



MISSOURI  
SOUTHERN  
STATE UNIVERSITY®

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DEPARTMENT OF SOCIAL WORK

**SOCIAL WORK FIELD EDUCATION MANUAL**

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Welcome, FIELD-EES!!! Welcome to the Bachelor of Social Work Program at **Missouri Southern State University**! The social work program at MSSU is accredited by the Council on Social Work Education (CSWE) and holds students and administration accountable to academic standards for success! Field Practicum is considered to be the **signature pedagogy** in our beloved field of Social Work and we're so proud to offer many types of diverse and experiential learning opportunities for our students.

As the Social Work **Field Education Coordinator**, I am always searching for new and fun local agencies to offer as practicum placements for our BSW Students. Within our program you will be assisted and supported in selecting the agency practicum that suits you and your strengths best, I hope to highlight your natural abilities and assist you in discovering secret strengths that you didn't know you had! Be prepared to read, to expand your paradigm, think critically, address human rights, become an activist, advocate for the vulnerable, identify hidden bias and explore the field of Social Work with me and your incredible cohort! I will be assisting you throughout your journey and hope to model, teach, encourage, and grow you as individuals and as professional Social Workers!

By the close of our adventure together, and your completion of 450 field hours, I will proudly stand near you for pictures after you walk across the graduation stage. I will enjoy cheering you on as a colleague.

The primary purpose of this manual is to provide you with the information necessary to be successful in our program and in your career. This manual contains the policies, procedures, and descriptions of the Social Work Program at MSSU. We hope you find this to be a useful guide as you navigate through our program.

For additional information about our BSW Program here at MSSU, contact Joan Wilson, Field Education Coordinator, at [Wilson-Joan@mssu.edu](mailto:Wilson-Joan@mssu.edu)

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## **Introduction and Overview of Field Education**

### **Purpose of the Field Education Manual**

The Field Education Manual is written to help BSW students, Field Site Supervisor, and Field Educational Supervisors understand the educational process of the Social Work Field Education Program at Missouri Southern State University (MSSU). The manual includes the necessary forms for admission, participation, completion, and evaluation of field education. It is important for the student to become familiar with the policies and procedures of the Field Education Program.

### **Introduction and Overview of Field Education**

Field Education is the signature pedagogy that integrates theory and practice for generalist Social Work students. Throughout field education, students will display the core values of social work by empowering and serving individuals, families, groups, organizations, and communities. Field Education provides a supportive learning environment where students can develop their social work generalist professional skills and cultivate their knowledge, values, and skills, while better understanding their cognitive and affective process.

According to the Council on Social Work Education's (CSWE) Commission on Accreditation:

Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. (CSWE, 2022, p. 20).

MSSU's Social Work Field Education consists of two semesters of hands-on social work practice coupled with academic learning preparing students for professional social work. Students are required to complete 200 field hours in the Fall Semester and 200 field hours in the Spring Semester. Field education will take place in a social service agency providing social work services. This enables students to take their generalist social work classroom knowledge and practice in their field education practicum. Students' field education is monitored by Field Site Supervisors who work collaboratively with the student and Field Education Course Instructor by assessing and evaluating students' performance on a consistent basis. Every BSW student must satisfactorily complete this portion of the curriculum to graduate.

Policies and procedures outlined in the Field Manual are intended to:

- Assist students and field agencies as a resource of field education process, forms, and resources.
- Ensure policies and procedures outlined by the Council on Social Work Education (CSWE) are clear, easily accessed, and implemented.
- Establish professional standards of competencies, behaviors, values, and skills in field education.

## Social Work Faculty and Staff Contact Information

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## Overview of Missouri Southern State University

### **Missouri Southern State University Mission Statement**

Since 1937, Missouri Southern State University has provided educational opportunities for Southwest Missouri and beyond. Missouri Southern has evolved from an outstanding junior college to its role today as a comprehensive four-year, state-supported institution.

The University's academic programs are organized into three schools: the College of Arts and Sciences, the College of Business, Communication, & Technology, and the College of Health, Life Sciences, and Education. The University also offers a division of Graduate Studies and Distance Learning.

For more than 75 years, Missouri Southern has developed outstanding, state and nationally accredited programs that prepare our students for the competitive and changing 21st century society.

For the last several years, our affordable in-state tuition has been offered to residents of every several other states, through our **Lion Pride Tuition Discount program**. This means the students of Iowa, Illinois, Kentucky, Tennessee, Arkansas, Nebraska, Kansas, Oklahoma, and Texas can take advantage of this excellent tuition discount.

### Mission:

Missouri Southern State University educates and graduates knowledgeable, responsible, successful global citizens.

Vision:

Missouri Southern State University will be a premier public comprehensive university that is the first-choice destination for students, faculty and staff. The university will be recognized for its innovation and productive partnerships spanning from regional to global. We will be dedicated to educating and inspiring diverse learners, external engagement, and helping students and communities realize their greatest potential.

Values:

We believe in:

- Service
- Integrity
- Respect
- Transparency
- Global Perspectives
- Community
- Responsibility and Accountability
- Anti-Racism Diversity, Equity, and Inclusion
- Broad-based Learning

**Institutional Accreditation**

Missouri Southern State University's regional accrediting body is the Higher Learning Commission (HLC). Missouri State University has successfully maintained continuous regional accreditation with the Higher Learning Commission (HLC) since 1949.

**Overview of Social Work Program**

**Philosophy and Generalist Practice Definition**

The MSSU Social Work Program is committed to education students based on the generalist practice model incorporating the empowerment and ecosystem theory. The generalist social worker is guided by the National Association of Social Workers (NASW) Code of Ethics and is committed to evidence-based practice to promote the strengths and wellbeing of diverse client systems through being policy informed, culturally competent, and promote advancement of human rights and social, economic, and environmental justice. This model is reinforced through the knowledge and skill content of the Social Work courses and field education.

The program mission is grounded in core professional values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. These values are consistent with the international affairs mission of the university in terms of producing social workers more sensitive to cultural diversity and committed in their ability to contribute to a global society. The region is beginning to see an influx of diverse cultures. Thus, the mission of the Social Work Department is well matched with the political, economic, social, cultural, and demographic environment of the region and to the purpose of the profession.

### **Social Work Program Mission**

MSSU Social Work Program provides a learning environment where students are taught to think critically, participate actively in their education, and grow as individuals while respecting the rapidly changing global society. Experiences in classroom, campus, and community demonstrate how to implement anti-racist and anti-oppressive perspectives that directly impact social, racial, economic, and environmental justice. Through competency development, students demonstrate best practice knowledge, values and skills to become effective change agents with individuals, families, groups and communities, and provide outstanding ethical leadership in the field.

### **Social Work Program Goals**

The social work program goals reflect the purpose of undergraduate social work education and are derived from the program's mission. The social work program goals are as follows:

1. To prepare a diverse student population for generalist social work practice on all system levels in various community-based service areas and interpersonal global relations.
2. To provide an educational program that increases the students understanding of variables that affect the person within their region and global environment by developing ethical leadership strategies, global perspective, and developing reciprocal support from community partners starting as students and then as competent generalist social work professionals.
3. Provide broad based learning opportunities to encourage active participation in discovering students' self-passion of various social work sectors, and active participation in developing critical thinking in the development and evaluation of evidence based social work practice.
4. To prepare graduates to foster their commitment to lifelong learning and development of social work knowledge, values, and skills, which will empower conceptualizing of client systems levels, strength-based strategies in all helping phases, and ability to promote justice for human and community well-being.

### **Social Work Program Accreditation**

Social Work Program is accredited by the Council on Social Work Education (CSWE).

## **Missouri Southern State University Social Work Field Education Pedagogy**

### **Field Education Objective**

Field education incorporates the overall mission and goals of the MSSU Social Work Department to provide a learn environment that students are taught to think critically, be creative, participate actively in their education, and grow as individuals while respecting the rapidly changing and diverse world in which they will live and practice social work. The BSW curriculum is committed to preparing students for in person field work with ability to research and contribute to evidenced based theoretical constructs and interactional skills for helping phases, implementing the values of the profession, leadership in policy and service



delivery that promotes respect of diversity, human rights, and wellbeing on all system levels through social, economic, and environmental justice. The field education is also consistent with the mission of Missouri Southern State University to educate and graduate knowledgeable, responsible, successful global citizens by preparing students to understand their role and professional contribution to interdisciplinary work as social workers.

The social work generalist practice model for BSW students is developed throughout the curriculum prior to the field practice experience. Students must pass all core Social Work courses before entering field experience courses. To this end, the Field Education courses are intentionally built to assist students with integration of theoretical and conceptual contributions in knowledge, values, and skills from coursework and practice settings into a comprehensive model for generalist practice for the BSW student.

### **Social Work Education Competencies and Practice Behaviors**

CSWE has established Educational Policy and Accreditation Standards (EPAS) so that Social Work curriculum meets standards for professional competence. These standards ensure that students can demonstrate the integration and application of the competencies in generalist social work practice. The MSSU Social Work Program utilizes the 2022 EPAS nine competencies and related practice behaviors throughout the curriculum integrating the dimensions of knowledge, values, and skills, cognitive behaviors, and cognitive and affective behaviors needed for generalist social work practice in professional settings. The field education uses this competency-based outcome approach designed to integrate the practice behaviors with specific measurable outcomes which all students graduating from the program must attain. The following are the nine competencies in CSWE 2022 EPAS which are integrated and evaluated into the field education learning plan which ensures students demonstrate all nine competitions through *in-person contact*. It is followed by BSW course curriculum to visually demonstrate where competencies are primarily taught.

### **CSWE Competencies and Practice Behaviors**

#### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of

other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior

## 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

- Advocate for human rights at the individual, family, group, organizational, and community system levels
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

## 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in

systemic oppression.

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

#### 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

- Apply research findings to inform and improve practice, policy, and programs
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

#### 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

#### 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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

- Select and use culturally responsive methods for evaluation of outcomes
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

<b>Bachelor of Social Work Courses with Competency Map</b>	<b>Credit Hours</b>
SW 231: Introduction to Human Services (Competency 1-9)	3
SW 300: Social Welfare Policy and Services (Competency 1, 2, 5)	3
SW 310: Human Behavior and the Social Environment I (Competency 1-9)	3
SW 320: Human Behavior and the Social Environment II (Competency 1-9)	3
SW 370: Social Diversity (Competency 1, 2, 3)	3
SW 410: Generalist Practice with Individuals and Families (Competency 1, 6-9)	3
SW 420: Generalist Practice with Groups (Competency 1, 6-9)	3
SW 430: Generalist Practice with Organizations and Communities (Competency 1, 6-9)	3
SW 453: Foundations of Field Experience (Competency 1-9)	1
SW 470: Social Research and Evaluation (Competency 4)	3
SW 475: Social Justice Practice (Competency 2, 3, 5)	3
SW 480/SW 481: Field Education I and Field Education I Seminar	6

(Competency 1-9)	
SW 485/SW 486: Field Education II and Field Education II Seminar (Competency 1-9)	6

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### Admission Criteria and Field Placement Process

Admission criteria for field placements requires students to 1) be fully admitted to the Social Work Program, 2) satisfy prerequisites course work requirements and GPA standards; 3) demonstrate professional and ethical behaviors; 4) successfully complete SW 453 Foundations of Field Education course work including application to Field Education and field paperwork. An individualized student meeting with Field Education Coordinator is also required as part of the admission and placement process as part of SW 453 Foundations of Field Education.

#### Course Completion and Grade Requirements

Students may proceed to Field Education if all prerequisites are complete, successful completion of the Social Work foundation courses or concurrently enrolled with passing grade of C or above; and obtain 2.70 GPA cumulative and 2.70 GPA within Social Work (SW) major courses (See Social Work Student Handbook for Retention, Remediation, and Dismissal Policy).

Before students can begin the first field semester in the fall with SW480 Field Education I and SW481 Field Education I Seminar the following prerequisites and course completions must be met:

1. Fully admitted to the BSW program
2. Completing the following courses with a C or better:
  - SW 231: Introduction to Human Services
  - SW 300: Social Welfare Policy and Services
  - SW 310: Human Behavior and the Social Environment I
  - SW 320: Human Behavior and the Social Environment II
  - SW 370: Social Diversity
  - SW 410: Generalist Practice with Individuals and Families
  - SW 420: Generalist Practice with Groups
  - SW 430: Generalist Practice with Organizations and Communities
  - SW 453: Foundations of Field Experience

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)

3. To complete the second required field education in spring semester and begin SW 485 Field Education II and SW486 Field Education II Seminar students must have completed or concurrently enrolled with C or better:

- SW 470: Social Research and Evaluation
- SW 475: Social Justice Practice
- SW 480: Field Education I with “Pass” grade
- SW 481: Field Education I Seminar

Failure to complete prerequisite courses 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 Field Education Coordinator 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, Remediation, and Dismissal Policies located in the Social Work Student Handbook for procedural information. The student will consult with their academic advisor for support and academic planning purposes.

4. To complete field education and complete the BSW Degree, student must complete two competency assessment measures. Failure to complete competency assessments will disqualify a student from completing the BSW Degree. The student will need to refer to the Retention, Remediation, and Dismissal policy and seek instruction from Field Education Coordinator and the Program Director if they fail to complete assessment measures.

### **Demonstrate Professional and Ethical Behaviors**

Social work is a profession with ethical and professional standards of behavior. These standards are a vital part of the educational components of the social work curriculum and the field education.

All MSSU Social Work Students must adhere to the [National Association of Code of Ethics](#). The Social Work Program is preparing students to be members of the profession of social work.

Students are, therefore, expected to demonstrate respect, integrity, accountability, and empathy when working with students, University faculty, staff, field site supervisors, field agency staff, and clients and uphold the professional behavior standards. Students are also expected to adhere to these guidelines and expectations in their field education.

Social work students will be assessed using these professional behavior standards throughout their academic career at MSSU and as they apply to their field education. Continued concerns with these professional behaviors may warrant that a student being referred to the procedures found in the Social Work Retention, Remediation and Dismissal Policy in the Social Work Student Handbook.

The MSSU Social Work Program and Social Work students will adhere to the following professional expectations and standards of behaviors:

### *NASW Professional Values and Ethics*

The NASW code of Ethics is important to the professional social work practice and to generalist social work education.

Students must:

- Maintain the professional standards of the MSSU Social Work program
- Adhere to the NASW Code of Ethics and conduct oneself in a manner consistent with the NASW Code of Ethics.

Integrity and Accountability: Attendance, punctuality, and preparedness:

Students must:

- Maintain integrity and honesty in all academic settings and during field placement.
- Assume responsibility and accountability for all academic and professional actions.
- Demonstrate appropriate conduct including being punctual, prepared for class and field placement, and complete work in a timely fashion.
- Communicate to faculty, staff, and field personnel when absences and lateness are deemed necessary.

Appearance

Students must:

- Adhere to a professional code of dress when needed and to agency standards when in field placement.

Respect/Conduct:

Students must:

- Treat all students, university faculty, staff, field personnel, field agency staff and clients with respect and dignity.
- Demonstrate active listening
- Show respect for other's opinions and their right to self-determination
- Conduct oneself in accordance with the NASW code of ethics

Confidentiality

Students must:

- Maintain confidentiality standards in academic and professional settings
- Use technology in a way that maintains confidentiality of students, university faculty, staff, field personnel, field agency staff and clients.
- Use discretion and professional judgment when self-disclosing to students, university faculty, staff, field personnel, field agency staff, and clients
- Do not disclose identifying information or use name of clients when in their Field Education

Professional Communication (written, electronic, and oral)

Students must:

- Demonstrate professional demeanor in oral, written, and electronic communication when addressing students, University faculty, staff, field personnel, field agency staff, and clients.
- Clearly articulate one's ideas, viewpoints, and philosophies in written and oral



communication

- Use technology and electronic communication appropriately and adhere to the NASW code of ethics regarding use of technology in communication.

### Collegiality

Students must:

- Treat colleagues including students, University faculty, staff, field personnel, and field agency staff with respect and dignity and work to resolve any concerns or problems in a timely fashion.
- Adhere from spreading rumors, gossip, or talking poorly about their colleagues including students, university faculty, staff, field personnel, and field agency staff.
- Work collaboratively with colleagues and conduct oneself in accordance with the NASW code of ethics.

