



**Missouri  
State.**  
UNIVERSITY

# **Social Work Program**

## **BSW FIELD EDUCATION MANUAL**

**MAKE YOUR  
MISSOURI  
STATEMENT.**



Dear Bachelor of Social Work Student:

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

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

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

Best wishes for an exciting and rewarding field experience.

Sincerely,

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## Introduction of the Field Education Manual

Missouri State University's Social Work Program is a member of the Council on Social Work Education (CSWE) and provides a field education program that meets professional and accreditation standards. Field education is the signature pedagogy of professional social work that teaches future practitioners the fundamental dimensions of the profession by providing experiential and educational opportunities toward student development of professional identity, self-understanding, and competent practice. Field education integrates theoretical and conceptual contributions of the classroom to practice application in field settings. In undergraduate programs, field education provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings. The competencies in the Bachelor of Social Work's program address generalist practices.

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

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

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

### **Brief History**

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

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

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

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

### **Accreditation**

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

## **Mission, Vision, and Values**

### Mission:

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

### Vision:

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

### Values:

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

## **School of Mental Health and Behavioral Sciences McQueary College of Health and Human Services**

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



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

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

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

*Goals:*

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

## Overview of the Social Work Program

### *BSW Program's History*

The School of Social Work grew out of the Sociology Department in 1970 and was added as an area of study under the leadership of Dr. Clarence Ketch. However, social work courses were listed in the course bulletin as early as 1950. In the spring of 1972, the Department of Sociology learned that the Council on Social Work Education (CSWE) would begin accrediting undergraduate social work programs (Southwest Missouri State University, 2003). The first social work course was taught in the spring of 1972. In 1977, the social work undergraduate baccalaureate program was fully accredited by CSWE. In 2023, the McQueary College of Health and Human Services implemented a realignment within the college. The School of Mental Health and Behavioral Sciences was established in July 2023 which includes the following programs: Social Work (previously referred to as the School of Social Work), Counseling Education and Psychology.

### *Social Work Program's Mission*

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

### *BSW Program's Mission*

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

### *BSW Program's Goals*

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

7. Demonstrate ethical leadership through the development of critical thinking skills and the on-going practice of effective communication, supervisory support, inter-professional teamwork, and continued professional development activities.

### ***Social Work Program's Accreditation***

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

## Field Education Objectives

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

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

### **Council on Social Work Education (CSWE) - 2022 Social Work Competencies**

#### **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.

Social workers:

- a. 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; The Nine Social Work Competencies 2022 Educational Policy and Accreditation Standards

- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

### **Competency 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.

Social workers:

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

### **Competency 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.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

- b. 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.

#### **Competency 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.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. 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.

#### **Competency 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.

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of 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.

Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. 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.

Social workers:

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. 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.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

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

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.



## Field Placement Process

Admission criteria for field placement requires students to satisfy course work requirements and GPA standards, attend the Pre-field informational meeting, complete field-paperwork as prescribed, and maintain professional behavior.

Securing a field placement is a collaborative process between the student and the Coordinator of BSW Field Education who facilitates individualized field advising appointments to identify prospective field settings and explore students' social work practice interest.

Students self-direct setting up interviews and selection of practicum placement with BSW Field Coordinator approval.

### Course Completion and Grade Requirements

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

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

*Prerequisites:*

1. *Admission to the BSW program*
2. *Completing the following course work with a C or better:*
  - SWK 200 Introduction to Social Work
  - SWK 213 Social Welfare Policy and Services
  - SWK 219 Human Diversity
  - SWK 304 Professional Development and Social Work Ethics
  - SWK 307 Social Work Practice with Individuals
  - SWK 313 Social and Economic Justice
  - SWK 315 Practice with Groups
  - SWK 325 Human Behavior and the Social Environment I
  - SWK 326 Human Behavior and the Social Environment II
  - SWK 418 Methods of Social Research in Social Work Practice
  - SWK 420 Social Work Practice with Families
  - SWK 430 Social Work Practice in Communities and Organizations
  - 2 SWK electives are not required to be completed before practicum semester; however, students are strongly encouraged to complete SWK electives to practicum semester. (See BSW Handbook for elective offerings)

Failure to complete prerequisite course and maintain grade requirements will disqualify a student moving forward in their practicum placement. If a student has already confirmed a practicum setting but does not meet the prerequisites listed above, the agency will be notified by the coordinator of BSW field education that the student will not be moving forward in field the following semester. The student is expected to contact the agency as well to apply appropriate

termination skills. The student will need to refer to the Retention, Progression, and Graduation Policies located below or in the BSW Handbook for procedural information. The student will consult with their academic advisor for support and academic planning purposes.

