

Jackson State University

College of Health Sciences

***SCHOOL OF SOCIAL
WORK***



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

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

Dear Students:

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

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

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

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

Sincerely,

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FIELD INSTRUCTION MANUAL

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

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Questions regarding field instruction programs should be directed to the MSW Field Education Director at 601-979-8899.

TABLE OF CONTENTS

APPENDICES.....	9
FIELD INSTRUCTION PHILOSOPHY AND PROGRAM.....	10
Foundation Field Instruction.....	10
Advanced Concentration Field Instruction.....	10
Advanced Standing Field Instruction.....	10
Field Education.....	12
Mission, Purpose, Goals, and Objective.....	12
Field Instruction Overview and Field Facts.....	19
The Director of M.S.W. Field Education:.....	19
The Online MSW Field Education Coordinator.....	20
The Adjunct and/or Faculty Field Liaison.....	20
Field Instruction Policies and Requirements.....	22
Field Instruction Policy.....	22
Field Agency Affiliations.....	23
Field Placement Process.....	23
In placement protocol.....	25
Non-confirmed placements.....	25
Disruption in placements.....	25
Replacement Following Practicum Disruption.....	25
Requesting a Change in Placement. (Appendix R).....	26
Reassignment of Field Placement.....	27
Emotional and Mental Behavior.....	27
Evening placements.....	27
Out-of-State and Foreign Placements.....	28
Field Placement Rules and Guidelines.....	29
Field Placement Attendance.....	29
Transporting Clients.....	29
Field Agency Records.....	29
Beeper Time/On Call.....	29
Compensatory Time.....	30
Seminar.....	30
Professional Development.....	30

Early Completion of Placement	30
Student Observance of Holidays	31
Field Placement Stipends	31
Course Credits	31
Professional Standards for Social Work Students	31
Student Grievance	31
Field Models	31
Field Placement Hours/Time Expectations	32
Excused Absence from Field Placement	33
Current Employment As Field Placement	33
Unsatisfactory Field Performance.....	34
Field/School Conferences	34
Documenting Concerns Regarding Student’s Field Performance	34
FIELD WORK SUPPORT AND DEVELOPMENT.....	35
Field Education Advisory Council	35
Self-care and Self-management	35
Safety and Risk Management	35
Student Orientation.....	36
Field Instructor Application	36
Field Instructor Orientation	36
Student Professional Development	36
Personal and Professional Persona	37
Use of Technological Devices	37
Personal Cellular Phones	37
Use of Social Media	37
Professional Self.....	37
Professional Communication	37
Professional Attire	38
Workforce Development.....	38
Field Instructor Professional Development and other Benefits	38
Field Agency Reviews	38
CSWE/EPAS Context Integration	39

Accreditation Standard 2.2 – Field Education	39
Addendum to MSW Field Manual	41
Policy: Interruption in Field Placements	41
Policy: Delay in MSW Field Placement	41
Pre-field Placement Checklist	42
Policy: Tevera	42
Policy: Research Project	42
Policy: Incomplete in Field Placement	43
Policy: Pre-Midterm Field Hours	43
Policy: Hours While In Field Placement	43
APPENDIX A	44
Field Instruction Application for First Year	44
APPENDIX B	48
Field Instruction Application for Second Year	48
APPENDIX C	50
M.S.W. Pre-placement Checklist and Weekly Log Record for Students in Field Placement – Completed by the M.S.W. Field Director and/or Faculty Field Liaison ...	50
APPENDIX D	52
Pre-Placement Follow-up Form	52
APPENDIX E.....	53
ASSIGNED AGENCY FORM	53
APPENDIX F.....	55
MSW/Foundation Year Learning Contract	55
APPENDIX G	61
MSW/Advanced Year Learning Contract	61
Sample List of Activities/Tasks	67
APPENDIX H	69
COVER SHEET FOR WEEKLY LOG	69
APPENDIX I.....	71
Timesheet/Sign-In Sheet*	71
APPENDIX J	72
School of Social Work	72
Weekly Field Supervision Form	72

APPENDIX K	73
FACULTY FIELD LIAISON CONTACT REPORT	73
MSW Foundation Year Practicum I	73
APPENDIX L	79
MSW Advanced Year Practicum II	79
APPENDIX M	85
Application to Use Employment Agency As Field Instruction Site	85
APPENDIX N	89
STUDENT EVALUATION OF FIELD PRACTICUM SETTING	89
APPENDIX O	95
Student Assessment of the Faculty Field Liaison	95
APPENDIX P	97
Field Instructor Evaluation of the Field Education Program	97
APPENDIX Q	99
Field Liaison Evaluation of the Field Setting	99
APPENDIX R	101
APPENDIX S	102
Jackson State University School of Social Work Field Instruction Agreement of Affiliation	102
APPENDIX T	108
Agency Application for Field Placement	108
APPENDIX U	110
Field Instructor and Agency Field Supervisor Application	110
Application for Field Instructor and Agency Field Supervisor	111
APPENDIX V	113
Student Information for Field Placement Consent	113
APPENDIX W	114
Mid-Semester Narrative Evaluation	114
APPENDIX X	116
Final Evaluation	116
Overall Final Evaluation	122
APPENDIX Y	124

EVALUATION OF STUDENT FIELD PRACTICUM PERFORMANCE	
ADVANCED YEAR-CHILDREN, YOUTH, & FAMILIES	124
Overall Final Evaluation.....	130
APPENDIX Z.....	132
Jackson State University College of Health Sciences School of Social Work Master of Social Work Program	132
Course Syllabus.....	132
Student Learning Outcomes:.....	135
Electronic Devices	136
Policy Regarding Course Incompletes.....	136
Class Late Attendance and Absence from Class Policy	137
Note about Readings/Text.....	137
Americans with Disabilities Act (ADA) Statement	137
Diversity Statement	137
Social Work Student Association	138
REFERENCES	138
APPENDIX AA	140
APPENDIX BB.....	147
The Role of the Student versus the Role of the Employer	147
APPENDIX CC.....	148
APPENDIX DD	149
APPENDIX EE	150
MSW Program Field Education Conference Form	150

APPENDICES

- A.** Field Instruction Application for First Year
- B.** Field Instructor Application for Second Year
- C.** MSW Pre-Placement Checklist
- D.** Pre-Placement Follow-Up Form
- E.** Student Assigned Agency Form
- F.** MSW/Foundation Year Learning Contract
- G.** MSW/Advanced Year Learning Contract
- H.** Cover Sheet for Weekly Time Logs
- I.** Timesheet/Sign-in Sheet
- J.** Weekly Supervision Form
- K.** Foundation Year Faculty Field Liaison Contact Form
- L.** Advanced Year Faculty Field Liaison Contact Form
- M.** Application to Use Employment Agency as Field Instruction Site
- N.** Student Evaluation of the Field Practicum Setting
- O.** Student Assessment of the Faculty Field Liaison
- P.** Field Instructor Evaluation of the Field Education Program
- Q.** Field Liaison Evaluation of the Field Setting
- R.** Request for Change of Field Placement Agency
- S.** Field Instruction Affiliation Agreement
- T.** Agency Application for Field Placement
- U.** Application for Field Instructor/Agency Field Supervisor
- V.** Field Consent Form
- W.** Mid-term Evaluation
- X.** Foundation Year Final Evaluation
- Y.** Advanced Year-Children, Youth & Families Final Evaluation
- Z.** Course Syllabus – Field Instruction I (Foundation)
- AA.** Course Syllabus – Field Instruction II (Advanced)
- BB.** The Role of the Student Versus the Role of the Employee
- CC.** Council on Social Work Education Policy and Accreditation Standards
- DD.** NASW Code of Ethics
- EE.** Field Education Conference Form

FIELD INSTRUCTION PHILOSOPHY AND PROGRAM

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

Foundation Field Instruction

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

These students must complete 450 hours in field placement. In the selection of foundation field settings, priority is given to those settings which at least have a secondary relationship to services for children, youth, and families and complement the exclusive focus on these population areas in the advanced concentration. Some foundation field settings may have an exclusive focus on services to children, youth, and families and may therefore be utilized for field instruction in the advanced concentration year.

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

Advanced Concentration Field Instruction

Students in the advanced concentration field begin their placement in January and continue through the first week in May (Spring term). These students must complete 450 hours in field placement. They follow the same process for placement required in the foundation year. Field placements in the advanced concentration year focus exclusively on advanced direct practice clinical services to children, youth, and families, toward development of specialized expertise in this concentration. Advanced concentration field settings are also selected because they may complement foundation level field settings in related knowledge and skills.

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

In the advanced concentration field settings, students are expected to demonstrate mastery of the problem-solving process with considerable development in trained judgment and creative reasoning reflective of skilled professional use of self and discretion in decision making.

Advanced Standing Field Instruction

Students in the advanced standing program will complete one field placement, which is in the spring semester of graduation. These students must complete 500 hours of field placement.

Advanced standing field involves a supervised practicum in a human services delivery setting and integrated seminar. Practice tasks and activities are designed to further develop identification with the social work profession and to develop advanced generalist practice skills in areas of concentration.

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

Students are required to move beyond the promotion of client dignity and value to a more specialized skill level in building clients' capacity to improve their lives.

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

Field Education

Mission, Purpose, Goals, and Objective

The mission of field education is to effectively prepare students to integrate theory and practice behavior that ensure the development of competent social workers across numerous fields of practice through direct practice and technology.

The purpose of field education is grounded in the Council on Social Work Education core competency standards and assessments. “The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting” (CSWE, 2015). Therefore, students entering field education are given the opportunity to promote social work practice within interdisciplinary settings and multi – disciplinary provider’s context. This context supports students’ ability to achieve positive educational outcomes that can be demonstrated through the Educational Policy and Accreditation Standards (EPAS) field evaluation competency assessments.

The field education manual provides a dynamic practice context whereby students integrate and apply theoretical knowledge, experiential knowledge, scientific research, classroom perspectives, and practice wisdom in social work intervention at different levels with a variety of client systems.