### Self-awareness and self-reflection

Students must:

- Demonstrate the use of reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Accept constructive feedback from University faculty, staff, field personnel, and peers and adjust academic and professional behavior accordingly.
- Work to effectively manage stressors and use appropriate methods of coping.
- Actively works to resolve personal issues that may impact professional performance.

### Competence

Students must:

- Meet the MSSU academic standards and the requirements for attaining the CSWE competencies.
- Demonstrate effective critical thinking and problem-solving skills.
- Demonstrate proficiency in generalist social work practice.

### Social Justice and Diversity

Students must:

- Demonstrates respect for a person's right to self-determination, their freedom of choice and does not violate other's professional integrity.
- Understands the impact of privilege, institutional discrimination and oppression and actively seeks practice as a diversity informed practitioner.
- Demonstrates a commitment to social justice and has the capacity to work effectively with diverse populations.
- Manage personal bias and uses supervision as needed.

### 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 Field Education Coordinator to discuss field practicum options/limits prior to their junior year of classes.

Figure 1.

BSW and application questions re: felony or misdemeanor charges:

<p>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 <input type="checkbox"/> No <input type="checkbox"/></p> <p>Please initial by the below statements <b>(even if you don't have any criminal history)</b>:</p>	
	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.

### Completion of SW 453 Foundations of Field Education

Field experience in Social Work is a capstone experience utilizing practice in a professional setting, found in the community, concluding the Bachelor of Social Work degree. The last component of Field Education admission process is enrolling in the one-credit hour course SW 453 Foundations of Field Education, to be taken in the spring semester before their field internship. The course is designed to orient the students to the policies and procedures, and roles and responsibilities for the capstone field experience occurring the last 2 semesters of the degree program. Throughout the course the students will become familiar with the documents utilized for field experience. Additionally, the student will decide on a practice area of social work practice to pursue during field experience and, by the end of the course, finalize a placement at a local community agency to complete the field experience.

In this course, the student will submit the field application, the Field Education Coordinator reviews the student's academic performance. Students must be in good academic standing and have an overall GPA of 2.70; completion of Social Work foundation courses or concurrently enrolled with passing grade of C or above; and have 2.70 GPA in Social Work (SW) major courses. The Field Education Coordinator assesses the student's professional performance and ethical conduct in the Social Work Program. The table provides a visual

of required application process that happens within the SW 453 course.

Students who qualify for application to the Field Education Program will be communicated with by the Field Education Coordinator in the semester before the SW 480 and SW 481 courses while enrolled in the SW 453 Foundations of Field Education course. *Only students who have completed the application process by the specified due dates will be considered.*

In the evaluation process, the Field Education Coordinator may choose one of these options:

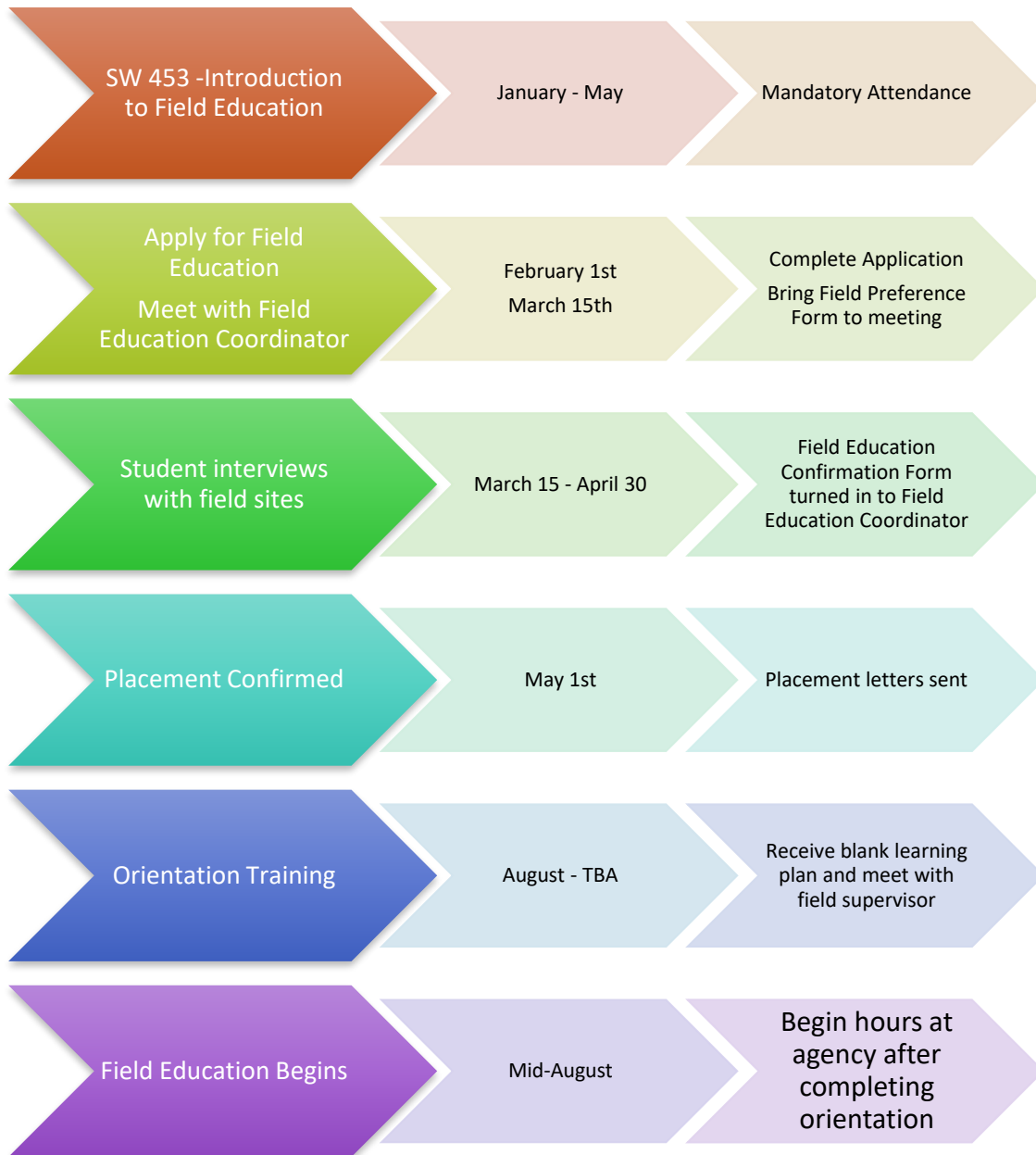
1. Approve student's placement in field education practicum.
2. Postpone the student's placement and determine conditions to be met before placement.
3. Deny student's placement into field education practicum following the Retention, Remediation, Dismissal Policy.

*Students should be advised that expenses incurred through the Field Education application process will not be reimbursed in the event the student's placement is postponed or denied.*

<b>Field Education Admission Criteria and Application Process</b>	
Step 1	The student enrolls in the one-credit hour course SW 453 Foundations of Field Education, to be taken in the spring semester before their field internship.
Step 2	The student completes the Student Field Application (APPENDIX A) and submits this to the Field Education Coordinator by February 1 <sup>st</sup> .
Step 3	As part of the student field application, the Field Education Coordinator reviews the student's academic performance. Students must be in good academic standing and have an overall GPA of 2.70; completion of Social Work foundation courses or concurrently enrolled with passing grade of C or above; and 2.70 GPA in Social Work (SW) major courses. The Field Education Coordinator assesses the student's professional performance and ethical conduct in the Social Work Program.
Step 4	The student completes and submits the Family Care Safety Registry form (APPENDIX B), Field Education Policy Agreement (APPENDIX C), and Acknowledgement of Risks form (APPENDIX D) by March 1 <sup>st</sup> .
Step 5	The student is notified of their acceptance into the Social Work Field Education Program via email by the Field Education Coordinator.
Step 6	The student makes an appointment with the Field Education Coordinator to discuss the student's interests, practice interviewing and professional skills, and review personalized field placement opportunities. Contact information for two or three field placement opportunities will be provided to the student.
Step 7	After the student completes pre-field paperwork, individualized field advising appointment, and demonstrates professional readiness, he/she will contact approved agencies for practicum placement interviews. They are required to contact at least two agencies and communicate professionally throughout the process.
Step 8	Once the Agency Data Form (Appendix H) is accepted by the Field Coordinator, the student is allowed to contact approved agencies provided to them through the SW 453 Blackboard course and schedule interviews. Students are strongly encouraged

	to interview with the agencies at their earliest convenience. Students will provide the agencies with their updated resume.
Step 9	The student interviews at field agencies and communicates directly with the Field Education Coordinator on status of interviews.
Step 10	Once the field placement is confirmed, the student and the field agency will complete the Field Site Information/Confirmation form (APPENDIX E) and Field Student Responsibilities Agreement (APPENDIX F) and submit both to the Field Education Coordinator for approval by May 1 <sup>st</sup> . Employment Based Proposal (APPENDIX G) is required ONLY if agency is providing a stipend/employment. The Proposal will be reviewed and by Field Education Coordinator to ensure educational requirements for practicum learning are in place.
Step 11	If a field placement is not confirmed, the student will need to follow steps 7 to 10.
Step 12	Students will submit site supervisor professional resume, student resume, Appx H (Agency Data Form), and Appx G (Compensation Form if needed) to Microsoft Forms in SW 453 as a comprehensive final exam.
Step 13	Students must complete Field Education Orientation to begin hours in field practicum settings. Field Education Coordinator will provide invitation to the Field Education Orientation spring semester in SW453 and students will attend Orientation start of fall semester of SW480/481.

## Field Education Flow Sheet



## COMMUNITY PARTNERS

Missouri Southern State University strives for excellence in the classroom and in the community. The Field Coordinator is committed to partnering with new and diverse organizations that give students an opportunity to explore the field of social work. Agencies and Site Supervisors are vetted through interviews, agency tours and conversations that encourage and promote student wellness and growth.

### Field Setting Criteria and Procedure

#### Criteria for Approved Field Education Agency

The design of field education centers on the selection of quality learning settings that support generalist social work practice. Agencies are approved as field education sites by the Field Education Coordinator. All approved field agencies have completed the Field Agency Data Form (Appendix H) and met the following requirements.

The following conditions must be met by agencies in order to be approved as a Field Education Agency:

1. Commitment to providing generalist social work learning opportunities which are consistent with the program's mission, goals, and nine social work competencies.
2. Competent staff, including at least one qualified Field Education Site Supervisor, sufficient to maintain services without relying on students.
3. Adequate resources for student to carry out assignments (workspace, desk, telephone, etc.)
4. Willingness to provide adequate release time for Field Education Site Supervisor to supervise the student that is distance from employment supervision time, even when provided by the same supervisor. A minimum of one hour of individual supervision specific to student learning and development of nine social work competencies per week is required.
5. Commitment to the ethics and values of the social work profession.
6. Commitment to social work education and learning opportunities including micro, mezzo and macro opportunities for diverse populations.
7. Ability to provide quality learning opportunities for students as measured by number and availability of clients and assignments.

In order to provide the best possible learning experiences, students must be prepared to engage in field education in settings and agencies that may require travel and that may not be in their home community.

#### Employment Based Field Education

Social work students are to thoroughly assess new learning and job roles if they do their field placement in an agency where they are employed. Student field placements are opportunities for a learning experience for students in a new environment. It may also be difficult for the student to differentiate between the expectations of employment and those of a student intern.

Placement within an employment setting may also impact the student's ability to perform an objective program evaluation and to evaluate agency policy and procedure impartially. **New**

**learning is required therefore new job duties, role or position must be clearly documented on Appendix G for approval.**

Students, site supervisors, and agencies participating in employment-based Field Education must comply with the same standards required for non-employment-based Field Education. If a student wants to consider their current or upcoming place of employment for field education, they must complete an Employment-Based Field Education Proposal (Appendix G). The new learning must be within the academic year the student starts SW480/481, **therefore a student may not start any duties or roles for employment-based practicum hours until a maximum 90 days before the fall semester.** For example, if fall semester starts August 21, the earliest a student may begin new learning through employment-based hours would be June 21.

Submission of all requested material does not automatically qualify the student for placement; additional materials may be requested, or the request may be denied. The Field Education Coordinator will ensure the following employment-based field education policies will be upheld before granting approval:

1. Assess the setting to determine its appropriateness as a field education site (based on Criteria for Approved Field Education Agencies).
2. Ensure the availability of release time for student's field instruction and attendance at Field Education Seminar class.
3. Ensure that student opportunities, assignments, and responsibilities differ from those of employment and responsibilities to aiding organization to maximize and ensure responsibilities are to student learning.
4. Agencies operationalize student hours student learner, not employee during scheduled field hours.
5. Ensure that the student has a different field site supervisor than that of employing supervisor and the experience is educationally focused. It will be the expectation to find as many solutions as possible to keep these two supervisory roles separate. Only under rare circumstances would a field instructor be allowed as employment supervisor. It would require written documentation plan of how field assignments are a different than employment duties and how employment supervision is separate than field instruction supervision time. This plan would be monitored by Field Education Course Instructor and during site visits.

The Field Education Coordinator will review the student's application for their field placement to be at their place of employment. The student will receive a decision via email regarding this request. The Field Education Coordinator has the final say about student employment placements. 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. Employment placements will be reviewed periodically to determine progress and student's overall placement experience.

If, after proposal approval, the employment-based field education setting is deemed inappropriate by the Field Education Coordinator, based on criteria for all field education settings 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 field education.

If a student is offered employment during the practicum semester, they must complete the Employment-Based Field Education Proposal. The student may not except an employment position within the practicum setting unless the proposal is approved using the procedure and policy expectations outlined above.

If a practicum setting offers to pay a stipend to a practicum student, they 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 Field Education Proposal approval (see above).

#### Assistance if co-occurring employment ends

A student will have continuation of field education even if co-occurred employment ends. The follow process will take place.

- Student will notify Field Education Coordinator within 24 hours via email or phone to set a meeting.
- Field Education Coordinator will collect documents, evaluations, and discuss with Field Education Supervisor related circumstances.
- Field Education Coordinator and student will evaluate viability of remaining at current agency in unemployed status or need to transition to a new agency.
- Field Education Coordinator will assist with providing contact information, ensuring MOU and resume and related documents are in place if a new agency is required for continuation in current agency as in non-employment role or change to a new agency.
- Field Education Coordinator and student will develop ethical closing with agency and clients as necessary.

### **Field Education Criteria and Role Descriptions**

#### **Field Education Site Supervisors**

##### Criteria

To qualify as a Field Education Site Supervisor, an individual must meet the following criteria:

1. A BSW and/or MSW from a CSWE accredited program.
2. Two years post BSW or MSW experience; with supervision experience preferred. The field instructor is required to have two years post degree experience, as well as a minimum of one-year employment in current practice setting.
3. A resume documenting year of degree completion, university that conferred degree, and practice experience must be submitted to the Field Education Coordinator before approval as a Field Education Site Supervisor.

##### Role Description

In a setting that does not employ a person with an accredited social work degree with minimum of two years of practice experience, a social service professional may be designated as the Field



Instructor. However, the agency and student are required to secure an Educational Supervisor (see below for details) in addition to the non-social work degree field instructor.

1. Attend Field Education Orientation training offered by the Social Work Program. Three credit hours of continuing education can be provided for the Field Education Orientation.
2. Commitment to social work education and generalist social work practice including an understanding of the MSSU Social Work Program expectations as outlined in this Field Education Manual.
3. Be able to provide attention to the student's individual needs and abilities; willingness to share expertise, time, and individual experiences with a student; willingness to complete the midterm and final evaluations in a timely manner, to share the evaluation with the student, and to submit it to the Field Education Course Instructor.
  - a. 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.
  - b. 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.
  - c. 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.
4. Be willing to assist students with obligations when pertaining to their field education site agency.
  - a. 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.
  - b. Discuss any such issues related to safety measures in the agency or field setting and establish a safety plan.
5. Be free of any professional sanctions from NASW or any licensing board and display a commitment to social work values.
6. The field instructor anticipates remaining in the field agency for the duration of the student's practicum and is available to student during the practicum hours.
  - a. In the case of a brief absence (over one week), the field instructor assigns someone at the agency to oversee the student's learning.
  - b. A debriefing meeting will be held upon return with the student and assigned interim supervisor to discuss at minimum tasks completed, strengths, needs and any follow up.
  - c. If the absence is over two weeks, the Field Site Instructor will coordinate with student to notify the Field Education Course Instructor or Field Education Coordinator to discuss specifics and ensure continuous appropriate supervision and oversight of learning plan and evaluation will take place without interruption.
7. 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.

