to the educational needs of the student;
7. be able to provide a planned learning experience for students with a diverse population;
8. be able to develop an appropriate plan for the selection of service tasks to be assigned to the student;
9. follow a non-discriminatory policy in practice with field students and agency

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- clients in terms of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;
10. demonstrate its commitment at all administrative and policy levels to the educational focus of the program; and
 11. have suitable physical space, equipment, and supplies for the student.

X. FIELD PRACTICUM AGENCIES

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 B.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. Ultimately, the responsibility for assuring that new and continuing placement settings and field instructors meet the school's requirements lie with the B.S.W. Field Director B.S.W. Program who collaborates extensively in this regard with the field team and faculty 43 liaisons. Agencies selected for B.S.W. field instruction must have competent professional social workers who each have a CSWE-accredited bachelor's degree in

social work and two years postgraduate social work experience.

XI. EMPLOYMENT DURING FIELD PLACEMENT

Current Employment at Field Site

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

Students using employment sites for field placements must submit a statement from their agency stating they will be allowed to complete their 420 hours of field practicum 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 V). This report is signed by the student and the field instructor.

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

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

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- d. clearly separates work and student role.

Student Employment as Field Placement

Students engaging in a field practicum should be aware of the demands of the experience in addition to their required course demands. Given this, the School of Social Work understands that many students need to engage in employment during their academic year. While the School of Social Work will make efforts to support students in this (i.e. identifying agencies that provide non-traditional hour field placements), the overall integrity of the field practicum must be monitored and protected. The Remediation Policy described above will be applied to a student who cannot meet expectations and competencies of their field practicum due to employment (i.e. scheduling conflicts, arriving at practicum late or tired, inability to complete required hours). Student may be removed from their practicum and continuation will be dependent on remediation outcomes. Students may not utilize their employment as their field practicum unless it has been approved according to the policy above.

XII. FIELD WORK SUPPORT AND DEVELOPMENT

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

School of Social Work Advisory Committee

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 BSW program. This council serves as a supportive function and helps to identify gaps in educational and/or agency services.

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 A for application.

On rare occasions when the field instructor does not have hold a CSWE-accredited

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B.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 B.S.W. Field Manual (Appendix A). 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 agreement for field education. See Appendix G for the learning agreements.

New Field Instructors' Orientation

New field instructors are required to attend a training session to orient them to the field component of the B.S.W. Program. This session is held twice a year, once in the fall and once in the spring semester. The B.S.W. Field Director coordinates the orientation which is organized around the Council on Social Work Education competencies and dimensions. The B.S.W. Field Director, field instructors, and faculty often assist with presenting material from the training manual. The B.S.W. Field Director 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

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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. 60 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 B.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.

Field Practicum Training Workshop

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

Student Professional Development

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.

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Field Student Orientation

During Student Orientation, the B.S.W field director organizes and conducts field orientation sessions for B.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 field director the day before the day of orientation. The field director 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.

Seminar in Issues and Problems of Professional Social Work

Each student will meet weekly in an integrative seminar for three hours. This seminar allows the students to explore field situations in depth and receive feedback from the faculty field liaisons and other students. The course further allows students the opportunity to explore issues across settings and levels of client systems. A student receiving a grade of “D” or lower in Seminar Class must repeat the course.

Appendices

APPENDIX A
JACKSON STATE UNIVERSITY
COLLEGE OF PUBLIC SERVICE
SCHOOL OF SOCIAL WORK

B.S.W. PROGRAM
APPLICATION FOR FIELD PRACTICUM

To: Applicants for Field Practicum
From: BSW Field Director

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

1. have a minimum overall (total institutional) GPA of 2.50;
2. complete any course in which a grade of "I" was earned;
3. complete and obtain a grade of "C" or better in English 104 and 105;
4. pass the English Proficiency Examination or obtain a grade of "C" or better in ENG 399: Functional Writing;
5. complete and obtain a grade of "C" or better in all required social work courses;
6. successfully complete the prerequisites and co-requisites for all social work courses;
7. submit an application for field practicum one semester before anticipated semester of placement;
8. participate in a pre-placement interview with the B.S.W Field Director or Field Liaison;
9. be available to accept a placement within or outside of the Jackson area;
10. provide evidence of individual malpractice insurance coverage in the amount of \$1,000,000/3,000,000;

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STUDENT FIELD PRACTICUM APPLICATION

PERSONAL INFORMATION

Name: _____ Date: _____

Address: _____
(City) (State) (Zip Code)

Phone Numbers: (home) _____ (cell) _____

J Number: _____ JSU Email Address: _____

Date of Birth: _____ Advisor: _____

Semester/Year to Begin Field: _____ Current Cumulative GPA: _____

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

Do you have an automobile for transportation to your field practicum? ☐ Yes ☐ No

If not, what means of transportation will you use to get to your field placement site and/or complete out of office assignments?

Do you have health insurance coverage? ☐ Yes ☐ No

If yes, name of carrier: _____

Policy Number: _____

In case of an emergency, please notify:

Name: _____

Relationship: _____ Phone: _____

Address: _____

POTENTIAL FIELD INTERESTS

Field Preferences: Please list your top three choices of field agencies to be placed. Student preferences are important in making field matches, but the final selection of a field placement

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will be made by the BSW Field Director or Field Liaison, based on availability of placements, learning opportunities, and student's needs.

Please prioritize from 1-3, with "1" being your **most preferred** population or setting:

_____Aged/Elderly	_____Alcohol/Substance Abuse	_____Child Welfare
_____Criminal Justice	_____Family Services	_____Hospice
_____Medical	_____Mental Health	_____Women's Services
_____Rehabilitation	_____Homelessness	_____Nursing Home
_____Community Development/Planning		

Counties of Preference: (1) _____(2) _____(3) _____

****Please note that students are not to contact any agency or supervisor to arrange for a field practicum or supervision without the advanced approval of the Field Director or Liaison. However, the field office will follow-up with an agency that you are interested in being placed and with someone you are interested in providing your supervision. If you have knowledge about an agency please provide the information below.**

Provide name of agencies or individuals to provide supervision (if student has someone or an agency to be considered):

1. Name: _____ Degree: _____
Phone: _____

2. Name: _____ Degree: _____
Phone: _____

Will you be employed during your field practicum? ☐ Yes ☐ No

If yes, full-time or part-time _____ Number of hours weekly _____

If you will be working part-time or full-time during your field placement, please state the arrangements you plan to make to be available to complete the required hours for your field practicum.

Do you have any family or other responsibilities that might set limits on your choice of a field agency or your performance while in your field practicum? ☐ Yes ☐ No

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If yes, please indicate below:

Is there any client population that you are uncomfortable working with due to personal or religious beliefs?