The objective of the foundation practice behavior field placement is for students to be able to demonstrate and apply knowledge and competencies with diverse client systems in working with children, youth, and families. The objective of the advanced practice behavior field placement is for students to be able to apply and demonstrate competencies in clinical and direct practice with specific population skills in working with children, youth, and families.

Field instruction is also designed to provide a dynamic practice context whereby students integrate and apply theoretical knowledge, experiential knowledge, scientific research, classroom perspectives, and practice wisdom in social work intervention at different levels with a variety of client systems. The overall objective of the M.S.W.

Field Instruction is to develop practitioners who will apply general and specialized expertise in working with children, youth, and families, and who are committed to the mission, values and ethics, and celebration of the social work profession. Both foundation and advanced concentration field courses provide educationally-directed learning experiences for students to:

- Develop their professional identity;
- Develop their professional use of self;
- Acquire knowledge and learn creative strategies to promote social, economic, and political justice; and
- Address needs of at-risk populations, particularly in the urban environment.

The goals of field education are to help students develop:

- Self-awareness and a commitment to social work values and ethics;

- The ability to provide social work services to clients from diverse populations;
- Skills to advocate for social, economic, and political justice for oppressed populations;
- An understanding of the organizational context of services;
- To provide and enhance workforce development skills; and
- A commitment to leadership and educational and professional growth.

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

- The effective use of social work practice skills;
- Knowledge of the network of social welfare services through utilization of the referral process;
- An understanding and application of social work values and ethics in interactions with clients and colleagues;
- The ability to interact in a professional manner with clients and agency staff;
- The ability to make an appropriate assessment and develop and carry out a written intervention plan;
- The ability to utilize supervision and consultation to guide practice;
- The commitment to professional growth through attending and participating in professional meetings;
- An appreciation of and respect for persons from diverse populations;
- Research skills in evaluating social work practice and agency programs; and
- Leadership skills in the advancement of social, economic, environmental, and political justice.

Core Competencies

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

1. Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when

engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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. Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- 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.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections

of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.

Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- 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.

4. Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- 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.

5. Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings.

Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- 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.

6. Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- 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.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- 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.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- 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;
- Assess 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.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- 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.

10. Utilization of technology for professional development and practice.

(Competency 11 applies only to advanced concentration field instruction: Utilizes technology with Individuals, Families Groups, Organizations, and Communities; Dimensions: Knowledge and Skills)

Field Instruction Overview and Field Facts

Field Facts

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

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

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

The Online MSW Field Education Coordinator

- Provides administrative support for all aspects of field education for ONLINE students;
- Works with program's faculty to conceptualize how ONLINE classroom learning is connected to field setting;
- Creation of policies and procedures for field instruction for ONLINE students;
- Recruits and assesses field placement agencies for ONLINE students;
- Selecting and training field instructors for students in the ONLINE MSW program;
- Administration of admission of ONLINE students to field instruction;
- Engaging students in the field planning process and assigning ONLINE students to specific field placements;
- Serves as a gatekeeper in evaluating and monitoring the field education program for ONLINE students;
- Acts as a consultant to faculty liaisons, field instructors, agency directors and ONLINE students in resolving field practicum difficulties;
- Coordinates with the Director of Field Education and other faculty and staff to ensure the implementation of practicum curriculum, policies, and procedures in the ONLINE MSW Program;
- Participates in the ONLINE curriculum design by supporting the practice-theory connection;
- Interprets the School of Social Work's educational standards and policies to field agencies where ONLINE students may be placed;
- Negotiation of conflict with ONLINE students and field agencies which are not resolved at the student/field liaison level;
- Coordinating student field instruction orientation for ONLINE students;
- Developing and maintaining student files for ONLINE students; and
- Furthering field education as a signature pedagogy for the ONLINE MSW Program.
- Manages Tevera and supports administration, faculty, staff, adjunct faculty/field liaisons, field instructors and students with the use of it.
- Reports directly to the MSW Director of Field Education for matters related to Field Education.

The Adjunct and/or Faculty Field Liaison

- Provides consultation to field instructors and students to ensure integration between classroom and field:
- Responsible for visiting, monitoring, evaluating, and resolving conflicts when the student is in field;
- Meet with the student and agency field supervisor:
 - When the Field Liaison is also serving as the Field Instructor when there is no MSW present in the agency.
 - When the Field Liaison is serving as the Field Instructor, they will follow the same guidance as the manual indicates for the off-site Field instructor, meeting with the student for one hour weekly.
 - The off-site Field Instructor will provide supervision meetings with both the student and Agency Supervisor **bi-monthly**.

- For site visits once a semester
- For a conference (as needed)
- Review and sign field documents in Tevera
- Holds the student accountable for completing the weekly supervision form in Tevera
- Strategies to enhance communication regarding curriculum matters, field learning opportunities, new developments and demands of practice, and new projects undertaken by the School of Social Work;
- Facilitate integrative seminar classes;
- Collects and maintains student files;
- Attend adjunct faculty meetings;
- Reports directly to the MSW Director of Field Education (residential/hybrid sections).
- Reports directly to the Online MSW Field Education Coordinator (ONLINE sections).

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

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

- Agency orientation;
- Mentoring, evaluation, gatekeeping;
- Participating in the supervision process;
- Reviewing students writing materials;
- Providing students with learning experiences to pass the social work licensure examination;
- Expanding skills to apply core competencies to practice;
- Educating on ethical issues and multicultural perspectives;
- Providing a minimum of one hour weekly supervision to ensure the student is meeting the school's goals and objectives; and
- Signing all field forms.

The Agency-based Field Instructor must have two years of post- Master degree work experience in Social Work and be a graduate of a school accredited by CSWE. In addition, provides field instruction and practice supervision to the practicum student at their placement site. The Field Instructor also evaluates the student performance and level of competency on practice behaviors. This qualified MSW must provide a minimum of one-hour weekly supervision to ensure the student is meeting the school's goals and objectives and sign all field forms.

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

The Off-site Field Instructor is a qualified MSW who provides educational supervision to the practicum student when there is not an agency-based Field Instructor available. This position provides a minimum of one-hour weekly supervision to the student and bi-monthly supervision to the student and Agency Field Supervisor. With the assistance of the Agency Field Supervisor, the Off-site Field Instructor evaluates the student performance and level of competency on practice behaviors and signs all field forms.

Field Liaisons acting as Field Instructor will provide supervision with the student bi-monthly for one hour. The Field Liaison will meet with the student and the Site Supervisor during the Site Visit.

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

Students are responsible for:

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

Field Instruction Policies and Requirements

Field Instruction Policy

Students must maintain a 3.0 grade point average in all practice courses and a 3.0 cumulative grade point average to be eligible for SW 594 Field Instruction I. Students entering the second-year field placement must have a cumulative GPA of 3.2 to be eligible for SW 595 Field Instruction II. Students are required to earn a **B** in all of the Field Instruction courses. Students may repeat one Field Instruction course in which a grade of less than **B** is earned. Students who fail to earn a minimum grade of a **B** may not enroll in subsequent Field Instruction courses and are subject to dismissal from the M.S.W. Program.

Field Agency Affiliations

To provide students with a range of diverse and quality field placement settings, the M.S.W. Program in the School of Social Work has established general policies and guidelines for the selection and affiliation of field placement agencies. Agencies or students may initiate the affiliation process by contacting the Director of Field Education. The agency may be recommended to the school by a faculty member or by a potential field student. Students who desire to recommend a field agency to the school should familiarize themselves with the school's field agency and field instructor criteria. The director obtains the signature of the agency's representative and forwards the signed document to the office of the associate dean. The office of the associate dean signs the agreement and forwards it to the dean of the College of Health Sciences. The dean's office forwards the agreement to the provost. The provost office returns the agreement to the school of social work. The director of field education notifies the agency of the agreement approval and scans and emails the document to the designated agency person. The original copy of the agreement is filed in the office of field education.

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

Field Placement Process

The Director of Field Education or a designated person prepares student folders, which consists of a copy of the pre-placement checklist, student's resume, and completed first field instruction application;

- ✓ Students must engage in a face-to-face or virtual pre-placement interview with the director or designated person. A pre-placement interview appointment will be scheduled with the office of field education for students entering field in the spring and fall semester. Foundation year students should send a copy of the following documents prior to the pre-placement interview:
- ✓ Proof of professional liability insurance in the amount of 1/3 million and
- ✓ Transcript

The placement of students in an agency is an educational decision made by the Director of Field Education with careful consideration of the students' preference. Students must sign a Field Consent for (Field Consent form available in Tevera site placement forms). Graduate level students are encouraged to participate in the placement by identifying agencies and populations of interest. Students can contact specific agencies but must discuss the placement with the director. The director is responsible for confirming the placement. The following criteria are used to determine field placements:

- ✓ Assessment of the student's learning needs which includes feedback from the social work faculty on the pre-field placement evaluation;
- ✓ The student's perceived learning needs and preferences;
- ✓ The student's previous work experience and education-these should not be

- ✓ duplicated, but built upon; and
- ✓ The availability of placements.

Students entering the foundation placement participate in a pre-placement assessment that includes:

- ✓ Criminal background check reference;
- ✓ Core competencies mastery questions; and
- ✓ Recommendations for field readiness.

Students entering advanced placement are required to bring the following to the face-to-face interview:

- ✓ Current resume; and
- ✓ Professional liability insurance in the amount of 1/3 million.
- ✓ The student is emailed a second-year field application during the interview, which must be typed and submitted to the director two weeks following the interview.

The director will use discretion in considering the geographical preferences of the student. The school does not guarantee the student a field site which satisfies his/her geographical or agency preference. Following the interview, the Director of Field Education makes the initial contact with the identified agencies of interest. The Director of Field Education emails the field instructor and student a placement confirmation letter. A copy of these letters are placed in the students' folders. Students contact the agency for an interview only after receiving that letter. The letter instructs the student to contact the agency within two days after receiving the letter for a pre-placement interview.

