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| School of Social WorkBSW FIELD EDUCATION MANUAL2021-2022 |





Dear Bachelor of Social Work Student:

Welcome to Field Education at Missouri State University’s School of Social Work. Your journey into field practicum is one of the most significant experiences in your development as a professional social worker. The field setting is a unique opportunity for social work students to integrate classroom knowledge to practice application. It is also designed to provide a hands-on application of how social work values and ethics are applied in professional settings.

This BSW Field Education Manual will provide you with essential information for making your practicum a successful experience. Please read the contents of this manual to help prepare you for a successful field experience.

As the Coordinator of BSW Field Education, I am committed to developing placement opportunities and experiences that promote the achievement of professional competence in the field of social work practice. If you have any questions or concerns at any time, please do not hesitate to contact me at rrussell@missouristate.edu .

Best wishes for an exciting and rewarding field experience.

Sincerely,

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| **Introduction of the Field Education Manual** |

Missouri State University School of Social Work is a member of the Council on Social Work Education (CSWE) and provides a field education program that meets professional and accreditation standards. Field education is the signature pedagogy of professional social work that teaches future practitioners the fundamental dimensions of the profession by providing experiential and educational opportunities toward student development of professional identity, self-understanding, and competent practice. Field education integrates theoretical and conceptual contributions of the classroom to practice application in field settings. In undergraduate programs, field education 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. The competencies in the bachelor’s program address generalist practices.

This field manual is designed to provide information about the requirements and policies of the School of Social Work’s BSW Field Education program. It does not constitute a contract. Please note that policies and procedures do change from time to time and therefore the Missouri State University’s School of Social Work reserves the right to make such modifications as necessary. We will make every attempt to notify the student and agency of the changes prior to them occurring. The guidelines suggested in this manual should not supersede professional decision making nor become a restriction in creating a meaningful experience in your field learning.

The policies and procedures outlined in the Field Manual are intended to:

1. provide a tool for students before and while in their field placement to enhance their understanding of the field process
2. establish professional standards of conduct in field placement
3. recognize the importance of the effective use of Field Education as part of the Social Work Program and adherence to the policies and procedures outlined by the Council on Social Work Education (CSWE)

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| Overview of Missouri State University |

**Brief History**

Missouri State University was founded in Springfield in 1905 as the Fourth District Normal School. The institution's primary purpose during its early years was the preparation of teachers for the public-school systems in the southwest region of Missouri. The first name change came in 1919 when the school became Southwest Missouri State Teachers College, reflecting its regional mission. By the mid-1940s, the University had expanded its instructional program beyond teacher education to include the liberal arts and sciences; and as a consequence in 1945, the Missouri legislature authorized an official change in the institution's name to Southwest Missouri State College. As additional programs were implemented at the undergraduate level and with the development of graduate education, the University became an educationally diverse institution by 1972. Recognition of this further growth and development again resulted in an official change in name to Southwest Missouri State University. In 1995, Senate Bill 340 was signed into law, giving Missouri State University a statewide mission in public affairs. On the 100th anniversary of the founding of the University, in 2005, the name changed to Missouri State University. This name change identified the institution as a multipurpose, metropolitan university providing diverse instructional, research, and service programs.

Missouri State University-West Plains was established in 1963 as the West Plains Residence Center and has been a semiautonomous, two-year campus within the Missouri State University system since 1971. Consistent with the Missouri State-West Plains is a teaching and learning institution of higher education offering two-year associate degrees, certificates and a variety of continuing education courses as needed by the employers and citizens of the area.

The Missouri State University Mountain Grove Research Campus, originally established as the Missouri State Fruit Experiment Station by a legislative act in 1899, is the oldest identifiable segment of Missouri State University. Until 1974, it operated as a state agency under a board of trustees appointed by the Governor. As a result of the Omnibus State Reorganization Act of 1974, administrative responsibility of the Station was given to the Board of Governors of the University. In 2006, the Station was integrated into the Department of Agriculture in the College of Natural and Applied Sciences as part of a reorganization of the University.

Missouri State Branch Campus, located at Liaoning Normal University in the People’s Republic of China, offers a two-year Associate of Arts degree through the West Plains campus and a Bachelor of Science in General Business degree through the College of Business on the Springfield campus. The Branch Campus programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Today, the University functions as a multi-campus system that is integrated to address the needs of its constituents.

**Accreditation**

Missouri State University’s regional accrediting body is the Higher Learning Commission of the North Central Association (HLC). Missouri State University has successfully maintained continuous regional accreditation with the Higher Learning Commission of the North Central Association (HLC) since 1915. Missouri State University-West Plains has been a separately accredited campus with continuous accreditation since 1994.

**Mission, Vision, and Values**

*Mission:*

Missouri State University is a comprehensive institution offering undergraduate and graduate programs, including the professional doctorate. The university educates students to be global citizen scholars committed to public affairs.

*Vision:*

Missouri State University will be the university of choice to develop successful students who excel academically and in ethical leadership, cultural competence and community engagement.

*Values:*

* A **student-centered learning environment** and **excellent teaching**that promote and support academic success and personal development.
* The generation, discovery, dissemination and preservation of **knowledge** developed through **research** and **creative activity**.
* Personal and academic **integrity**in all our endeavors**.**
* **Inclusiveness**, fairness, equity and social justice; the recognition that each person possesses not just one, but multiple identities; and the celebration of the similarities, as well as the differences, of our diverse campus.
* **Our people** and their ability to foster an **environment of respect** for all individuals within a climate of civility, trust and collaboration.
* **Continuous improvement**in our programs, policies and procedures.
* **Innovation**and promotion of the**entrepreneurial spirit** in all aspects of university life.
* **Collaboration**, both internally and externally, to promote meaningful **partnerships** that further the university’s goals.
* **Pride in**, and **celebration of**, the achievements of the university and campus community, past and present.
* **Responsible and transparent stewardship** of the university’s and community’s resources for a sustainable future.

**McQueary College of Health and Human Services**

The School of Social Work is housed in the McQueary College of Health and Human Services (MCHHS) at Missouri State University. MCHHS has adopted the below vision, mission, values, and goals.

*Vision:* To promote and enhance lifelong learning, health and well-being

***Mission:*** The McQueary College of Health and Human Services (MCHHS) focuses on improving the health and well-being of people in Missouri, the nation, and the global community through education, research, and service.  MCHHS values multidisciplinary approaches, instills the public affairs mission, and encourages students and faculty to develop lifelong learning skills.

*Values:* Honesty, Integrity, Respect, Compassion, Excellence, Cultural Sensitivity, Responsibility

*Goals:*

1. Recruit, develop, and retain faculty and staff who support quality instruction, research, and service in accordance with the public affairs mission and University goals.
2. Recruit, retain and support quality students who will become engaged citizens committed to using their education to fulfill the MCHHS mission and University goals.
3. Develop, assess and maintain quality educational programs consistent with the MCHHS mission and University goals.
4. Develop relationships with internal and external constituencies to support academic programs and to fulfill our public affairs mission.
5. Nurture--among students, faculty, and staff--an inclusive educational environment enriched by respect for diverse capabilities, backgrounds, thoughts, and values.
6. Create and foster an environment that encourages and supports scholarship of discovery, and application and dissemination of new knowledge

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| **Overview of the School of Social Work** |

***BSW Program’s History***

The School of Social Work grew out of the Sociology Department in 1970, and was added as an area of study under the leadership of Dr. Clarence Ketch. However, social work courses were listed in the course bulletin as early as 1950. In the spring of 1972, the Department of Sociology learned that the Council on Social Work Education (CSWE) would begin accrediting undergraduate social work programs (Southwest Missouri State University, 2003). The first social work course was taught in the spring of 1972. In 1977, the social work undergraduate baccalaureate program was fully accredited by CSWE.

***School of Social Work Mission***

The MSU School of Social Work focuses on improving the health and well-being of people in Missouri, the nation, and the global community through education, research, and service. MSU SSW values diversity, promotes interprofessional approaches, instills the public affairs mission, and encourages the development of lifelong learning skills.

***BSW Program’s Mission***

The BSW Program’s mission is to prepare ethical leaders to engage with local and global communities who are committed to Missouri State University’s public affairs mission by providing evidenced-based, theoretically grounded, policy informed, culturally competent generalist practice to advance human rights and eradicate social, economic, and environmental injustices.

***BSW Program’s Goals***

1. Engage in culturally competent practice within the history, mission, values, and ethics of the social work profession.
2. Apply knowledge of the bio-psycho-social approach on individual development and behavior and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
3. Recognize the local and global forms and mechanisms of oppression and discrimination and apply the strategies of change that advance human rights and eradicate social, economic, and environmental injustices.
4. Utilize the knowledge and skills of generalist social work practice on micro, mezzo, and macro systems.
5. Engage in research-informed practice and practice-informed research to advise and advance the role of a generalist practitioner.
6. Analyze how local, state, federal, and international policies impact the role of a generalist practitioner and engage in efforts to advance human rights through ethical policies.
7. Demonstrate ethical leadership through the development of critical thinking skills and the on-going practice of effective communication, supervisory support, inter-professional teamwork, and continued professional development activities.

***School of Social Work Accreditation***

The School of Social Work is accredited by the Council on Social Work Education. The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country (“Council on Social Work Education,” n.d.).

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| **Field Education Objectives** |

The Missouri State University field education program objectives at the bachelor level flows from the overall mission of the School of Social Work Program which is to prepare generalist social work practitioners who have integrated the professional values and ethics of social work, who are committed to social and economic justice, appreciate diversity, and knowledge and skills necessary for generalist social work practice. The SSW wishes to meet statewide and regional educational needs in the area of human services. This mission is accomplished through educational programs preparing students for beginning social work practice engaging in scholarly activities.

The stated mission is consistent with both the general and public affairs mission of the University. Consistent with the BSW program’s mission, the curriculum in the program is based on generalist practice. Specifically related to social work practice with individuals, families, groups, organizations, and communities and demonstrate competences in practice settings illustrating integration of learning and practice. The BSW program It builds upon the person-in-environment perspective that anchors the profession of social work and is carried out in the field practicum.

**EPAS 2015**

The Council on Social Work Education (CSWE) has established Educational Policy and Accreditation Standards (EPAS) on social work curriculum. The intent of this policy is to support academic excellence by establishing standards for professional competence. It is to ensure that students are able to demonstrate the integration and application of the competencies in practice. Through instruction and the socialization process of the social work profession, BSW students integrate the theoretical and conceptual concepts of the class room with the practical world of practice settings. BSW students demonstrate the 2015 EPAS’ nine interrelated competencies and component behaviors which are comprised of knowledge, values, skills, and cognitive and affective processes. The Field Education objectives are summarized below following the comprehensive narrative of each competency in CSWE 2015 EPAS.