Many agencies require a criminal background check, child abuse registry check, and/or a current drug screen as part of the placement process.

Do you have any conditions that may limit your ability to complete the requirements of the B.S.W. Program (ex. mental health, physical restrictions, substance abuse)? ☐ Yes ☐ No

Are you requesting a field practicum at your place of employment? ☐ Yes ☐ No
If you answered yes, please complete the following:

Place of Employment: _____ Current Position: _____

Name of Supervisor: _____ Phone Number: _____

****Note: If you answered yes to the above question, you must complete and submit an application for an employment-based field practicum. This request is submitted separately from the field application but is due at the same time of the application. This application will not be processed if any portion is not completed as directed. It must be signed by all parties listed.**

STATEMENT OF UNDERSTANDING

Please read and place check mark on each item listed below confirming your understanding of the following statement along with your signature.

- € I verify that all information contained in this application is true and accurate, and I have fully disclosed relevant information.
- € I have completed all Social Work courses which are identified as prerequisites for Field, or I have discussed any exceptions with my academic advisor.
- € I give my consent to release the information provided in my field application to potential field practicum sites.

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- € I have read all the NASW Code of Ethics and agree to abide by the Code of Ethics at all times.

Student's Signature

Date

BSW Field Director's/Faculty Field Liaison Signature

Date

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

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

Student_____

Course_____

Instructor_____

Date_____

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

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

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

APPENDIX C
PRE-PLACEMENT CHECKLIST

Jackson State University
Check List for Students in Field Placement

Student's Name: _____

Program Level: _____

Enrollment Status: _____

1. Program Admission Letter	
2. Resume	

	SW 489	SW 499
3. Dates of Field Liaison Visits		
4. Field Practicum Application		
5. Professional Insurance Certificate		
6. JSU PAWS Transcript		
7. Student Assigned Agency Form		
8. Learning Agreement		
9. Student's Mid-Term Evaluation Form		
10. Student's Final Evaluation		
11. Student's Evaluation of Field Internship		
12. Faculty Field Liaison Evaluation of the Field Education Setting		
13. Student's Assessment of Field Liaison		
14. Field Instructor Evaluation of the Field Education Program		
15. Student's Request of Change in Field Placement		

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

19. Weekly Sign-In Logs

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

Field Liaison: _____ Date Completed: _____

APPENDIX D
PRE-PLACEMENT FOLLOW- UP FORM

Jackson State University
Pre-Placement Follow-up for Students in Field Placement

Instructions: You cannot begin field placement until you return the required information listed below to the B.S.W Field Director (601-979-2631) by: _____.
This is the final request for completion of the field placement application process.
Thank you.

JSU P.A.W.S. Transcript _____

Resume _____

Liability Insurance _____

Other:

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

Signature: _____ Date: _____
B.S.W. Field Director/Faculty Field Liaison

Signature: _____ Date: _____
Student

APPENDIX E
APPLICATION FOR STIPEND FIELD PLACEMENT

Jackson State University
School of Social Work
Field Practicum Stipend Application

Applicant's Name _____
Address _____ City _____ State _____ Zip _____
Telephone (Home) _____ Cellular _____
Email _____
Program Level: B.S.W. ____ Full Time ____ Part Time ____
GPA (Official transcript attached) _____
Brief outline of volunteer experience: _____
Checklist to ensure completed application process: ____ Application ____ Official transcript ____ 2 reference letters ____ Completed case scenario ____ Interview
Applicant's Signature: _____
Date: _____
Return application in a sealed envelope to the B.S.W. Field Director by the end of the fourth week in October for Spring semester placements and by the end of the fourth week in March for Fall semester placements.
Thank you

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

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

NOTE: A PLACEMENT CANNOT BEGIN UNTIL THIS FORM IS COMPLETED BY THE STUDENT AND THE FIELD INSTRUCTOR AND APPROVED BY THE B.S.W. FIELD DIRECTOR.

STUDENT INFORMATION

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

Address _____

J Number: _____ Email: _____

FIELD AGENCY INFORMATION

Agency: _____ Phone: _____

Address: _____

Email: _____ Fax: _____

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

Signature of Field Instructor: _____ Date: _____

Signature of Student: _____ Date: _____

Beginning Date of Placement: _____ End Date: _____

Below line for JSU Field Education Program use only:

B.S.W Field Director Signature: _____ Date: _____

Placement Approved: Yes _____ No _____

APPENDIX G
LEARNING AGREEMENT

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

B.S.W. field instruction students are expected to complete a learning agreement by the 3rd week of placement. This agreement is to be completed jointly by the field instructor and the student. After the learning agreement has been completed, it is to be submitted to the faculty field liaison for review and signature. You may identify additional goals and objectives to reflect the educational needs of the students and the field placement setting. Objectives should reflect the activities the student will need to undertake to achieve the goals and the time frame for accomplishing each activity. Please use additional paper, if necessary.

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

Goal 1: Demonstrate ethical and professional behavior

Objective 1:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

Objective 2:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

Goal 2: Engage diversity and difference in practice

Objective 1:

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Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

Objective 2:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

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

Objective 1:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

Objective 2:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

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

Objective 1:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

Objective 2:

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Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

Goal 5: Engage in Policy Practice

Objective 1:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

Objective 2:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

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

Objective 1:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

Objective 2:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

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

Objective 1:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

Objective 2:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

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

Objective 1:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

Objective 2:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

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

Objective 1:

Internship Activity:

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Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

Objective 2:

Internship Activity:

Target Date:

How Will Objective Be Evaluated (i.e. progress notes, process recordings, supervision logs):

Student: _____ Date_____

Field Instructor: _____ Date_____

APPENDIX H
SAMPLE LEARNING AGREEMENT
LEARNING AGREEMENT

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

B.S.W. field instruction students are expected to complete a learning agreement by the 3rd week of placement. This agreement is to be completed jointly by the field instructor and the students. After the learning agreement has been completed, it is to be submitted to the faculty field liaison for review and signature. You may identify additional goals and objectives to reflect the educational needs of the students and the field placement setting. Objectives should reflect the activities the student will need to undertake to achieve the goals and the time frame for accomplishing each activity. Please use additional paper, if necessary.

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

Goal 1: Demonstrate as a professional social worker and conduct oneself accordingly

Objective: Student will attend weekly supervision and prepare a written agenda over the next three months.

Objective: Student will develop self-awareness through reflection in recordings over the next three months.

Goal 2: Apply social work ethical principles to guide professional practice

Objective: Student will become familiar with NASW Code of Ethics by September 12

Objective: Student will read agency Policy & Procedure Manual and discuss it with supervisor.