The letter also instructs the student to take a copy of a current resume and proof of professional liability insurance in the amount of 1/3 million. A Student Assigned Agency form is attached to the letter and must be typed and signed by the field instructor and student. The student is required to submit the completed Student Assigned Agency form to the director of field education within two days of meeting with the field instructor. Students can only begin placement after the director receives this form, which indicates the placement is confirmed. Students are encouraged to be proactive in locating field sites, however **STUDENTS ARE NOT TO MAKE FINAL ARRANGEMENTS WITH AGENCIES FOR THEIR PLACEMENTS WITHOUT PRIOR APPROVAL OF THE DIRECTOR OF FIELD EDUCATION.**

Agency Pre-Placement Interviewing Tips

Research information regarding the agency
Dress professional
Arrive 10-15 minutes before the scheduled interview
Take a note and pad and other requirements
Take a list of prepared questions, for example:

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

In placement protocol

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

Non-confirmed placements

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

Disruption in placements

Students who disrupt placement by not complying to the agency's policies, rules and regulations meet with the field instructor, field liaison and director of field education. A field conference form is completed indicating problem, goals and outcome. The form is signed by all present parties and maintained in the student folder. The director of field education decides if the incident should be referred to the School's Ethics and Compliance Committee.

Replacement Following Practicum Disruption

When a disruption occurs and a decision is made to replace the student with a new practicum agency during the current academic year, a period of three practicum weeks may be added to the required hours remaining. This will be determined by the MSW Director of Field Education based on a review of the situation. This period of time is intended to provide the student, the field

instructor, and the agency with a reasonable period of time for the student's orientation and development of a new Learning Contract.

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

Requesting a Change in Placement. (Appendix R).

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

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

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

This process will be monitored by the faculty field liaison

Reassignment of Field Placement

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

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

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

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

Zero Tolerance

- Field education has a zero tolerance for students who engage in any illegal drug or substance use while in seminar class or field placement.
- Field education has a zero tolerance for students who carry 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 director of field education. The director of field education, field liaison, and program chair will meet with the student. The meeting will determine if the student should be referred to the University's Latasha 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.

Evening placements

The program does not have designated field placement sites offering evening, night and

weekend hours. The MSW Field Education Director and Online MSW Field Education Coordinator will make every effort to accommodate students scheduling needs, however, cannot guarantee specific placement hours.

Out-of-State and Foreign Placements

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

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

Liability/Malpractice Insurance

Students registering for field instruction are required to have malpractice/liability insurance. Students must provide evidence of individual malpractice/liability insurance coverage in the amount of \$1,000,000/3,000,000 before beginning the field placement. This insurance coverage must be maintained throughout the duration of the practicum. Students may obtain malpractice/liability insurance through NASW or coverage from some other source.

Field Instruction Agencies

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

Health
Substance Abuse
School
Adoption/Foster Care
Community Action Agencies
Administration
Forensic
Justice
Public
Advocacy
Child Welfare
Homeless
Rehabilitation

Mental Health
Geriatrics
Non-profit
Children and Families
Policy
Public Health
Juvenile Justice
Private
Military
Kinship Care
Educational
Teen Pregnancy
Child Care

Field Placement Rules and Guidelines

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

Field Placement Attendance

Field placement and field seminar attendance and punctuality are evidence of professionalism. Students are expected to arrive on time and to remain for the entirety of their scheduled field work hours and seminar classes. If a 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. Students will comply with the field instructor to make up hours missed in the agency. During the summer Advanced Standing students are required to attend 28 hours in field placement. Advanced standing students in the second placement, two-year full time and three-year part-time students are required to attend 32 hours a week in placement. These hours are flexible if agreed by the field instructor.

Attendance at field seminars are also required. If a student is unable to attend a 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 seminars will be given a professional development assignment related to what was missed in field placement. The faculty liaison will notify students and assignment and due date. Failure to complete this assignment will result in grade of I (incomplete) until it is submitted. Class participation points will be deducted from students' grades who have unexcused absences.

Transporting Clients

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

Field Agency Records

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

Beeper Time/On Call

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

Compensatory Time

Time spent in the field placement after regularly scheduled hours for the intern may be counted toward the accumulation of compensatory release time or field placement hours after discussion and approval by the field instructor.

Seminar

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

Professional Development

This is the policy regarding professional development:

1. Students are required to earn a minimum of 10 hours of professional development during the field placement; however, they may earn more.
2. Students may count professional development hours towards field placement hours.
3. A maximum of 20 professional development hours can be counted towards field placement hours.
4. Examples include but are not limited to seminars, workshops, trainings, conferences, in-services. Can be virtual (live or pre-recorded) or in-person.
5. Must be pre-approved by a Field Instructor (MSW that is supervising your placement).
6. Must be pre-approved by Field Liaison (instructor for your field seminar course).
7. Criteria: Must be a clear connection to one or more of the 9 CSWE Core Competencies (see syllabus and/or Learning Contract for the Competencies. Note: there is a 10th Competency for 2nd year students.
8. Students must obtain proof of attendance/participation in professional development activities (ex. certificate) that shows date and number of hours earned and submit in Tevera.
9. Due Date: Proof of at Least 10 hours is to be submitted in Tevera by the last day of the field placement.

Early Completion of Placement

Students must remain in their placement until the placement ends, which is indicated in the field placement confirmation letter. The field education team decides exceptions to the rule.

Student Observance of Holidays

Each student is expected to follow Jackson State University's calendar in observance of designated holidays. In agency situations where a student's observance of a university holiday would result in hardship or problem in the organization's program, the student may negotiate an agreement which is satisfactory to all parties; student, field instructor, administrative officer of the agency, and faculty field liaison. A copy of this agreement should be placed in the student's school file. Students can receive field hours only if he or she works at the agency on a holiday.

Holiday breaks need to be negotiated with the placement agency during the pre- placement interview prior to the beginning of the practicum.

Field Placement Stipends

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

Course Credits

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

Professional Standards for Social Work Students

The procedures for terminating a student from the M.S.W. Program are in the *M.S.W. Program Student Handbook*.

Student Grievance

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

Field Models

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

- ✓ Shared - shared responsibilities between task supervisors and MSW field instructors;
- ✓ Rotational- students rotate through different agencies under one supervisor;
- ✓ Group supervision – not more than five students are placed at one site and has one field liaison;
- ✓ Single-placement – students are placed in one agency during placement;

- ✓ Same site placement – students complete both placements in the same agency; the first placement is foundation and the second is advanced. Responsibilities in the advanced placement includes clinical experience, revising and developing policies that impact future services at the agency;
- ✓ Simulation – real life professional experiences through drama and scenarios;
- ✓ Technology - integrating innovate through video and phone conferencing and online classes that advances students’ learning and outcomes;
- ✓ Field trips - to broaden learning experiences, when possible, students will visit other agencies for program observation and participation;
- ✓ University placement - Students are placed in various departments throughout the university to gain diverse and experiential learning opportunities. These students usually have task supervisors who meet weekly with the faculty liaison field instructor; and
- ✓ School of Social Work placements - Foundation level students are placed in the office of field education to gain a generalist approach to community engagement activities. Community engagement activities includes:
 - attending relevant school, university, and community meetings;
 - identifying and negotiating new field placements;
 - developing and writing policies for implementing partnerships and collaborations;
 - team member of grant writing;
 - coordinating field professional development presentations for students and field instructors;
 - developing audio visual and other student resources;
 - organizing and categorizing relevant documents; and
 - participating in school and agency related research on intervention with children, youth and families, social and environmental justice, ethical and diversity issues.

These students are subjected to the following guidelines:

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

Field Placement Hours/Time Expectations

First and second year M.S.W. placement students must spend a minimum of 32 hours and a maximum of 40 hours per week in field placement, for a total of 450 hours per semester. The first- and second-year hours must be completed over the four semesters of full-time M.S.W. student enrollment. Students who have not completed the necessary hours are not permitted to graduate. Field time consists of time spent providing direct service to clients or engaging in agency activities which support direct service.

Excused Absence from Field Placement

Absence due to illness or emergencies must be made up. Students should present a doctor's medical excuse. It is the student's responsibility to inform the Field Instructor of illness and/or any emergencies which will result in an absence from the field agency as soon as possible.

Current Employment As Field Placement

Students desiring to use their employment sites as field placements must meet with the Director of Field Education at least one semester prior to registering for field instruction. Failure to act in a timely fashion will result in a denial of the request.

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

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

- ✓ Consult with the field agency administrator to determine if the employment site is an affiliated field agency. If the employment site is already affiliated with the M.S.W. Program, the student can proceed to the next step in the process. If the employment site is not an affiliated field agency, the student should review the criteria for affiliation listed in this manual.
- ✓ Arrange a meeting with the Director of Field Education if the employment site appears to meet the school's minimum requirements
- ✓ Complete the "Application to Use Current Employment as Field Instruction Site," form and return it to the Director of Field Education.

The student is expected to take full responsibility for the completion and submission of all forms to the Director of Field Education. Final approval will be granted if the agency:

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

Students Not Permitted to Serve as Field Instructors

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

Unsatisfactory Field Performance

Field/School Conferences

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

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

Documenting Concerns Regarding Student's Field Performance

The field instructor must document student-specific issues and both the Field Instructor, and the Field student must notify the faculty field liaison immediately to arrange for a joint conference including the liaison, the instructor and the student. The purpose of this conference is to fully explore the situation and to develop a written follow-up plan to address the concerns that have been presented. The student's academic advisor and the Director of Field Education may also attend the conference. A field conference form is completed and signed by all attendees. The form is maintained in the student's file and a copy given to the student and field instructor.

The numerical grading ranges and their meaning are indicated below:

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

Student Grievance Policy

Students enrolled at Jackson State University may register a concern or complaint about any academic regulation, the instructional program, delivery of the program, grades received the

academic advisement system, or any other matter related to academic affairs, without any adverse action for expressing the concern or filing the complaint. Concerns and complaints will be received, explored or investigated, and responded to in a fair and timely fashion, though students should understand that the final response by the University may not always be the response they prefer.

FIELD WORK SUPPORT AND DEVELOPMENT

Field Education Advisory Council

The Field Education Advisory Council also serves as the council for the School of Social Work. The Council is composed of social work practitioners and administrators from various human service agencies and students currently enrolled in the MSW program. This council serves as a supportive function and helps to identify gaps in educational and/or agency services.