* 1. To prepare generalist social work practitioners who are committed to self –evaluation and live long professional growth /development and value the professions’ ethical standards in all levels of practice.
	2. To prepare practitioners who understand and demonstrate the intersectionality of diversity including but not limited to: age, class, color, race, disability, ability, ethnicity, gender identity and expression, immigration status, marital status, political ideology, religion/spirituality, sex, sexual orientation, and tribal sovereign status.
	3. To prepare practitioners who understand and demonstrate that every person regardless of position in society has fundamental human rights.
	4. To prepare practitioners who understand and apply quantitative and qualitative research, and evidence informs practice and practice informs research.
	5. To prepare practitioners to engage in policy practice in order to improve individual, families, community, and global wellbeing, reduce social injustice, and advance human rights.
	6. To prepare practitioners to engage, assess and intervene in micro, mezzo and macro level practices.

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**Competency 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 life-long 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.

**Competency 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.

**Competency 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.

**Competency 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.

**Competency 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.

**Competency 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; an
* use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 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 inter-professional 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.

**Competency 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;
* 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**

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

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| **Admission Criteria and Field Placement Process** |

Admission criteria for field placement requires students to satisfy course work requirements and GPA standards, attend Pre-field informational meeting, complete field-paper work as prescribed, and maintain professional behavior. In addition, students attend an individualized field advising appointment with Coordinator of BSW Field Education to identify prospective field practicum settings. Students self-direct setting up interviews and selection of practicum placement with BSW Field Coordinator approval.

**Course Completion and Grade Requirements**

BSW students may not proceed to field if GPA drops below a 2.5 or earning a “D” grade in a Social Work (SWK) course (See BSW Handbook for Retention, Progression, and Graduation Policies).

*Before students can begin SWK 480 Social Work Integrative Seminar (3 credit hours) and SWK 490 Practicum in Social Work (9 credit hours), the following requirements must be fulfilled:*

*Prerequisites:*

* 1. *Admission to the BSW program*
	2. *Completing the following course work with a C or better:*
		+ SWK 200 Introduction to Social Work
		+ SWK 213 Social Welfare Policy and Services
		+ SWK 219 Human Diversity
		+ SWK 304 Professional Development and Social Work Ethics
		+ SWK 307 Social Work Practice with Individuals
		+ SWK 313 Social and Economic Justice
		+ SWK 315 Practice with Groups
		+ SWK 325 Human Behavior and the Social Environment I
		+ SWK 326 Human Behavior and the Social Environment II
		+ SWK 418 Methods of Social Research in Social Work Practice
		+ SWK 420 Social Work Practice with Families
		+ SWK 430 Social Work Practice in Communities and Organizations
		+ The required 6 hours of Social Work Elective Courses are strongly encouraged to be completed prior to practicum semester. (See BSW Handbook for elective offerings)

Failure to complete prerequisite course and maintain grade requirements will disqualify a student moving forward in their practicum placement. If a student has already confirmed a practicum setting but does not meet the prerequisites listed above, the agency will be notified by the coordinator of BSW field education that the student will not be moving forward in field the following semester. The student is expected to contact the agency as well to apply appropriate termination skills. The student will need to refer to the Retention, Progression, and Graduation Policies located below or in the BSW Handbook for procedural information. The student will consult with their academic advisor for support and academic planning purposes.

After admission into the BSW Program, students must achieve the following for retention in the major.

1. Maintain a combined GPA (Missouri State and transfer combined) of 2.50 or higher. If a student drops below a GPA of 2.50, the student will be withdrawn from the program at the end of the semester.
2. Achieve a grade of "C" or better in all Social Work courses, which are courses with "SWK" prefix.
3. Earning a "D" grade or below in a Social Work (SWK) course will result in the inability to be admitted into the program. If a student is formally accepted in the program and earns a "D" grade in a Social Work (SWK) course, the student must retake the course before progressing. If a student is formally accepted in the program and earns an "F" grade in a Social Work (SWK) course, s/he will be dismissed from the program at the end of the semester and will need to reapply.
4. Courses in the Social Work major may not be taken more than twice.
5. A student must earn a "Pass" grade in [SWK 490](http://www.missouristate.edu/registrar/catalog/dept_sw.html#SWK490)(9). A grade below a "C" in [SWK 480](http://www.missouristate.edu/registrar/catalog/dept_sw.html#SWK480)(3) and/or a "Not Pass" grade in SWK 490(9) means the student must reapply for admission and be readmitted to the BSW Program.
6. Students are encouraged to meet with their advisor in the School of Social Work prior to or upon entering the University and at least once a semester to ensure the proper selection and sequencing of prerequisites for the BSW Program.
7. Students must demonstrate acceptable levels of maturity, integrity, behaviors and attitudes as defined by the National Association of Social Work (NASW).

**Attend Pre-Field Informational Meeting**

Attending Pre-Field Informational is **mandatory** and is designed to prepare students for the field education placement process including review of the Field Education policy and placement procedures, submission of pre-placement paperwork, review prospective agencies and establish an individualized field advising appointment with the Coordinator of BSW Field Education. This informational meeting usually occurs early in the fall semester preceding spring placement.

For academic year 2021-2022, If you are enrolled in section **430-001**, you will need to attend the Pre-Field Informational Meeting at 9:00-11:30 in Pummill Hall room# 102.  If you are enrolled in section **430-898**, you will need to attend the Pre-Field Informational Meeting at 1:00 in my zoom room,  ZOOM ID:  841-099-4453   <https://missouristate.zoom.us/j/8410994453>

**Submit Pre-Placement Paperwork**

* Authorization for Release of Information to Practicum Agencies
* Authorization for Release of Information to Employers/Educational Institutions
* Practicum Liability Insurance Statement
* 2 copies of an Educational Resume

The above documents are to be completed and submitted in Black Board Community course titled “BSW Field Education” before the meeting on August 27, 2021. These documents must be secured before field advisement appointment is scheduled.

* Field Information Preference Form – due after the pre-field informational meeting and before field advising appointment

These documents must be secured before field advisement appointment is scheduled.

**Attend Individualized Field Advising Appointment**The student will schedule a field advising appointment using doodle poll on the day of the informational meeting. During the individualized field advising appointment, students will discuss with the BSW Field Education Coordinator their professional social work interests and career goals. At least two agencies will be identified for student to contact for interviews. Students will conduct practicum interviews much like an employment process (submitting resume’/cover letter and follow up thank you note).

**Professional Readiness Consistently Demonstrated**

According to CSWE 2015’s **Competency One**, students must demonstrate ***Ethical and Professional*** behavior throughout the BSW program (see section on field education standards for complete description of Competency One). If there is a concern related to competency one, SSW faculty members have the opportunity to submit information regarding students’ professional readiness for field. Concerns may include but not be limited to:

* Incomplete field paper work
* Failure to attend pre-field orientation
* Interactions with faculty lack respect
* Professional presentation of self at practicum interviews

Before proceeding with the field placement process, students may be expected to participate in a field readiness meeting with the Coordinator of BSW Field Education and /or ad hoc Professional Readiness Committee. The purpose of this meeting is to provide support, encouragement and structure so the student has an opportunity to address identified concerns and establish a plan for success before continuing in the field practicum placement process. Also, meeting with the Professional Readiness committee provides an opportunity for students to assess their personal readiness for field and make alternative plans if necessary. If a meeting is scheduled, the student will be asked to present information which will confirm field readiness (e.g. time management, managing multiple roles, etc.). If the student is unable or unwilling to incorporate a plan that would demonstrate growth in competency one, then the student will be referred to the BSW Coordinator and Director of the program to review retention and dismissal policy.

**Felony or misdemeanor charges:** All BSW applicants are informed at the time of applying to the Bachelor of Social Work program that a conviction may affect ability to be placed in a field practicum (figure 1). Students who are accepted into the BSW program with a conviction are required to meet with the Coordinator of BSW Field Education to discuss field practicum options/limits prior to their junior year of classes.

Figure 1.

BSW application questions re: felony or misdemeanor charges:

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| Has any governmental agency ever substantiated allegations made against you for physical, mental, or emotional abuse or neglect, sexual abuse, or exploitation of (1) a child, (2) a resident of an adult care home, medical care facility, psychiatric hospital, or state institution for vulnerable populations, or (3) an adult? Yes [ ]  No [ ] Please initial by the below statements **(even if you don’t have any criminal history)**:

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|  | I understand that prior convictions, diversions, pending, and/or future charges may affect my ability to be placed in a field practicum which is necessary to complete the BSW program. |
|  | I realize that while I may be admitted into the program, I may not be able to complete my degree if there is something in my background that would prevent me from being placed in a field agency. |
|  | I recognize that many field agencies require background checks and might deny me based upon previous criminal history and/or substantiated allegations. |
|  | I understand that some criminal charges might affect by ability to become licensed in the State of Missouri and I know it is my obligation to contact the Missouri licensure board to explore if my criminal charges and/or substantiated allegations could prevent me from licensure. |

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**Selecting Field Settings (criteria, procedures)**

Before a student can contact a prospective field setting, the Coordinator of BSW Field Education must approve the agency by the following procedures:

* 1. Prospective agencies complete the Agency Profile Form (see Appendix A) which documents: agency mission; social work employees available to provide field instruction; level of practice opportunities; block placement option; requirements of student; field of services the agency provides; learning opportunities available for students including micro, mezzo, macro opportunities for diverse populations.
	2. BSW Field Coordinator reviews agency profile form and interviews prospective field instructor (or designated employee) by phone conference, zoom or a personal meeting to verify if the agency meets the criteria for a practice setting.
	3. A list of approved field settings are located under field education on the School of Social Work’s web page. <http://www.missouristate.edu/swk/Undergraduate/Field-Education.htm> Due to field instructors change of employment, students must get approval from BSW Field Coordinator before reaching out to agency. If a student suggest agencies not found in the approved field data base; in these situations, the BSW Field Coordinator engage in the process as stated in steps one and two.
	4. After the student completes pre-field paper work, individualized field advising appointment, and demonstrates professional readiness, he/she will contact approved agencies for practicum placement interviews. They are encouraged to contact at lease two agencies and communicate professionally throughout the process.
	5. Students seeking Employment Base Practicum (EBP) may access the EBP proposal by following the below link. The EBP proposal template is located at the following link: <http://www.missouristate.edu/swk/Graduate/FieldEducation.htm> Proposals will be reviewed by Coordinator of BSW Education and when necessary an ad hoc field committee (see EBP policy for details).
	6. After securing their field placement, students submit a **Practicum Confirmation Memo** to the Coordinator of BSW Field Education by the designated due date, November 5, 2021 11:59 p.m. This document is located in Black Board Community course titled “BSW Field Education”. Students will complete and upload document to BB course as stated above. Students must complete placement process steps by the designated due date, or they may not be permitted to participate in practicum.
	7. The final confirmation of any practicum experience will be contingent upon the agreement of the agency, field instructor, student, and the BSW Field Coordinator.
	8. If any party believes that the practicum experience is inappropriate, the student will continue the interview process at other available agency sites.
	9. If students fail to be accepted following a minimum of two agency interviews, they will be expected to meet with the BSW Field Coordinator for assessment and recommendations. The student will receive additional support to assist them in securing a practicum setting including: identify additional practicum settings, assisting student with interviewing skills and professional readiness. After additional assistance and support, evaluation of field readiness will be determined.
	10. The field setting along with Missouri State University, the SSW, social work student will complete / sign a Memorandum of Understanding which outlines commitment and responsibility for field education. (see Appendix B)

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| Employment Based Practicum (EBP) |

A student’s place of employment serving as a practicum agency site is not considered an optimal situation. Student learning can be restricted in an employment setting. Employment supervisors, colleagues, students, and clients may experience role confusion in the educational supervision process, thus detracting from the student’s overall learning experience during practicum.