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APPENDIX I
COVER SHEET FOR WEEKLY LOG
Jackson State University
School of Social Work
B.S.W. Program

SW 489: Field Instruction
COVER SHEET FOR WEEKLY LOG

Student Name: _____

Agency: _____

Week: _____

Number of Hours for Week: _____

Cumulative Hours: _____

TYPE OF TASKS (if applicable):

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

Use this form as the cover sheet for the time sheet and narrative to be turned in each week.

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

Cumulative Hours _____

Name: _____

Date	Time In	Time Out	Total Hours

Total Hours for the Week: _____

Student _____ Date _____

Field Instructor _____ Date _____

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

APPENDIX K
Faculty Field Liaison Visit/Conference Form

Type of Contact: Please check. In-Person _____ By Phone _____ Email _____

Date _____

Student: _____ **J Number** _____

Field Liaison _____ **Field Instructor** _____

B.S.W. Field Director _____

Issues:

Action Taken:

Recommendations:

Student Signature

Field Liaison Signature

Field Instructor Signature

B.S.W. Field Director Signature

APPENDIX L
WEEKLY FIELD SUPERVISORY VISIT FORM

Jackson State University
School of Social Work

Weekly Field Supervision Form

Faculty/Agency Field Supervisor: _____

Student: _____

Agency: _____

Agency Field Instructor: _____

Week: _____

Assigned Tasks Completed In Progress

1. _____

2. _____

3. _____

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

Next Week's Tasks:

1. _____

2. _____

3. _____

4. _____

Signatures:

Faculty Supervisor: _____ **Date:** _____

Student: _____ **Date:** _____

Field Instructor: _____ **Date:** _____

APPENDIX M
EVALUATION OF STUDENT FIELD PRACTICUM PERFORMANCE
BSW Field Mid-Semester Evaluation

Student: _____ **Date** _____

Agency _____ **Field Instructor:** _____

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

Directions: Please check the box which best describes the student's level of performance at this stage in the semester.

	Satisfactory	Growth needed	Possible problem area
Attendance and Punctuality			
Appearance			
Dependability			
Resourcefulness			
Initiative			
Organization of Work			
Grasp of Agency Functions			
Ability to effectively communicate orally			
Ability to produce effective written communications			
Ability to establish meaningful & purposeful relationships			
Ability to identify and express problem areas			
Ability to act as an advocate			
Ability to set appropriate goals			
Recognitions of personal strengths and limitations			
Preparation for and use of supervision			

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Identification with the social work profession including the NASW Code of Ethics			
Ability to reflect an understanding of problem solving Skills			
Perspective in interactions with agency staff and clients			
Ability to reflect an understanding of the strength-based			
Demonstration of knowledge of intervention strategies			

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

____5=Exceptional (A) This intern is excelling in field practicum by performing above expectations for interns.

____4=Good (B) The intern is functioning above expectations for interns in this area.

____3=Average (C) This intern is meeting the expectations of a field practicum intern.

____2=Below Average (D) The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future.

____1=Poor (F) The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future.

Comments/recommendations:

Student Signature: _____ Date: _____

Field Instructor's Signature: _____ Date: _____

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EVALUATION OF STUDENT FIELD PRACTICUM PERFORMANCE

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

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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, Skills, Values and Cognitive/Affective Processes)						
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 (Knowledge, Skills, Values and Cognitive/Affective Processes)							
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

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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 (Knowledge, Skills, and Cognitive Affective Processes)							
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 (Knowledge, Skills, and Cognitive/Affective Processes)							
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 (Knowledge, Skills, Values, and Cognitive/Affective Processes)							
--	--	--	--	--	--	--	--

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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 critical thinking 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 (Knowledge, Skills and Cognitive/Affective Processes)							
6a.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical to engage with clients and constituencies	1	2	3	4	5	N/A
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 (Knowledge, Skills, Values and Cognitive/Affective Processes)							
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	1	2	3	4	5	N/A

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	frameworks in the analysis of assessment data from clients and constituencies						
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 (Knowledge, Skills, Values and Cognitive/Affective Processes)							
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 in setting

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)							
---	--	--	--	--	--	--	--

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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 the agency's field instructor, faculty liaison, and faculty field director. A

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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 _____

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APPENDIX N
Student Evaluation of Field Practicum Setting

Name: _____

Agency: _____

Agency Field Instructor: _____

Please circle the best answer to the following questions regarding your experience with the agency and agency field instructor.

INITIAL CONTACT

Was it difficult to get an interview?	Yes	No
Did the field instructor discuss the kind of experience the agency can provide?	Yes	No
Was your current field instructor present at your first interview?	Yes	No
Did your official field instructor change during the practicum?	Yes	No

If so, why?

STRUCTURE

When you arrived, was there a plan for what you needed to do first?	Yes	No
Did your field instructor discuss a time schedule for practicum?	Yes	No
Did the agency provide training for you during the practicum?	Yes	No

If so, what kind?

Were you provided a work space and phone access?	Yes	No
Was there discussion about the structure of weekly conference sessions?	Yes	No

AGENCY SUPERVISION

Describe your supervision experiences by circling the appropriate response.

a) Orientation to personal safety provided	Yes	No
b) Orientation to the agency provided	Yes	No
c) Designated time for supervision	Yes	No
d) Access to supervision when needed	Yes	No
e) Supervisor allowed participation in planning activities	Yes	No

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f) Supervisor provided regular feedback	Yes	No
g) Supervisor provided opportunities for observation	Yes	No
h) Supervisor understood JSU's requirements for practicum	Yes	No
i) Supervisor facilitated my learning	Yes	No
j) Supervisor provided adequate opportunities for questions	Yes	No
k) Supervisor seemed interested in my learning	Yes	No
l) Supervisor's expectations were made clear	Yes	No
m) Supervision enhanced my growth as a professional	Yes	No
n) Supervisor discussed ethical issues	Yes	No
o) Supervisor discussed evaluation with me	Yes	No
p) Supervisor made students feel welcome in agency	Yes	No

PROFESSIONAL DEVELOPMENT

a) Experience increased my self-awareness	Yes	No
b) Self-perception as a social worker increased	Yes	No
c) Placement challenged me to assess why I want to be a social worker	Yes	No
d) Placement provided me with opportunities to face my real feelings about clients and their issues	Yes	No
e) My understanding of professional relationships and boundary issues was enhanced	Yes	No

LEARNING EXPERIENCE

Indicate the degree of your learning as a result of the placement by rating how much learning has occurred in the following areas:

**[1= poor level of learning; 2 = fair level of learning; 3= average level of learning;
4 = good level of learning; 5 = excellent level of learning]:**

a. The role of social workers	_____
b. Social work values and ethics	_____
c. Working with diverse populations	_____
d. Interview and assessment skills	_____
e. Writing treatment/intervention plans	_____
f. Relationship building skills	_____
g. Identifying community resources	_____
h. Working with special client populations	_____
i. Leading or co-leading skills	_____

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- j. Skills in interfacing with the community _____
- k. Team work with other disciplines _____
- l. Case management - service coordination _____
- m. Managing the personal safety risk in this setting _____
- n. Working with community groups/projects _____
- o. Advocating for clients _____

Rate the quality of your learning experience in the agency:

- ___ Excellent
- ___ Good
- ___ Average
- ___ Fair
- ___ Poor

What was the biggest positive contributor to your learning?