Self-care and Self-management

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

Safety and Risk Management

Personal safety in the field can be an issue for students. Violence or threats of violence are common during many social work engagements. Students deserve to be safe. 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 are materials identified to students in field placement as safety tips. Student Interns are expected to attend agency orientation and follow the protocol established by the agency for safety protocol.

Information on safety can be found at the following websites:

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

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

Student Orientation

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

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

Field Instructor Application

All field instructors must complete applications before a student can be placed at the agency. A copy of the field instructor's resume, license (if licensed) and agency brochure must be attached to the application. Task supervisors are also required to complete an application and submit a copy of their resume and license if applicable. (Appendix U).

Field Instructor Orientation

New Field instructors and agency Field Supervisors are required to attend orientation workshops. This workshop helps field instructors to implement evidence-based practices in supervision. Field instructors are educated on different learning styles of students, field forms, competencies, pedagogy, 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 new field instructors are held in each school semester for four hours. This training is free and includes lunch, networking opportunities, door prizes and continuing education hours. Other field instructors are invited to participate to refresh field goals and objectives. Field instructors, faculty, university personnel, and community agency representatives may be asked to assist with the orientation. The Director of Field Education will provide one make up orientation to field instructors who cannot attend. Field instructors may also request individual orientation or send an agency representative. Field instructors are encouraged to notify the director of non- attendance before the day of orientation. From Mission to Evaluation: a field instructor training program (Dettlaff, 2003) and Foundations for Excellence: social work field directors (Hunter, Moen, and Raskin, 2015) are resources used during field education.

Student Professional Development

Students are required to complete two social work professional activities during each semester of field placement. All professional development activities must be approved by the agency field instructor and faculty field liaison. Proof of professional development attendance such as a copy of the sign in sheet and agenda should be stapled to the time sheet. Students receive field hours for hours of professional development attendance.

Personal and Professional Persona

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

Use of Technological Devices

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

Personal Cellular Phones

During field placement, interns are expected to follow the cellular phone policy that is required of interns. If the agency does not have a policy in place 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.

Use of Social Media

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

When utilizing social media, students should use their best judgment in posting material that is neither inappropriate nor harmful to Jackson State University, JSU employees, employees at their field placement, the agency where the student is doing their internship, clients or customers. Students should not publish, post or release any information that is considered confidential or not public.

Professional Self

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

Professional Communication

- Students should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability. Effective verbal, non-verbal, phone, email, letter, and academic documentations are significant communication elements.

- Students should give others a positive perception of self & their abilities. Students should always express a positive attitude. Students should communicate effectively. Students should

Professional Attire

- Students should wear JSU name tags while in field placement. Students must follow the same dress code that is required of agency staff. Agency policies including, but not limited to dress, tattoos, and/or piercings must be adhered to by students.
- **Grooming for Women**
Hair should be away from your face and neatly cut and styled.
Wear daytime, natural-looking makeup—no heavy eyeliner or glittery shadows.
Nails should be clean and manicured; avoid overly long fingernails and nail art.
Lip color and nail polish should not be too trendy or bright.
Perfume should be light in scent and not overpowering
- **Grooming for Men**
Have your hair neatly trimmed, including facial hair.
Heavy cologne or other overpowering scents should be avoided.
Nails should be clean and neat

Workforce Development

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

Field Instructor Professional Development and other Benefits

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

- Reduce fee for school of social work conferences
- Board of social work CEs for field instructors
- Grant submission collaboration

Field Agency Reviews

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

CSWE/EPAS Context Integration

Accreditation Standard 2.2 – Field Education

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

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

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

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

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

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

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

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

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

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

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

Addendum to MSW Field Manual

Policy: Interruption in Field Placements

Jackson State University School of Social Work plans to address temporary interruption of Master of Social Work students' field placements as a result of a national, regional or local event such as; communicable diseases, natural disasters, and/or civil unrest.

- If students are advised by their agency, field instructor, field agency supervisors, federal or state officials not to attend their field placement, or if safety concerns warrant a temporary disruption in field placement, students should **immediately** consult with the School of Social Work Faculty Field Liaison. The Faculty Field Liaison will notify the Director of Field Education.
- If the agency, field instructor or field agency supervisor does not interrupt field placement, the student should continue in field placement.
- If the student cannot continue in field placement because of personal discomforts, the student should contact the field instructor and/or agency field supervisor and faculty field liaison immediately before stopping field placement.
- The field instructor and/or agency field supervisor, faculty field liaison and the director of field education will determine protocol if the student appears not to be able to complete field hours by the end of the school semester.
- Faculty field liaisons will conduct site visits (on-site or virtual) to monitor, evaluate, and address issues that may warrant short-term field placement disruptions to determine the most appropriate response to support students in completing their field placement requirements.
- Faculty field liaison, field instructor and/or agency field supervisor conduct online trainings (field hours determined by the faculty field liaison, field instructor or agency field supervisor).

This policy addresses short- term field placement disruptions, with a maximum of 30 days. If the field placement interruption continues beyond a 30-day period, a review will be conducted by JSUSSW Field Education Directors, Department Chairs, and Associate Dean. The review will determine the most appropriate response to support students in completing their field placement requirements.

In efforts to fulfill the students' field hour requirements and educational competencies during temporary field placement interruptions the School of Social Work provides the off- site **alternative field learning activities** as deemed appropriate by the Director of Field Education.

Policy: Delay in MSW Field Placement

Students who do not submit all required field forms by the date on the **Field Placement Checklist Follow-up** and the date in the **Field Placement Confirmation Letter** will delay field placement until the following school semester.

If a student has not begun their Field Placement by the second week of Field due to not submitting required documents in a timely manner or signing up for the pre-field interview by the required due date;

- a. In the event that a student has not begun their Field Placement by the second week of Field due to delays caused by the school or university, the school will develop a plan to assist the delays caused by the school or university, the school will develop a plan to assist the student to obtain the required number of field hours during the current semester; and
- b. Other circumstances will be considered based on the needs of the student.

Exceptions for student placement delay:

1. Medical excuse from physician
2. Proof of death of a family member
3. Proof of military deployment

Pre-field Placement Checklist

Student field placements are delayed who do not adhere to the pre-field placement checklist.

Policy: Tevera

Tevera is the program management software for field instruction. Tevera maintains all required field documents. Students, field instructors, and agency field supervisors (when applicable) are encouraged to review all tutorials and contact the HELP Desk in Tevera regarding questions and/or concerns. All students are required to complete, sign and submit field forms in Tevera. Field instructors and when applicable agency field supervisors are requested to review, monitor, evaluate, complete, and sign all required field forms in Tevera. Students submit professional development activities under the document module in Tevera. Hard copy field documents are not accepted by field instructors or faculty field liaisons.

Policy: Research Project

Students can complete a research project to obtain field hours if the student or family member whom the student is the caregiver for has a lengthy illness or death of a family member to make up field hours.

Process:

- a. Only one-fourth or 112 hours in research is calculated as field hours during one school semester;
- b. Research project hours must be approved in advanced by the field instructor and field liaison;
- c. The faculty field liaison is responsible for reviewing the research format with the student;
- d. Research projects must be monitored by the field instructor;
- e. Students receive NO credit for incomplete research projects; and
- f. Student must submit the research assignment, indicate hours on timesheet and log in Tevera.

Policy: Incomplete in Field Placement

Students must confer with the field instructor and faculty field liaison before midterm evaluation in order to receive an incomplete.

Process:

1. Student is ill and has doctor's excuse;
2. Student is caregiver for an ill relative with doctor's excuse;
3. Student's present documentation of the death of a family member;
4. Student is deployed for active duty;
5. Otherwise, student will receive a Failing Grade (F);
6. The faculty field liaison is responsible for initiating the completion and signage of the Incomplete form. incomplete grade.
7. Link for Incomplete Contract Form (request Incomplete Contract form from your Field Liaison until link is available).

Policy: Pre-Midterm Field Hours

Mid-term – if a student has not earned 225 hours at their placement by mid-term and/or having other placement problems, the field liaison must engage in a field education conference with the student and field instructor and complete the field education conference form. In the event problems cannot be resolved, the student should be notified by the field liaison of receiving a failing (F) grade or advised to enter field placement in the following school semester. The director of field education and/or the MSW program chair should be included in the conference if deemed necessary by the field liaison.

Policy: Hours While In Field Placement

Students are required to obtain 32 hours a week while in field placement unless other arrangements have been confirmed by the MSW Field Director. Students can obtain additional hours per week at the discretion of the MSW Faculty/Staff. Students can obtain more than 450 hours during the semester, which will expand experiential learning opportunities.

APPENDIX A

**Field Instruction Application for First Year
JACKSON STATE UNIVERSITY SCHOOL OF SOCIAL WORK
M.S.W. PROGRAM
FIRST YEAR GRADUATE FIELD INSTRUCTION APPLICATION**

Section I

Student Identification Number: _____

Mr. _____ **Mrs.** _____ **Ms.** _____
(Last Name) (First) (Middle)
(Other Names)

Phone Numbers: _____
(Home) (Work)

(Fax) _____

(E-mail Address) _____

Present Address

(Street and Apartment Number, if applicable) (Until when)

(City, State Zip Code)

(Permanent Address)

—

—

(Place of Birth) _____

(Date of Birth: Month, Day, Year) _____

Optional Questions

Race: *

___ **African American**

___ **American Hispanic**

___ **American Indian**

___ **American White, Not Hispanic**

___ **Asian American**

___ **Other**

Gender: ___ **Male** ___ **Female**

Marital Status*

___ **Married**

___ **Single**

___ **Divorced**

___ **Widowed**

Number of Dependents: *

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

Section II

**Name of Name of
College University**

Years Attended

Academic

Discipline of Study

Social Work

Other (Specify)

Degree Date Degree Awarded

Expected Date of Degree, if not awarded _____

Major _____

Minor _____

Cumulative Grade Point Average_Score

Present Employment if any

Full-time_____Part-time

Will you be employed while in graduate school? Yes_____No _____

If yes, Full-time_____ Part-time_____

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

Will you be enrolled full-time or part-time? Full-time_____ Part-time _____

Have you applied for financial aid? Yes _____ No _____

Do you have transportation? Yes_____ No _____ (Some agencies require that you have transportation)

If yes, do you have automobile insurance? Yes_____ No _____

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

Do you have a valid driver's license? Yes_____No _____

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

Yes_____ No_____ If yes, explain

Section III

Describe briefly your paid social work experience:

Describe briefly your volunteer services;

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

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

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

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

APPENDIX B

Field Instruction Application for Second Year JACKSON STATE UNIVERSITY School of Social Work M.S.W. Program

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

From: Dr. Temcula Robinson, Director of Field Education

Re: Second Year Field Instruction

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

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

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

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

- A. Complete the attached form Application for Second Year M.S.W. Field Instruction. @ Be certain to list clear priorities such as your first, second, or third preference. Return the completed form to the Director of Field Practicum. Listing preferences does not guarantee that they will be met.**
- B. Call 601-432-6818 any time after you have completed and returned the application to set up an appointment with the Director of Field Practicum to discuss your preferences. Please remember the Director will not be available for appointments**

during the summer months. Therefore, second year placements must be confirmed during the spring semester.