8. 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 a Social Work degree from a CSWE accredited university and two years post degree practice experience, 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.

#### Criteria

To qualify as a Field Education Site Supervisor, an individual must meet the following criteria:

5. An educational supervisor is required to have a Bachelor of Social Work or Master of Social Work degree from a CSWE accredited university.
6. Two years of social work practice experience.
7. A resume documenting year of degree completion, university that conferred degree, and practice experience must be submitted to the Field Education Coordinator before approval as a Field Education Site Supervisor.
8. The educational supervisor must be knowledgeable about the specific agency and population it serves and commit to weekly supervision to assist student's integration of social work knowledge, values, and skills in the practice setting.

#### Role Description

1. Be able to provide attention to the student's individual needs and abilities; willingness to share expertise, time, and individual experiences with a student; assist in understanding of social work values, roles, theories/perspectives to the field experience; assist with any ethical dilemma process utilizing social work models and NASW Code of Ethics.
  - a. The Educational Supervisor will provide weekly supervision for a minimum of one hour in a mutually agreed professional setting. 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.
  - b. In case of brief absence (more than two weeks) the Educational Supervisor will coordinate with student to notify Field Education Course Instructor and/or Field Education Coordinator to ensure continuous oversight of social work supervision is in place.
2. Provide input on midterm and final learning plan evaluation.

### **Practicum Student**

The overall responsibility of the student is to be active in their development and application of generalist social work practice, bridging course curriculum to field education experience. This will include being active in development of opportunities and evaluation of knowledge, skills, values of social work practice. They are responsible for applying professional code as outlined in Social Work Student Handbook, remain teachable while building their professional practice confidence and competence.

Specific responsibilities include:

1. To create the learning plan, with input from Field Site Supervisor, Educational Supervisor (if applicable), and Faculty Course Instructor.
2. Required to attend Field Education Orientation and submit documentation for field education by the designated deadlines found on the Field Education Flow Sheet.
3. Prepare for weekly supervision including agendas for discussions, areas of needs/strengths in learning plan, ethical and professional considerations, processing social work competencies, assignments, and course work to practice, with Field Site Supervisor and Educational Supervisor (if applicable).
4. Conduct self in professional manner including:
  - a. Follow agency policies regarding time schedules, regulations, and matters of dress.
  - b. To inform the agency administrative assistant and/or site supervisor as to where they are and when they will return. To report absences and reasons for absences immediately to the site supervisor.
  - c. Adhere to the mission, policies, and procedures of the field agency and notifies the Field Education Course Instructor and/or Field Education Coordinator in a timely manner if there is any discrepancy between agency policy and professional ethics.
  - d. 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.
  - e. Ensure dependable transportation to the field agency.
  - f. Implement MSSU Social Work Program Professional Behaviors as outlined in Social Work Field Education Manual
5. To participant in their midterm and final learning plan evaluations with Field Site Supervisor. Students will be evaluated on the practice competencies listed in the Learning Plan. Criteria for evaluation: Final Field Experience Site Instructor evaluation on the competency grading scale on learning plan. Student's skill development, based on learning plan activities, will be assessed at mid-term and final. At the final review, students must earn a "3 = emerging competency" on all learning plan objectives in order to receive the 48 course points. It will be expected to earn a "4= meets competency" or above by end of spring semester in SW485 to complete field education and obtain BSW degree requirements.
6. Complete SW480 in fall semester SW485 in spring semester with "Pass" grade as evidence of completed required hours documented on timesheet, minimum scoring outlined on learning plan evaluation, and progression of professional behaviors and completion of any behavior plan (if applicable). Complete SW481 in fall and SW486 in spring with grade of C or better
7. Participate in coordination, and actively participate in required site visits each semester.
8. To provide evidence of having completed 400 hours of field education (or adjusted hours officially allowed by CSWE), by being present at the agency throughout the entire academic semester as outlined by the SW480/485 Field Education I/II syllabi course outline. Seminar hours will not count towards practicum hours.

### **Field Agency**

Agencies are selected for field education placement sites who have services and policies are compatible with the values of social work, demonstrate a commitment to student education, and

who have employees with social workers degrees, willingness to work closely with interns and the Social Work Program to develop learning practice experiences, and to provide, at a minimum, individual weekly supervision.

The overall responsibility of the agency is to provide a climate in which the intern can move from observing and shadowing to participating in the work and responsibilities of professional staff. Other specific responsibilities include:

- Complete, sign and return the Field Agency Data Form (APPENDIX H) to verify competency-based field experience, and the Practice Affiliation Agreement (APPENDIX I)
- Establish a process to interview and select prospective Social Work Field Education students.
- Assign one specific agency worker, preferably a degreed social worker (BSW or MSW), known as a field site supervisor, to supervise the student.
- Demonstrate an interest in and commitment to student education, demonstrated by a willingness to assign staff time and energy to intern supervision, attendance at workshops for Field Site Supervisor and consultation with the Field Education Course Instructor.
- Provide the student with a detailed orientation to the agency policies, services, goals, purposes, and clientele) during the early weeks of field education that includes:
  - a. “Housekeeping” info: parking, bathrooms, eating facilities, dress requirements, break times, holidays, telephone instructions, signing in and out, introductions to staff, how student should identify themselves.
  - b. Instructions regarding technology, specific recording/documentation instructions
  - c. Specific confidentiality requirements, Information on any special security precautions
  - d. Access to intra-agency and community phone directories, procedure manuals, human resources within the community
  - e. Any special reference books, and any other reference material that is likely used on a regular basis.
  - f. Discuss the human elements to the work, stress, fears, anxieties, frustrations, failures, and the need to process with someone (What can be processed with persons outside the agency?)
  - g. Describe supervisory approach (what agency expects from student)
  - h. Provide the student with a glossary of acronyms, symbols, jargon, and technical terms unique to the agency.
  - i. Discuss any such issues related to safety measures in the agency or field setting and establish a safety plan
- Provide time for Field Site Supervisor agency time in conjunction with the student
  - a. Develop the learning plan (APPENDIX J) to guide students to the internship
  - b. Review the student’s learning plan and discuss the knowledge and skills acquired in consideration of that required to perform social work duties within the agency. Note the emphasis on systems approach.
  - c. Provide a minimum of one hour every two weeks of scheduled individual supervision that includes reviewing intern's assignments and their learning plan providing constructive feedback that creates an opportunity to integrate theory with generalist

- practice experience.
- d. Complete with the student, a midterm and final evaluation of the student's performance (APPENDIX J).
- e. To complete the Site Supervisor's Evaluation of Field Education (APPENDIX O).
- Allow the student to attend and participate in staff meetings as well as team meetings, etc.
- Provide the student with opportunities to work with various client systems (individuals, families, groups, etc.) receiving services from the agency.
- Opportunities for the student to become familiar with community resources and services and to have the experience of coordinating these services within the scope of the student's agency-based assignments.
- Allow the student space in which to work.

### **Social Work Program**

Social Work Department is responsible for ensuring all policies, procedures, and standards of the department, University and CSWE are implemented as outlined below:

1. Provide Field Education Coordinator to maintain regular communications with the Agency and to monitor record keeping relevant to evaluation of the students and practicum program.
2. Designate a Field Education Course Instructor for SW480/481 in fall semester and SW485/486 in the spring semester and be 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. Provide the Agency with a current Field Education manual.
4. 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, maintenance of all records and reports of student's field education experiences.
5. The Social Work Program agrees not to use the Agency name in any publications or advertising, except in University catalogs, bulletins, student handbooks and/or field manual.
6. Provide mandatory 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, develop expertise in practicum instruction, provide the Agency, in advance of placement, current information on dates of practicum assignments, hours of work, and the nature of educational assignments for each student.
7. The Social Work Program 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.*

8. Social Work Program 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).
9. Evaluate the total field education experience, including input from Field Education Course Instructor, Field Site Instructors, Educational Supervisors, and students.
10. Social Work Program reserves the right to delay, cancel, or continue the agency affiliation agreement when instances of agency/employee/organization and collective bargaining conflicts occur.

### **Field Education Coordinator**

The Field Education Coordinator is responsible for the administration of Social Work Field Education that 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 including verifying out of state and international field settings meet competency-based experiences.
4. The Field Education Coordinator will review each student's readiness for Field Education. If concerns are identified by the Field Education Coordinator or other faculty member, the Field Education Coordinator will decide about the student's placement in field education. Retention, remediation, and dismissal policy will be followed regarding field education placement status.
5. Assist students in securing a practicum experience by providing pre-field informational meeting, field orientation with Field Instructor/Educational Supervisor, and conduct individualized field advising sessions as needed.
6. Recruit, ensure criteria, and equip Field Instructors to provide integrative supervision.
7. Oversee, supervise, and monitor quality of practicums at the agency and student level of performance including employment-based practicums. This includes a minimum of one in person site visit at field agency in fall and spring semesters and a minimum of one site visit report in fall and spring semesters. Any agency over 100 miles from Joplin MSSU campus will be provided a minimum of one video conferencing visit in fall and spring semesters and a minimum of one site visit report in fall and spring semesters. In person and video conferencing site visits are a minimum of 30 minutes in the fall and spring. Routine phone and email contact is made accessible to all students, Field Site Supervisors, and Educational Supervisors throughout both field semesters.
8. Mediating conflicts between students and their practicum setting as necessary, ensure policies and procedures are followed per Field Education Manual and Social Work Student Handbook.
9. Support and monitor the operation of Field Education Course Instructor.
10. Monitor the Field Education Social Work curriculum and maintain standards within the program for CSWE accreditation.
11. Evaluate agency settings, Field Instructors, and student feedback instruments. (Student Evaluation of

## **Field Education Policies**

### **Field Education Orientation and Training**

A mandatory field education orientation will take place near the beginning of the fall semester. Students, Field Site Supervisors, and Educational Supervisors are required to attend. The orientation will include pertinent curriculum topics and documents related to Field Education, such as the objectives of Field Education, roles and responsibilities, student safety, ethics, and boundaries, and directives and ideas on how to complete the learning plan.

### **Professional Liability Insurance**

Students in Field Education must secure professional liability insurance for the duration of the Field Education. Students are responsible for paying a fee their senior year that covers their liability insurance for field placement. The professional liability insurance will be provided through student fees for the Field Education Course. This fee is determined each year and listed in the MSSU course catalog.

### **Deadlines**

Deadlines for student applications for all Field Education students are set for a purpose. Failure to complete the application process and to interview timely by the posted deadline date may result in not being eligible for Field Education site placement in that specific semester.

### **Credit for Work Experience**

The intention of the Field Education is to provide a learning experience for the student; not credit for something that is already learned. The policies and standards of the national accrediting body, the Council of Social Work Education (CSWE) do not allow academic credit to be given for previous life experience or previous work experience. Consequently, students will not receive academic credit for life experience or previous work.

### **Conflict Resolution**

If the agency Field Site Supervisor or the student experiences a problem during the internships, the first step is to talk with each other about it. The most common type of problems relates to job duties, relationships with co-workers, or misunderstandings between supervisor and the intern. If the problem is not resolved in a timely manner, the Field Education Course Instructor should be notified as soon as possible. The Field Education Course Instructor will work in collaboration with the Field Education Coordinator, Field Site Supervisor, and intern to resolve the problem in a professional and expedient way.

### **Hours/Holidays/Time Sheets/Supervision Documentation**

Students are entitled to observe University and/or agency holidays; however, during prolonged breaks such as spring break or vacation, the student's absence from the agency may create problems in terms of continuity of service to clients. Therefore, students and Field Site

Supervisors should determine, as part of the learning contract, the student's holiday schedule. The University schedule may be used to determine the student's schedule. If holidays are observed, the student must maintain the integrity of the 400-hour (200 each semester) requirement (or adjusted hours officially allowed by CSWE).

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 as students are expected to be present for the entirety of each seminar class.

Students will keep a log of their *time at their agency and supervision* each semester by utilizing the Field Education Time Sheet (APPENDIX M).

### **Personal Leave**

In the case of illness necessitating absence from the field setting, students shall notify the Field Site Supervisor and take responsibility for canceling or rescheduling appointments and/or meetings. Hours missed must be made up at a time agreed upon by student and Field Site Supervisor. If the student's absence exceeds two days, the Field Education Course Instructor should be notified. Application of Disability Accommodation approved by MSSU will be discussed and applied as appropriate with Field Site Supervisor and Field Education Course Instructor

### **Attendance at Professional Workshops**

Hours can be counted for a student attending a professional workshop, *if* the Field Site Supervisor has approved and verifies the workshop has content necessary to the practice of social work in the context of the organization. Hours will NOT be counted for travel or evening hours of an overnight workshop.

### **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).

### **FERPA and Letters of Recommendation**

Social Work Program follows the Missouri Southern State University 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. MSSU Social Work employees, including Program Director, Field Education Coordinator, Field Course Instructors and/or faculty advisor must comply with this law when releasing information from the student's education file.

Students may request Social Work Faculty to write letters of recommendations for as needed for field placement interviews and upon graduation for future employers. The MSSU Authorization for letter of Recommendation can be obtained from a Social Work faculty member and can be



downloaded by student in Lionet under Academic Forms: Registrar: Authorization for Letter of Recommendation. A signed consent is required for references over the phone, email, or letter correspondences to third parties.

### **Change in Field Placement**

If the student is removed from a Field Education site due to there being a “poor fit” between field education site, Field Site Supervisor, and student, *and* the Field Education Course Instructor determines that the student did satisfactory work, the Field Education Course Instructor will select another approved Field Education site for the student to complete the Field Education hours. If the Field Education Course Instructor determines that the student failed to perform satisfactorily after a Remediation Plan of Success or for reasons listed in Termination from Field Agency, no hours can be transferred.

### **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.

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 (Not Met-1 or Limited Competency-2), the Social Work Program will ensure that:

1. 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 Social Work Program and agency). Students will be evaluated on the practice competencies. Criteria for evaluation: Final Field Experience Site Instructor evaluation on the competency grading scale on learning plan. Student's skill development, based on learning plan activities, will be assessed at mid-term and final. At the final

review, students earn a one-time total of 48 points for their skill performance in practicum. By the final review, students must earn a “3 = emerging competency” on all learning plan objectives in order to receive the 48 course points. It will be expected to earn a “4= meets competency” or above by end of spring semester in SW485 to complete Field Education and obtain BSW degree requirements.

2. The student’s substandard performance (which may include poor judgement and/or unprofessional behavior) has been verified by Field Education members (including Field Education Course Instructor, Field Site Supervisor, Educational Supervisor, Field Education Coordinator).
3. 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.
4. The Dean of Arts and Sciences are notified early in the process that practicum removal, resulting in program dismissal is, a potential outcome.
5. If a student is removed from practicum, the student will be notified in writing they are being removed and dismissed from the program due to a failure to meet performance standards. Notification of dismissal should occur within 2 weeks before the end of the academic semester.
6. The student may appeal the dismissal to the Dean of Arts and Sciences within five calendar days of receiving the notification of such dismissal.
7. The student may appeal a decision to uphold the dismissal by the Dean of Arts and Sciences to Vice President of Student Affairs within five calendar days of receiving notification of the Dean of Arts and Sciences.
8. A decision to uphold the dismissal by those stated above.

### **Field Education Student Safety**

#### **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.

#### **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 their field placement responsibilities, they are 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.