Would you recommend this placement for other students? ___ Yes ___ No

Why or why not?

How could this placement be improved?

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What could you do that would have enhanced your own learning experience?

Student Signature

Date

Faculty Field Liaison Signature

Date

APPENDIX O
Student Assessment of the Faculty Field Liaison

Date: _____

Name of Student: _____

Name of Agency: _____

Name of Field Instructor: _____

Name of Faculty Field Liaison: _____

Name of Program Director (B.S.W.): _____

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

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

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

Number of times: Fall _____ Spring _____

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

Number of times: Fall _____ Spring _____

() Do not know

Note: Two visits per semester meets the minimum standard; other visits may be negotiated with field liaison or conducted via phone, conference call, or video chat.

2) Availability of faculty field liaison to you:

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

3) Follow-up response to your inquiries:

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

4) Comments

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APPENDIX P
FIELD INSTRUCTOR EVALUATION OF FIELD PRACTICUM PROGRAM

Please take a moment to complete the attached form. We have asked you to evaluate the Social Work students placed in your agency. We would also like you to evaluate the field Practicum itself. Your response has a direct impact on changes in our Field Practicum Program.

Thank you very much for taking the time to do this survey and thank you for the contribution you have made this past year to social work education.

Date of Evaluation: _____

Name of Agency: _____

Address: _____

Phone #: _____

Email: _____

Number of Years as a Field Instructor: _____

Supervised this Year: B.S.W. Student(s) _____

Agency Field of Practice:

<input type="checkbox"/> Aging	<input type="checkbox"/> Hospice Services
<input type="checkbox"/> Family & Children	<input type="checkbox"/> Health & Mental Health
<input type="checkbox"/> School Based Services	<input type="checkbox"/> Criminal Justice
<input type="checkbox"/> Adult Family Services	<input type="checkbox"/> Child Welfare

Please check the box that best represents how helpful the Field Program was regarding the following activities: Use this key for your response:

0 = Not Applicable 1=strongly disagree 2 =disagree 3 = agree 4 = strongly agree

FIELD PRACTICUM MATERIALS	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
---------------------------	----	----------------------	----------	-------	-------------------

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1. The Field Practicum Handbook provides appropriate information about the Social Work Program.					
2. The Field Practicum Handbook clearly addresses the Program's expectations of students.					
3. The Field Practicum Handbook clearly addresses the expectations of Field Instructor.					
4. The Mid-Semester Student Evaluation Form is a clear and understandable evaluation form.					
5. The Final Student Evaluation form is a clear and understandable evaluation form.					
FACULTY LIAISON:					
1. Was notified of the student(s) in time to be adequately prepared. Yes ____ No ____					
2. Number of contacts from faculty liaison during the semester _____					
	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
3. The faculty liaison was available when needed.					
4. Was knowledgeable about the field practicum.					
5. Provided consultation on learning issues.					
6. Provided adequate feedback on supervisory issues.					
7. Was supportive to both agency and student.					
8. Was willing to engage in problem solving.					
9. Interpreted school expectations effectively.					
10. Responded within 72 hours to request for assistance.					
11. Provided guidance in how to evaluate student's learning needs.					
12. When requested, visited agency within a week to work collaboratively on student problems.					
13. Was respectful of supervisory input.					
14. Met jointly with student and Field Instructor					
15. Understood impact of student's issues on client.					
16. Brought process to a conclusion – either student improvement or removal from agency.					

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THE CURRICULUM	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The student appeared to have a sound liberal arts educational foundation.					
2. The student's oral communication was effective.					
3. The student's written communication was effective.					
4. The Social Work courses effectively prepared the student knowledge and skills needed for field practicum.					
5. The Social Work courses provided the student with appropriate values and ethics for field practicum.					

FIELD TRAINING/ORIENTATION I attended the Field Training/Orientation? _____ Yes _____ No	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The field training/orientation was helpful.					
2. The field training/orientation was held at a convenient time.					
3. The Field Instructor of the Year Award is a good idea.					

Please use the following to submit comments that will be helpful to the program.

1) Strengths of the Program

2) Needed improvements of the Program

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3) Overall, how would you rate the Bachelor of Social Work Field Practicum Program?

Excellent	Good	Average	Fair	Unsatisfactory
-----------	------	---------	------	----------------

4) Would you be willing to serve on our Field Advisory Board? Yes____ No____

If so, please give times and days when you would be available.

5) Other Comments/Suggestions:

Field Instructor

Date

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APPENDIX Q
FIELD LIAISON EVALUATION OF THE FIELD SETTING

Name of Field Liaison _____

Name of Agency _____

Name of Field Instructor _____

Name of Student _____

Course #: SW _____

Please answer the following questions:

1. The agency provided timely and adequate orientation for the student.
 _____Yes _____No
2. The agency provided direct staff supervision for the student.
 _____Yes _____No
3. The agency provided adequate physical space and other materials that
the
 student needed to carry out agency functions.
 _____Yes _____No
4. The agency provided a safe, healthy, and ethical learning environment
for the
 student.
 _____Yes _____No
5. The agency provided a diversified learning experience for the student.
 _____Yes _____No

Comments:

Signature: _____ Date: _____

APPENDIX R

REQUEST FOR CHANGE OF FIELD PLACEMENT AGENCY

Name of Student_____

Current Agency_____

Name of FieldInstructor_____

Address _____

Telephone _____

Faculty Liaison _____

Statement by Student (Cite and explain reasons):

[illegible]

Signature_____Date_____

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

THIS AGREEMENT is entered into on this _____ the day of _____ by and between Jackson State University a, Mississippi Institution of Higher Learning on behalf of its College of Health Sciences-School of Social Work (hereinafter referred to as “University” or “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:

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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.

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- 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.

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III. Mutual Responsibilities

The University and field agencies shall comply and abide by the Council on Social work Education (CSWE) guidelines and core educational competencies.

The Parties agree to comply with the Council on Social Work Education (CSWE) guidelines should the students' field placement is temporarily interrupted because of national, regional or local events such as communicable diseases, natural disasters, and/or civil unrest must adhere to. The University shall provide the field agency with written notice of alternative remote field assignments. Field agency may assist the University by providing options for alternative remote field assignments for approval by the University.