C. Complete the form, A Student Assigned Agency and return it to the Director of Field Practicum. Utilizing the information, you provided, the Director will write to the person designated as the A Primary Agency Field Instructor to finalize your placement. You will receive a copy of this confirmation.

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

APPENDIX C

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

Student's Name:

Program Level:

Enrollment Status:

		SW 593 (MSW)	SW 594 (MSW)	SW 595 (MSW)
1. Dates of Field Liaison Visits	_____		_____	_____
2. Field Instruction Application				
3. Resume				
4. Professional Insurance Certificate				
5. JSU PAWS Transcript				
6. Use of Employment Application Field instructor Resume				
7. Student Assigned Agency form				
8. Learning Agreement				
9. Mid Term Evaluation				
10. Final Evaluation _____1 st year _____2 nd year				
11. Evaluation of Field Practicum				
12. Evaluation of Faculty Field Liaison				
13. Faculty Field Evaluation of Field Setting				
14. Field Instructor Evaluation of Field Education Program				

15. Student Request to Change Agency				
16. New Affiliation Agreement				

APPENDIX D

Jackson State University School of Social Work Pre-Placement Follow-up Form

Instructions: You cannot begin field placement until you return the required information listed below to Dr. Temcula Robinson at temcula.q.robinson@jsums.edu (601-979-8899) by date. This is the final request for completion of the field placement application process. It is a possibility you cannot engage in field instruction the next semester if you do not adhere to this request. Thank you.

JSU P.A.W.S. Transcript _____

Resume _____

Professional Liability Insurance (1/3 million) _____

Affiliation Agreement _____

Application to use Employment Agency for Field _____

Other

1.

2.

3.

4.

Signature: _____

Director or Designated Person

Date:

Signature: _____

Student

Date:

APPENDIX E

ASSIGNED AGENCY FORM

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

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

STUDENT INFORMATION

Last First

Home phone _____ Cell _____ Work _____

Address _____

J Number: _____

Email address _____

FIELD AGENCY INFORMATION

Agency _____

Phone: _____

Address: _____

Email: _____

Fax: _____

Primary Field Instructor at Agency (only one permitted):

____ Signature of Field Instructor: _____ Date: _____

Signature of Student: _____

Beginning Date of Placement: _____ **End**
Date: _____

Below line for JSU Office of Field Education use only:

Director of Field Education Signature

Date: _____

Placement Approved: Yes _____ **No** _____

APPENDIX F

Learning Contract MSW/Foundation Year Learning Contract

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

Summary of Practicum

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

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

Directions: The student is responsible for completing and submitting the Learning Contract in Tevera in consultation with the field instructor.

Indicate Social Work Activities/tasks in field work that support each Core Competency. Write the number of tasks completed per week/per

month or if ongoing. An example of the first practice behavior for each competency is on the chart below. All information must be typed. A sample of activities and evidence are on the last page of this document.

1. Core Competency: Demonstrate ethical and professional behavior.		
Practice Behaviors: 2.1) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 2.2) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; and 2.3) Identify safety issues as a part of professional behavior.		
Tasks	Time Frame	Evidence
Example: Adheres to the agency's policies and demonstrate professional judgment and decision making.	Ongoing	Completes agency's orientation process.
Understands the role of the social worker within the agency		
Knowledgeable of the agency's safety and risk routine		

2. Core Competency: Engage diversity and difference in practice		
Practice Behaviors: 2.1) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies; 2.2) understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status; and 2.3) identify personal persona professional tools while engaging with diverse groups.		
Tasks	Time Frame	Evidence
Example: Become familiar with NASW Code of Ethics	By June 23, 2107	Communicate one ethical principle to agency practice
Communicate an understanding of diversity on the micro, mezzo, and macro levels.		
Integrate cultural sensitive awareness while engaging with clients and co-workers		

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

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

4. Core Competency: Engage In Practice-informed Research and Research-informed Practice		
Practice Behaviors: 4.1) Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice; and 4.2) know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.		
Task	Time Frame	Evidence
Example: Identify one research method implied by the agency	Week four	Define qualitative and quantitative research
Identify tools used to collect qualitative and quantitative research data		
Apply the principles of logic to culturally informed research		

5. Core Competency: Engage in Policy Practice		
Practice Behaviors: 5.1) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services and 5.2) identify and analyze policy that affect change in global, social, cultural, and economic environmental settings.		
Task	Time Frame	Evidence
Example: Understand the history of the current agency policies	Week five	Ability to document the history of the agency's current policies
Identify federal, state, and local policies that impact agency's service delivery system		
Identify differences and similarities of a major foreign country and United States social welfare policy		

6. Core Competency: Engage with Individuals, Families, Groups, Organizations, and Communities		
Practice Behaviors: 6.1) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
Task	Time Frame	Evidence
Example: Ability to define empathy	Ongoing	Uses social work jargon in defining
Communicate empathetic responses through use of case scenarios		
7. Core Competency: Assess Individuals, Families, Groups, Organizations, and Communities		
Practice Behaviors: 7.1) Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness		
Task	Time Frame	Evidence
Example: Understands documentation of interactive process of social work practice.		Reflective, depth and breadth summaries and recording notes

8. Intervene with Individuals, Families, Groups, Organizations, and Communities		
Practice Behaviors: 8.1) Apply knowledge of human behavior and the social environment, person in environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 8.2) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 8.3) understand the importance of documentation in accurate record keeping about any client.		
Task	Time Frame	Evidence
Example: Identify a human behavior theory	By Week 4	Orally communicate a theory without notes
Ability to identify evidence-informed intervention for individuals, groups and communities		
Recognizes the benefit of achieving the goals of clients.		

9. Core Competency: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Practice Behaviors: 9.1) Select and use appropriate methods for evaluation of outcomes and 9.2) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		
Task	Time Frame	Evidence
Example: Recognize the importance of evaluating practice and outcome	Ongoing	Ability to apply a method of evaluation and outcome of agency's practice.

Student

Date

Field Instructor

Date

Faculty Liaison

Date

Sample List of Activities/Tasks

Read and discuss Code of Ethics	Use of Engagement	Home visits
Individual meetings	Use of Empathy	Attention to Professional boundaries
Family meetings	Attention to Appearance	Advocacy initiatives
Small group meeting	Ethical decision-making	Grant writing
Psychosocial assessments	Awareness of biases and values	Work-plan development
Treatment plan/contracts	Limit setting	Outreach
Telephone contacts	Information and referral	Budget development
Crisis intervention	Technology development	Program Development
Problem solving	Interagency collaboration	Organizational analysis

Committee meetings	Documentation	Publication (newsletter)
Set goals/objectives	Evaluate outcomes of work	Termination Discussions
Leadership activities	Integration of class and field	Educational workshops
Diversity sensitivity	Interpersonal work	Community organizing
Policy development	Conflict resolution	Public speaking
Task-centered work	Staff meetings	Survey
Cognitive-behavioral work	Time management	Oral communication
Written communication	Negotiating	Recruiting
Lobbying	Empathizing	Marketing
Discharge planning	Genograms	Coordinating

Sample List of Evidence of Behavior

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

APPENDIX G

MSW/Advanced Year Learning Contract

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

Summary of Practicum

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

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

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

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

1. Core Competency: Demonstrate ethical and professional behavior		
Behaviors: 1.1) Demonstrates understanding of social work role and interdisciplinary team roles within and across family service sectors; 1.2) Consistently employs critical appraisal of the influence of their own professional experiences as a part of decision-making in their practice with children, youth, families, groups, communities, and organizations; 1.3) Apply judgment and strategies of ethical reasoning to arrive at decisions in intervening with children, youth and families.		
Tasks	Time Frame	Evidence
Example: Student will attend agency's staff orientation to become aware of agency rules and regulations for practice with children, youth, and families.	June 1-6, 2017	Completion agency's orientation process.

2. Core Competency: Engage diversity and difference in practice		
Behaviors: 2.1) Apply and communicate understanding the importance of diversity and difference in shaping life experiences of children, youth and families when practicing at the micro, mezzo, and macro levels. 2.2) Demonstrates understanding of the impact and influences of culture on identity development of children, youth, and families.		
Tasks	Time Frame	Evidence
Example: Student will gain knowledge from a diversity workshop that focuses on children, youth, and families. Knowledge acquired will be demonstrated in practice.	By June 23, 2107	Discussion in supervision (supervision logs) of how this knowledge has been applied to children, youth, and families.

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

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

5. Core Competency: Engage in Policy Practice		
Behaviors: 5.1) Identifies social policy and resource contexts of children, youth and family services at the local, state, and federal levels; 5.2) Evaluates social policies with regard to their impact on the wellbeing of children, youth and families at micro, mezzo, and macro levels.		
Task	Time Frame	Evidence
Example: Student will identify gaps in policies that govern practice with children, youth, and families.	June 15-20	Report in supervision logs and discussion during supervision with field instructor.