Students, field instructors, and agencies participating in employment-based practicums must comply with the same standards required for non-employment-based practicums. If a student proposes to use the place of employment for field education, the Coordinator of Field Education will:

1. Assess the setting to determine its appropriateness as a field education site based on Generalist Social Work practice.
2. Ensure the availability of release time for student’s field instruction and attendance at practicum seminar class.
3. Ensure that student opportunities, assignments, and responsibilities differ from those of employment to maximize student learning.
4. Ensure that the student has a different field instructor (based on selection of practicum instructors and preceptors) than that of employing supervisor and the experience is educationally focused.
5. Hosts an EBP informational meeting the semester prior to field classes to review steps of applying for an employment-based practicum. Students are required to attend if pursuing and EBP.

Students must complete an Employment Based Practicum application located in Appendix C.

Complete the proposal and submit email to the Field Education Coordinator by designated due date, First draft accepted October 18, 2021 by 11:59 p.m. Final draft is due October 25, 2021 at 11:59. Approval notification given by November 1, 2021. The submitted proposal will be carefully reviewed by the Field Education Committee and notify students of their proposal status by the designated due date. If the proposal is approved, the student will provide the Field Education Coordinator an original, hard copy of the proposal with required signatures. The proposal’s approval is not complete until the Field Education Coordinator receives an original document with the required signatures.

If, after proposal approval, the employment-based practicum is deemed inappropriate by the field Committee/Coordinator of Field Education, based on criteria for all field practicum settings (i.e., meeting learning plan objectives, timely and adequate supervision, differentiated work duties, etc.) and after sufficient efforts have been made by all parties to correct any problems or deficits identified, the student may be removed from the employment-based practicum.

The SSW makes every effort to accommodate the individual student's unique needs in considering field education alternatives and employment-based options. However, the overriding responsibility of the School is to protect the integrity of the educational experience.

If a student is offered employment during the practicum semester, they must complete the Employment Based Practicum Proposal for review. The student may not except an employment position within the practicum setting unless the EBP is approved.

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| Stipends |

If a practicum setting offers to pay a stipend to a practicum student, he/she may accept it as long as the student maintains role of intern/practicum student. If the distribution of a stipend to a practicum student proceeds with a need to secure documentation that supports human resources or a prn staff/employee, the practicum student may not accept the stipend. Without Employment Based Practicum approval (see above), a student may not be an employee (prn, shift, part time, full time).

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| **Role Descriptions and Responsibilities in Field Education** |

**School of Social Work**

1. The School of Social Work will provide a Coordinator of BSW Field Education to maintain regular communications with the Agency and to monitor record keeping relevant to evaluation of the students and practicum program.
2. The School of Social Work will designate a Faculty Field Liaison responsible for the coordination of student assignments and educational activities in consultation with the Agency, to assist with information required for student evaluation, and to resolve disputes as may arise.
3. The School of Social Work will provide the Agency with a current Field Education manual.
4. The School of Social Work will provide the Agency, in advance of placement, current information on dates of practicum assignments, hours or work, and the nature of educational assignments for each student.
5. The School of Social Work is responsible for monitoring and assisting in the evaluation of the learning experiences of the student, and providing needed educational material and instruction as required by the program. The School of Social Work is responsible for the maintenance of all records and reports of student's clinical experiences.
6. The School of Social Work agrees not to use the Agency name in any publications or advertising, except in University catalogs, bulletins, student handbooks and/or field manuals.
7. The School of Social Work will provide field orientation, as well as additional training for Agency Field Instructors as needed. These programs are planned to promote understanding of the curriculum of the Social Work Program, encourage communication and interaction, and develop expertise in practicum instruction.
8. The School of Social Work utilizes a portion of student fees to purchase appropriate professional liability insurance of at least One Million Dollars ($1,000,000.00) per occurrence and Three Million Dollars ($3,000,000.00) annual aggregate and School will provide proof of such insurance, upon request from Agency. *Restrictions: Standard exclusions such as use of automobiles, bodily injury. Claims such as these are covered under other types of insurance policies. Any claim where one of the allegations is sexual misconduct is subject to an aggregate of liability of $25,000. This is the most the insurance company will pay for damages for all claims. This does not apply to defense costs.*
9. The School of Social Work must approve all employment-related placement plans for students working and completing field education requirements in the same agency (Review the Employment-Based Practicum Policy).
10. The School of Social Work will periodically evaluate the total field education experience, including input from faculty field liaisons, field instructors, and students.
11. The School of Social Work reserves the right to delay, cancel, or continue the agency affiliation agreement when instances of agency/employee/organization and collective bargaining conflicts occur.

**Coordinator of BSW Field Education**

The Coordinator of Field Education is responsible for the administration of field practicum for the BSW which include the following responsibilities:

* 1. Oversee the development and maintenance of policies and practices for practicum operations.
	2. Oversee field placement admissions process.
	3. Recruit and develop prospective practicum settings that meet the need of generalist practicum experiences.
	4. Recruit and equip field instructors to provide integrative supervision.
	5. Oversee, supervise and monitor quality of practicums at the agency and student level of performance including employment-based practicums.
	6. Support and monitor the operation of faculty field liaisons.
	7. Assist students in securing a practicum experience by providing pre-field informational meeting, field orientation with field instructor, and conduct individualized field advising sessions.
	8. Mediating conflicts between students and their practicum setting as necessary.
	9. Monitor the field education social work curriculum and maintain standards within the program for CSWE accreditation.
	10. Evaluating agency settings, instructors by using formal student feedback instruments. (see Appendix D)

**Field Agency**

Field agencies are committed to strengthen students understanding of social work education by reinforcing student learning with the purposes, values, and ethics of the profession. They will promote these activities as demonstrated by:

* 1. The Agency signs the Memorandum of Understanding (also known as, Affiliation Agreement) and completes all appropriate forms prior to the student beginning field education.
	2. The agency provides written confirmation indicating acceptance of students for placement and will notify the School of agency/field instructor changes that may affect the student experience.
	3. The agency is responsible for providing the student with the appropriate orientation to agency personnel, policies, and procedures. A workspace will be provided.
	4. The agency will utilize the field education curriculum as outlined in this manual. Specific practice course syllabi will also be provided to facilitate integration of course content and practice behaviors (Review the Curriculum).
	5. The agency will make available space and resources necessary to fulfill educational requirements.
	6. The agency provides time for weekly supervision sessions between the field instructor and student. The minimum expectation is for one hour per week of formal supervision. Supervision is verified on students’ timesheet.
	7. The agency agrees to support the field instructor in attendance at Field Instructor Orientation/ training and additional enrichment opportunities, as well as required site visits for evaluation.
	8. The agency is responsible for notifying the School in a timely manner through the field liaison when a student's performance may jeopardize the successful completion of the placement.
	9. The agency ensures that under no circumstances will students prescribe, administer, or dispense medication or physical therapy.
	10. Along with the agency's commitment to educational goals, the agency agrees not to use students to substitute or displace employee positions in whole or in part.
	11. The agency will provide learning opportunities for the students that allow demonstration of (CSWE) core competencies and practice experiences which are consistent with the philosophy and values of social work
	12. The agency demonstrates high quality services compatible to the ethics and values of the social work profession as listed in the NASW Code of Ethics.
	13. The agency offers opportunities for students to take part in staff meetings, in-service training, interagency conferences, and other learning opportunities that arise.
	14. A Memorandum of Understanding (MOU) will be signed by the agency, School of Social Work, College of Health and Human Services and student which will be signed/dated prior to first day of practicum.

**Field Instructor**

Field Instructors are dedicated social work professionals who are committed to the next generation of social workers by providing insight, education, and growth to students in their placement settings. The criterion for selection includes:

* 1. All field instructors are expected to display a commitment to social work values and education through their work.
	2. BSW field students are required to have a field instructor with a BSW degree from a Council on Social Work Education (CSWE) accredited program. The field instructor is required to have two years post degree experience, as well as a minimum of one-year employment in practice setting.
	3. In a setting that does not employ a person with an accredited social work degree, a social service professional may be designated as the field instructor; however, the agency and student is required to secure an educational supervisor (see below for details) in addition to the non-social work degree field instructor.
	4. Field instructors may utilize tasks supervisors if the student has opportunities of varied learning in the agency. These tasks supervisors are required to attend field orientation, participate in the evaluation process and provide detailed information for students’ weekly field supervision.
	5. The field instructor will provide an educationally focused practicum experience as outlined in this Field Education Manual.
	6. The field instructor anticipates remaining in the field agency for the duration of the student’s practicum.
	7. In the case of a brief absence, the field instructor assigns someone at the agency to oversee the student’s learning.
	8. The field instructor is recognized in their area of practice as a competent professional whom adheres to ethical standards.
	9. The field instructor provides consultation for the student’s learning plan construction. Signed copies of the learning plan will be forwarded to the faculty field liaison by the deadline as outlined in course syllabus.
	10. The field instructor will provide weekly supervision for a minimum of one hour. The learning plan will be utilized during supervision to review tasks, measure competencies and provide feedback for the student’s learning experience. In addition, supervision will allow opportunities for the student to ask questions and promote the integration of classroom and field learning experiences. Supervision is verified on students’ timesheet by field instructor’s initial.
	11. The field instructor assigns and monitors the student’s performance when they are assigned to work with other agency staff as a part of their practicum experience.
	12. The field instructor orientates the student to agency policies and procedures. This includes but not limited to dress code, attendance, record keeping, practice procedures, and agency safety protocol.
	13. The field instructor attends and participates in the Field Instructor Orientation held prior to the spring semester.
	14. The field instructor provides times of availability to the student during the student’s practicum hours.
	15. The field instructor completes the student’s evaluation at mid-term and at the end of the practicum.
	16. The field instructor informs the Coordinator of BSW Field Education immediately in the event concerns arise in the student’s performance.
	17. The field instructor will communicate with the faculty field liaison on behalf of the student’s progress. This includes participating in at least two practicum site visits with the faculty field liaison and student.
	18. The field instructor will provide assignments which will enhance the student’s learning and professional growth as a generalist practitioner.
	19. The field instructor will review the student’s hours in the practicum setting and ensure the student has completed their required hours prior to the final evaluation.
	20. Field instructors are awarded three continuing education hours for the act of supervision issued from the School of Social Work.