IV. Term of Agreement:

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

V. 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.

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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, or reduces its appropriation, then the University may provide written notice of such non-appropriation or reduction in necessary 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

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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 off 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: Provost & VP of Academic Affairs

Name: _____
Printed Name

Name: Alisa Mosley, PhD
(Printed Name)

Date: _____

Date: _____

By: _____
Dr. Girmay Berhie, Dean
College of Health Sciences

Date: _____

By: _____
Ahfiya J. Howard, Chair
B.S.W. Program/School of
Social Work

Date : _____

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APPENDIX T
RECOMMENDATION FOR FIELD AGENCY

Agency_____

Unit/Department_____

Address_____

Phone_____

Contact Person _____ Position_____

Please summarize reasons for recommendation. Which characteristics of the field instructor, agency, or available learning experiences are particularly strong? What has been your contact with the agency and with whom?

Recommended for (check):

_____B.S.W. students _____Beginning M.S.W. _____Advanced M.S.W.

Your name: _____ Phone: _____

Check:

_____Student _____Faculty _____Other _____

Return to: B.S.W Field Director
Jackson State University
School of Social Work
P.O. Box 18740 Jackson, MS 39217

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APPENDIX U
Employment-Based Field Application and Agreement

Student: _____

Address: _____

Telephone #: _____

JSU Email: _____

Date Hired: _____

Job Title: _____

Reason for request:

Current Employer

Agency Name: _____

Agency Address: _____

Agency Director

Name: _____

Telephone #: _____

Email: _____

Current Supervisor

Name: _____

Telephone #: _____

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Email: _____

Proposed Field Instructor

Name: _____

Telephone #: _____

Email: _____

Specify Degree, School & Date: _____

Please describe the student's current job responsibilities **(or attach copy of job description)**:

Criteria for employment-based field practicum:

1. Practicum responsibilities must be different from duties of regular employment
2. Student must have a new learning experience (student must be taken out of their regular job responsibilities for hours necessary for the field practicum).
3. The Agency must agree to all of the learning experiences of the Social Work Program.
4. During practicum hours, educational needs must take priority over regular employment.
5. Field Instructor must be different from current supervisor.

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6. Field Instructor must hold a MSW (for MSW, B.S.W. students) or B.S.W. (for B.S.W. students) from a CSWE accredited program with at least two years post work experience.
7. Student must receive at least one hour of supervision weekly from the B.S.W./MSW supervisor; for MSW students, supervision must focus on advanced generalist social work practice.
8. Agency must agree to enter into a memorandum of agreement with JSU School of Social Work Department.
9. New employment may be considered as a field practicum if employment began within 3 months prior to the beginning of the semester.
10. For MSW Program, new employment may be reviewed at the ending of the semester to determine if new learning can be acquired and considered for the following semester.
11. Employment-based field practicum may be considered for students as long as documentation of new learning outside of employment duties and employment hours can be provided.

Please describe the student's new internship duties and specified internship hours for their field practicum (include specific arrangements that will be made for the student's hours in field practicum). Field practicum duties and hours must be clearly noted as separate from employment duties and hours. Include the name of the proposed Field Instructor. You may provide attachments as necessary. Final approval will made by the B.S.W. Field Director.

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Agency Director

Date

Employment Supervisor

Date

Proposed Field Instructor

Date

Student

Date

Field Liaison

Date

Field Director

Date

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APPENDIX V
EMPLOYMENT/INTERNSHIP END OF THE MONTH REPORT
JACKSON STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
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Please complete this form and attach to the evaluation report.

Name of Student _____
Current Agency _____
Name of Field Instructor _____
Address _____
Telephone _____
Faculty Liaison _____

Detailed Description of Intern Experiences

<u>Date</u>	<u>Hours</u>	<u>Days Working as Intern</u>
-------------	--------------	-------------------------------

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

Detailed Description of Employee Experiences

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Employment

Hours

Days

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:

Please list any changes in Student Learning Agreement

Student

Date

Field Instructor

Date

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Employment Supervisor

Date

Agency Director

Date

B.S.W. Field Director

Date

Associate Dean

Date

APPENDIX W

THE STUDENT'S VERSUS THE EMPLOYEE'S ROLE

Students participate in an orientation period and engage in training which is sometimes similar to the training of employees. Tasks the students perform may at times be identical to those of the staff. They are expected to comply with organizational practices as staff. The differences lie in the expectation that students do not carry the workload 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.

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

Course Syllabus

Course Number & Title:	SW 489: Social Work Field Practicum
Prerequisites:	All required liberal arts and social work courses
Co-requisite:	SW499
Credit Hours:	9
Semester & Year	Spring 2021
Instructor:	Candace L. Riddley, MSW, LCSW
Office Location:	Charles F Moore Building, 3 rd Floor, Room 312-B
Virtual Office Hours:	Tuesday and Thursday
Email:	candace.l.riddley@jsums.edu
Telephone:	601-979-4170

B.S.W. Program's Definition of Generalist Social Work

Grounded in the liberal arts, generalist social work practice is the application of social work knowledge, skills, and values and ethics to enhance human well-being and promote social, economic, and political justice with diverse micro, mezzo, and macro client systems, while engaging in critical thinking and research informed practice.

B.S.W. Program Mission

The mission of the Bachelor of Social Work (B.S.W.) Program is to prepare competent, technologically-advanced, generalist social work practitioners to integrate their knowledge of practice skills, theories, critical thinking, evidenced based research, ethical reasoning, diversity and policy with systems of any size (micro, mezzo, macro) that are located in disenfranchised or oppressed communities.

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B.S.W. Program Goals

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

1. for entry-level professional careers as generalist practitioners, graduate education, and leadership in social work and social services;
2. to develop a professional identity that incorporates critical thinking, knowledge, skills, and values and ethics of the social work profession;
3. for competent social work practice with diverse populations of individuals, families, groups, organizations, and communities;
4. who are sensitive to the extent to which a culture's structure and values may lead to issues of oppression, discrimination, and at-risk populations, and equipped with strategies to advance social, economic, and political justice;
5. to utilize conceptual frameworks and research-informed practice to guide the processes of assessment, intervention, and evaluation; and
6. to analyze, formulate, and advocate for policies that advance social well-being in a changing, global, technological environment.

Required Textbook

National Association of Social Workers (r2017). *Code of Ethics*. Washington, D.C.: NASW Press

Retrieved from

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Garthwait, C.L. (2016). *The social work practicum: A guide and workbook for students*. New York: Pearson.

Jackson State University School of Social Work Office of Field Education (2020).

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B.S.W. Field Instruction Manual. Jackson, MS: Author.