6. Core Competency: Engage with Individuals, Families, Groups, Organizations, and Communities		
Behaviors: 6.1) Applies knowledge of human behavior and the social environment and development to engage with children, youth and families in a culturally and developmentally appropriate manner; 6.2) Utilizes empathy, reflection, and interpersonal skills to effectively engage children, youth, and families and build collaborative relationships within and across family service sectors.		
Task	Time Frame	Evidence
Example: Immediately after an initial visit with a child or children, youth(s) or family; student is able to identify and explain which interpersonal skills were used to build the professional relationship.	Ongoing	Supervision logs and supervision

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

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

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

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

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

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

Student

Date

Field Instructor

Date

Faculty Liaison

Date

Sample List of Activities/Tasks

Read and discuss Code of Ethics	Use of Engagement	Home visits
Individual meetings	Use of Empathy	Attention to Professional boundaries
Family meetings	Attention to Appearance	Advocacy initiatives
Small group meeting	Ethical decision-making	Grant writing
Psychosocial assessments	Awareness of biases and values	Work-plan development
Treatment plan/contracts	Limit setting	Outreach
Telephone contacts	Information and referral	Budget development

Crisis intervention	Technology development	Program Development
Problem solving	Interagency collaboration	Organizational analysis
Committee meetings	Documentation	Publication (newsletter)
Set goals/objectives	Evaluate outcomes of work	Termination Discussions
Leadership activities	Integration of class and field	Educational workshops
Diversity sensitivity	Interpersonal work	Community organizing
Policy development	Conflict resolution	Public speaking
Task-centered work	Staff meetings	Survey
Cognitive-behavioral work	Time management	Oral communication
Written communication	Negotiating	Recruiting
Lobbying	Empathizing	Marketing
Discharge planning	Genograms	Coordinating

Sample List of Evidence of Behavior

Complete progress notes	Demonstrate NASW Code of Ethics
Attend staff meetings	Complete assessments
Attend community meetings	Complete case summaries
Schedule supervision appointments	Read and comply with the agency's policy manual
Participate in interdisciplinary team meetings	Complete agency orientation
Adheres to constructive criticism	Assesses computer resources
Assumes responsibility for own learning	Seeks opportunities to go beyond agency's expectations
Consistently applies theories to practice	Manage time effectively
Leave a legacy for the agency	Advocates for clients

Uses gender neutral language	Does not become involved in office politics
Demonstrate high work ethics	Demonstrates empathetic responses
Understand environmental impact on social justice	Distinguishes between micro, macro, and mezzo social work practice
Identify and apply research methods to practice	Identify the agency's framework for practice
Identify clients' goals and objectives	Understands when to begin the termination process
Works with the agency's team	Demonstrate professional identify
Uses correct writing grammar and mechanics of writing	Writes with critical thinking and reflective practice

APPENDIX H

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

This form must be typed.

Student: _____

Agency: _____

Week: _____ **Date:** _____

Number of Hours for Week: _____ **Cumulative Hours:** _____

TYPE OF TASKS (if applicable):

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

Student Signature:

Date:

Field Instructor Signature:

Date:

Agency Field Supervisor:

Date:

APPENDIX I

Timesheet/Sign-In Sheet*

Cumulative Hours _____

Name **Date** **Time In** **Time Out** **Total Hours**

Total Hours _____

Student _____ **Date** _____

Field Instructor _____

Date _____

Agency Field Supervisor: _____ **Date** _____

APPENDIX J

**Jackson State University
School of Social Work
Weekly Field Supervision Form**

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

Agency Field Instructor:

Student: _____

Agency: _____

Agency Field Supervisor (if applicable): _____

Week: _____

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

- 1.
- 2.
- 3.

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

Next Week's Tasks:

- 1.
- 2.
- 3.

Signatures:

Faculty Field Instructor: _____ **Date:**

Student: _____ **Date:**

Agency Field Supervisor:

_____ **Date:**

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

APPENDIX K

FACULTY FIELD LIAISON CONTACT REPORT MSW Foundation Year Practicum I

Semester: Fall ____ Spring ____, 20 ____

Student Name _____

Faculty Field Liaison _____

Field Instructor _____

Agency _____

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

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

C = Competency

EC = Emerging Competency

IP =

Insufficient Progress

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

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

Core Competency 2— Engage diversity and difference in practice; Dimensions: knowledge and cognitive/affective processing.

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

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

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

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

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

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

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

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

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

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

knowledge, skills, values, and cognitive/affective processes.

Practice Behavior	C	EC	IP
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			

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

Competency 7— Assess Individuals, Families, Groups, Organizations, and Communities; Dimensions:

knowledge, skills, and values.

Practice Behavior	C	EC	IP
Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.			

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

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

Dimensions: knowledge, skills, and values.

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

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

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

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

Faculty Field Liaison

Date

Field Instructor

Date

Student

Date

APPENDIX L

FACULTY FIELD LIAISON CONTACT REPORT MSW Advanced Year Practicum II

Semester: Fall ____ Spring ____, 20 ____

Student Name _____

Faculty Field Liaison _____

Field Instructor _____

Agency _____

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

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

C = Competency

EC = Emerging Competency

IP =

Insufficient Progress

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

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

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

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

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

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

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

knowledge, skills, and cognitive/affective processing.

Practice Behavior	C	EC	IP
4.1) Identifies, reviews and critically appraises research evidence in order to improve service delivery with regards to children, youth, and families;			
4.2) Researches and uses various forms of data to inform practice with children, youth and families.			

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

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

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

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

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

knowledge, skills, values, and cognitive/affective processes.

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

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

Competency 7— Assess Individuals, Families, Groups, Organizations, and Communities; Dimensions: knowledge, skills, and values.

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

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

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

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

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

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

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

Faculty Field Liaison

Date

Field Instructor

Date

APPENDIX M

Application to Use Employment Agency As Field Instruction Site

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

Name _____

Address _____

Phone: Home _____ Work _____ Cell _____

CURRENT EMPLOYMENT

Agency _____

Agency
Address _____

Current Supervisor _____ Phone:

Administrator _____

How long employed in agency _____ in current position _____

Current job responsibilities-average number of hours/week _____

Job Title:

<u>Days</u>	<u>Hours</u>	<u>Activities</u>	<u>Unit/Department</u>
	<u>Supervisor(s)</u>		

Total Hours Per Week: _____

PROPOSED PLACEMENT

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

Date of placement period:

FIELD INSTRUCTOR

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

Agency Field Instructor

Name _____ Position _____

—

Adjunct Field Liaison Instructor

(To be coordinated by Graduate Field Director)

Name _____ Position _____

—

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

—

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

ASSIGNMENT AND TASKS:

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

FIELD PLACEMENT:

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

Total Hours per Week

EMPLOYMENT WHILE IN FIELD PLACEMENT:

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

_____ **Total Hours Per Week**

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

**EXPLAIN HOW PLAN RELATES TO YOUR EDUCATION AND
CAREER GOALS:**

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

Student

Date

Field Instructor

Date

Employment Supervisor

Date

Agency Director

Date

Director of Field Education

Date

Chair, Graduate Programs

Date

**Associate Dean
School of Social Work**

Date

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

APPENDIX N

STUDENT EVALUATION OF FIELD PRACTICUM SETTING

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

Evaluation of Field Instruction Setting

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

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

Instructor _____ **Semester**

Name of Agency

Number of students from your class in your placement _____

Field Instructor _____

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

AGENCY:

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

1 2 3 4 5 NA

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

1 2 3 4 5 NA

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

communication systems.

1 2 3 4 5 NA

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

1 2 3 4 5 NA

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

1 2 3 4 5 NA

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

1 2 3 4 5 NA

7. The agency staff's attitudes and behaviors in regard to minority groups were an example of desirable social work practice.

Staff relationships

1 2 3 4 5 NA

Staff-Client relationships

1 2 3 4 5 NA

Staff-Student relationships

1 2 3 4 5 NA

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

1 2 3 4 5 NA

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

1 2 3 4 5 NA

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

1 2 3 4 5 NA

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

1 2 3 4 5 NA

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

1 2 3 4 5 NA

OTHER COMMENTS:

ASSIGNMENTS:

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

1 2 3 4 5 NA

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

1 2 3 4 5 NA

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

1 2 3 4 5 NA

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

1 2 3 4 5 NA

5. Add any other comments about assignments.

FIELD INSTRUCTOR

1. The field instructor established a helping and enabling relationship with the student.

1 2 3 4 5 NA

2. The field instructor demonstrated knowledge of content on social work practice.

1 2 3 4 5 NA

3. The field instructor was skillful in helping the student to relate classroom content to practice.

1 2 3 4 5 NA

4. The field instructor's "contact" with the student took account of his/her interests, learning needs, past experience, etc.

1 2 3 4 5 NA

5. The field instructor provided structure and clarity of expectations about assignments.

1 2 3 4 5 NA

6. The field instructor was accessible when needed. Please clarify in the comments section if this was a problem.

1 2 3 4 5 NA

7. The field instructor individualized the student according to his/her learning needs and professional development during the semester.

1 2 3 4 5 NA

8. The field instructor allowed the student an increasing amount of independence with an appropriate balance of support and reinforcement.

1 2 3 4 5 NA

9. The field instructor showed acceptance of disagreement and respect for the student's opinion.

1 2 3 4 5 NA

10. The field instructor maintained appropriate structure and

organization of field practice activities.

1 2 3 4 5 NA

11. The field instructor demonstrated concern for values, ethics, and objectives of the social work profession.

1 2 3 4 5 NA

12. The field instructor's attitudes and behaviors in regard to minority groups have been examples of desirable practice.

1 2 3 4 5 NA

OTHER COMMENTS:

EVALUATION:

1. The field instructor's provided an on-going process of "feedback" to the student throughout the semester.

1 2 3 4 5 NA

2. The field instructor's evaluations were fair, accurate, and helpful to the student.

1 2 3 4 5 NA

The field instructor allowed and enabled the student to participate in the formal evaluation and to become increasingly able to evaluate his/her own work.

1 2 3 4 5 NA

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

1 2 3 4 5 NA

OTHER COMMENTS:

OVERALL REACTIONS:

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

1 2 3 4 5 NA

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

Field Instructor

Agency staff colleagues

Assignments (clients, groups, etc.)