**Educational Supervisor**

If an assigned agency does not have a field instructor with a Bachelor of Social

Work degree from an accredited university, the student is required to incorporate an educational supervisor. This service is voluntary; however, they are awarded three continuing education hours for the act of supervision.

An educational supervisor is required to have a Bachelor of Social Work degree from an accredited university. Two years of social work practice experience is strongly encouraged. The educational supervisor must be knowledgeable about the specific agency and population it serves and provide weekly supervision to assist student’s integration of social work knowledge, values and skills in the practice setting.

**Field Education Ad Hoc Committee**

Each academic year, two-three faculty representatives assist the Coordinator of BSW Field Education for various field issues that may arise including but not limited to:

* Review Employment Based Practicum proposals
* Review Field Award nominee applications

**Practicum Student**

The student’s role is a critical component in field education. Their primary responsibility is to act as an active partner in planning, carrying out, and evaluating their practicum with continual awareness of the expectations of a professional social workers mission, values, ethical principles, and ethical standards. They will be responsible for applying this professional code in their field placement. The following statements outline student expectations to be upheld throughout the field practicum setting; the SSW student will:

1. Be accountable for their actions and take ownership of their learning process; students should seek varied learning opportunities that are different than past experiences. There may be some exceptions within large agencies that have distinctly different subunits (e.g. large hospital systems or mental health centers).
2. Enroll in **SWK 490** Practicum in Social Work (9 credit hours). In conjunction with **SWK 480** Integrative Seminar(3 credit hours), this course satisfies the Public Affairs Capstone Experience. Failure to pass this course will result in failure to pass SWK 480 which is a graded course. Supplemental course fee. SWK 480 – Graded; SWK 490 Pass/Not Pass only.
3. Complete a minimum of 400 hours in the practice setting. Normal working days and hours (Monday-Friday 8am to 5pm). Practicum hours cannot exceed 40 hours in a week. Seminar course work will not count towards practicum hours.
4. Conduct them self in a professional manner including, but not limited to, being on time, dressing in accordance to agency policy, and immediately informing field instructors of unforeseen changes in their schedule.
5. Coordinates and communicate with Field Instructor re: absences from regularly scheduled field workdays. If a student is absent for any reason, including sickness, arrangements must be made to make up those hours. If an agency has approved a professional training and requests the student to attend, those hours (to not exceed two days) may count towards the practicum requirement.
6. Complete all University requirements in relation to field placement (see Admission Criteria and Field Placement Process)**.**
7. Communicate with the Field Instructor, Faculty Field Liaison and the Coordinator of BSW Field Education in a timely manner any conflicts that have arisen or might arise and be open to discussing strategies and problem-solving techniques to minimize any potential or ongoing conflicts in their field placement.
8. Establish and maintain a positive, courteous, and professional working relationship with the Coordinator of BSW Field Education, the Field Instructor, Faculty Field Liaison and agency staff in the field setting.
9. Adhere to the mission, policies, and procedures of the field agency and notifies the Faculty Field Liaison and Coordinator of BSW Field Education in a timely manner if there is any discrepancy between agency policy and professional ethics.
10. Work with the Field Instructor to prepare and implement a learning plan in their field agency.
11. Take responsibility for being an active participant in supervision with the Field Instructor by preparing and participating in weekly supervision meetings;
12. Maintain a weekly time sheet and obtains signatures from their Field Instructor and provides copies to Faculty Field Liaison by specified due date outlined in syllabus (See Appendix E). Supervision time verified on time sheet (Field Instructor’s initials).
13. Comply with the Patient Confidentiality and the Health Insurance Portability and Accountability Act (HIPAA). They shall follow all policies and procedures of the agency, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 CFR parts 160 and 164;
14. Have dependable transportation to the field agency;
15. Look for ongoing ways to apply classroom knowledge to field experience activities.
16. Always have a firm understanding of the social work code of ethics and apply these principles to the practice setting.
17. Complete all field hours over the course of the semester and be present at the agency throughout the entire academic semester as outlined by the SSW Program Calendar.

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| **Assessing and Supporting Student Progress** |

During the **Field Orientation for Field Instructors & Practicum Students,** field instructors are introduced to the goals, policies, and expectations for practicum. They will begin the process of identifying tasks that would provide practice experience in each competency outlined in the 2015 EPAS. This orientation is mandatory for both field instructor and student and occurs prior to spring semester.

**Monitoring** ensures the educational direction of the practicum while also assessing student performance. Assessing student performance will be the primary role of the faculty liaison. The faculty field liaison will be responsible for certifying and evaluating the quality of the student’s learning experiences and the quality of the student’s overall performance. Field instructors and students are made aware of the criteria and means for assessing student progress through the BSW Field Education Manual (see method of evaluation), the mandatory training session held for field instructors (Field Instructor Orientation), and the student field orientation held prior to the beginning of the semester for students entering field practicum.

Each student enrolled in field will be assigned a faculty field liaison (seminar instructor). The faculty field liaison will make a minimum of two visits (more if deemed necessary) to the student’s field education setting each semester. Each visit will include a conference with the field instructor and student (as well as the educational supervisor, if applicable).

Monitoring is not solely a Missouri State University School of Social Work responsibility. The field instructor (host agency supervisor) is also responsible for using tools, which enable assessment of the student’s performance and learning. This is critical because, ultimately, the agency holds the field instructor responsible for the student’s work. Methods of supervision may include but not limited to:

* Direct observation of the student
* Supervisory conference for mutual evaluation of the student’s performance
* Feedback from other agency personnel or representatives with whom the student interacts
* Field logs, process recordings, or other written assignments
* Video or audiotapes
* Client feedback about the student’s interactions
* Review of learning objectives
* Evaluation of student cases.

By carefully monitoring student performance, the agency and the SSW may collaborate effectively in evaluating the student’s readiness for professional practice. At the onset of the field experience, the student, along with Field Instructor input, will develop a Learning Plan. The student, field instructor, and faculty liaison that perform monitoring and evaluation tasks will utilize this learning contract which also serves as the ongoing evaluation instrument.

Determining that a student’s performance is so unsatisfacto­ry as to preclude successful completion of the practicum is perhaps the most difficult task that the field instructor and School of Social Work may face. Identifying what consti­tutes unsatisfacto­ry work is complicated. However, a fair determination is best made with deliberate and careful collaboration between the field instructor, faculty liaison, Coordinator of Field Education, and student.

Student performance and competency achievement are formally and numerically evaluated at two intervals (midterm and practicum completion). Field instructors evaluate student’s competency (professional use of self, learning and skills) based on their performance of the tasks/activities which are correlated with 2015 EPAS 9 goals/objectives. Field instructors use a standardized numerical rating system to assess performance. The numerical rating system is a standardized Likert scale developed by the SSW, defined in Table 1.

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| **Table 1: Learning Plan Rating System for****Assessing Student Competency in Field Practicum** |
| **9-10 = Capstone**  | Student demonstrates a high degree or complete competency  |
| **7-8 = Milestone** | Student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change |
| **1-6 = Benchmark** | Student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change |

During midterm, students conduct self-assessments of their performance and meet with their field instructors to discuss and compare/contrast their observations and respective ratings. The process is a learning experience to practice using supervision, accepting feedback on performance, and developing self-awareness and self-appraisal skills. However, it is the field instructors’ assessment that is officially recorded on the learning plan documents. Also at midterm, the seminar instructors/faculty liaisons conduct their second agency site visit to discuss students’ performance, review the midterm ratings on the learning plans (those ratings as evaluated by the field instructors), and assess needs for the remaining time in practicum.

At practicum completion, the process repeats: field instructors evaluate students’ competency (learning and skills) based on their performance of the tasks/activities, goals, and objectives outlined in the students’ learning plan documents. Field instructors use the same standardized numerical rating system to assess performance as they did at midterm. Again, students conduct self-assessments of their performance and meet with their field instructors to discuss and compare/contrast their observations and respective ratings.

It is the field instructors’ assessment that is officially recorded on the learning plan documents. By final review, students must earn at least a “7” = Milestone rating which demonstrates moderate competency expectations and demonstrates growth and change. If students are unable to achieve the “7” rating on all learning plan objectives, they will be unable to earn the required passing grade for practicum. The learning plans with final evaluation of students’ competency require signatures from students, field instructors, educational supervisors, and faculty liaisons. Learning plan documents are submitted to faculty liaisons, with the documents becoming part of the students’ permanent SSW file.

Students’ earning mid-term score of 7 or above (Milestone to Capstone), but subsequently demonstrate unethical or unprofessional behavior may result in termination of practicum (see termination of practicum in Field Education General Policies). Students’ final scores of 6 or below (Benchmark = marginal to no competency demonstrated and is having problems working on identified area(s) with limited evidence of growth and change), will not pass in SWK490 or the companion seminar course SWK 480.

Removal of a student from the agency or assignment of a failing grade for field education is a responsibility the SSW takes very seriously. Every effort is made to protect the student's rights. However, these rights must be carefully balanced against the professional obligation to assure quality in service delivery to clients. Refer to MSW Handbook for retention and dismissal policy.

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| **Field Education General Policies** |

**FERPA Policy**

To ensure student privacy, the Missouri State University School of Social work adheres to The Family Education Records Privacy ACT (FERPA) which is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. MSU School of Social Work employees, field liaisons, and field instructors must comply with this law when releasing information from the student’s education file. Students are provided an opportunity to complete the FERPA consent form during pre-field orientation. They have the option to date the form for only the duration of the academic year for practicum purposes or they may leave date open ended in order to provide ongoing references to potential future employers or academic settings. A signed consent is required for references over the phone, email or letter correspondences to third parties.

No release is needed if the reference is given directly to the student. Below is the link to access the form; however, students are provided a copy of this form during pre-field orientation. <https://reslife.missouristate.edu/assets/reslife/FERPA_ReleaseOfInformationAuthorizationForm.pdf>

**Hours / Time Records / Holidays**

BSW students are expected to complete a minimum of 400 clock hours in the agency experience beginning no early than the first day of the semester and concluding by the university ‘dead day’ prior to the final exam period.