Course Description

Field instruction enables students to integrate and apply to social work practice the knowledge, skills, and values and ethics obtained in the social work foundation courses. Agency-based learning experiences are provided which allow the students to develop generalist practitioner skills for social work practice with diverse individuals, families, small groups, organizations, and communities, including populations at risk of injustice, oppression and discrimination. Each student completes a minimum of 340 hours of supervised practice in a community agency.

Criteria for Grading

<u>Criteria for Grading</u>	<u>Percentage of Final Grade</u>
Learning Agreement	25%
Hours in Tevera	25%
Mid Term Evaluation	25%
Final Field Evaluation	25%
	100%

Grading Scale:

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

Student Learning Outcomes (SLO)

- 2015 Social Work competencies (SWC) are referenced below with its corresponding (SLO).

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

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1. use effective oral and written communication skills with diverse clients, colleagues, and communities;(2015 SWC 2 & 6)
2. apply critical thinking skills within the context of generalist social work practice in a changing, global social environment;(2015 SWC 3 & 5)
3. understand and interpret the history of the social work profession and its contemporary structures and issues;(2015 SWC 3)
4. analyze the impact of social welfare policies on diverse populations; (2015 SWC 3 & 5)
5. apply the knowledge, skills, and values and ethics of generalist social work practice with systems of all sizes;(2015 SWC 6, 8 & 9)
6. use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span as well as the interactions among and between individuals, families, groups, organizations, and communities;(2015 SWC 4 & 9)
7. use supervision and consultation appropriate to social work practice;(2015 SWC 1)
8. develop an understanding of and respect for all people regardless of their differences;(2015 SWC 1 & 2)
9. practice without discrimination and with sensitivity when serving diverse populations;(2015 SWC 2 & 9)
10. understand the forms and mechanisms of oppression and discrimination;(2015 SWC 5 & 8)
11. develop knowledge, skills, attitudes, and values and ethics that will enable them to become advocates and leaders capable of formulating and influencing social policy to advance social, economic, and political justice;(2015 SWC 1, 3 & 5)
12. evaluate research studies and apply research findings to practice;(2015 SWC 4)
13. evaluate their own practice interventions;(2015 CSW 7 & 9) and

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14. develop an understanding of organizational structure and their roles as professionals and change agents within that structure. **(2015 CSW 8 & 9).**

Council on Social Work Education (CSWE) Competencies

Each of the nine CSWE competencies are listed below. These competencies along with its respective behaviors can be located in the 2015 Educational Policy and Academic Standards (EPAS) document and accessed at

<http://www.cswe.org/File.aspx?id=81660>

Competency 1	Demonstrate Ethical and Professional Behavior
Competency 2	Engage Diversity and Difference in Practice
Competency 3	Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4	Engage in Practice-informed Research and Research-informed Practice
Competency 5	Engage in Policy Practice
Competency 6	Engage in Individuals, Families, Groups, Organizations, and Communities
Competency 7	Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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CSWE 2015 Social Work Competencies & Behaviors	CSWE 2015 Corresponding Behaviors	Course Assignments
1.5	Use supervision and consultation to guide professional judgment and behavior	Learning Agreement
1.2 & 3	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	Students' Weekly Logs

Academic Honesty

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

Policy Regarding Course Incompletes

INCOMPLETE is the designation used to indicate failure to complete assignments, or other course work including final or other examinations, by the end of the term in which the student is enrolled. The grade of "I" (Incomplete) is recorded when the student has not completed the course for some unavoidable reason that is acceptable by the instructor. An incomplete grade

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(I) is to be considered only when the majority of the course requirements and assignments have been successfully completed and there is a documented crisis situation of illness, accident, or other occurrence which prevents a student from completing the remaining requirements

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

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

Class Attendance Policy

Please note that attendance in classes meeting for 50 minutes, 1 hour and 20 minutes or 2 hours and 50 minutes will be tabulated as presented below. Students arriving late to class or leaving early will be counted as tardy and/or absent. Excessive tardiness, absences, and/or leaving class early will not be tolerated.

(50 min. class, ex. MWF or 1 hr. 20 min. class, ex. TR)

Missing 0-3 classes-Receives full 10%

Missing 4-5 classes-Receives 0%

Missing 6 or more classes-Final grade of "F"

(2 hours 50 min. class, ex. W)

Missing 0-1 class-Receives full 10%

Missing 2 classes-Receives 0%

Missing 3 classes-Final grade of "F"

University Policy

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

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

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written documentation to Student Affairs to obtain official excuses for absences due to illness or other emergency situations.

Students who willfully miss class face serious consequences. After being absent three times in a 50-minute class, three hours in a class that meets longer than one hour, or one time immediately before or after a scheduled recess/holiday, the instructor shall report the next unexcused absence to the Dean of University College for freshmen and sophomores and to the school dean and department chair for juniors and seniors. The dean/chair or designee will counsel with the student and in concert with the instructor, may require the student to complete complementary course assignments. If a student does not respond well to the counsel or with the assignments, the instructor may impose a grade penalty on the student.

Unexcused absences that exceed the equivalency of six 50-minute sessions may lead to an “F” for the course. Students who do not maintain the minimum grade point average required for retention over two semesters are suspended from the University.

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

B.S.W. Program’s “Class Attendance & Participation Policy”

Students at Jackson State University must fully commit themselves to their program of study. One hundred percent (100%) attendance and participation is expected of all students in all scheduled classes and activities. If you are not in class, you cannot participate. Students are expected to be on time, attend all class sessions, and stay until the end of class sessions. In the case of a medical or personal emergency, students should make reasonable effort to contact the instructor in advance via e-mail or voice mail. Students will only be excused for documented emergencies. Attendance will be taken during each class session and it is the student’s responsibility to either sign in or record as documented attendance, per the instructor’s method of documenting attendance.

Students are allowed to be absent from class (3) times in a 50-minute class (ex. MWF 8:00am-8:50am), (2) times in a 1 hour/20 min. class (ex. MW 9:00am-10:20am), and only (1) time in a 2 hours/50 min. class (ex. W 6:00pm-8:50pm). Please note that students arriving late to class (after the class presentation and discussion has started) or leaving early will be counted as absent. Excessive tardiness, absences, and/or leaving class early will not be tolerated. For each additional absence, five (5) points will be deducted from the student’s final course grade unless other arrangements have been made in advance with the course instructor.

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Students are expected to be highly prepared for each class, participate frequently and constructively in class discussions and activities. **EVEN WITH AN OFFICIAL EXCUSE OF ABSENCE, STUDENTS ARE RESPONSIBLE FOR ALL THE WORK ASSIGNED, REQUIRED, AND/OR COVERED DURING THEIR ABSENCE.** Participation points may be specifically designated.