Agency settings, generally

Individual initiative

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

1 2 3 4 5

APPENDIX O

Student Assessment of the Faculty Field Liaison

Name of Student: _____ Date: _____

Advanced Standing Summer _____

1st year M.S.W. _____

2nd year M.S.W. _____

Name of Agency: _____

Name of Field Instructor: _____

Name of Faculty Field Liaison: _____

Number of site visits to the
agency known to me: Fall:

_____ Spring: _____

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

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

Number of times:

Fall: _____ Spring: _____

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

() Do not know

Number of times:

Fall: _____ Springs: _____

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

1) Availability of faculty field liaison to you:

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

2) Follow-up response to your inquiries:

5 4 3 2 1

**Prompt Generally Slow, but Requires Does not return
response, responds does respond repeated most calls**

same day within 1 week reminders

4) Comments

APPENDIX P

Field Instructor Evaluation of the Field Education Program

Name of Field Instructor: _____ Date: _____

Name of Student in Placement: _____

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

Name of Agency: _____

Name of Faculty Liaison: _____

Please evaluate the extent to which the Field Education unit demonstrates the following core qualities and skills using the criteria below. Keep in mind that a score of four (4) reflects exceptional and that a score of one (1) indicates that performance is unsatisfactory.

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

1 2 3 4

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

1 2 3 4

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

1 2 3 4

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

1 2 3 4

1. Provided the field instructor with a current *Field*

Instruction Manual.

1 2 3 4

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

1 2 3 4

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

1 2 3 4

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

1 2 3 4

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

1 2 3 4

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

1 2 3 4

Suggestions for Improving Questionnaire:

APPENDIX Q

Field Liaison Evaluation of the Field Setting

Name of Field Liaison

Name of Agency

Name of Field Instructor

Name of Student _____

_____MSW Program

Course #, SW _____

_____BSW Program

Please answer the following questions:

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

_____Yes No _____

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

_____Yes No _____

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

_____Yes ___No

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

Yes _____ No _____

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

_____ **Yes**

_____ **No**

Comments:

Signature: _____

Date: _____

APPENDIX R

Request for Change of Field Placement Agency

Name of Student

Current Agency

Name of Field

Instructor

Address

Telephone

Faculty Liaison

Statement by Student
(Cite and explain reasons)

Signature_____

Date_____

APPENDIX S

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

THIS AGREEMENT is entered into on this the _____ by and between Jackson State University-College of Health Sciences-School of Social Work (hereinafter referred to as “Program”) and _____ (hereinafter referred to as “Agency”). The purpose of this Agreement is to establish and guide a working relationship between the Program and the Agency in placing undergraduate and graduate students with the Agency for learning opportunities through social work field experiences;

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

I. Program Responsibilities:

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

1. Be responsible for administration of the field work program for the School of Social Work;

2. Provide training for Agency Field Instructors and hold periodic meetings planned specifically on issues for Agency Field Instructors and students;

3. Provide copies of the Field Instruction Manual, course materials, evaluation instruments, and schedules of student activities to Agency Field Instructors; and

4. Take appropriate action in situations regarding students' behavior.

G. The Program will provide a Faculty Field Liaison who will develop an individual learning plan with each student and Field Instructor in accordance with both Agency and Program objectives. This plan will explicate specific learning objectives, skills to be imparted and sequential learning tasks and experiences.

H. The Faculty Field Liaison will make regular contacts with the student and agency, and usually make one face to face, conference call or video conferencing per semester to the agency to review the student's progress, respond to requests for consultation in matters concerning the student, and help the Agency Field Instructor explore diverse and meaningful learning experiences for the student.

Field Instructors are considered part of the school's faculty.

I. The Faculty Field Liaison will be responsible for assigning the student's final grade based on consultation with the Agency Field Instructor.

I. Agency Responsibilities:

A. The Agency will accept qualified students from the B.S.W. and M.S.W. Programs as agreed upon.

B. The Agency will notify the Program of the number of students it will accept for the academic year.

C. The Agency will provide facilities for field education without discrimination on the basis of race, color, age, gender, creed, ethnic or national origin, handicap, political or sexual orientation of the parties involved.

D. The Agency will provide field instructor(s) who:

- 1. Have a Master of Social Work (M.S.W.) degree and/or Master's Degree in a related field.**
- 2. 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.

II. Term of Agreement:

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

III. 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.

IV. Authorization to Execute.

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

V. 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

VI. 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.

VII. 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 canceled if any person significantly involved in the initiating, negotiating, securing, drafting or creating of the Agreement on behalf of the University is an employee, consultant, or agent of any other party to this agreement. Should this Agreement violate a Mississippi Conflict of Interest law, the Agreement may be declared void.

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

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

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

and ineligibility for any state or public contract in Mississippi for up to three (3) years, with notice 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: _____

Name: _____

Name: _____

Printed Name

— **Printed Name**

Date: _____

Date: _____

By: _____

Date: _____

By: _____

Date: _____

APPENDIX T

Agency Application for Field Placement

Contact: _____

MSW Field Director – Dr. Temcula Robinson

Email form to temcula.q.robinson@jsums.edu

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

14. Describe tasks and assignments for students

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

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

Signature:

Date:

APPENDIX U

Field Instructor and Agency Field Supervisor Application Field Instructors and Agency Field Supervisor:

Thank you for inquiring about the process to become a field instructor for the School of Social

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

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

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

Sincerely,

Temcula Robinson

Temcula Robinson, DSW, MSW

Assistant Clinical Professor & Director of Field Education

Jackson State University School of Social Work
Application for Field Instructor and Agency Field Supervisor
(Please circle appropriate discipline)

1. Name:

2. Name of Agency:

3. Address:

4. Phone: _____ Email address:

5. How long in agency: _____; in present position:

6. Brief description of present responsibilities and workload:

—

7. Attach copy of resume

8. Previous field instruction experience; include date, school, graduate or undergraduate and number of students.

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

—

—

10. Supervisory approach:

11. Brief statement of interest in field instruction:

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

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

- To provide at least one hour weekly individual supervision?

- To read and critique student records prior to conference?

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

Signature of Field Instructor or Agency Field Supervisor

Date: _____

APPENDIX V

Student Information for Field Placement Consent

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

Student Signature: _____ **Date:**

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

APPENDIX W

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

Name of Student:

Field Setting Name:

Field Instructor:

Semester: _____

1. Brief description of student's learning experiences. Include numbers and extent of responsibility, where possible (i.e., 5 ongoing cases, 3 intakes, co-leader of group, primary responsibility for developing program evaluation form)

2. Student's major strengths:

3. Major area in which student needs improvement:

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

5. Additional Information:

6. Student's comments:

Signature of Field Instructor _____ **Date**

Signature of Student _____ **Date**

Please forward to the designated faculty field liaison:

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

APPENDIX X

EVALUATION OF STUDENT FIELD PRACTICUM PERFORMANCE FOUNDATION YEAR

Final Evaluation

Name of Intern _____

Date _____

Agency

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

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

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

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

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

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

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

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

Comment regarding Competency #1 (optional):

Social Work Competency #2: Intern engages diversity and difference in practice							
2a.	Applies and communicates understanding importance of diversity and difference in shaping life experiences at the micro, mezzo, and macro levels	1	2	3	4	5	N/A

2b .	Presents self as a learner and engages clients and constituencies as experts of his/her own experiences	1	2	3	4	5	N/A
2c .	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	5	N/A

Comment regarding Competency #2 (optional):

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

Comment regarding Competency #3 (optional):

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

Comment regarding Competency #4 (optional):

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

Comment regarding Competency #5 (optional):

Social Work Competency #6: Intern engages with individuals, families, groups, organizations, and communities							
6a.	Applies knowledge of human behavior and the social environment, person-in-	1	2	3	4	5	N/A
	environment, and other multidisciplinary theoretical to engage with clients and constituencies						
6b.	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	5	N/A

Comment regarding Competency #6 (optional):

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

Comments regarding competency #7 (optional):

Social Work Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities							
8a.	Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5	N/A
8b.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of	1	2	3	4	5	N/A

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

Comments regarding competency #8 (optional):

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

Comment regarding Competency #9 (optional):

Overall Final Evaluation

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

____1=Poor (F)-The intern has not met the expectations for demonstrating the competency or behavior at this time

____2=Below Average (D) The intern is approaching competency in this area and it is anticipated that the intern will meet the expectation in the near future

____3=Average(C)-This intern is succeeding in demonstrating competency in this area

____4=Good (B)-The intern is functioning above expectations for interns in this area ____5=Exceptional (A)-This intern is excelling in this area

Signature of Agency Field Instructor

_____**Date** _____

Signature of Faculty Field Director _____

Date _____ *The following section should be completed by the intern:*

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

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

My agreement or disagreement follows:

I agree with the evaluation

I do not agree with evaluation

.