#### **Field Education Safety Policy**

Students-interns must consult with agency Field Site Supervisors regarding the handling of specific situations that have the potential for threatening personal safety. For example, field practicum students and Field Site Supervisors need to discuss and plan for situations in which a field practicum student 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 Site Supervisor and field practicum student should discuss process for mandated reporting and reporting criminal activity. The Field Site Supervisor and field practicum student should discuss any such issues related to safety measures in the agency or field setting and establish a safety plan during orientation and on-going through the semester.

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.

The importance of field education safety policy is supported by the [NASW Guidelines for Social Worker Safety in the Workplace \(2013\)](#) is provided during Field Education Orientation to Field Education Site Supervisors, Educational Supervisors and students. The pdf is also embedded in the SW481 Field Seminar I and SW486 Field Seminar II Blackboard courses for students to always access and refer to during course consultations. Site visits report will document the Field Site Supervisor training and student's utilization of the field setting's specific safety policies and procedures and NASW Guidelines for Social Worker Safety in the Workplace (2013), including discrimination and harassment.

### **Disruptions Due to Local, State, or National Emergencies**

Field agency policies and procedures regarding emergencies needs to be a part of the field agency orientation, and on-going supervision with Field Site Supervisors with social work field students. Students are expected to become knowledge of the field agency's policies regarding disruptions due to local, state, or national emergencies. In addition, if this type of event occurs and disrupts field education the following protocol will be utilized:

1. Students should contact the field instructor/task supervisor at the field site to determine if there are mandatory agency closures and should follow the directives of the field site.
2. Students should be in communication with their MSSU field faculty as well regarding agency closures or mandates.
3. If the field site is open, students should plan to attend field as scheduled while closely monitoring their own health and safety.

### **Contingency Plan for Emergency Disruptions**

If students choose or are advised/required to stay home by their field site, the University, and/or the local, state, or federal government, the Field Education team has developed the option for students to be able to continue acquiring field hours through remote or virtual activities. To request the option for remote field activities, students must submit a remote field activities plan by emailing the Field Site Supervisor and Field Education Course Instructor. If emergency disruptions occur, site visits will be conducted by Zoom.

The remote field activities plan must include:

- The selected activities and competencies addressed.
- The anticipated completion date and the amount of time for activity completion.
- Students should keep a log of all completed activities to provide to the field instructor and field faculty.
- The request for the remote field activities plan must be approved by both the Field Site Supervisor and the Field Education Course Instructor.
- The updated learning plan with remote field activities must be approved before beginning remote field activities. See APPENDIX P or Field Education Remote Tasks.
- All remote field activities and products will be provided to the Field Site Supervisor and Field Education Course Instructor so they can be used for end of term evaluation purposes and must then be included in the learning plan.

Note of Acknowledgement and Appreciation: An expression of thanks to the University of North Carolina School of Social Work, the University of Denver School of Social Work, University of Michigan, and The Ohio State University who is assisted in the development of this policy by sharing their plans and protocols for disruption in field placements activities.

### **Critical Incidents Reporting**

Social Work Program is dedicated to the safety of our students while they are fulfilling the field education 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. Complete all agency trainings on safety, and agency Human Resource trainings.
2. 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 also contact the Field Education Coordinator to report the incident.
3. Immediately notify your agency supervisor of the incident, indicating what happened, who was involved, and the type of injury sustained (if any).
4. 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 Field Education Coordinator within two days of the incident.
5. 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 Field Education Coordinator and the agency Field Site Supervisor within two days of the incident.

### **Sexual Misconduct/Violence/Assault Title IX Policy**

All provisions of MSSU's sexual harassment policy apply to agency-based field placements. Students are protected 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 Southern State University Human Resources Home Page under Non-discrimination/Equal Employment Opportunity Policy and Sexual Misconduct/Violence/Assault Title IX Policy webpage.

**MSSU and Social Work Student Safety Pledge:**

Missouri Southern State University is committed to being a safe, violence-free zone for students. To make sure this happens, 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: Lafayette House (417-782-1772); Ozark Center (417-347-7630); Campus Police (417-626-2222); MSSU Health Center (417-625-9223); Freeman SANE Program (417-347-SANE); Mercy SANE Program (417-556-2300).

**Field Education Evaluations****Evaluation of Student: Learning Plan**

The Field Education Program provides generalist practice opportunities for Social Work students to demonstrate the core competencies. The Social Work Program is consistent with the CSWE 2022 EPAS and uses the nine social work core competencies and practice behaviors to develop tasks, and evaluation for these components. The learning plan is the main tool used to assess student progress throughout Field Education. The learning plan is included in APPENDIX J.

Students' learning plans include specified learning goals and practice behaviors to ensure that students' learning in the field parallels the student learning in the classroom, reflects all of the social work core competencies that define generalist practice, and describes the practice behaviors that define them. Students begin formulating their learning plans from stipulated social work core competencies and practice behaviors (in collaboration with their Field Site Supervisor and the Field Education Course Instructor). Then, students individually identify their social work tasks (congruent with practice behaviors) to their specific generalist practice settings and corresponding with the stipulated learning plan goals and objectives. They are required to have at least as many tasks as there are practice behaviors and at least two tasks for each practice behavior. Using the stipulated learning plan goals and practice behaviors, student's learning plans require practice experience tasks at the micro, mezzo, and macro levels. Methods of Evaluation on the learning plan assist in quantifying how the student is demonstrating competencies and related practice behaviors, and provides examples of student's application of knowledge, skills, values, cognitive and affective process. It is encouraged to have as many methods of evaluation that produce tangible products such as progress notes, treatment plans, proposals, certificates of completion, attendance sheets, reflection papers, etc.

At the Field Education orientation, the Field Education Coordinator trains site supervisors, and students to use learning plans, focusing on the identification of practice behaviors and tasks that operationalize the social work core competencies at micro, mezzo, and macro levels, and methods of evaluation. Furthermore, students receive additional training, in this respect, within their accompanying field education class. Students and Field Site Supervisor are given examples of learning plan tasks in Field Education Orientation (see APPENDIX K); however, the tasks must be unique to the students individual learning needs, field agency practice setting and population on micro, mezzo, and macro levels.

The Field Education Seminar class also helps accomplish this expectation by employing class assignments that address generalist practice opportunities at micro, mezzo, and macro levels and directly correlate with learning plan goals and practice behaviors. The Field Education assignments are detailed in the course syllabus. Students individualize the assignments based on practice experiences at their particular Field Education site.

#### Learning Plan Evaluation Rating Rubric

Student learning in the field setting is evaluated by demonstrated competency of the 2022 CSWE nine social work core competencies (learning plan goals) and practice behaviors outlined in the student learning plan. The goals and practice behaviors are individually operationalized when students, in collaboration with their Field Site Supervisors and under supervision of the Faculty Course Instructor, identify their social work tasks for Field Education in their specific practice settings. Learning plans are developed at the beginning of the Field Education and are reviewed and signed by the student, the Field Site Supervisor, Educational Supervisor (if applicable), the Faculty Course Instructor, and the Field Education Coordinator.

Students' performance and competency achievement are formally and numerically evaluated at two intervals each semester: at midterm and at the end of each semester. At midterm, Field Site Supervisors evaluate students' competency (learning and skills) based on their performance of the tasks, practice behaviors, and goals outlined in the student's learning plan. The numerical rating system is a standardized scale defined on the learning plan in following rubric.

At the end of the first semester the student must have at least an average of a '3' rating (emerging competency) or above on the learning plan rating scale for each of the nine social work core competencies/learning plan goals. At the end of the second semester of Field Education, students must earn at least an average of a '4' rating (meets competency) or above on the learning plan rating scale for each of the nine social work core competencies/learning plan goals. If students are unable to achieve an average of a '4' rating for each of the nine social work core competencies, they will be unable to earn the required "pass" for SW 480 SW 485 Field education I & II course, and mathematically cannot obtain passing grade of 'C' for SW 481 and SW486 Field Education Seminar. The learning plan, with the final evaluation of students' competency, requires signatures from the student, the site supervisor, the educational supervisor (if applicable), the Field Education Course instructor, and the Field Education Coordinator. The learning plan is to be submitted to the Field Education Course instructor, and the documents will become part of the students' permanent social work file. The Field Education Course Instructor will assign final course grades.

#### **Rating Scale to be Used at Midterm and Final Field Learning Plan Evaluation:**

1	Not met	Student does not meet professional expectations for generalist social work practice. Student demonstrates little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
2	Limited Competency	Student shows signs of initiates to build competency but is not fully proficient. Student demonstrates limited understanding of the knowledge/skills/practice behaviors and shows limited ability to

		implement into generalist social work practice. Student demonstrates limited level of skill development, needs continued practice and moderate assistance, progress on tasks and behaviors and initiative for learning is inconsistent.
3	Emerging Competency	Student demonstrates initiative to build competency and is demonstrating proficient in some but not all areas. Student demonstrates sufficient understanding of the knowledge/skills/practice behaviors and shows some ability to implement into practice with continued practice and mild assistance. Student demonstrates beginning level of generalist social work practice for skill development; progress on tasks and behaviors are steadily improving; consistent in initiative for learning.
4	Meets Competency	Performance meets expectations for students at this level of generalist social work practice. Student demonstrates the ability to independently apply skills in simple situations, moderate growth, and change, demonstrates ongoing progress, adequate performance on tasks and behaviors but needs more practice, takes initiative for learning.
5	*Exceeds Competency	Performance is above expectations for students at this level of generalist social work practice. Student demonstrates the ability to apply skills in complex situations, consistent growth, and change, demonstrates the ability to complete assigned tasks and activities, takes full responsibility for learning.
<b>*Only to be utilized in the final evaluation at the end of the second semester.</b>		

### Learning Plan Evaluation Process

The student is responsible for setting a dedicated time with Field Site Supervisor to review learning plan, present tangible products of learning/field work, discuss tasks completed/needed, and process field learning plan scores. It is recommended the student fill out a copy of the learning plan with their personal rating to build self-reflection and prepare materials for the meeting. For each evaluation, students and site supervisors will meet to discuss, compare, and 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 Site Supervisor's evaluation that is officially considered on the learning plan documents. Field Site Supervisors use a standardized numerical rating system to assess the student's performance. The learning plan, with the midterm and final evaluation of students' competency, requires signatures from the student, the site supervisor, the educational supervisor (if applicable), the Field Education Course Instructor, and the Field Education Coordinator in the fall (SW480/481) and spring semester (SW485/486). The student is responsible for collecting the learning plan with the Field Site Supervisor's score, obtain required signatures by the deadline listed on SW 480 and SW 485 Field Education I&II course outline dates.

Also, at midterm, the Field Education Course Instructor conducts an agency site visit to discuss students' performance, review the midterm ratings on the learning plans (those ratings as evaluated by the field education site supervisors), and evaluates needs for the remaining time in Field Education. The student and Field Site Supervisor review methods of evaluation utilized on the learning plan to assist in quantifying the ratings. It is the Field Site Supervisor's evaluation

that is officially considered on the learning plan documents.

At Field Education completion, the process repeats: site supervisors evaluate students' competency (learning and skills) based on their performance of the tasks, practice behaviors, and goals outlined in the students' learning plan documents. Site supervisors use the same standardized numerical rating rubric to evaluate performance, as they did at midterm. Again, students conduct self-assessments of their performance and meet with their Field Site Supervisor to discuss and compare/contrast their observations and respective ratings. The student and Field Site Supervisor review methods of evaluation utilized on the learning plan to assist in quantifying the ratings. It is the Field Site Supervisor's evaluation that is officially considered on the learning plan documents.

### **Evaluation of Field Education**

The Field Education Coordinator is ultimately responsible for overseeing the ongoing and continuous efforts of quality Field Education that meets CSWE standards, effectiveness of field settings and employs multiple methods for doing so.

1. Students complete a Student Evaluation of Field Education (APPENDIX N) at the end of the second semester to report their experiences regarding agency orientation, on-the-job supervision, case assignments, quality of learning and field instruction, supervisory sessions, site supervisor accessibility, Field Education Course Instructor interactions and site visits, helpfulness of the school's field orientation for students, and feedback on their practice performance.
2. Similarly, Field Site Supervisors complete a Field Education Site Supervisor Evaluation of the Field Education Process (APPENDIX O) at the end of the second semester to report their experiences regarding the placement process, Field Education Course Instructor interactions and site visits, and helpfulness of the Social Work Program's Field Education orientation for Field Site Supervisors.
3. Additionally, the Field Education Course Instructor will document the contacts with field sites on the Field Education Site Visit Report form (APPENDIX L) and provide a copy to the Field Education Coordinator for each site visit fall and spring semesters.

### **References**

Council on Social Work Education. (2022). 2022 educational policy and accreditation standards. In *Council on Social Work Education*. Retrieved from <https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf>

National Association of Social Workers. (2017). *National association of social workers code of ethics*. Washington, D.C.: NASW press.



**APPENDIX A**  
**MISSOURI SOUTHERN STATE UNIVERSITY**  
**SOCIAL WORK FIELD EDUCATION PROGRAM**

**Application for Field Education**

Name:		Date:	
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Address:	
----------	--

Phone:		MSSU Email:	
--------	--	-------------	--

Overall G.P.A.:		Major G.P.A.:	
-----------------	--	---------------	--

Prioritize your social work interests:

1.	
2.	
3.	
4.	

Prioritize geographic locations for your field education setting:

1.	
2.	
3.	
4.	

Comments: Additional information you believe important when determining a field education site (i.e., disabilities, personal needs, etc.).

--

## APPENDIX B

### Family Care Safety Registry Form

**Please Print Clearly**

**Complete this form after you have registered with the Missouri Family Care Safety Registry (FCSR) at <https://health.mo.gov/safety/fcsr/>**

**If you believe you are already registered with FCSR, please use the link above to confirm this before completing and submitting this form.**

**This form is only used for the FCSR Background Check.  
Upon background confirmation, this form is shredded.**

Date of FCSR Registry: \_\_\_\_\_

MSSU Current Name (Last, First):

\_\_\_\_\_

MSSU Student ID#: S\_\_\_\_\_

Registry Name (Last, First):

\_\_\_\_\_

SS#: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

DOB (Month, Day, Year): \_\_\_\_\_

## APPENDIX C

### MISSOURI SOUTHERN STATE UNIVERSITY SOCIAL WORK FIELD EDUCATION PROGRAM

#### Field Education Policy Agreement

**Students are required to initial each statement and then sign and date the agreement:**

I am aware a 2.70 GPA is required in the Social Work major and cumulative in order to complete field education.
I am aware that all required courses for the social work major must be completed before field education begins.
I understand that should my grades during the semester prior to field education lower my GPA to below 2.70, I will not be approved to complete field education and the Retention, Remediation, and Dismissal Policy will be followed by the Field Education Coordinator.
I understand that the Field Education Site Information/Confirmation (appendix E) and Practice Affiliation Agreement (appendix I) must be finalized, approved, and signed by the field agency and the Field Education Coordinator before I begin field education.
I understand that Field Education Seminars (SW481 & SW486) are mandatory; attendance is required.
I understand the start and completion dates of field education must be approved by the Field Education Coordinator. I understand I am to be prepared to start field education hours following Field Education Orientation and continue all sixteen weeks fall semester; and start first week of classes spring semester and continue the following sixteen weeks. Hours may be accrued as needed during finals week fall and spring semesters.
I understand should my field education not be set up (arrangements made with the agency; agreement completed, confirmed, and in place by the start of the semester in which I intend to begin field education), I may have to wait until the following semester/year.
I understand field education hours must total 400 hours (or adjusted hours officially allowed by CSWE).
I understand that if employed in the agency prior to field education, these employment duties/hours are prohibited from being used to meet the 400 field education hours (or adjusted hours officially allowed by CSWE). I understand that if I am employed in an agency all the field education hours must be new learning as evidence of new role, job

description, tasks.

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Print name

---

Date

---

Sign name

## **APPENDIX D**

### **MISSOURI SOUTHERN STATE UNIVERSITY SOCIAL WORK FIELD EDUCATION PROGRAM**

#### **Acknowledgement of Risks**

This information is intended to inform you of potential liability and safety risks that go along with field placement. It is important that you have the knowledge about potential hazards, so that you can prepare yourself to minimize these risks. These risks can be minimized with acknowledgement and preparation. It is your responsibility to discuss the policies and procedures of your agency with your Field Site supervisor. You will follow your agency's safety precautions to minimize risks to yourself. You are encouraged to develop a safety plan in accordance with your agency policies and procedures.