JSU Student Email

Students will be required to utilize their JSU student email, while interacting with departmental faculty and staff. B.S.W. faculty and staff discretion to not reply to student messages being sent from personal email addresses. It is important that you check your JSU emails on a regular basis (maybe daily, but at least several times a week). While students are enrolled in Blackboard courses within the course of a semester, all email messages should be sent by the student via Blackboard. If you do not check your JSU or Blackboard e-mails on a regular basis, you may miss some VERY IMPORTANT information that could adversely impact 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.

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.

Sexual Misconduct, Required Reporting, and Title IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment, sexual violence, dating/domestic violence, stalking and gender discrimination to the

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University's Title IX office so that the victim may be provided appropriate resources and support options. As the instructor for this course, I have a mandatory duty to report to the university any information I receive about possible sexual misconduct. This includes information shared in class discussions or assignments, as well as information shared in conversations outside class. The purpose of reporting is to allow JSU to take steps to ensure a safe learning environment for all. The university also has confidential resources available, who can provide assistance to those who have experienced sexual misconduct without triggering a mandatory reporting duty. More information about confidential resources is available at

<http://www.jsums.edu/titleix/>

If you are the victim of sexual misconduct, Jackson State encourages you to reach out to these resources:

- Title IX Office: 601-979-1315 or titleix@jsums.edu
- Department of Public Safety – 601-979-2580

MASK MANDATE

Face-to-face events should be designed carefully, adhering to all relevant federal, state, local, Mississippi Institutions of Higher Learning and Jackson State University guidelines. In most cases, face-to-face course sessions will be reserved for meaningful learning opportunities rather than traditional lectures. In an effort to maintain the reasonable safety of the University community, when participating in face-to-face course options, **each individual is expected to display your JSU ID card, wear a mask or face covering, wash your hands, engage in social distancing, and any other guidelines promoting health and safety.** Students who may attend certain on-campus sessions will have assigned seating as an additional University safety protocol.

If a student declines to wear a face covering as required, the student may be asked to leave the classroom and attend the class remotely. The faculty member should remind the student of the requirement and provide the student an opportunity to comply with the mandate prior to removal. A Student's failure to adhere to the health and safety mandates may result in further disciplinary action.

Virtual meetings are the preferred option for setting appointments with academic support

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units, administrative departments, professors and researchers.

HEALTH-RELATED CLASS ABSENCES

Example 1:

Please evaluate your own health status regularly and refrain from attending class and other on-campus events if you are ill. Jackson State University students who miss class due to illness will be given opportunities to access course materials online. You are encouraged to seek appropriate medical attention for treatment of illnesses. In the event of contagious illness, please do not attend class or come to campus to turn in work. Instead notify the instructor about the absence as soon as practical, so that reasonable accommodations can be arranged. Please note that documentation (a Doctor's note) for medical excuses is not required.

Example 2:

ATTENDANCE: It is imperative you attend every class, but students must sometimes miss examinations or other academic obligations affecting their grades because of illness, personal crises, mandated court appearances, and other emergencies. Please contact me as soon as practical so you can stay on track. If you miss extensive course time, there may be an impact on your overall grade.

Course Content

Week One:

Field Instruction and the Social Work Curriculum

Why Field Instruction?

What is the Role of the Faculty Liaison?

What is the History of Field Instruction in Social Work?

What Are the Current Standards for Field Placements?

Are There Different Types of Field Placements?

How Are Students prepared for Field Instruction?

How Are Students in Field Placement Supervised?

How Are Classroom Learning and Field Instruction Integrated?

What Is the Purpose of Field Seminars?

Do Students with Undergraduate Field instruction Get Credit When They
Work Toward a Master's Degree in Social Work?

Is It Possible for a Student to Have a Field Placement Where He or She
Is Also Employed?

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Week Two: **The Partnership with Social Service Agencies**

Why Do Agencies Accept Student Interns?
How Are Field Agencies Chosen?
How Are Field Instructors Selected?
How Are Agencies and Students Matched?
What Specifically Are Social Service Agencies Looking for in Student Interns?
What is the Difference Between Public and Private Agencies?
How Do I Learn About Possible Practicum Agencies Ahead of Time?

Week Three: **Getting Started**

How Do I Find an Agency that Meets My Needs?
How Do I Prepare for the Practicum Interview?
What Can I Do to De-emphasize Little or No Work Experience?
Is It Wise to Admit My Weaknesses?
Should I Mention My medical History?
How Do I Handle an Arrest or Criminal Record?
How Should I Respond to Questions about My Educational Preparation?
How Should I Dress for the Practicum Agency?
How Do I Make a Good Impression?
Getting Oriented

Week Four: **The Student Intern: Learning New Roles**

How Much Will I Be Expected to Accomplish?
How Much Will I Be Supervised, and by Whom?
How Do I Make Supervision Work For Me?
How Will My Faculty Liaison Evaluate Me?
How Do I Juggle All My Roles Simultaneously?
Do I Need to Worry about My Personal Safety in the Field Practicum?
What Is a Risk of Harm Scan?
What Are Risk Assessments?
How Do I Manage Angry and Hostile Clients?
What Other Precautions Can I Take?
What Should I Keep in Mind When Making a Home Visit?
How Do I Know if I'm Stressed Out?
How Can I Effectively Manage the Stress in My Life?

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The Student Intern's "Bill of Rights"
Myths I Can Do Without

Week Five:

Contexts in Which Social Workers Operate

What Are the Differences Among Volunteer, Student, and Employee Roles?
What Do I Need to Know About Interdisciplinary Team Meetings?
Can a Friend Supervise Me?
Should I Contract with Clients?
What Do I Need to Know about Agency Documentation?
What Do I Need to Know about Electronic Medical Records?
How Do I refer a Client to Another Agency or Professional?
What Is Managed Care?
How Does Managed Care Affect Social Work Practice?
What Specialized Knowledge and Skills Are Important in a Managed Care Environment?
How Do I Work with Difficult Office Staff and Supervisors?
What is Evidenced-Based Practice?
Why Is Evidenced-Based Practice Essential for Social Workers?
How Do I prepare for Evidence-Based Practice in My Own Work?
What Is HIPPA?
How Does HIPPA Affect Social Work and Social Workers

Week Six:

Client Systems: The Recipients of Service

Who are Clients?
What is It Like to Be a Client?
What Do Clients Expect From Me?
Should I Inform Clients that I Am a Student?
What Do I Do When A Client Won't Talk?
What Do I Do When the Client Who Won't Talk is a Child?
How Do I Deal with Noncompliant Clients?
What Opportunities Do Social Workers Have for Working with Diverse Clients?
What Is Cultural Competence and How Do I Work with Clients Different From Me?
What Do I Need to Know to Work with People with Disabilities?
How Do I Work with Lesbian, Gay, Bisexual, and Transgender People?