Intern's Signature _____ **Date**

APPENDIX Y

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

Final Evaluation

Name of Intern _____ Date _____

Agency _____

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

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

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

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

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

Evaluation should be a shared process with an opportunity for the

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

Social Work Competency #1: Intern demonstrates ethical and professional behavior. (Knowledge, Values, and Cognitive/Affective Processes)						
1a.	Demonstrates understanding of social work roles and interdisciplinary team roles within and across family service sectors.	1	2	3	4	5
1b.	Consistently differentiates personal and professional experiences as a part of decision-making in their practice with children, youth, families, groups, communities, and organizations.	1	2	3	4	5
1c.	Apply judgment and strategies of ethical reasoning to arrive at decisions in intervening with children, youth and families.	1	2	3	4	5

Comment regarding Competency #1 (optional):

Social Work Competency #2: Intern engages diversity and difference in practice (Knowledge, Values, Skills, and Cognitive/Affective Processes)							
2a.	Apply and communicate understanding the importance of diversity and difference in shaping life experiences of children, youth and families when practicing at the micro, mezzo, and macro levels.	1	2	3	4	5	N/A
2b.	Demonstrates understanding of the impact and influences of culture on identity development of children,	1	2	3	4	5	N/A

	youth, and families.						
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Comment regarding Competency #2 (optional):

Social Work Competency #3: Intern advances human rights and social, economic, and environmental justice (Knowledge, Skills, and Cognitive/Affective Processes)							
3a.	Incorporates social justice practices in advocating for	1	2	3	4	5	N/A
	policies that promote empowerment in vulnerable children, youth and families.						
3b.	Applies interventions when working with children, youth, and families that promote human rights and social justice.	1	2	3	4	5	N/A
3c.	Identify opportunities to advocate for children, youth, and families when they experience violations to human rights and barriers to social and economic justice.	1	2	3	4	5	N/A

Comment regarding Competency #3 (optional):

Social Work Competency #4: Intern engages in practice-informed research and research-informed practice (Knowledge, Skills and Cognitive/Affective Processes)							
4a .	Identifies, reviews and critically appraises research evidence in order to improve service delivery with regards to children, youth, and families.	1	2	3	4	5	N/A
4b .	Researches and uses various forms of data to inform practice with children, youth and families.	1	2	3	4	5	N/A

Comment regarding Competency #4 (optional):

Social Work Competency #5: Intern engages in policy practice (Knowledge, Skills, Values and Cognitive/Affective Processes)							
5a.	Identifies social policy and resource contexts of children, youth and family services at the local, state, and federal levels.	1	2	3	4	5	N/A
5b	Evaluates social policies with regard to their impact on the well-being of children, youth and families at micro, mezzo, and macro levels.	1	2	3	4	5	N/A

Comment regarding Competency #5 (optional):

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

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

Comment regarding Competency #6 (optional):

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

7a.	Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of children, youth and families.	1	2	3	4	5	N/A
7b.	Select appropriate intervention strategies based on assessment, research knowledge and values and preferences of children,	1	2	3	4	5	N/A

	youth, and families and the communities in which they live.						
7c.	Consider the interaction among risk and protective factors, impact of trauma, patterns of attachment, brain development and resiliency.	1	2	3	4	5	N/A

Comments regarding competency #7 (optional):

Social Work Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities (Knowledge, Skills, and Cognitive/Affective Processes)							
8a.	Negotiates, mediates, and advocates with (and on behalf) of diverse children, youth, and families.	1	2	3	4	5	N/A
8b.	Critically selects and applies interventions for their practice with children, youth and families, based on thoughtful assessment of needs and the quality of available evidence.	1	2	3	4	5	N/A

Comments regarding competency #8 (optional):

Social Work Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities (Knowledge, Skills, and Cognitive/Affective Processes)							
9a.	Critically analyzes, monitors, and evaluates intervention and program processes and outcomes when working with children, youth and families and communities.	1	2	3	4	5	N/A

9b.	Use evaluation of their interventions in child, youth, and family settings to identify gaps in skills or in intervention methods in order to increase future effectiveness.	1	2	3	4	5	N/A
-----	---	---	---	---	---	---	-----

Comment regarding Competency #9 (optional):

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

Comment regarding Competency #10 (optional):

Overall Final Evaluation

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

- ____ 1=Poor (F)-The intern has not met the expectations for demonstrating the competency or behavior at this time
- ____ 2=Below Average (D) The intern is approaching competency in this area and it is anticipated that the intern will meet the expectation in the near future
- ____ 3=Average(C)-This intern is succeeding in demonstrating competency in this area
- ____ 4=Good (B)-The intern is functioning above expectations for interns in this area ____ 5=Exceptional (A)-This intern is excelling in this area

Signature of Agency Field Instructor

_____ **Date** _____

Signature of Faculty Field Director

Date _____ *The following section should be completed by the intern:*

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

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

My agreement or disagreement follows:

I agree with the evaluation	I do not agree with evaluation
------------------------------------	---------------------------------------

.

Intern's Signature _____ **Date**

APPENDIX Z

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

Course Syllabus

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

M.S.W. Program Mission

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

M.S.W. Program Goals

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

- 1. prepare students for advanced social work practice with children, youth, and families in local, national, and global settings with systems of all sizes;**
- 2. prepare students for leadership roles in the profession of social work and the social welfare arena;**
- 3. prepare students to identify patterns, dynamics, and consequences of social, economic, and political discrimination and oppression and promote appropriate change when necessary;**
- 4. prepare students for advanced social work practice in diverse organizational and social contexts, with an understanding of the ways in which these contexts influence social work practice and with the ability to promote appropriate change when necessary; and**
- 5. provide students with a challenging educational experience that develops self-awareness and assures the acquisition of the knowledge, skills, and values and ethics necessary for competent advanced generalist social work**

practice.

Required Textbooks

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

Course Description

This is the first block field instruction for advanced standing students. This course involves a supervised practicum in a human services delivery setting and includes an integrative seminar. Practice tasks and activities are designed to develop a link between undergraduate education practice experience and the concentration with children, youth and families. The course emphasizes that students will be able to apply a comprehensive professional knowledge base, core social work values, and a wide range of social work roles and skills across practice settings and size of client systems—children, youth, individual, family, group, organization and community.

Course Rationale

The field instruction practicum is designed to provide the students with supervised learning experiences that are applicable across a wide variety of field settings, population groups, problem areas, and systems of all sizes. Students meet several times during the semester's week period to discuss agency cases; supervision; theoretical application; policy; intervention; practice knowledge; and ethics. Assignments are completed that support the students learning in the field agency. Students must complete 450 hours of field practicum. Students must attend on scheduled days, unless changes are made and approved by the field instructor, and faculty field liaison. Absences must be made up in order to obtain credit for the completion of the field practicum.

Core Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 2: Engage Diversity and Difference in Practice

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

Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

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

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

Student Learning Outcomes:

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

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

8. Understand that intervention is an ongoing component of the social work practice process and value the importance of inter-professional teamwork.
9. Recognize and understand the importance of evaluating practice and outcome in social work service delivery.

Electronic Devices

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

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

Policy Regarding Course Incompletes

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

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

Class Late Attendance and Absence from Class Policy

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

Note about Readings/Text

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

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, 601-9793704 as early as possible in the term. TTY: 601-979-6919. Fax: 601-979-6918.

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

Diversity Statement

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

Extra Credit

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

Social Work Student Association

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

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

REFERENCES

DuBois, B., Miley, K.K. and O'Melia, M. (2017). Generalist social work practice: An empowering approach, 8th ed. Upper Saddle Rivers, NJ: Pearson.

Garthwait, C. (2012). The social work dictionary is accessed at [http://health.umt.edu/socialwork/Master%20of%20Social%20Work/Curriculum/SocialWorkDictionary booklet updated 2012 Oct23.pdf](http://health.umt.edu/socialwork/Master%20of%20Social%20Work/Curriculum/SocialWorkDictionary%20booklet%20updated%202012%20Oct23.pdf).

Hunter, C.A, Moen, J.K. and Raskin, M.S. (2015). Social work and field directors.

Chicago, IL: Lyceum.

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**Woodside, M. (2016). The human services internship
experience: Helping students find their way. Thousand
Oaks, CA: Sage.**

**Young, D. J. (2014). The writer's handbook: A guide for
social workers. Ogden Dunes, IN: Writer's
Toolkit Publishing LLC.**

APPENDIX AA

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

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

M.S.W. Program Mission

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

M.S.W. Program Goals

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

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

prepare students for advanced social work practice in diverse organizational and social contexts, with an understanding of the ways in which these contexts influence social work practice and with the ability to promote appropriate change when necessary; and

1. provide students with a challenging educational experience that develops self-awareness and assures the acquisition of the knowledge, skills, and values and ethics necessary for competent advanced generalist social work practice.

Required Textbooks

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

Course Description

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

The field seminars are integrative process-oriented courses that are designed to assist students to synthesize and apply social work classroom learning in their practice in the field. Students evaluate their own placement utilizing a learning contract in an agency setting. Students will be challenged to think critically and conceptually as they engage in practice in the field agencies.

Course Rationale

The field instruction practicum is designed to provide the students with supervised learning experiences that are applicable across a wide variety of field settings, population groups, problem areas, and systems of all sizes. Students meet several times during the semester's week period to discuss agency cases; supervision; theoretical application; policy; intervention; practice knowledge; and ethics. Assignments are completed that support the students learning in the field agency. Students must complete 450 hours of field practicum. Students must attend on scheduled days, unless changes are made and approved by the field instructor, and faculty field liaison. Absences must be made up in order to obtain credit for the completion of the field practicum.

Core Competencies and Advanced Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Apply judgment and strategies of ethical reasoning to arrive at decisions in intervening with children, youth and families.
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Competency 2: Engage Diversity and Difference in Practice

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

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

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

Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.
Apply interventions when working with children, youth, and families that promote human rights and social justice.
Identify opportunities to advocate for children, youth, and families when they experience violations to human rights and barriers to social and economic justice.

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

Identify, review and critically appraise research evidence in order to improve service delivery with regard to children, youth, and families.
Research and use various forms of data to inform practice with children, youth and families.

Competency 5: Engage in Policy Practice

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

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

Apply knowledge of human behavior and the social environment and development to engage with children, youth and families in a culturally and developmentally appropriate manner.
Utilize empathy, reflection, and interpersonal skills to effectively engage children, youth, and families and build collaborative relationships within and across family service sectors.

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

Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of children, youth and families.
Select appropriate intervention strategies based on assessment, research knowledge and values and preferences of children, youth, and families and the communities in which they live.
Consider the interaction among risk and protective factors, impact of trauma, patterns of attachment, brain development and resiliency.

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

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

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

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

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

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

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

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

Student Learning Outcomes:

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

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

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social workers. Ogden Dunes, IN: Writer's
Toolkit Publishing LLC.**

APPENDIX BB

The Role of the Student versus the Role of the Employer

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

APPENDIX CC

Council on Social Work Education Educational Policy and Accreditation Standards

The Accreditation Standards and Procedures of the Council on Social Work Education may be accessed online at www.cswe.org.

APPENDIX DD

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

APPENDIX EE

MSW Program Field Education Conference Form

Student: _____ **J Number** _____

Field Liaison _____ **Field Instructor** _____

Director of Field Education

Type of Contact: ____ **In-Person** ____ **By Phone** ____ **Email**
_Date

Problem(s) _____

Action Taken

Student Signature **Field Liaison**
Signature

Field Instructor
Education

Director of Field

Other

The original form will be placed in the student's file after, and copies will be given to the field instructor and student.