Specific hours for practicum are negotiated between the field instructor and student. Flexibility is permitted but not at the expense of the educational experience or agency service delivery. Hours are not to be banked or used in such a way as to finish “early.” Dates regarding the finish of practicum are provided verbally and through handouts during the Field Orientation. Field instructors are expected to accommo­date the student's seminar class schedule. *Please do not expect students to participate in field activities when they are supposed to be in class.*

Students may take agency holidays. Field instructors may negotiate with the individual student to work on holidays. It is important to note that a student must accrue, at a minimum, the total number of hours required for his/her respective educational experience. Work hours *are not credited* for holidays taken. University holidays/Spring Breaks, etc., are not accommodated for in the field.

It is the student's responsibility to monitor his/her work hours and maintain accurate documentation of time worked on the Time Sheets designated by the SSW. Field Instructors are expected to review and sign the student's time record and document on the final evaluation form the total number of work hours accrued.

**Personal Leave**

The schedule for field instruction does not accommodate any hours for personal leave. All hours missed must be made up by the student in order to achieve the required number of practicum hours by the end of each semester. If the student is ill or encounters an emergency, thus preventing participation according to the expected work schedule, s/he is expected to notify the field instructor and faculty liaison, in compliance with professional behavior. However, 450 practicum hours must be completed in order to complete/pass the course.

**Travel**

Travel time to your practicum site, to a continuing education or skill training event does not count towards your practicum hours. However, travel time for tasks/activities/supervision related to your practicum maybe included in your practicum hours (e.g. accompanying clients to their appointments, securing resources, home visits, team meetings, networking events, meeting with educational supervisor (if applicable).

**Transporting Consumers and/or Agency Personnel Policy**

Students are encouraged to use an agency vehicle when transporting clients, consumers, or agency personnel on behalf of the field placement agency. If a student elects to use a privately-owned vehicle~~,~~ as part of his/her field placement responsibilities, s/he is responsible for obtaining and maintaining adequate liability insurance in compliance with state law. The University does not maintain insurance coverage for privately-owned vehicles and is not responsible for property damage or personal injury related to a student’s operation of a motor vehicle, whether owned by the agency or privately-owned.

**Transporting Medication Policy**

At the direction of the field placement agency, and after appropriate training/instruction from the agency, students may transport and deliver packaged medication that has been prepared by qualified professionals. Students are not to dispense or package medication under any circumstances.

**Attendance at Professional Workshops**

While the School of Social Work believes a student's participation in professional workshops can be a productive learning experience, it takes no absolute position regarding approval of such an experience for field education hours. It is entirely up to the field instructor to decide whether a particular meeting a student wishes to attend has sufficient value in the context of the student's field education needs and agreed-upon learning objectives. The field instructor may determine

whether such an experience may be attended during regularly scheduled agency hours and/or whether to count the experience as official field time. If the latter is allowed, it is expected that the field instructor will review with the student the learning obtained from the meeting and how it fits into the broader educational objectives. In simple terms, the field instructor, not the School of Social Work or faculty liaison, has the decision-making power regarding student attendance at and time accrual for workshops on field days. Ultimately, attendance at agency-related seminars or professional workshops may be counted as part of the student's total hours, only with approval of the field instructor. *Students do not have permission to be absent from other social work courses in order to fulfill practicum commitments, including attending professional workshops.*

**End-of-Field Practicum Evaluation**

Students complete an evaluation of the field practicum, which includes information about orientation to the agency, student assignments, faculty liaison, field instruction and recommendations. Field instructors also complete an evaluation of the field practicum process, which includes information surrounding the student’s readiness and preparedness for field, the actual placement process, the dissemination of information, and the quality of the interaction of the faculty liaison. Recommendations for improvement are also solicited so the SSW may engage in a continuous flow of feedback regarding the quality of field sites and educational instruction to improve the overall quality of the field education program.

**Change of Placement**

Change of placement can be disruptive to the learning process, and it is therefore strongly discouraged. However, a change in placement maybe initiated by the student, field liaison, field instructor or Coordinator of Field Education (including West Plains and Joplin site coordinator). The student's assigned field placement can be changed when the Coordinator of Field Education and/or Site Coordinator have determined that an appropriate learning environment is not being provided at the agency. Reasons may include the disruption of agency programs or services due to staff turnover or other personnel problems, the departure of the field instructor due to change of position or employment, or budgetary problems at the agency. In such cases, the accumulation of the required field work hours may be disrupted, due to the length of time required to obtain another agency, thus requiring an extension of time which could delay the student’s graduation date.

**Termination from Field Agency**

Students can be asked to discontinue their field placement at an agency for a number of reasons. Where appropriate, every effort will be made to find an alternative placement for the student. However, when the student is asked to leave the agency as a result of actions that violate basic social work professional standards and values or that violate the NASW Code of Ethics, the Department reserves the right to terminate the student's progress in the Field Practice sequence. Reasons for termination include:

* A breach of NASW Code of Ethics.
* A breach of a field agency's policies.
* Chemical dependency or use of illegal drugs during one's placement or course of study.
* A hostile or resistant attitude toward learning or supervision.
* Inappropriate or disruptive behavior toward colleagues, faculty, and staff at the field placement or other settings.
* An inability to carry out one's assignments in an agency setting.
* Behavior that is emotionally or physically damaging to clients.
* Chronic absenteeism
* Lack of ability to utilize feedback effectively
* Conviction of a crime during one's course of study
* Repeated failure to demonstrate an ability to work effectively with client systems.

Removal of a student from the agency or assignment of a failing grade for field education is a responsibility the SSW takes very seriously. Every effort is made to protect the student's rights. However, these rights must be carefully balanced against the professional obligation to assure quality in service delivery to clients. Prior to removing a student from a practice setting due to substandard performance (Benchmark), the SSW will ensure that:

* The student has been given detailed feedback of substandard performance in the practice setting providing specific examples of unacceptable performance), and provided with additional support and remediation in an effort to assist the student in meeting expected levels of performance (Note: all such feedback and remediation efforts should be documented by the department or program).
* The student’s substandard performance (which may include poor judgement and/or unprofessional behavior) has been verified by at least three faculty members (including classroom instructor, field instructor and educational supervisor, faculty liaison/seminar instructor).
* Evaluation of the student’s practicum performance including feedback sessions/weekly supervision with the student, have occurred consistently across at least half of the practicum; and
* The Dean of the College, Dean of the Graduate College (for graduate students), and the Office of the Provost, are notified early in the process that practicum removal, resulting in program dismissal is, a potential outcome.
* If a student is removed from practicum, the student will be notified in writing the he/she is being removed and dismissed from the program at the end of the current semester due to a failure to meet performance standards. Notification of dismissal should occur within 2 weeks before the end of the academic semester.
* The student may appeal his/her dismissal to the Dean of the College within five calendar days of receiving the notification of such dismissal.
* The student may appeal a decision to uphold the dismissal by the Dean of the College to the Office of the Provost (Graduate College for Graduate students) within five calendar days of receiving notification of the Dean of the College’s decision.
* A decision to uphold the dismissal by those stated above,

**Student Grievances**

Studentswho have a complaint about a grade will need to follow protocol set forth in the School of Social Work BSW Handbook. If a student is experiencing other problems related to fieldwork, the student should contact the field liaison (seminar instructor) or Coordinator of Field Education/Site Coordinators. If problems are not resolved after a meeting with the above mentioned faculty, then the student should follow the procedure set forth in the School of Social Work BSW Handbook**.**

|  |
| --- |
| **Monitoring Student Safety**  |

**Field Education Safety Policy:**

Students-interns must consult with agency field instructors regarding the handling of specific situations that have the potential for threatening personal safety. For example, student-interns and field instructors need to discuss and plan for situations in which a student-intern may have contact with clients who are intoxicated, high on drugs or in withdrawal, have neurological problems, or for other reasons have difficulty dealing with overwhelming emotions or with impulse control. In such situations there may need to be a plan for assistance with clients. The field instructor and student should discuss any such issues related to safety measures in the agency or field setting and establish a safety plan.

When meeting with clients within the office setting, student-interns need to ensure personal safety by making client appointments when agency staff are present. If you are going to another agency or to another department at the agency, or if you are perhaps visiting residential client(s) in their room within the facility, always let the staff know where you are going and when you will return. The nature of the agency setting, as well as the individual client, must be considered when planning for personal safety.

**Critical Incidents Reporting**

The social work department is committed to ensuring the safety of our students at all times while they are fulfilling the field placement requirements. To most effectively protect the safety needs of students in field placements, the following steps should be observed when your safety has been compromised.

1 Immediately notify your agency supervisor of the incident, indicating what happened, who was involved, and the type of injury sustained (if any).

1. If medical attention or police involvement is needed, you should coordinate with your agency supervisor (or designee) to contact the appropriate parties to obtain the needed services. The student will contact the director of field instruction to report the incident.

3 The student will complete any agency required incident reports and submit them to the appropriate authority. A copy of this report should be sent to the director of field instruction within two days of the incident.

1. If the agency does not have an incident report, the student will draft a memo briefly detailing the particulars of the incident, including what happened, where, when; who was involved; and what were the outcomes. This report will be submitted to the director of field education and the agency field instructor within two days of the incident.

**Sexual Harassment Policy**

All provisions of the University's sexual harassment policy apply to agency based field placements. Students enjoy the protections provided by the University's policy within their field placements. Students are required to conduct themselves within the guidelines of the National Association of Social Workers Code of Ethics. The sexual harassment policy is explained on the Missouri State University link: <https://www.missouristate.edu/sexualassault/>

**GREEN DOT SCHOOL OF SOCIAL WORK PLEDGE:**

The School of Social Work at Missouri State University is committed to being a safe, violence-free zone for students.  To make sure this happen, all social work students and faculty are strongly encouraged to play a role in combatting violence by being a positive and active bystander.  If you, or someone you know, has experienced violence please know you will be supported and heard.  Also, know that you are not alone. If you need immediate assistance, please call 911.  In all other situations, please contact the following resources for assistance:  Harmony House’s 24-hour Crisis Hotline (417/864-SAFE 7233), Springfield Police Department (417/864-1810), MSU Safety & Transportation (417/836-5509), Title IX (417/836-8506), MSU Dean of Students (417/836-5527), MSU Counseling (417/836-5116), MSU Health & Wellness (417/836-4000), or the Victim’s Center (417/863-7273).