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What Is It Like to Work with Small Groups of Clients?
Will I be Working With Families?
What Are the Common Characteristics of Minority Families?
How Do I Intervene with Minority Families?
What is Macro Practice?

Week Seven:

Acquiring Needed Skills

Do Most Student Interns Feel Nervous and Inadequate?
What Skills Might I Be Expected to Develop?
How Do I Start Interviewing a Client?
How Do I Begin to Help Clients Who Are Assigned to Me?
What Do I Do if the Client is in Crisis?
What Do I Need to Know About Specific Problems I May Encounter?
What is Process Recording and Why Use It?
I Am Not Confident about My Ability to Write Well. Will This Be a Problem?
When and How Do I Transfer a Case?
How Do I Terminate Services with a Client?

Week Eight:

MIDTERM Evaluation

Week Nine:

Legal and Ethical Concerns

What Legal Terms Should Social Work Students Know?
What Should Social Work Students Know about Testifying in a Court of Law?
What Happens if I Make a Mistake in My Practicum?
What Is Malpractice?
Do I Need Liability Insurance?
Can Confidential Client Material Ever Be Shared?
Should I Share Personal Information with Clients?
May I Audio or Video Record Clients?
What Should I Be Concerned about When Using Electronic Communication and Social Media?
What Is an Ethical Dilemma?
Can Ethical Dilemmas Be Avoided?
How Might I Avoid Ethical Dilemmas?
How Do I Resolve Ethical Dilemmas.

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Week Ten: **Legal and Ethical Concerns (Continued)**

May I Accept a Gift from a Client?
Is It Ever Permissible to Date Clients or Coworkers?
What Do I Do if I Observe Something Illegal or Unethical?
How Do I Handle Agency Secrets?
How Do I Handle Sexual Harassment?

Week Eleven: **Pragmatic Concerns**

What Do I Do if I Get Sick or Am Running Late and Miss My
 Appointments?
What Will My Work Space Be Like?
How Do I Keep Track of and Manage my Time in the Practicum?
How Do I Learn to Leave My Work at the Agency?
What Do I Do if I am Given Too Much or Too Little Responsibility?

Week Twelve: **Pragmatic Concerns (Continued)**

What Do I Do When Having a "Down" Day or I Am Not at My Best?
What Do I Do When Things Are Not Going Well?
How Do I Plan for My Next Practicum?
My Placement Wasn't What I Expected: Am I Cut Out for Social Work?

Week Thirteen: **Generalist Practice**

Week Fourteen: **Evaluating the Field Practice Experience**

Week Fifteen: **Final Evaluation**

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Proposed Course Schedule

Week #	Assignments	Due Dates	Hours Tracker
1	Introduction to the Course Syllabus Review Receipt of Syllabus/Course Schedule Student Malpractice Insurance Assignment Student Assigned Agency Form Assignment Read Chapters 1 and 2	January 20 Online	21
2	Review Chapters 1 and 2 Self-Care Discussion Assignment Personal and Professional Values Discussion Assignment Read Chapters 3 and 4	January 27 Online	28
3	Review Chapters 3 and 4 Learning Agreement Due Passing Your SW Internship Real World Advice Assignment Learning From Supervision Assignment Read Chapters 5, 6, and 7	February 3 Online	28
4	Review Chapters 5, 6, and 7 Diversity and Differences in Practice Assignment Developing Communication Skills Worksheet (page 63)	February 10 Online	28
5	Read Chapters 8 , 9, and 10 Human Rights and Justice Discussion The Social Policy Context of Practice Assignment Perspectives on Policy Practice Worksheet (page 107)	February 17 Online	28
6	Review Chapters 8, 9, and 10 Microaggression Video and Assignment What Would You Do? Cultural Competency Audit Assignment Read Chapter 11	February 24 Online	28
7	Review Chapter 11 Licensure Requirements in the State of MS Tim's Case Study 8 Minutes and 46 Seconds Discussion Read Chapter 12	March 3 Online	28

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8	Review Chapter 12 Comprehensive Exam Social Isolation During COVID-19	March 10 Online	28
9	Individual Practice Assessment Assignment Homeless to Harvard Assignment	March 17 Online	28
10	Networking Assignment Cover Letter Assignment Resume Assignment Professional Photo Assignment Read Chapter 13	March 24 Online	28
11	Review Chapter 13 Legal/Ethical Concerns Discussion Ethics and Boundary Issues Training	March 31 Online	21
12	Healthcare Discussion SBIRT Online Training	April 7	21
13	Are You A Social Worker? Evaluating Practice Last Day to Complete Field Hours (April 16th)-340 hours	April 14	28
14	Social Work Zoom Celebration (Optional)	April 21 Canvas	
15	Review of End of the Semester Lectures Graduation Questions/Paperwork/Grades, etc.	April 28	

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Description of Assignments

The integrative corresponding 2015 EPAS Behaviors are referenced with the course assignments listed below.

Learning Agreement (SWC 1.5)

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

Midterm Evaluation

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

Students' Weekly Logs (SWC 1.2 &3)

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

Final Field Evaluation

The final evaluation is a written report of the student's agency experience. The student and field instructor use a rating scale to evaluate the students' performance. The suggested process for the final evaluation parallels that of the mid-term evaluation, whereby the student and field instructor complete the report independently and then, in conference, share and discuss their perceptions and observations. The completed final evaluation is forwarded to the faculty liaison by the field instructor.

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- Green, D. L., & Roberts, A. R. (2008). Helping victims of violent crime: *Assessment, treatment and evidence-based practice*. New York: Springer.
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- Winton, M.A., & Mara, B.A. (2001). Child Abuse & Neglect: *Multidisciplinary approaches*. Boston: Allyn & Bacon.

APPENDIX Y
SEXUAL HARASSMENT POLICY AND PROCEDURES

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

APPENDIX Z

Professional Expectations for B.S.W. Students

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

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

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

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

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

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

- meet their responsibilities in their classes;
- do their own work;
- refrain from plagiarizing;
- refuse to do the work of others; and

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- refrain from all forms of cheating and dishonesty in assignments and examinations.

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

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

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

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

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

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

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

APPENDIX AA
Professional Expectations for Social Work Students

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 total institutional GPA (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; 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 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 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 B.S.W Program.

Signature of Student

Date

Print Name

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

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

Goal:

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

Rationale:

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

Behaviors Warranting Review:

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

Disciplinary Sanctions:

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

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

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

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Professional Standards Committee:

Role

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

Membership

The Committee is composed of the following members:

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

Procedures:

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

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

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

2. CONFERENCE WITH STUDENT

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

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

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

3. PROCESS FOLLOWING DETERMINATION THAT MISCONDUCT OCCURRED

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

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

4. Appeal Process:

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

5. Additional Safeguards:

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

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