#### **LIABILITY INSURANCE**

Students are required to carry professional liability insurance and will not be allowed to start their field placement until they have obtained this. This is provided through student fees for each student, and the fee is determined each year.

#### **AUTOMOBILE INSURANCE AND ACCESS TO A VEHICLE**

It is recommended that students have a valid driver's license before field education, as this may impact the options for field placement. Many field placements require the use of an automobile for providing services such as home visits and multidisciplinary team meetings. It is highly recommended that the student contacts their insurance company to clearly understand their car insurance policy as it relates to use of your vehicle in field placement. Your insurance company will help provide you with a clear understanding of your coverage. You are encouraged to use agency vehicles as much as possible. The faculty recommends that you not use your personal vehicle to transport clients.

#### **HEALTH INSURANCE AND IMMUNIZATIONS**

You are strongly encouraged to have health insurance because of the risk of accidental injury or serious illness requiring medical treatment. Missouri Southern State University is not responsible for accidents or injuries that you may incur during their field placement.

Your immunizations should be up-to-date, and you should consider a TB skin test and a Hepatitis B vaccine. You need to contact your Field Instructor to discuss the risk of TB and Hepatitis B as well as other potential health risks that they may be involved with during field placement. You should use universal precautions to prevent the risk of exposure to HIV-AIDS, other blood borne pathogens, and/or any other infections. Please note, some settings will require you to update your immunizations and/or take a TB skin test.

#### **PERSONAL SAFETY**

It is important for students to understand that there is potential risk to your personal safety due to hostile clients, home visits, and/or other situations that may impact your personal safety. When issues of personal safety or the safety of others is a concern, you should discuss this concern with your Field Site Supervisor who should assist them with taking the best course of action. You should minimize the risk to your personal safety. It is acceptable to ask your Field Site Supervisor or other staff member to be available, accompany, and/or participate when you feel unsafe or uncomfortable. If your personal safety is threatened or you are injured during placement, you will report the incident to the Field Site Supervisor and to the Field Education Coordinator as soon as possible. If the student is unable to make a report, someone should contact the Field Education Coordinator.

Students should discuss personal safety risk with their Field Site Supervisor and be knowledgeable of the agency's policy and procedures regarding these issues.

### **ADDITIONAL AGENCY REQUIREMENTS**

Some agencies may have additional requirements, such as a background check or a drug screen. You should ask your agency during the interview process about this screening. You will be required to pay for this yourself if the agency does not pick up the cost. You will be required to meet the agency requirements before field placement.

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I have read the above items and understand that the field experience does present some risks for me as a student. I understand that not all risks can be prevented. I agree to assume these risks beyond the control of the university faculty and staff.

I also understand that careful and prudent choices can minimize these risks. I recognize that it is my responsibility to review, understand, and follow the field placement agency policies and practices regarding the risk in field placement. I represent that I am otherwise capable, with or without accommodation, to participate in this field experience and voluntarily agree to assume all responsibility for any harm which may occur to me while engaging in the field placement.

My signature signifies that I have read, understand, and agree to all the information on this form.	
Click here to enter a date.	Student Signature:
	Printed Name of Student:
Click here to enter a date.	Field Education Coordinator Signature:

**APPENDIX E**  
**MISSOURI SOUTHERN STATE UNIVERSITY**  
**SOCIAL WORK FIELD EDUCATION PROGRAM**

**Field Education Site Information/Confirmation**

<b>STUDENT AND FIELD DIRECTOR CONTACT INFORMATION</b>			
<b>Name:</b>			<b>MSSU ID:</b>
<b>Address:</b>			
<b>Phone:</b>		<b>Email:</b>	
<b>Field Director:</b>	Joan Wilson, MSW, LCSW	<b>Email:</b> Wilson-Joan@mssu.edu	<b>Phone:</b> 417-625-3144

<b>FIELD EDUCATION SITE INFORMATION</b>	
<b>Agency name:</b>	
<b>Address:</b>	
<b>Phone:</b>	

<b>FIELD SITE SUPERVISOR INFORMATION</b>			
<b>Name:</b>			
<b>Address:</b>			
<b>Phone:</b>		<b>Fax:</b>	<b>Email:</b>
<b>Degree information:</b>			
<b>Licensure(s) held:</b>			

<b>EDUCATIONAL SUPERVISOR (IF APPLICABLE)</b>			
<b>Name:</b>			
<b>Address:</b>			
<b>Phone:</b>		<b>Fax:</b>	<b>Email:</b>
<b>Degree information:</b>			
<b>Licensure(s) held:</b>			

<b>AGREEMENT</b>
<ol style="list-style-type: none"> <li>1. The Social Work Field Education is 400 hours (or adjusted hours officially allowed by CSWE).</li> <li>2. The Field Site Supervisor (FEES) agrees to hold weekly supervisory meetings with the field student and involve them in educational experiences at the agency. The FEES is the agency representative responsible for oversight of student experience and evaluation of practice both fall and spring semester.</li> <li>3. By the end of Field Education, the student will have gained practice experience in the nine CSWE social work competency areas and corresponding practice behaviors at the individual, family, group, organization and community levels.</li> <li>4. The field site supervisor and field student have received and reviewed a copy of the Field Education Manual and agree to use it as a resource for assisting in completion of field education.</li> </ol>
<b>SIGNATURES</b>

<b>Title: Field Student</b>  <b>Signature:</b>  <b>Date:</b>	<b>Title: Field Education Course Instructor</b>  <b>Signature:</b>  <b>Date:</b>
<b>Title: Field Site Supervisor</b>  <b>Signature:</b>  <b>Date:</b>	<b>Title: Field Education Coordinator</b>  <b>Signature:</b>  <b>Date:</b>



**APPENDIX F**  
**MISSOURI SOUTHERN STATE UNIVERSITY**  
**SOCIAL WORK FIELD EDUCATION PROGRAM**

**Field Student Responsibilities Agreement**

**Field Student Responsibilities**

In exchange for the opportunity to participate in the training experience/Field Education at the facility, the student agrees to:

1. Keep regular attendance and be on time, both at school and at the field education site. The student will promptly notify the field education site if unable to report. The student's placement will automatically terminate if the student terminates their enrollment in the program or is no longer enrolled as a student at the university.
2. Demonstrate honesty, punctuality, courtesy, a cooperative attitude, desirable health and grooming habits, desirable/required dress, and a willingness to learn; and
3. Furnish the Field Education Course Instructor with all necessary information and complete all necessary reports requested by the instructor. Submitting falsified reports is cause for immediate expulsion from the program; and
4. Conform to all rules, regulations, and policies including health, safety, and work environment of the field site, follow all instructions given by the field site, and always conduct myself in a safe manner; and
5. Consult with the Field Education Course Instructor about any difficulties arising at the field education site; and
6. Be present at the Field Education site on the dates and for the number of hours agreed upon; and
7. Not terminate their participation in the experience at the field education site without first consulting the Field Education Course Instructor.

The student also understands and agrees that:

1. Placement and participation in this educational experience is not employment with the university or the field education site.
2. The student will not receive any money or compensation or benefits of any kind from the University in exchange for their participation in field education.
3. The student also understands that the Field Education site does not promise or guarantee any future employment for the student.

The student understands that it is recommended they have health insurance and that they are responsible for providing their own health insurance and for any and all medical expenses incurred by them related to any injury, loss, or illness sustained by them while participating in Field Education at the field site.

**Agreement Signatures**

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

Date: \_\_\_\_\_

Field Site Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Field Education Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX G

### MISSOURI SOUTHERN STATE UNIVERSITY SOCIAL WORK DEPARTMENT Employment-Based Field Education Proposal

**1. Student Name:**

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

**3. Description of Employing Agency**

**a. Name:**

**b. Address:**

**c. Scope of Agency's Services & Clients Served:**

**4. Student's Employment Status**

**a. Current Job Title:**

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

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

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

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

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

--

- g. *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.***

**5. Proposed Employment-Based Field Education:**

**a. Job Title & Duties (check one):**

<input type="checkbox"/>	I will keep my same job title/job duties and am adding new learning activities and tasks.
<input type="checkbox"/>	I will keep my same job title/job duties and am adding an additional, new position with new title/job duties.
<input type="checkbox"/>	I will switch from my current job title/job duties and assume completely new job title/job duties.
<input type="checkbox"/>	I am a new employee (employed less than three months at beginning of field education) and am still acquiring new knowledge and skills for professional duties.
<input type="checkbox"/>	Other (please explain):

- b. 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 previous field education.**

--

- c. At the end of this field education, what *NEW* social work knowledge, skills, and values will you have acquired?**

--

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

--

## 6. Proposed Field Site Supervisor

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

### a. Name, Title & Credentials:

### b. Email:

### c. Mailing Address:

### d. Telephone:

### e. Is the proposed field site supervisor an agency employee? If not, explain how this person has sufficient knowledge of your employment to provide field supervision.

### f. Describe your plan for field instruction/supervision during field education.

### g. If your proposed field instructor does not have the required BSW/MSW, describe what, if any, option your agency has for providing educational supervision.

## 7. Field Education & Work Schedules

5. Students must demonstrate that they participate in the required 400 hours of new learning experiences (or adjusted hours officially allowed by CSWE).

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

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

8. **Agency / Field Instructor**

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

**We have reviewed our policies related to hosting a field education student who 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/Social Work Department.**

We further understand that if, after proposal approval, the employment-based field education is deemed inappropriate by the Field Education Course Instructor/or Field Education Coordinator, based on criteria for all field education (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 Field Education.

The Missouri Southern State University Social Work Department 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 Department is to protect the integrity of the educational experience.

Questions and/or concerns may be addressed to the Field Education Coordinator, Joan Wilson, MSW, LCSW at [Wilson-Joan@mssu.edu](mailto:Wilson-Joan@mssu.edu)

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

\_\_\_\_\_  
Employing Agency Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student’s Agency Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Proposed Field Site Supervisor

\_\_\_\_\_  
Date

---

Proposed Educational Supervisor (*if applicable*)

---

Date

---

Student

---

Date

**APPENDIX H**  
**MISSOURI SOUTHERN STATE UNIVERSITY**  
**SOCIAL WORK PROGRAM**

**FIELD AGENCY DATA FORM**

Please fill out as completely as possible. The information you provide assists prospective field students in making a more informed decision concerning their Field Education placement. This form is utilized to ensure all agencies including, out of state and international field settings, offer competency-based field experiences.

**Agency Information**

Agency Name:			
Address:			
Contact Person:		Title:	
Phone:		Email:	
Fax:		Website:	
Hours of Operation:			

**Agency Classification:**

- ☐ Public  
☐ Other

- ☐ Private, non-profit  
☐ Private, for-profit

**Primary Group(s) Served** (Please check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Children             | <input type="checkbox"/> Adult Men (25+)   |
| <input type="checkbox"/> Adolescents (13-17)  | <input type="checkbox"/> Adult Women (25+) |
| <input type="checkbox"/> Young Adults (18-24) | <input type="checkbox"/> Elderly           |

**Purpose of Agency:**

Indicate number of BSW personnel at the agency:

Indicate number of MSW personnel at the agency:

What days and times would be available for students to complete their Field Education hours?

Please indicate the number of field students the agency will accept:

**Special Considerations**

Does your agency have multiple locations? If so, please list the locations:

Will the field student need a personal car to perform responsibilities? ☐No ☐Yes

Does the agency reimburse mileage to field students for use of their own car? ☐No ☐Yes



Does the agency financially compensate field students? ☐No ☐Yes If so, please explain:

Are home visits required? ☐No ☐Yes

Are there special skills required, such as language? ☐No ☐Yes

Are field education opportunities available for evenings/weekends? ☐No ☐Yes

Does the agency require any of the following?

☐ Background check

☐ TB Skin test

☐ Fingerprinting

☐ Physical exam

☐ Drug Screen

☐ Immunizations/health forms

☐ Training/Orientation

☐ Other

Is there a cost to the student for any of the above requirements? ☐No ☐Yes

### **Practice Areas**

(Please check all that apply):

☐ Adolescents

☐ Families

☐ Mental health

☐ Adoption

☐ Foster care

☐ Natural disasters

☐ Aging

☐ Grief and loss

☐ Physical disabilities

☐ Behavioral health

☐ HIV/AIDS

☐ Policy/legislation

☐ Child welfare

☐ Home health

☐ Prevention

☐ Community health

☐ Homeless services

☐ Sex offenders

☐ Criminal justice

☐ Hospice

☐ Short-term care

☐ Developmental  
disabilities

☐ Housing  
☐ Immigrants/Refugees

☐ Substance use

☐ Domestic violence

☐ International

☐ Veterans/Military

☐ Early childhood

☐ LGBTQIA+

☐ Victims of violence

☐ Education/school  
services

☐ Legal services

☐ Vocational

☐ Emergency assistance

☐ Long-term care

Rehabilitation

☐ Medical/Health

☐ Other:

### **Agency Practice Modalities**

(Please check all that apply):

- ☐ Administration
- ☐ Advocacy
- ☐ Budgeting
- ☐ Case management
- ☐ Community organizing
- ☐ Community outreach
- ☐ Crisis Intervention
- ☐ Fundraising
- ☐ Grant writing
- ☐ In-home services
- ☐ Emergency assistance
- ☐ Marketing/community relations
- ☐ Policy development
- ☐ Program development and planning
- ☐ Rehabilitation
- ☐ Research
- ☐ Resource development and management
- ☐ Treatment (short-term)
- ☐ Treatment (long-term)

**Agency Designated Field Site Supervisor (FESS)**

(Monitors weekly tasks, evaluates student's learning, attends Field Education Orientation)

Name and Title:			
Email:			
Office phone:		Cell phone:	
Preferred mode of communication:	Email	Office phone	Cell phone
Educational Degree(s) (BSW, MSW, etc.):			
Total years of BSW experience:			
Total years of MSW experience			
Years of experience supervising student field placements			
Has the field site supervisor ever received any disciplinary actions? If yes, please explain	No	Yes	
Does the field site supervisor have supervisory experience?	No	Yes	

**Task Supervisor (if applicable)**

(Oversite of special projects, may monitor daily tasks, reports student's progress to Field Education Site Supervisor listed above)

Will a task supervisor be involved in supervising the student? No Yes

Name and Title of Task Supervisor:			
Email:			
Office phone:	Cell phone:		
Preferred mode of communication:	Email	Office phone	Cell phone
Educational Degree(s):			
University (s) attended			
Does the task supervisor have supervisory experience?	No	Yes	

Will the agency provide a description of professional activities and tasks expected of prospective Social Work field student? No Yes

Please attach or describe here:

--

Please list any other conditions of Field Education at your agency that the student may need to be aware of:

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Prepared by:	Date:
--------------	-------

## **APPENDIX I**

### **PRACTICE AFFILIATION AGREEMENT**

**THIS PRACTICE AFFILIATION AGREEMENT** (the “Agreement”) is made and entered into this **Date** (the “Effective Date”), by and between **MISSOURI SOUTHERN STATE UNIVERSITY** (hereinafter referred to as “University”) and **Name of Agency** (hereinafter referred to as “Field Education Site”).

#### **RECITALS**

WHEREAS, University has a program of study in the field of Social Work on its campus; and

WHEREAS, University desires for its students to have the opportunity to participate in field experience rotations in patient-care settings; and

WHEREAS, Field Education Site is a social service facility which provides various social services to its patients; and

WHEREAS, Field Education Site has informed University that Field Education Site has sufficient resources to provide students with field education under the supervision of Field Education Site at its facilities; and

WHEREAS, Field Education Site, in furtherance of its mission to meet the healthcare needs of the community, is desirous of assisting University in the development of students and obtaining the practical benefits to be derived from carrying out field education programs; and

NOW THEREFORE, in consideration of the mutual benefits to be derived by University and Field Education Site and other good and valuable consideration, the parties, intending to be legally bound, agree as follows:

#### **ARTICLE I OBLIGATIONS OF UNIVERSITY**

1.1 Prior to the beginning of field education, University will provide to Field Education Site the following information concerning the program participants:

- 1.1.1 Up-to-date student rosters for each participating course/semester;
- 1.1.2 Schedules of student field education assignments;
- 1.1.3 Outline of educational objectives; and
- 1.1.4 Name and contact information of coordinating University faculty for purpose of liaison, planning and coordination.