**APPENDIX A: Agency Profile Form**

**Missouri State University School of Social Work Field Agency Profile**

Date Completed:

Name of Agency/Organization:

Address:

City: State Zip:

Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Information:

E-mail address:

Phone:

Fax:

Agency website:

|  |
| --- |
| Type of Organization: (check) |
| * Public
 | * Private, for profit
 |
| * Private, not for profit
 | * Other (specify)
 |

**BRIEF DESCRIPTION OF AGENCY MISSION/SERVICES** (Include brochures, if available)**:**

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

Number of MSW’s\_\_\_\_\_\_\_ Number of Master’s Degrees in Related Field\_\_\_\_\_\_\_\_\_\_

Number of BSW’s\_\_\_\_\_\_\_

**LEVEL OF SOCIAL WORK STUDENT ELIGIBLE FOR PRACTICUM AT AGENCY *(Check all that apply):***

|  |  |  |
| --- | --- | --- |
| * BSW
 | * MSW Student (Generalist)
 | * MSW Advanced Generalist
 |

**Describe your procedure for selecting practicum students (resume, interviews, etc.):**

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

How much advance notice do you need to consider/accept students? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What options will you offer a practicum student in your organization? (*check all that apply*)**

|  |  |
| --- | --- |
| * Block (one semester)
 | * Concurrent (two semesters)
 |
| * Summer Option
 | * All options are available
 |

**Requirements of Students:**

Distribution of hours/week (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Specific times for attendance (specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Specific training (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Special expenses (eg: parking; physical exams, etc.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prior experience (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home visits (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Criminal records background check? | * Yes
 | * No
 |
| Responsibility for background check? | * Student
 | * Agency
 |
| Abuse/Neglect background check? | * Yes
 | * No
 |
| Is a formal orientation provided? | * Yes
 | * No
 |
| Can a student using public transportation meet requirements for your site? | * Yes
 | * No
 |
| Immunizations/health verification? | * Yes
 | * No
 |
| If yes, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Please list any other conditions of the practicum experience the student may need to be aware of:

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

**Additional Considerations**

|  |  |  |
| --- | --- | --- |
| Are practicum opportunities available for evenings/weekends | * Yes
 | * No
 |
| If yes, is supervision available? | * Yes
 | * No
 |
| Can practicum be completed entirely during evening/weekend hours? | * Yes
 | * No
 |
| Is financial support available? | * Yes
 | * No
 |
| If yes, please check all that apply: |  |  |
| Stipend | * Amount?
 | * Travel
 |
| Is training provided to students around issues of safety in the agency, with clients and the community served by the agency? | * Yes
 | * No
 |
| Is your organization equipped to provide practicum opportunities for: |  |  |
| International student for whom English may be a second language | * Yes
 | * No
 |
| Visually/hearing impaired students | * Yes
 | * No
 |
| Students utilizing adaptive equipment (e.g. wheelchair) | * Yes
 | * No
 |
| (please describe):  |

**FIELDS OF SERVICE *(Check all that apply):***

|  |  |  |
| --- | --- | --- |
| * Adult Day Care
 | * Emergency Assistance
 | * Legislation
 |
| * Advocacy
 | * Employee Assistance
 | * Outpatient Mental Health
 |
| * Ambulatory Care
 | * Employment
 | * Physical Disabilities
 |
| * AIDS/HIV
 | * Family Court
 | * Prevention (specify):
 |
| * Business
 | * Family Service
 |  |
| * Case Management
 | * Gerontology
 | * Recreation
 |
| * Child Welfare
 | * Gov’t. Admin/Planning
 | * Rehabilitation:
 |
| * Community Health
 | * Health & Wellness Program
 | * Acute Physical
 |
| * Community Planning
 | * Homelessness
 | * Subacute
 |
| * Community Relations
 | * Home Health Agency
 | * Substance Abuse
 |
| * Criminal Justice
 | * Hospice
 | * Vocational
 |
| * Offender Program
 | * Hospital:
 | * Residential Care:
 |
| * Penal System
 | * + Acute Medical
 | * + Children
 |
| * Victim Services
 | * + Psychiatric
 | * + Elderly
 |
| * Developmental Disabilities
 | * Housing
 | * School
 |
| * Drug Abuse
 | * Information/Referral
 | * Skilled Nursing
 |
| * Eating Disorders
 | * International Services
 | * Women’s Services
 |
| * Economic Development
 | * Legal Services Agency
 |  Other:  |

**SERVICES OFFERED/LEARNING OPPORTUNITIES AVAILABLE *(Check all that apply):***

|  |
| --- |
| **Clinical** |
| * Aftercare
 | * Family Services:
 | * Mentoring
 |
| * Assessment
 | * Adoption
 | * Multidisciplinary
 |
| * Child Abuse/Neglect
 | * Divorce/Custody exchange
 | * Teamwork
 |
| * Case Management
 | * Family Preservation
 | * Pregnancy Counseling
 |
| * Client Empowerment
 | * Foster Care
 | * Therapy
 |
| * Prevention/Education
 | * Rehabilitation
 | * Individuals
 |
| * Counseling
 | * Group Work:
 | * Families
 |
| * Crisis Intervention
 | * Educational Groups
 | * Groups
 |
| * Discharge Planning
 | * Support Groups
 | * Other (specify):
 |
| * Domestic Violence
 | * Health Education
 |  |
| * Elder Abuse/Neglect
 | * Information/Referral
 |  |
| * In-home Services
 |  |  |
| **Community** |
| * Advocacy
 | * Legal Services
 | * Research
 |
| * Community Development
 | * Legislative Activities
 | * Social Action
 |
| * Community Education
 | * Networking
 | * Teaching (classroom)
 |
| * Community Organizing
 | * Outreach
 | * Understanding
 |
| * Conference Planning
 | * Policy Analysis
 | * Community Systems
 |
| * Government Relations
 | * Policy Information
 | * Working with Volunteers
 |
| * Group Work:
 | * Prevention/Social Problems
 | * Other (specify):
 |
| * Community Groups
 | * Public Speaking
 |  |
| * Educational Groups
 |  |  |
| **Management** |  |  |
| * Administration
 | * Human Resource Dev.
 | * Public Relations
 |
| * Budgeting/Fiscal Mgt.
 | * Peer Review
 | * Quality Assurance
 |
| * Consultation/Collaboration
 | * Personnel Management
 | * Research
 |
| * Data Collection
 | * Planning
 | * Work with groups:
 |
| * Executive Governance
 | * Program Coordination
 | * Board
 |
| * Fund Raising:
 | * Program Development
 | * Committees
 |
| * Grant writing
 | * Program Evaluation
 | * Community
 |
| * Events
 | * Other (specify):
 |  |

**LEARNING RESOURCES AVAILABLE**

|  |  |  |
| --- | --- | --- |
| Internet | Practice Manuals | Professional journals |
| Professional research library | Published practice guidelines | Systematic reviews |

**DIVERSITY OF CLIENTELE SERVED BY AGENCY *(Check all that apply):***

|  |  |  |
| --- | --- | --- |
| **Age** | **Sexual Orientation** | **Socio-Economic Status** |
| * Infant/Toddler
 | * Gay
 | * Poverty Level or Below
 |
| * Pre-School
 | * Lesbian
 | * Average Income
 |
| * Elementary
 | * Heterosexual
 | * Above Average Income
 |
| * Adolescents
 | * Bi-Sexual
 |  |
| * Young Adults
 | * Transgendered
 |  |
| * Adults
 |  | **Gender** |
| * Older Adults
 |  | * Male
 |
| **Ethnic Groups** | **Family Status** | * Female
 |
| * Caucasian
 | * Step-parent Families
 |  |
| * African American
 | * Single Parent
 | **Residence** |
| * Asian
 | * Two-Parent
 | * Urban
 |
| * Hispanic
 | * Other family forms
 | * Suburban
 |
| * Native-American
 | (grandparent, foster, etc.) | * Rural
 |

**VENUE OF SERVICES:**

Describe the Learning opportunities that are face-to-face with the client system:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **APPENDIX B: Memorandum of Understanding**

**M E M O R A N D U M O F U N D E R S T A N D I N G**

 BETWEEN

MISSOURI STATE UNIVERSITY SCHOOL OF SOCIAL WORK

AND

***Name of Agency***

*and*

STUDENTS ENROLLED IN FIELD PRACTICUM COURSES

 I.

THIS MEMORANDUM OF UNDERSTANDING is made this 1st day of **January 20\_\_**, by and between **MISSOURI STATE UNIVERSITY SCHOOL OF SOCIAL WORK** (hereinafter called the **"University"**) and, ***Name of agency***  (hereinafter called the **"Agency"**).

 II.

**WHEREAS**, the University has established an approved professional undergraduate and graduate Social Work Program which has been accredited by the Council on Social Work Education; and

**WHEREAS**, one of the objectives of this program is to educate persons to work directly with people and agencies who experience and handle social, economic, health and emotional problems; and

**WHEREAS**, it is the desire of the University to utilize resources of the Agency for students enrolled in social work practicum courses of the University; and

**WHEREAS**, the Agency has such facilities and supports and encourages their use for educational purposes;

**NOW THEREFORE,** the parties mutually agree to the following:

A. The University and the Agency jointly agree:

1. As of **January 1, 20\_\_**, the Agency will allow the University to use its facilities for the education of social work students enrolled in the practicum components of the Social Work Program at the University.

2. This Memorandum shall be effective for a period of one (1) year and is automatically renewed at the end of each one-year period for another one-year period unless written either party gives notice of termination not less than ninety (90) days before the end of the contract period. Either party may terminate this agreement by giving the other party not less than (90) day’s written notice of termination. This Memorandum may be terminated at any time by mutual consent.

3. The determination of the number of students to be assigned to the Agency shall be negotiated between the Agency and the University. The Agency retains authority over the final decision of the number of students it can accommodate.

4. The Agency and University shall cooperate in the placement of students, each sharing responsibility for the final selection of students. The Agency has no obligation to work with a student who is initially considered to be unsuited to the Agency program. If a student, after placement, is found to be unsuited to the Agency program in the sole judgment of the Agency, after collaboration with all parties, the University has the obligation to withdraw the student from the Agency.

5. The University will confer with the Agency prior to the placement of any student in order to establish or to review the purpose, provisions, and responsibilities involved in the practicum experience.

6. No party to this Memorandum shall, in connection with any aspect of its performance, discriminate against any person by reason of race, color, gender, age, creed, political orientation, sexual orientation, religion, disability, national or ethnic origin.

7. The parties agree that practicum students are not employees and that the placement of practicum students is not intended to replace regular paid employees or contracts for services. Employment based practicums require approval of the Coordinator of Field Education. (Some students receive stipends or scholarships for practicums but are not employees.)

8. The parties agree that there shall be no fees paid by the Agency to the student or the University for students participating in the practicum. Further, there is no financial obligation on the part of either institution or the other.

9. The University and Agency agree to prohibit students, faculty or staff from publishing any materials as a direct result of the practicum experience in the Agency, unless such publication is approved for release, in writing, by the Agency and the University, such approval not to be withheld unreasonably.

10. University and Agency retain the privilege to exchange and review materials relevant to Students’ clinical education, and will comply with the Family Educational Rights and Privacy Act. Information from Students’ educational records will not be disclosed without the express written consent of Students.

11. Both University and Agency will be responsible for the acts and conduct of their respective agents and employees, but only to the extent permitted by law; further, nothing in this provision shall be construed as any waiver of any sovereign, official, governmental immunity on the part of either University or Agency.

B. Responsibilities of the Missouri State University Social Work Program:

1. The University will provide a Coordinator of Field Education to maintain regular communications with the Agency and to monitor record keeping relevant to evaluation of the students and practicum program.

2. The University will designate a Faculty Liaison responsible for the coordination of student assignments and educational activities in consultation with the Agency, to assist with information required for student evaluation, and to resolve disputes as may arise. At the request of the Agency, the University has the obligation to withdraw from the Agency a particular Coordinator of Field Education, Faculty Liaison or other faculty member involved in the program.

3. The University will provide the Agency with a current Field Education manual.

4. The University will provide the Agency, in advance of placement, current information on dates of practicum assignments, hours or work, and the nature of educational assignments for each student.

5. The University is responsible for monitoring and assisting in the evaluation of the learning experiences of the student, and providing needed educational material and instruction as required by the program. The University is responsible for the maintenance of all records and reports of student's clinical experiences.

6. The University agrees not to use the Agency name in any publications or advertising, except in University catalogs, bulletins, student handbooks and/or field manuals.

7. The University will provide orientation workshops for Agency Field Instructors as needed. These programs are planned to promote understanding of the curriculum of the Social Work Program, encourage communication and interaction, and develop expertise in practicum instruction.

8. Missouri State University or Student shall carry appropriate professional liability insurance of at least One Million Dollars ($1,000,000.00) per occurrence and Three Million Dollars ($3,000,000.00) annual aggregate and School will provide proof of such insurance, upon request from Agency. *Restrictions: Standard exclusions such as use of automobiles, bodily injury. Claims such as these are covered under other types of insurance policies. Any claim where one of the allegations is sexual misconduct is subject to an aggregate of liability of $25,000. This is the most the insurance company will pay for damages for all claims. This does not apply to defense costs.*

C. Responsibilities of the Agency

1. The Agency will designate one or more staff person(s) with appropriate qualifications to instruct and to supervise the student(s) in relationship to daily responsibilities of the Agency, and to be available for such consultation as needed by the University to insure student learning. If there are to be multiple supervisors, a primary supervisor will design, coordinate, and be accountable for the daily learning experience and will be responsible for coordination of evaluation reports.

2. The Agency will allow time for the Field Instructor to provide direct supervision of the student for a minimum of one hour per week. Additional time will be provided for preparation for the student's educational experience and conferences with the student and Faculty Liaison.

3. The Agency will make its facilities available, including conference and classroom space, for students and faculty of the program on a space-available basis.

4. The Agency will make available to the University current Institutional Policies in order that this information can be disseminated to instructors and students.

5. The Agency will provide time for the Field Instructor to attend an orientation workshop, given by the University, before the Field Instructor becomes responsible for students.

6. The Agency will provide office arrangements, which enable the student to function effectively and safeguard confidential materials.

7. The Agency will communicate with the Faculty Liaison and/or Coordinator of Field Education any concern regarding the student's performance.

8. The Agency staff will cooperate in the University's evaluation of student performance by submission of evaluation reports required by the University which describe the student's learning and performance in the field.

9. The Agency will consult with the Faculty Liaison and/or Coordinator of Field Education if specific circumstances arise which require the Agency to ask that a student be withdrawn from practicum during the semester.

10. The Agency agrees to cooperate in arranging student schedules, which will not conflict with the schedules of the student's University course work.

11. The Agency agrees to permit, upon reasonable request, the inspection of clinical and related practicum facilities by the University and organizations, which credit the University. The Agency agrees to allow the Faculty Liaison access to the Agency's facilities and such records as are necessary to evaluate the professional performance of the students.

D. Responsibilities of the Student:

1. The University will inform the student that:

a. The student is responsible for the development of a learning plan to be used by the student, University, and Agency to evaluate the student's performance.

b. The student will follow Agency and University policies, procedures, programs and operating standards, rules and regulations (i.e. hours of Agency operation, absences from work, record keeping, etc.).

c. The student will be under the actual control and supervision of the Agency during participation in practicum activities.

d. The student will complete all required documentation, such as process recording, treatment summary recording, and reports required by the Agency and University.

e. The student will prepare for and participate in regular evaluation conferences.

f. The student is expected and required, professionally and ethically, to maintain confidentiality as expected and required by law, as if an employee of the agency. Further, the student should give priority to clients' rights and needs over his or her own.

g. The student will maintain professional standards in compliance with the NASW Code of Ethics and the School of Social Work Standards and Essential Functions.

h. The student is responsible for his or her own health and accident and automobile insurance. If the Agency has health requirements, the student is expected to meet the requirements of the Agency.

i. The student is not an employee and is not entitled financial remuneration during the practicum. (Exceptions: Employment based practicums or stipends/scholarships are available in some agencies).

j. The student is responsible for transportation to and from the practicum.

k. The student is responsible for the costs of equipment, materials and supplies that are broken or damaged due to the student's negligence.

l. The student is responsible for damage to his or her own clothing or other possessions, and is responsible for his or her own personal illness or injury that might occur while on the Agency's premises.

m. The student is responsible for fulfilling all requirements and following all policies of the University as stated in the course syllabi for all SWK Practicum courses.

We the University and the Agency, have read the foregoing Memorandum of Understanding, and acknowledge our acceptance of the content hereof by affixing our signatures below.

"University" "Agency"

MISSOURI STATE UNIVERSITY ***Name of agency***

SCHOOL OF SOCIAL WORK mailing address

901 S. National St

Springfield, MO 65897.

By: By:

Mark Smith, Ph.D. Print Name:

Dean, McQueary College of Health & Human Services

By:

 Michele Day, Ph.D.

Director, School of Social Work

M E M O R A N D U M OF U N D E R S T A N D I N G

BETWEEN

MISSOURI STATE UNIVERSITY SCHOOL OF SOCIAL WORK

AND SSWK PRACTICUM STUDENT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 AND

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Name of agency*

FOR

STUDENTSENROLLED IN FIELD PRACTICUM COURSES

* I have read this Memorandum of Understanding between the University and the

Student and the Agency.

* I specifically understand and agree to comply with the requirements of Section D, “Responsibilities of the Student”.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (print)

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_

Witness:

BY:

**APPENDIX C: Employment Based Practicum Proposal**

**MISSOURI STATE UNIVERSITY**

**SCHOOL OF SOCIAL WORK**

**Employment-Based Practicum Proposal**

A student’s place of employment serving as a practicum agency site is not considered an optimal situation. Student learning can be restricted in an employment setting. Employment supervisors, colleagues, students, and clients may experience role confusion in the educational supervision process, thus detracting from the student’s overall learning experience during practicum.

Students, field instructors, and agencies participating in employment-based practicums must comply with the same standards required for non-employment-based practicums (see BSW Field Manual). If a student proposes to use the place of employment for field education, the Coordinator of Field Education will:

1. Assess the setting to determine its appropriateness as a field education site as a Generalist Social Work practicum.
2. Ensure the availability of release time for student’s field instruction and attendance at practicum seminar class.
3. Ensure that student opportunities, assignments, and responsibilities differ from those of employment to maximize student learning.
4. Ensure that the student has a different field instructor (based on selection of practicum instructors and preceptors) than that of employing supervisor and the experience is educationally focused.

Students must submit proposals requesting an employment-based practicum. The Field Education Coordinators will carefully review and assess students’ proposals. Students requesting employment-based practicums must submit the following written proposal to their campus’ BSW Field Education Coordinator in a Word document attached via email. Refer to field ‘Important Dates Section’ for current due dates.

Upon the proposal’s approval, the student will provide the BSW Field Education Coordinator an original, hard copy of the proposal with required signatures. The proposal’s approval is not complete until the BSW Field Education Coordinator receives an original document with the required signatures.

Practicum students submit proposals to Rrussell@MissouriState.edu by designated due date. Approval required before student is granted an Employment Based Practicum.

**MISSOURI STATE UNIVERSITY**

**SCHOOL OF SOCIAL WORK**

**Employment-Based Practicum Proposal**

**For BSW Field Education**

1. **Student Name:**

|  |
| --- |
|  |

1. **Field Semester (semester/year):**

|  |
| --- |
|  |

1. **Description of Employing Agency**
	1. **Name:**

|  |
| --- |
|  |

* 1. **Address:**

|  |
| --- |
|  |

* 1. **Scope of Agency’s Services & Clients Served:**

|  |
| --- |
|  |

1. **Student’s Employment Status**
	1. **Current Job Title:**

|  |
| --- |
|  |

* 1. **Length of Time Employed at Agency:**

|  |
| --- |
|  |

* 1. **Length of Time in Current Job Assignment:**

|  |
| --- |
|  |

* 1. **Name/Title of Your Current Immediate Employment Supervisor:**

|  |
| --- |
|  |

* 1. **Description of Current Job Duties:**

|  |
| --- |
|  |

* 1. **Current Work Schedule/Hours:**

|  |
| --- |
|  |

* 1. ***An agency job description of student’s current position is required and must be submitted with this proposal. Proposals are incomplete without this job description and will not be* *approved*.**
1. **Proposed Employment-Based Practicum Experience:**
	1. **Job Title & Duties (check one):**

|  |  |
| --- | --- |
|  | I will keep my same job title/job duties and am adding new learning activities and tasks.  |
|  | I will keep my same job title/job duties and am adding an additional, new position with new title/job duties.  |
|  | I will switch from my current job title/job duties and assume completely new job title/job duties.  |
|  | I am a new employee (employed less than three months at beginning of practicum) and am still acquiring new knowledge and skills for professional duties.  |
|  | I have been offered employment in my current practicum.  |
|  | Other (please explain): |

* 1. **Provide a detailed list of the specific social work learning experiences and tasks that you will perform at the agency which differ from your current work as an employee and, if applicable, your current practicum experience.**

|  |
| --- |
|  |

* 1. **Describe five proposed practicum-based learning objectives you have established for your educational development. At the end of this practicum, what *new* social work knowledge, skills, and values will you have acquired?**

|  |
| --- |
|  |

* 1. **Describe how this employment-based practicum will provide you with new learning experiences that will further your personal social work career objectives.**

|  |
| --- |
|  |

1. **Proposed Field Instructor**

Neither the employment supervisor nor other management personnel with supervisory authority over the student may serve in the field instructor role.