1.2 University shall assign only those students who have completed those portions of curriculum which are a prerequisite to participation in the field education program. University will place no more students with Field Education Site than allowed by the Field Education Site.

1.3 University will endeavor to provide Field Education Site with such information as Field Education Site and University may agree upon from time-to-time concerning background checks and immunization of students visiting the Field Education Site.

1.4 University agrees to provide evaluating forms to Field Education Site to be utilized in rating student performance. The University will provide a clear and precise method with explanation on methods in which Field Education Site staff can verify, record and grade student’s performance and completion of assigned tasks.

1.5 University will instruct both students and instructors to comply with the policies, procedures, rules and regulations of the Field Education Site insofar as they pertain to activities at the Field Education Site.

## **ARTICLE II**

### **OBLIGATIONS OF THE FIELD EDUCATION SITE**

2.1 Field Education Site shall cooperate with University in the planning and conduct of the students' field education such that the students' field education will be appropriate in light of University's educational objectives. Field Education Site will designate for each social service unit or department an appropriately certified, registered or licensed Field Education Site representative for purpose of student supervision, patient care, and liaison, planning, and coordination.

2.2 Field Education Site will provide a complete orientation for each student in respect to the policies of the Field Education Site and the facilities of the Field Education Site. Students shall be treated as trainees and will not be expected nor allowed to perform services in lieu of staff employees, except under direct and appropriate supervision of Field Education Site. Field Education Site shall be responsible for supervising students at all times while students are present at the Field Education Site for field education. The Field Education Site is responsible for the safety and quality of care provided to its patients by the students who are participating in the field education at the Field Education Site.

2.3 Field Education Site shall comply with all applicable federal, state and local laws, ordinances, rules, and regulations.

2.4 To the extent available, Field Education Site will permit students and faculty, at their own expense, to use the Field Education Site's employee dining area, conference rooms, dressing rooms and library. To the extent available, Field Education Site will provide a secure place for personal belongings of students and faculty from the University.

2.5 Should the occasion arise, all University students and Field Education instructors will be furnished emergency care and treatment as is available at the Field Education Site until the individual can be transferred to the care of a personal physician.

2.6 Field Education Site shall provide feedback and performance evaluations for any student when requested by University.

2.7 Field Education Site shall, on reasonable advance notice, permit inspection by University and/or authorities responsible for accreditation to inspect the Field Education Site's facilities, services, records and other items relating to the field practice education of students.

2.8 The Field Education Site shall maintain a sufficient level of staff employees to carry out regular duties. The Field Education Site shall at all times retain sole responsibility for patient care. The Field Education Site will protect, defend, indemnify, and hold University and its board of governors, faculty, employees, students, agents, and representatives (the "Protected Parties") harmless from any causes of action, liabilities, losses, damages, costs and expenses (including attorney's fees and defense costs) arising from or related to the care of patients or the obligations of Field Education Site, including those caused wholly or in part by the negligence of any of the Protected Parties. This paragraph will survive any expiration, termination, or cancellation of this Agreement.

2.9 Field Education Site retains the privilege of requiring the withdrawal of a student or University faculty if it is believed by Field Education Site to be in the best interest of Field Education Site upon consultation with the University.

## ARTICLE III

### MISCELLANEOUS

3.1 Term. The initial term of this Agreement shall be for one (1) year, commencing Contract beginning and ending dates unless terminated earlier as provided in this Agreement. After the initial term, this Agreement shall continue in effect for successive additional periods of one year each, unless terminated earlier as provided in this Agreement. Both parties shall have the right to terminate this Agreement, whether during the initial term or any renewal term, for convenience without liability upon giving the other party ninety (90) days written notice; provided, however, that as long as University has not materially breached this Agreement, then Field Education Site will not exercise its right to terminate this Agreement until after the conclusion of an academic semester during which services are being provided.

3.2 Notice. Any notice or communication required, permitted or desired to be given hereunder shall be deemed effectively given in written form, transmitted by facsimile or other electronic means, or mailed by prepaid certified mail, return receipt requested, to each party at its respective address listed below:

Field Education Site:

Agency Name  
Address 1  
City, State, Zip  
Attention: Name

University:

Missouri Southern State University  
3950 E. Newman Road  
Joplin, MO 64801  
Attention: Joan Wilson, MSW, LCSW

3.3 No Employment Relationship. Field Education Site accepts the condition that Field Education Site employee(s) are not to be deemed employee(s) of the University under this Agreement. Students and faculty of University shall not be deemed to be employees of Field Education Site because of their participation in the field education program. Each student is placed with Field Education Site to receive field education as a part of his or her academic curriculum; those duties performed by a student are not performed as an employee of Field Education Site, but in fulfillment of these academic requirements and are performed under the supervision of Field Education Site. This provision shall not be deemed to prohibit the employment of any such student by Field Education Site wholly separate and apart from this Agreement.

3.4 No Monetary Consideration. It is expressly understood by the parties that Field Education Site will not be paid for its services or for the use of its facilities. There shall be no monetary consideration paid by University, it being acknowledged that the field education program provided hereunder is mutually beneficial. The parties shall cooperate in administering this field education program in a manner which will tend to maximize the mutual benefits provided to University and Field Education Site.

3.5 HIPAA. Solely for the purposes of defining the students' and faculty roles in relation to the use and disclosure of the Field Education Site's protected health information, faculty and students engaged in activities pursuant to this Agreement shall be considered part of the Field Education Site's workforce, as that term is defined in 45 CFR 160.103 to include trainees and students. Students are not considered work force or employees of Field Education Site for other purposes, including but not limited to, tax or employment law. Prior to placement at Field Education Site, the University shall advise its students of the importance of complying with Field Education Site's policies and procedures governing the use and disclosure of individually identifiable health information.

3.6 Miscellaneous. This Agreement constitutes the entire agreement between the parties, and all prior discussions, agreements and understandings, whether verbal or in writing, are hereby merged into this Agreement.

No amendment or modification to this Agreement, including any amendment or modification of this paragraph, shall be effective unless the same is in writing and signed by the party to be charged. In the performance of their respective duties and obligations under this Agreement, each party is an independent contractor, and neither is the agent, employee or servant of the other, and each is responsible only for its own conduct. Each party shall be separately responsible for compliance with all laws, which may be applicable to their respective activities under this Agreement. This Agreement will be governed by Missouri law, and all disputes under or related to this Agreement shall be heard in the courts located or having jurisdiction in Jasper County, Missouri. Field Education Site hereby submits to the venue and jurisdiction of courts located in or having jurisdiction in Jasper County, Missouri for all purposes related to this Agreement. The University is not undertaking any duty of care to Field Education Site or its patients, and Field Education Site agrees that University will not have any liability arising from or related to any alleged negligent acts or omissions of students or faculty. This Agreement and/or rights, duties, and obligations hereunder, may not be assigned by either party.

IN WITNESS WHEREOF, the parties have executed this Agreement the day and year first above written.

**MISSOURI SOUTHERN STATE UNIVERSITY**

**FIELD EDUCATION SITE**

Faculty Signed:	Signed:
Name:	Name:
Title:	Title:
Field Education Coordinator	
Date:	Date:
Provost/Academic Affairs Name:	
Provost/AA Signed:	Date:



**APPENDIX J**  
MSSU Social Work Field Education Learning Plan and Field Evaluation

**INSTRUCTIONS**

**WHAT IS THE PURPOSE OF THE LEARNING PLAN?**

- Identify goals related to knowledge acquisition and application
- Identify goals that focus on skill development, application and competencies
- Identify learning activities and experiences related to the agency site
- Enhance professional development, including awareness and application of values and ethics
- Provide an overall structure for the unique placement setting
- Clarify expectations of all involved
- Identify evaluative methods
- Challenge the student to achieve objectives
- Provide a clear record of student accomplishments at the end of the Field Education

**WHO COMPLETES THE LEARNING PLAN?**

- The student
- Input from the Field Education Site Supervisor (FESS)
- Input from the Field Education Course Instructor (SW 480, SW 481, SW 485, & SW 486 instructor)

**WHEN IS IT DUE?**

- First draft within first two weeks of Field Education
- Final learning plan within first month of Field Education

- Due dates listed in the syllabus

### **HOW IS IT COMPLETED?**

- Student and Field Education Site Supervisor will be given instructions and provided a menu of possible learning activities at their respective orientations which will include:
  - Micro Activities and/or learning experiences (individuals)
  - Mezzo Activities and/or learning experiences (groups and families)
  - Macro Activities or learning experiences (communities and organizations)
  - All levels of practice (micro, mezzo, macro) will be included in plan.
- Minimum number of tasks as each goal's practice behaviors, & at least 2 tasks per practice behavior; one tasks may meet more than one practice behavior.
- Student will discuss available learning opportunities with Field Education Site Supervisor at the beginning of field education.
- Student and Field Education Site Supervisor may consult with Field Education Course Instructor
- Learning plan is considered a working document subject to review and revision
- Used as part of ongoing supervisory conferences and conferences with Field Education Course Instructor

## **EVALUATION COMPONENT OF LEARNING PLAN**

### **WHAT IS THE PURPOSE OF THE EVALUATION?**

- Evaluate and monitor student progress of developing generalist social work competencies and practice behaviors.
- Provide ongoing information on knowledge, value, skill, cognitive and affective process acquisition.
- Provide information for focused improvement and supervision.
- Grading

### **WHO COMPLETES THE EVALUATION?**

- Student completes a self-evaluation.
- Field Education Site Supervisor completes an evaluation of student.
- Student and Field Education Site Supervisor meet to discuss their evaluations.

### **WHEN IS IT DUE?**

- Initial plan within first two weeks of fall semester to develop tasks
- Mid-Term (see course syllabus)
- Final (see course syllabus)
- While not due until mid-term and final, students and Field Education Instructors will use throughout the semester to assess student progress and areas for improvement.

### **HOW IS EVALUATION DONE?**

- The same form will be used at mid-term and final.
- The original mid-term plan/evaluation will be turned in to the Field Education Course Instructor by the student.
- The original mid-term plan/evaluation will be returned to the student who, in turn, will give it to the Field Education Instructor.

- The original final learning plan/evaluation will be retained by the Social Work Department.
- The student will retain a copy for her/his records.

**GRADING SCALE TO BE USED AT MIDTERM AND FINAL FIELD EVALUATION:**

**GRADING SCALE TO BE USED AT MIDTERM AND FINAL FIELD EVALUATION:**

1	Not met	Student does not meet professional expectations. Student demonstrates little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
2	Limited	Student shows signs of initiates to build competency but is not fully proficient. Student demonstrates limited understanding of the knowledge/skills/practice behaviors and shows limited ability to implement into practice. Student demonstrates limited level of skill development, needs continued practice and moderate assistance, progress on tasks and behaviors and initiative for learning is inconsistent.
3	Intermediate	Student demonstrates initiative to build competency and is demonstrating proficient in some but not all areas. Student demonstrates sufficient understanding of the knowledge/skills/practice behaviors and shows some ability to implement into practice with continued practice and mild assistance. Student demonstrates beginning level of skill development; progress on tasks and behaviors are steadily improving; consistent in initiative for learning.
4	Competent	Performance meets expectations for students at this level. Student demonstrates the ability to independently apply skills in simple situations, moderate growth and change, demonstrates ongoing progress, adequate performance on tasks and behaviors but needs more practice, takes initiative for learning.
5	*Excels	Performance is above expectations for students at this level. Student demonstrates the ability to apply skills in complex situations, consistent growth and change, demonstrates the ability to complete assigned tasks and activities, takes full responsibility for learning.
<b>*Only to be utilized in the final evaluation at the end of the second semester.</b>		

\_\_\_\_\_ **Academic Year**

\_\_\_\_\_ **Date of Original Learning Plan**

\_\_\_\_\_ **Date of Revised Learning Plan**

\_\_\_\_\_ **Date of Mid-Term Evaluation (first semester)**

\_\_\_\_\_ **Date of Final Evaluation (first semester)**

\_\_\_\_\_ **Date of Final Evaluation (second semester)**

\_\_\_\_\_ **Date of Mid-Term Evaluation (second semester)** \_\_\_\_\_

**Student learning conditions and responsibilities:**

1. I will spend approximately 16 hours per week at the agency until I have completed at least 400 hours (200 for Fall semester and 200 for Spring semester; or adjusted hours officially allowed by CSWE).
2. I understand hours may not be applied to my total during school breaks. I will not finish working before the first Friday in May.
3. I will be prepared to meet with my Field Education Site Supervisor on a weekly basis and as needed.
4. I will attend the SW 481 & 486 seminars.
5. I will complete a self-evaluation using this tool and discuss it with my Field Education Site Supervisor at mid-term and final for both SW 480 & SW 485.
6. I will follow all policies and procedures described in the Field Education Field Manual and in the syllabi.
7. I will reach a minimum goal of at least an average of **3** for each competency on the competency grading scale by the final evaluation of SW 480, and a minimum goal of at least an average of **4** for each competency by the final field evaluation of SW 485.

**STUDENT:** \_\_\_\_\_

**FIELD EDUCATION SITE SUPERVISOR (Agency):** \_\_\_\_\_

**FIELD EDUCATION EDUCATIONAL SUPERVISOR (if applicable):** \_\_\_\_\_

**FIELD EDUCATION COURSE INSTRUCTOR (SW 481 & 486 instructor):** \_\_\_\_\_

**COMPETENCY 1: Demonstrate Ethical and Professional Behavior.**

PRACTICE BEHAVIORS	SW 480				SW 485			
	Midterm		Final		Midterm		Final Field Evaluation	
	Student	FESS	Student	FESS	Student	FESS	Student	FESS
1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.								

2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.								
3. Use technology ethically and appropriately to facilitate practice outcomes.								
4. Use supervision and consultation to guide professional judgment and behavior.								

Add to, delete or modify the **Tasks** to fit your field education

TASKS	Target Date	Completion Date	Method of Evaluation

## COMPETENCY 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.

PRACTICE BEHAVIORS	SW 480				SW 485			
	Midterm		Final		Midterm		Final Field Evaluation	
	Student	FESS	Student	FESS	Student	FESS	Student	FESS
1. Advocate for human rights at the individual, family, group, organizational, and community system levels.								
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.								

Add to, delete or modify the **Tasks** to fit your field education

<b>TASKS</b>	<b>Target Date</b>	<b>Completion Date</b>	<b>Method of Evaluation</b>

**COMPETENCY 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Competency**

<b>PRACTICE BEHAVIORS</b>	<b>SW 480</b>				<b>SW 485</b>			
	<b>Midterm</b>		<b>Final</b>		<b>Midterm</b>		<b>Final Field Evaluation</b>	
	Student	FESS	Student	FESS	Student	FESS	Student	FESS
1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.								
2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.								

Add to, delete or modify the **Tasks** to fit your field education

<b>TASKS</b>	<b>Target Date</b>	<b>Completion</b>	<b>Method of Evaluation</b>
--------------	--------------------	-------------------	-----------------------------



		<b>Date</b>	

**COMPETENCY 4: Engage in Practice-Informed Research and Research-Informed Practice.**

PRACTICE BEHAVIORS	SW 480				SW 485			
	Midterm		Final		Midterm		Final Field Evaluation	
	Student	FESS	Student	FESS	Student	FESS	Student	FESS
1. Apply research findings to inform and improve practice, policy, and programs.								
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.								

Add to, delete or modify the **Tasks** to fit your field education

TASKS	Target	Completi	Method of Evaluation
-------	--------	----------	----------------------

	Date	on Date	

### COMPETENCY 5: Engage in Policy Practice.

PRACTICE BEHAVIORS	SW 480				SW 485			
	Midterm		Final		Midterm		Final Field Evaluation	
	Student	FESS	Student	FESS	Student	FESS	Student	FESS
1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.								
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.								

Add to, delete or modify the **Tasks** to fit your field education

TASKS	Target Date	Completion Date	Method of Evaluation
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**COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations, and Communities.**

PRACTICE BEHAVIORS	SW 480				SW 485			
	Midterm		Final		Midterm		Final Field Evaluation	
	Student	FESS	Student	FESS	Student	FESS	Student	FESS
1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.								
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.								

Add to, delete or modify the **Tasks** to fit your field education

TASKS	Target Date	Completion Date	Method of Evaluation


**COMPETENCY 7: Assess Individuals, Families, Groups, Organizations, and Communities.**

PRACTICE BEHAVIORS	SW 480				SW 485			
	Midterm		Final		Midterm		Final Field Evaluation	
	Student	FESS	Student	FESS	Student	FESS	Student	FESS
1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies								
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.								

Add to, delete or modify the **Tasks** to fit your field education

TASKS	Target Date	Completion Date	Method of Evaluation


**COMPETENCY 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.**

PRACTICE BEHAVIORS	SW 480				SW 485			
	Midterm		Final		Midterm		Final Field Evaluation	
	Student	FESS	Student	FESS	Student	FESS	Student	FESS
1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.								
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.								

Add to, delete or modify the **Tasks** to fit your field education

TASKS	Target Date	Completion Date	Method of Evaluation

--	--	--	--

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

PRACTICE BEHAVIORS	SW 480				SW 485			
	Midterm		Final		Midterm		Final Field Evaluation	
	Student	FESS	Student	FESS	Student	FESS	Student	FESS
1. Select and use appropriate methods for evaluation of outcomes.								
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.								

Add to, delete or modify the **Tasks** to fit your field education

TASKS	Target Date	Completion Date	Method of Evaluation

**SIGNATURES**

**(First semester/SW480)**

By signing below, I certify that the above information is true and correct to the best of my knowledge.

_____ Student Signature – <b>Initial Plan</b>	_____ Date	_____ Student Signature – <b>Midterm Plan</b>	_____ Date
_____ Site Supervisor Signature	_____ Date	_____ Site Supervisor Signature	_____ Date
_____ Educational Supervisor Signature	_____ Date	_____ Educational Supervisor Signature	_____ Date
_____ Field Education Course Instructor Signature	_____ Date	_____ Field Education Course Instructor Signature	_____ Date
_____ Field Education Coordinator Signature	_____ Date	_____ Field Education Coordinator Signature	_____ Date

_____ Student Signature – <b>Final Plan</b>	_____ Date	_____ Field Education Course Instructor Signature	_____ Date
_____ Site Supervisor Signature	_____ Date	_____ Field Education Coordinator Signature	_____ Date
_____ Educational Supervisor signature	_____ Date		

**COMMENTS**

**SIGNATURES**  
**(Second semester/ SW485)**

By signing below, I certify that the above information is true and correct to the best of my knowledge.

Student Signature – <b>Midterm Plan</b>	Date	Student Signature – <b>Final Plan</b>	Date
Site Supervisor Signature	Date	Site Supervisor Signature	Date
Educational Supervisor Signature	Date	Educational Supervisor Signature	Date
Field Education Course Instructor Signature	Date	Field Education Course Instructor Signature	Date
Field Education Coordinator Signature	Date	Field Education Coordinator Signature	Date

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**COMMENTS**



## APPENDIX K

### EXAMPLES OF TASKS FOR LEARNING PLAN

*\*\*Please note this list is not comprehensive and that student tasks should be specific to their field setting, population and learning needs. \*\**

*\*\*Please also note that some tasks can be used for multiple practice behaviors. \*\**

*\*\*Utilize tasks that create tangible products that demonstrate application of knowledge and skills and produce a method of evaluation. \*\**

#### **Competency 1: Demonstrate Ethical and Professional Behavior.**

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

#### **Learning Tasks:**

1. Keep notes based on your own behavior and thoughts during (or after) client meeting. Reflect on how personal assumptions impact professional conduct and interactions with clients.
2. Keep a reflective journal/log of professional development and challenges; discuss in supervision.
3. Discuss needed areas of growth in supervision and work on strategies toward growth.
4. Discuss appropriate roles and boundaries of a student intern with Field Instructor and other agency staff; practice behaviors that demonstrate commitment to appropriate roles and boundaries (e.g., not exchanging personal contact information with clients; being mindful of use of social media, etc.).
5. Illustrate effective communication, either in chart notes, email professional memorandum, letters, and other written correspondence, as well as verbally and non-verbally.
6. Join a professional social work organization (NASW or JPSWG Facebook page) to gain familiarity with various social workers and social work roles in the community.
7. Exhibit a professional attitude by arriving to the field experience site dressed appropriately, clean, smiling with a positive outlook, prepared mentally and emotionally to solve problems with staff and clients, and prepared to learn.
8. Use an ethical dilemma model and document it's uses in appropriate charting system.
9. Present to weekly supervision meetings prepared (Bring a list of topics/cases to discuss, report back on learning tasks, share reflections from week, etc.).
10. Consult with agency staff when appropriate to discuss social work-related issues.
11. Discuss personal/ethical/value dilemmas with supervisor/field instructor and reflect on how they influence work with clients.

12. Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing them with Field Site Supervisor.
13. Identify agency and client ethical dilemmas caused by external factors (funding cuts, etc.)
14. Discuss ethical behaviors and application of NASW Code of Ethics within the agency with Field Site Supervisor.
15. Openly discuss ethical conflicts/situations with Field Site Supervisor.
16. Review and discuss additional ethical or governing policies that may impact the way in which the agency is able to provide services to its clientele (i.e., agency rules, HIPPA, FERPA, FMLA, SSI, etc.).
17. Use an ethical decision-making model to work through a situation that presents an ethical dilemma; discuss in supervision.
18. Staff cases at multidisciplinary meetings or with colleagues.
19. Maintain accurate, respectful, and professional written client records (as appropriate). Be open to feedback from Field Site Supervisor or other staff with regards to documentation.
20. Identify and attend current community training sessions such as continuing education courses offered by local colleges or through NASW or other organizations offering training.
21. Assist with or participate in local trainings or workshops relevant to agency issues.
22. Maintain confidentiality at all times, unless mandated reporting must occur.
23. Become familiar with agency software/database used to document client contact.
24. Develop self-care plan that identifies specific SMART goals to be reviewed in weekly supervision discussion.
25. Attend trainings on updates to NASW Code of Ethics in Summer 2021, specifically on self-care.

## **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.**

- advocate for human rights at the individual, family, group, organizational, and community system levels
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

### **Learning Tasks:**

1. Identify agency population being served and social policies that have created and/or continue to create oppressive circumstances for the life course of the individuals/group.
2. Familiarize self with current political events and their impact on clients.
3. Identify forms of oppression/discrimination of a particular client group; discuss with supervisor.
4. Identify common economic barriers to care and discuss with your Field Site Supervisor.
5. Identify the institutionally embedded barriers to an individual client's progress. Discuss them with your Field Site Supervisor.
6. Follow a bill promoting Civil Rights for a marginalized group. Educate others and encourage advocacy related to this bill.
7. Contact legislator about a current client population need.
8. Attend a public hearing or organizational meeting focused on increasing social and economic justice.

9. Demonstrate critical thinking and problem-solving skills by finding potential solutions and discussing the same with Field Site Supervisor.
10. Identify and review key concepts of social empowerment strategies. Discuss these strategies with Field Instructor and practice with clients.
11. Develop professional contacts with members of advocacy organizations that serve my client population.
12. Communicate with outside resources in order to obtain donations needed to provide client services.
13. Recruit volunteers from the community to assist agency.

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.**

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
- demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

**Learning Tasks:**

1. Strive to be assigned a diverse caseload of clients.
2. Discuss cultural structure and values and their effect(s) on different clients with supervisor.
3. Utilize journaling, or some other method of reflection, to record personal beliefs, or values, regarding clients/staff who may be different than me (age, gender, race, religious affiliation, orientation, color, cultural background, marital status, family structure, class, physical ability, etc.), and how my beliefs/values impact my interaction with various clients. Discuss the same with Field Site Supervisor giving special attention to issues that may seem particularly difficult or confusing.
4. Treat all clients with respect and courtesy regardless of personal bias and establish initial goals with the client/patient to ensure self-determination, as well as equal and just treatment to all clients/patients of the agency.
5. Review and discuss NASW's Cultural competency standards with your Field Site Supervisor. Work to incorporate these expectations/practice behaviors into your social work practice.
6. Research and apply knowledge related to diversity to enhance client well-being.
7. Use assessments that include sections of diversity/culture/spirituality as identified by client.
8. Utilize culturagram with client system.
9. Identify areas of advocacy for cultural humility in service delivery policies.
10. Identify client differences using Strengths Perspective.
11. Study clients' histories to see how the culture they grew up in created oppression or marginalization.

**Competency 4: Engage in practice-informed research and research-informed practice.**

- use practice experience and theory to inform scientific inquiry and research;

- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

#### Learning Tasks:

1. Discuss specific cases with Field Site Supervisor, including problems, proposed solution(s), proposed plan of action, and/or proposed measurable outcomes.
2. Read professional journal articles that relate to practice and discuss with supervisor.
3. Interview members of a treatment team for varying perspectives on practice and various models/approaches used. Discuss findings with Field Site Supervisor and strengths/appropriateness of each approach.
4. Be open to feedback on practice from clients and supervisor to improve social work skills.
5. Solicit feedback from agency staff to learn about effective forms of intervention use with client population.
6. Read professional journal articles relevant to agency population.
7. Analyze and/or acquire evidence-based methods being utilized within the agency.
8. Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Field Site Supervisor.
9. Interview Site Supervisor regarding evidence-based practices used by the agency.
10. Attend trainings related to agency and clients served by agency.
11. Review agency programs and evaluate how they benefit clients.
12. Research evidence-based practice for mediation or conflict resolution appropriate for developmental stage of clients serving.

#### **Competency 5: Engage in policy practice.**

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

#### Learning Tasks:

1. Participate in a community advocacy event.
2. Attend NASW/Advocacy Days and meet with legislators regarding policy issues.
3. Discuss laws that affect agency with supervisor.
4. Research a minimum of one policy that directly affects the well-being of client population. Discuss impact of this policy on your clients and policy change ideas with Field Instructor.
5. Identify relevant organizational and informational web sites that provide social policy information relevant to your agency's service population or serve as clearinghouses for legislative issues. Review them with your Field Site Supervisor. Consider creating a web directory for your agency.

6. Research and/or otherwise observe client advocacy activities supported by the agency which promote benefits for at risk populations.
7. Write a letter to your state or federal representative about a social policy that negatively or positively affects your client population.
8. Track legislative initiatives relevant to your agency's client population. Create a fact sheet to educate the public about the importance of the initiative and/or issue.
9. Educate self on agency policy by reading policy manual.
10. Compare agency policies and procedures to NASW Code of Ethics to ensure policies align with Code of Ethics.
11. Attend board meeting and take notes.

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

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

#### **Learning Tasks:**

1. Keep notes on your own behavior and thoughts during (or after) client meeting. Reflect on how personal assumptions impact professional conduct and interactions with clients.
2. Discuss personal/ethical/value dilemmas with supervisor and reflect on how they influence work with clients.
3. Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing them with Field Site Supervisor.
4. Discuss cultural structure and values and their effect(s) on different clients with supervisor.
5. Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination, as well as equal and just treatment to all clients/patients of the agency.
6. Research and apply knowledge related to diversity to enhance client well-being.
7. Identify and discuss with Field Site Supervisor various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
8. Seek feedback from supervisor about ways to build rapport and trust with clients.
9. Identify areas of comfort and discomfort in client engagement and discuss in supervision.
10. Demonstrate ability to empathize and use appropriate interpersonal skills with clients.
11. Engage with and interview clients/families to determine strengths and challenges. Develop interviewing and rapport-building skills.
12. Review literature on relationship-building and apply concepts to my own interviewing technique.
13. Plan, develop, and carry out a support group.
14. Observe effective facilitation of groups at micro, mezzo, and/or macro levels, and facilitate, or co-facilitate groups when appropriate.

15. Identify areas of comfort and discomfort in client engagement and discuss during supervision.
16. Attend community meetings with area agencies in order to continue to build positive partnerships.
17. Attend and participate in creating fundraising events for agency.
18. Roleplay engagement skills with resistive client systems demonstrating behaviorally defined aggressive actions.

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

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

#### **Learning Tasks:**

1. Maintain accurate, respectful, and professional written client records (as appropriate). Be open to feedback from Field Instructor or other staff with regards to documentation.
2. Use assessments that include sections of diversity/culture/spirituality as identified by client.
3. Identify client differences using Strengths Perspective.
4. Identify and apply social work theories as they may apply to the process of assessment of clients/patients within the agency.
5. Become familiar with different assessment tools and the strengths/limitations of each tool.
6. Understand developmental stages of client population and integrate this understanding into assessment process.
7. Observe client assessment and write/organize/interpret client data (could be shadow process).
8. Do a family genogram and/or eco-map as part of an assessment.
9. Develop a written assessment of client that includes client's strengths and weaknesses.
10. Work with a client or client system to develop an intervention plan.
11. Develop or revise a community resource guide.
12. Identify and discuss with Field Site Supervisor various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
13. Research and illustrate knowledge of planned change processes, including assessment and planning, as may be appropriate at either the micro, mezzo, or macro level.
14. Observe, reflect, and apply practice skills that assist individuals and/or groups to enhance their wellbeing from a strengths-based perspective.
15. Assist in community needs assessment.
16. Observe and analyze home visits with clients.

17. Assess organizational factors.

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

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

#### **Learning Tasks:**

1. Determine commonly used resources for clients and most effective referral process.
2. Staff cases at multidisciplinary meetings or with colleagues.
3. Contact legislator about a current client population need.
4. Attend a public hearing or organizational meeting focused on increasing social and economic justice.
5. Solicit feedback from agency staff to learn about effective forms of intervention use with client population.
6. Analyze and/or acquire evidence-based methods being utilized within the agency.
7. Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Field Site Supervisor.
8. Identify and apply social work theories as they apply to the process of intervention with clients/patients within the agency.
9. Understand developmental stages of client population and integrate this understanding into intervention process.
10. Utilize specific interventions to increase understanding of client in environment.
11. Participate in a community advocacy event.
12. Attend Advocacy Days and meet with legislators regarding policy issues.
13. Plan, develop and carry out a support group.
14. Observe effective facilitation of groups at micro, mezzo, and/or macro levels, and facilitate, or co-facilitate groups when appropriate.
15. Facilitate referral process of client to another agency, when appropriate.
16. Review client progress throughout termination phase; prepare client for final sessions/meetings.
17. Observe, reflect, and apply practice skills that assist individuals, families, groups, organization, and/or community to enhance their well-being from a strengths-based perspective.
18. Identify and discuss with Field Site Supervisor various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).

19. Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at either the micro, mezzo, or macro level.
20. Work with a client or client system to develop an intervention plan.
21. Maintain communication and follow-up with client to determine client outcomes and potential success.
22. Assist with grant proposal.
23. Develop a proposed in-house training for organizational need (identified with Field Site Supervisor)
24. Roleplay intervention skills with resistive or client systems demonstrating behaviorally defined aggressive actions.
25. Develop agenda for groups, agency and/or community meeting.

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

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

#### **Learning Tasks:**

1. Be open to feedback on practice from clients and supervisor to improve social work skills.
2. Identify and apply social work theories as they apply to the process of evaluating outcomes of clients/patients within the agency.
3. Continually review goals and objectives with client to monitor progress.
4. Review client file(s) to determine progress toward agreed upon goals.
5. Evaluate assessments/data collection and intervention practices during supervision.
6. Maintain communication and follow-up with client to determine client outcomes and potential success.
7. Identify and discuss with Field Site Supervisor various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
8. Research and illustrate knowledge of planned change processes, including evaluation and follow-up, as may be appropriate at either the micro, mezzo, or macro level.
9. Prepare clients for final meeting using process and outcome measures.
10. Assist in evaluating agency client satisfaction surveys.
11. Evaluate resources and service delivery effectiveness for social problem being addressed in community.
12. Utilize process evaluation strategies to obtain feedback on effectiveness of professional skills used with differing client systems.