* 1. **Name, Title & Credentials:**

|  |
| --- |
|  |

* 1. **Email:**

|  |
| --- |
|  |

* 1. **Mailing Address:**

|  |
| --- |
|  |

* 1. **Telephone:**

|  |
| --- |
|  |

* 1. **Is the proposed field instructor an agency employee? If not, explain how this person has sufficient knowledge of your employment to provide field supervision.**

|  |
| --- |
|  |

* 1. **Describe your plan for field instruction/supervision during the practicum.**

|  |
| --- |
|  |

* 1. **If your proposed field instructor does not have the required BSWdegree, describe what, if any, option your agency has for providing educational supervision.**

|  |
| --- |
|  |

1. **Practicum & Work Schedules**

Students must demonstrate that they participate in the required hours of new learning experiences (i.e., 400 hours for BSW).

NOTE: If you are transferring to or assuming a totally new job assignment within your agency, the work hours and practicum hours will be the same. This must be noted below.

**Describe how your employment/work hours will differ from practicum hours. Specifically list the days and hours of your work and practicum schedules.**

|  |
| --- |
|  |

1. Agency / Field Instructor

We, **[INSERT AGENCY NAME]**, agree to participate with the Missouri State University School of Social Work in providing the above described employment-based social work practicum for **[INSERT STUDENT NAME]**. We understand that all policies and requirements of the Missouri State University School of Social Work field education program, including course work, apply to this field placement.

**We have reviewed our policies related to hosting a practicum student whom also is an employee in our institution/ agency. We acknowledge the priority of education as outlined in the above proposal. We have reviewed the Memorandum of Understanding and the commitment to the student and University/School of Social Work.**

We further understand that if, after proposal approval, the employment-based practicum is deemed inappropriate by the Faculty Field Liaison and/or Coordinator of BSW Field Education, based on criteria for all practicums (i.e., meeting learning plan objectives, timely and adequate supervision, differentiated work duties, etc.) and after sufficient efforts have been made by all parties to correct any problems or deficits identified, the student may be removed from the employment-based practicum.

The Missouri State University School of Social Work makes every effort to accommodate the individual student’s unique needs in considering field education alternatives and employment-based options. However, the overriding responsibility of the School is to protect the integrity of the educational experience.

For BSW Field Education – Employment Based Proposal questions, contact Regina Russell at 417-836-6322 or rrussell@missouristate.edu .

We, the undersigned, agree to participate in the employment-based practicum as outlined in this proposal.

Employing Agency Administrator Student’s Agency Supervisor

Date Date

Proposed Field Instructor Proposed Educational Supervisor

 *(if applicable)*

Date Date

Student

Date

**Missouri State University School of Social Work:**

 : Proposal Approved

 : Proposal Declined, Comments:

|  |
| --- |
|  |

Coordinator of BSW Field Education

Date

**APPENDIX D: Evaluation of Field Practicum**

**Missouri State University**

**School of Social Work**

**SWK 490 BSW Foundation (400) hours**

 **STUDENT EVALUATION OF THE FIELD PRACTICUM**

All of the following information is CONFIDENTIAL to the MSU School of Social Work Program.

Semester: Spring Year: \_\_\_\_\_\_\_\_\_

Were you placed for an average of 30-35 hours weekly this semester: Yes\_\_\_\_No\_\_\_\_

**ORIENTATION**

1. Did you attend the Social Work Program’s orientation to field work? Yes\_\_\_\_\_\_\_\_No\_\_\_\_\_\_\_\_
2. How satisfied were you with the orientation?

Very Satisfied\_\_\_\_\_\_\_\_\_\_Somewhat\_\_\_\_\_\_\_\_\_\_Slightly\_\_\_\_\_\_\_\_\_\_Not at all\_\_\_\_\_\_\_\_\_

What would have been more helpful?

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

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1. How satisfied were you with the orientation provided by your agency?

Very Satisfied\_\_\_\_\_\_\_\_Somewhat\_\_\_\_\_\_\_\_Slightly\_\_\_\_\_\_\_Not at all\_\_\_\_\_\_\_\_\_\_

1. Were you satisfied with the extent of how your field instructor prepared you for your first client contacts?

Very Satisfied\_\_\_\_\_\_\_\_\_\_Somewhat\_\_\_\_\_\_\_\_\_\_Slightly\_\_\_\_\_\_\_\_\_\_Not at all\_\_\_\_\_\_\_\_\_

**STUDENT ASSIGNMENTS**

1. Approximately when did you meet with your first client this semester?

1st week\_\_\_\_\_\_\_\_2nd week\_\_\_\_\_\_\_\_3rd week\_\_\_\_\_\_\_\_4th week\_\_\_\_\_\_\_\_5th week or later\_\_\_\_\_\_\_\_

1. On an average, how many hours each week did you meet with clients?

1-3 hours\_\_\_\_\_\_\_\_4-6 hours\_\_\_\_\_\_\_\_\_6-8 hours\_\_\_\_\_\_\_\_8-12 hours\_\_\_\_\_\_\_\_

13-16 hours\_\_\_\_\_\_\_\_

1. How satisfied were you with the agency’s focus on social work practice and its related systems?

Very Satisfied\_\_\_\_\_\_\_\_\_\_Somewhat\_\_\_\_\_\_\_\_\_\_Slightly\_\_\_\_\_\_\_\_\_\_Not at all\_\_\_\_\_\_\_\_

1. How satisfied were you with the learning quality of your assignments related to the generalist practice model?

Very Satisfied\_\_\_\_\_\_\_\_\_\_Somewhat\_\_\_\_\_\_\_\_\_\_Slightly\_\_\_\_\_\_\_\_\_\_Not at all\_\_\_\_\_\_\_\_\_

1. Please briefly describe assignments related to generalist practice and the strengths/limitations in your assignments or workload from an educational perspective:

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

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**FIELD INSTRUCTION**

1. On an average, how much time did your field instructor meet with you for individual or group supervision each week?

½ hour\_\_\_\_\_\_\_\_1hour\_\_\_\_\_\_\_\_\_1½hours\_\_\_\_\_\_\_\_\_2hours\_\_\_\_\_\_other(specify)\_\_\_\_\_\_\_

1. Were your supervisory sessions relatively uninterrupted (e.g. phone calls)? Yes\_\_\_\_\_\_\_\_No\_\_\_\_\_\_\_\_
2. How satisfied were you with your field instructor’s accessibility in “emergencies”?

Very satisfied\_\_\_\_\_\_\_\_\_\_Somewhat\_\_\_\_\_\_\_\_\_\_Slightly\_\_\_\_\_\_\_\_\_\_Not at all\_\_\_\_\_\_\_\_\_\_

1. Did you prepare written notes/documentation/records for client files? Yes\_\_\_\_\_\_\_\_No\_\_\_\_\_\_\_\_

If yes, approximately how many case files did you record weekly?

0\_\_\_\_\_\_\_\_1\_\_\_\_\_\_\_\_2\_\_\_\_\_\_\_\_3\_\_\_\_\_\_\_\_4\_\_\_\_\_\_\_\_5\_\_\_\_\_\_\_\_More\_\_\_\_\_\_\_\_\_\_

1. How satisfied were you with time provided at your agency to write your records?

Very satisfied\_\_\_\_\_\_\_\_\_\_Somewhat\_\_\_\_\_\_\_\_\_\_Slightly\_\_\_\_\_\_\_\_\_\_Not at all\_\_\_\_\_\_\_\_\_\_

1. Overall, how satisfied were you with your field instructor preparedness for your supervisory sessions?

Very satisfied\_\_\_\_\_\_\_\_\_\_Somewhat\_\_\_\_\_\_\_\_\_\_Slightly\_\_\_\_\_\_\_\_\_\_Not at all\_\_\_\_\_\_\_\_\_\_

1. Overall, how satisfied were you with the quality of field instruction?

Very satisfied\_\_\_\_\_\_\_\_\_\_Somewhat\_\_\_\_\_\_\_\_\_\_Slightly\_\_\_\_\_\_\_\_\_\_Not at all\_\_\_\_\_\_\_\_\_\_

1. Please briefly describe strengths and/or limitations of your supervision or any other special issues.

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

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**OTHER FIELD WORK ISSUES**

1. How satisfied were you with access to private areas to see clients?

Very satisfied\_\_\_\_\_\_\_\_\_\_Somewhat\_\_\_\_\_\_\_\_\_\_Slightly\_\_\_\_\_\_\_\_\_\_Not at all\_\_\_\_\_\_\_\_\_\_

1. How satisfied were you with appropriate space to do your agency work? (e.g. access to phone, desk, etc.)

Very satisfied\_\_\_\_\_\_\_\_\_\_Somewhat\_\_\_\_\_\_\_\_\_\_Slightly\_\_\_\_\_\_\_\_\_\_Not at all\_\_\_\_\_\_\_\_\_\_

**SUMMARY**

1. Overall, how satisfied were you with your field placement this semester?

Very satisfied\_\_\_\_\_\_\_\_\_\_Somewhat\_\_\_\_\_\_\_\_\_\_Slightly\_\_\_\_\_\_\_\_\_\_Not at all\_\_\_\_\_\_\_\_\_\_

**RECOMMENDATIONS**

1. Do you suggest that the program use your field placement as a concentration practicum in the future?

Yes\_\_\_\_\_\_\_\_No\_\_\_\_\_\_\_\_\_ Please specify reasons for the answer you checked.

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

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1. Do you suggest that the program use your field instructor in the future?

Yes\_\_\_\_\_\_\_\_No\_\_\_\_\_\_\_\_ Please specify reasons for the answer you checked.

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

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1. Did you find your Field Practicum Seminar (SWK 480-class) helpful?

Yes\_\_\_\_\_\_\_\_No\_\_\_\_\_\_\_\_ Please specify reasons for the answer you checked.

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

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Please include OTHER COMMENTS OR SUGGESTIONS about your field placement, faculty field

Liaison, field seminar and/or the program’s administration of Field Education.

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

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

Name of FacultyLiaison\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX E: Field Practicum Time Sheet**

**FIELD PRACTICUM TIME SHEET**

Student: Month/Year:

***Instructions****:* Indicate day/time supervision occurred with your field instructor and if applicable, supervision with Educational supervisor. Document only *one* month per time sheet.

Submit time sheets to your seminar instructor. Indicate day and time supervision was held.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Total Hrs |
| Week 1 |  |  |  |  |  |  |  |  |
| Week 2 |  |  |  |  |  |  |  |  |
| Week 3 |  |  |  |  |  |  |  |  |
| Week 4 |  |  |  |  |  |  |  |  |
| Week 5 |  |  |  |  |  |  |  |  |
| **Monthly Total:** |  |
| **Total To Date:** |  |

Student Signature: Date:

Field Instructor Signature: Date:

*Field Instructor:* Please initial each week’s total and sign at the bottom.