**APPENDIX L**  
**Field Education Site Visit Report**

Student: \_\_\_\_\_ S# \_\_\_\_\_

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

Field Education Course Instructor: Joan Wilson, MSW, LCSW

Field Education Site Supervisor: \_\_\_\_\_

Educational Supervisor (if applicable): \_\_\_\_\_

Date of Contact: \_\_\_\_\_

Type of Contact: On Site: \_\_\_\_\_ Phone: \_\_\_\_\_ Virtual: \_\_\_\_\_

Course: SW 480 \_\_\_\_\_ SW 485 \_\_\_\_\_

Describe some of the activities the student is completing/will be completing at the agency at the individual, family, group, organization and community levels.

Describe some of the student's strengths.

Describe some of the student's areas for improvement. What specifically needs to be done to maintain or improve scores. Students are continually developing knowledge, skills and values through Week 16. Please document the next steps in learning.

Are there significant problems, concerns, or issues in the field placement?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

Notes:

Will additional follow up on your part be needed?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

Notes:

Would you like a consultation with the Field Education Coordinator?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

Notes:

The Learning Plan is:

Acceptable: \_\_\_\_\_ Unacceptable: \_\_\_\_\_

Notes:

Overall, this student's placement seems to be:

\_\_\_\_\_ Progressing satisfactorily for all concerned

\_\_\_\_\_ Progressing satisfactorily with some concerns

\_\_\_\_\_ Progressing poorly with significant concerns/problems

Notes:

Joan Wilson, MSW, LCSW

Field Education Course Instructor Signature

Date: \_\_\_\_\_

Copies distributed to: Student, Site Supervisor, Educational Supervisor (if applicable), and Field Education Coordinator

**APPENDIX LL**  
**Field Education Site Visit Report**  
**Completed by BSW Student Intern**

Student: \_\_\_\_\_ S# \_\_\_\_\_

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

Field Education Course Instructor: Joan Wilson, MSW, LCSW

Field Education Site Supervisor: \_\_\_\_\_

Educational Supervisor (if applicable): \_\_\_\_\_

Date of Contact: \_\_\_\_\_

Type of Contact: On Site: \_\_\_\_\_ Phone: \_\_\_\_\_ Virtual: \_\_\_\_\_

Course: SW 480 \_\_\_\_\_ SW 485 \_\_\_\_\_

Describe some of the activities the student is completing/will be completing at the agency at the individual, family, group, organization and community levels.

Describe some of the student's strengths.

Describe some of the student's areas for improvement. Describe some of the student's areas for further development. What specifically needs to be done to maintain or improve scores. Students are continually developing knowledge, skills and values through Week 16. Please document the next steps in learning.

Areas that the Supervisor(s) may be a continued support:

Are there significant problems, concerns, or issues in the field placement?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

Notes:

Will additional follow up on your part be needed?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

Notes:

Would you like a consultation with the Field Education Coordinator?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

Notes:

The Learning Plan is:

Acceptable: \_\_\_\_\_ Unacceptable: \_\_\_\_\_

Notes:

Overall, this student's placement seems to be:

\_\_\_\_\_ Progressing satisfactorily for all concerned

\_\_\_\_\_ Progressing satisfactorily with some concerns

\_\_\_\_\_ Progressing poorly with significant concerns/problems

Notes:

**ORIGINAL SIGNATURES MUST BE SUBMITTED**

\_\_\_\_\_  
BSW Student Intern

Date: \_\_\_\_\_

\_\_\_\_\_  
Field Education Site Supervisor

Date: \_\_\_\_\_

\_\_\_\_\_  
Educational Supervisor (if needed)

Date: \_\_\_\_\_

\_\_\_\_\_  
Joan Wilson, MSW, LCSW

Field Education Course Instructor Signature

Date: \_\_\_\_\_

## APPENDIX M

### Field Experience Time Sheet

Field Site Supervisor initials on day supervision occurred and weekly total; Educational Supervisor (if applicable)  
initials on day supervision occurred

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

Semester: \_\_\_\_\_

Week and Date	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Week Total	Site Instructor Initials
<i>Example: Mar 5-11</i>	0	6 <i>FI initials of supervision</i>	0	6	3	3	0	18	
Week 1									
Week 2									
Week 3									
Week 4									
Week 5									
Week 6									
Week 7									
Week 8									
Week 9									
Week 10									
Week 11									
Week 12									
Week 13									
Week 14									
Week 15									
Week 16									
<b>Semester Total</b>									

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

Field Experience Site Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX N

### STUDENT EVALUATION OF FIELD EDUCATION

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_  
 Field Education Course \_\_\_\_\_  
 Instructor: \_\_\_\_\_  
 Agency Name: \_\_\_\_\_  
 Field Education Site Supervisor: \_\_\_\_\_

For Questions using the following scale, please indicate *Strongly Agree (SA)*, *Agree (A)*, *Neutral (N)*, *Disagree (D)*, *Strongly Disagree (SD)* as a response to the accompanying statements. Please add any comments you may have. You may use an extra sheet of paper, if necessary.

#### ORIENTATION

	SA	A	N	D	SD
1. I was satisfied with the Field Education Orientation provided by the Social Work Program.					
2. I was satisfied with the orientation provided by the agency.					
3. I was satisfied with the preparation I received before my first client contact.					

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

☐ 1<sup>st</sup> week   ☐ 2<sup>nd</sup> week   ☐ 3<sup>rd</sup> week   ☐ 4<sup>th</sup> week   ☐ 5<sup>th</sup> week or later

5. On 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   ☐ 16+ hours

#### STUDENT ASSIGNMENTS

	SA	A	N	D	SD
6. I was satisfied with the agency's focus on the generalist perspective (all system sizes) in family health.					
7. I was satisfied with the learning quality of my assignments related to the generalist perspective in family health.					

Please describe any strengths/limitations in the assignments/workload given related to generalist perspective.

#### FIELD INSTRUCTION

	SA	A	N	D	SD
8. I was satisfied with the Field Education Site Supervisor's accessibility.					

9. I was satisfied with the time provided by the agency to write records.					
10. I was satisfied with the Field Education Site Supervisor's preparedness for my supervisory meetings.					
11. I was satisfied with the quality of field instruction I received.					

12. On average, how much time did your field site supervisor meet with you for individual or group supervision each week?

☐ ½ hour ☐ 1 hour ☐ 1 ½ hours ☐ 2 hours ☐ 2+ hours ☐ Other (please specify)

13. Did you prepare documentation for your field site supervisor and/or client files/records?

☐ Yes ☐ No

If yes, on average, how many case files did you record weekly? \_\_\_\_\_

14. Please provide a brief description of the strengths and limitations of your supervision, and, if applicable, describe any issues you encountered with your field instruction.

#### OTHER FIELD WORK ISSUES

	SA	A	N	D	SD
15. I was satisfied with the access provided to private areas to see clients.					
16. I was satisfied with the space provided by the agency to do my agency work.					

#### FIELD EDUCATION COURSE INSTRUCTOR (SW480/481 AND (SW485/486)

	SA	A	N	D	SD
17. I was satisfied with the Field Education Course Instructor's help with my assignments or workload.					
18. I was satisfied with the Field Education Course Instructor's help with my field site instructor and/or agency.					
19. I was satisfied with the Field Education Course Instructor's help with feedback on my practice.					
20. I was satisfied with my field placement this semester.					



21. The MSSU Field Education Course Instructor visited the agency the required times listed in syllabus.

☐ Yes ☐ No

22. If desired, briefly discuss any additional help or problems encountered with your Field Education Course Instructor.

23. Do you recommend that the Social Work Program use your agency for placement of other students in the future? Please explain your answer.

☐ Yes ☐ No

24. Do you suggest that the Social Work Program use your Field Site Supervisor in the future? Please explain your answer.

☐ Yes ☐ No

25. Did you find your Field Education Seminar class helpful?

☐ Yes ☐ No

26. Would you like to nominate your agency, field site supervisor, or educational supervisor to be recognized as the MSSU Social Work Agency Partner of the Year?

☐ Yes ☐ No

If yes, please provide the name of your supervisor or organization that you are nominating and comments as to why you believe this person or organization should be awarded the MSSU Social Work Agency Partner of the Year.

*Thank you for your time and input. It is greatly appreciated.*

# **APPENDIX O** **FIELD SITE SUPERVISOR EVALUATION OF FIELD EDUCATION**

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

Field Education Course Instructor: \_\_\_\_\_

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

For Questions 1-6, please indicate *Strongly Agree (SA)*, *Agree (A)*, *Neutral (N)*, *Disagree (D)*, *Strongly Disagree (SD)* as a response to the following statements. Please add any comments you may have. You may use an extra sheet of paper, if necessary.

	SA	A	N	D	SD
1. I was satisfied with the placement process (i.e., contacts with the department personnel, the pre-placement interview, mutual selection, etc.)					
2. I was satisfied with the information provided on generalist social work practice and/or family health perspective.					
3. The packet of materials given to me at the beginning of the field education was helpful.					
4. In retrospect, the orientation/workshop held prior to the student's beginning of the field education was helpful.					
5. I felt comfortable enough with the Field Education Course Instructor to share questions, issues, confusion, etc., related to my role as Field Education Site Supervisor.					
6. The Field Education Course Instructor was helpful in providing educational direction to me.					

7. The Field Education Course Instructor visited the agency the required amount listed on syllabus.

☐ Yes      ☐ No

8. Did any specific difficulties arise during the field education? If yes, please explain.

☐ Yes      ☐ No

a. How might these difficulties have been avoided?

- b. How was the Social Work Department and/or the Field Education Course Instructor involved in addressing these issues?
9. What worked well for you in your role as a field education site supervisor this semester?
10. What would you do differently next time, as a result of your experience this semester?
11. What workshop(s) or program(s) could the department offer to the site supervisors that would draw your attendance? (CEU's awarded if appropriate). Please list the factors important for your attendance.
12. Would you be willing to accept another student?
- ☐ Yes      ☐ No
13. Please provide any additional comments or information regarding your experience as a Field Site Supervisor for this student, suggestions for program improvement and/or materials provided, and/or any other comments you wish to make.
14. Would you like to nominate this student to be recognized as the MSSU Social Work Student Intern of the Year?
- ☐ Yes      ☐ No
- If yes, please provide comments as to why you believe this student should be selected as the Social Work Student Intern of the Year:

*Thank you for your time and input. It is greatly appreciated*

## **APPENDIX P**

### **Field Education Remote Tasks**

Field Site Supervisors and Task Supervisors may come up with other activities or trainings, in addition to the ones listed on this page. All activities need to be pre-approved by their Field Site Supervisor and Field Education Course Instructor.

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

- Utilize and develop plan for field supervision using Zoom or other teleconferencing applications.
- Develop new workplan, including due dates, for written products to be submitted to Field Site Supervisor while working remotely.
- Select a standard in the NASW Code of Ethics and reflect in writing on differences or points of tension between the Code and agency policy/procedure and/or services.
- Read literature on the NASW Code of Ethics and write a summary about how it applies to social work practice
- Review ethics-related case study identified by Field Site Supervisor, or reflect on personal experience regarding ethical quandary in field and respond in writing to factors that must be considered
- Review history of NASW Code of Ethics. Reflect on its evolution to address gaps. Identify specific areas where gaps remain.
- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to agency ethical and professional practice.
- Appropriate and timely use of email and communication during uncertain times.

#### **Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice**

- Considering agency mission and practice, create lists of ways the agency could advocate for social, economic, environmental justice and human rights in the agency's work.
- Review advocacy agency websites that you would like to learn more about and write a summary of how their work could impact the work completed by your agency.
- Research a human rights issue of interest and write a summary how human rights organizations are working to ameliorate the condition.
- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about your personal reactions and how your learning applies to advancing human rights.

#### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

- Prepare a self-reflection where identify and discuss your own sources of privilege and power. How may these sources influence the ways you engage with client systems.
- Apply a diversity and difference in practice lens through research and writing to current projects.
- Read and write a reflection on current literature related to diversity and difference.
- Write a reflection looking at how your own intersecting identities impact your work and relationships within the field agency and with client/community groups being served. How will you work with clients you over identify with? How will you work with clients you don't identify with at all?
- Review the NASW Code of Ethics standards related to oppression, discrimination and marginalization. Suggest improvements.

- In writing, identify the unique cultural composition of the client population served by the agency. Identify ways in which the agency meets the needs of the client population and identify how this could be improved.
- Research, identify, and complete an online training focused on a population served by the agency. Identify how this information could be used to better advocate for the needs of this population in practice.
- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to diversity and difference in practice.

#### **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

- Research and write evaluation of articles that inform agency's practice.
- Continue research and literature reviews pertaining to current field projects.
- Develop focus group question or survey instruments related to a need in the agency.
- Develop research questions that emerge from work with the client system and agency setting. Discuss with Field Site Supervisor and identify resources that inform (or answer) the research question.
- Research potential grant opportunities and/or prepare aspects of a grant application.

#### **Competency 5: Engage in Policy Practice**

- Review agency policies with suggestions/recommendations where appropriate (e.g, agency safety policies, diversity and inclusion policies, policies related to the use of social media, utilization of technology, etc.)
- Explore local, state and federal policies that impact organization and/or the affected community, write summary.
- Review relevant laws and policies affecting the clients and communities served by your agency.
- Write a letter to the editor about a policy issue impacting your agency.
- Complete an analysis of a political candidate's plans for policy change.
- Read an annual report from your organization and provide suggestions on how to share additional data on the population using various resources (census data and any other local/state data providing resources).

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

- Attend virtual meetings
- Reflect in writing about how personal experiences, beliefs and identities impact your relationships in field.
- Plan and participate in remote meeting, support group, or other intervention.
- Utilize teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to meet with clients.
- Review literature related to culture and cultural humility and write about how it impacts your work in the agency and how services are delivered.
- Read an annual report from your organization and provide analysis on what partnerships would be most beneficial to your organization to meet the gaps of services that are not a part of your organization's mission, however may be a need of the population served. Begin by completing

research of local resources and creating a resource guide for staff to use.

- Develop a survey or obtain survey data from your organization in regards to barriers provided by the population served in order to seek out resources available.
- Review rules regarding non-profit advocacy to ensure that you are compliant when advocating on behalf of the organization.

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

- Research assessment instruments used by agencies who offer similar services
- Create an assessment instrument (survey, focus group questions, interview questions) to better understand community/client needs
  - Review case study for strengths, challenges and systemic factors impacting the clients and/or client group
- Teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Review effectiveness of evidence-based practice models and discuss ways that model could be implemented in field placement agency
- Review case study for strengths, challenges and systemic factors impacting the intervention and or implementation of the intervention.
- Identify and complete on-line training modules and provide the following: certification of completion; a short written reflection; a presentation to disseminate knowledge gained
- Develop trainings that will benefit the agency (e.g, Student orientation and onboarding materials, social work ethics, treatment innovation, etc.).

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

- Assess agency processes for seeking client feedback and make recommendations for improvement.
- Review literature on termination of relationships within the workplace setting (with agency staff, community partners, clients, etc.).
- Think about and plan discussions for terminations with task groups, community members/clients, and agency staff considering current circumstances.
- In writing, identify the structures in place for evaluating the agency's outcomes. Compare and contrast this evaluation mechanism with structures in place for similar agencies (in other counties, states, countries).

### **Confidentiality and the Use of Technology**

All students must comply with relevant laws, regulations, NASW ethical standards, and organizational policies to ensure the confidentiality of clients. While each agency should develop their own protocols around the use of technology and confidentiality, the following best practices should be followed by all students:

- Take reasonable steps to maintain appropriate boundaries when using personal phone numbers or other electronic communication. For example, consider temporarily hiding your caller ID when making outgoing calls to clients.
- Position web cameras so that others can only see your face- all visible confidential data should be removed from camera view.

- Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of your discussions.

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