### **Attend Pre-Field Informational Meeting**

Attending Pre-Field Informational is **mandatory** and is designed to prepare students for the field education placement process (also referred to the practicum placement process) including review of the Field Education policy and placement procedures, submission of pre-placement paperwork, review prospective agencies and establish an individualized field advising appointment with the Coordinator of BSW Field Education. This informational meeting occurs early in the fall semester preceding spring placement. For students in the seated BSW cohort, this meeting is facilitated in person. Students who are in the online cohort are required to meet in a synchronists teleconference meeting.

### **Submit Pre-Field Paperwork**

- Authorization for Release of Information to Practicum Agencies
- Practicum Liability Insurance Statement
- Student MOU
- Educational Resume

The above documents are to be completed and submitted in the current Learning Management System's community course titled "BSW Field Education" by due dates outlined in SWK 304 course which occurs spring semester of their junior year. These documents must be secured before field advisement appointment is scheduled.

- Student Practicum Interest form is another form students must complete after the pre-field informational meeting and prior to their pre-field advising appointment.

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

### **Attend Individualized Pre-Field Advising Appointment**

The student will schedule a pre-field advising appointment with the BSW Field Education Coordinator. These meetings will be either in-person or with teleconferencing. During the individualized pre-field advising appointment, students will discuss with the BSW Field Education Coordinator their professional social work interests and career goals. At least two agencies will be identified for students to contact for interviews. Students will conduct practicum interviews much like an employment process (submitting resume'/cover letter and follow up thank you note).

### **Professional Readiness Consistently Demonstrated**

According to CSWE 2022's **Competency One**, students must demonstrate *Ethical and Professional* behavior throughout the BSW program (see section on field education standards for complete description of Competency One). If there is a concern related to competency one, SWK

faculty members have the opportunity to submit information regarding students' professional readiness for field. Concerns may include but not be limited to:

- Incomplete field paperwork
- Failure to attend pre-field informational meeting
- Interactions with faculty lack respect
- Professional presentation of self at practicum interviews

Before proceeding with the field placement process, students may be expected to participate in a field readiness meeting with the Coordinator of BSW Field Education and /or ad hoc Professional Readiness Committee. The purpose of this meeting is to provide support, encouragement and structure so the student has an opportunity to address identified concerns and establish a plan for success before continuing in the field practicum placement process.

Also, meeting with the Professional Readiness committee provides an opportunity for students to assess their personal readiness for field and make alternative plans if necessary. If a meeting is scheduled, the student will be asked to present information which will confirm field readiness (e.g. time management, managing multiple roles, etc.). If the student is unable or unwilling to incorporate a plan that would demonstrate growth in competency one, then the student will be referred to the BSW Coordinator and Director of the program to review retention and dismissal policy.

**Felony or misdemeanor charges:** All BSW applicants are informed at the time of applying to the Bachelor of Social Work program that a conviction may affect ability to be placed in a field practicum (figure 1). Students who are accepted into the BSW program with a conviction are required to meet with the BSW Field Education Coordinator to discuss field practicum options/limits shortly after orientation to the BSW program. Students are also required to complete the Practicum Liability form which asks questions about any convictions and the outcome of the charge / current status.

Has any governmental agency ever substantiated allegations made against you for physical, mental, or emotional abuse or neglect, sexual abuse, or exploitation of (1) a child, (2) a resident of an adult care home, medical care facility, psychiatric hospital, or state institution for vulnerable populations, or (3) an adult? Yes  No

Please initial by the below statements (**even if you don't have any criminal history**):

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

	obligation to contact the Missouri licensure board to explore if my criminal charges and/or substantiated allegations could prevent me from licensure.	
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**Figure 1. BSW application questions re: felony or misdemeanor charges:**

Students are also required to complete the Practicum Liability form which asks questions about any convictions and the outcome of the charge / current status.

**Social Work Program**

**Student Practicum Liability Insurance**

- 1) Have you ever been convicted of or charged with a crime in any state or country?  
If you responded **yes**, please provide the following information: **Do not** include misdemeanor or traffic offenses.
  1. What was the charge and/or conviction?
  2. Where was the charge and/or conviction?
  3. What year was the charge and/or conviction?
  4. What was the outcome of the charge and/or conviction?

**Figure 2. Practicum Liability Insurance Form**

## Selecting Field Settings (criteria, procedures)

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

1. Prospective agencies complete the Agency Profile Form (see Appendix A) which documents: agency mission; social work employees available to provide field instruction; level of practice opportunities; block placement option; requirements of student; field of services the agency provides; learning opportunities available for students including micro, mezzo, macro opportunities for diverse populations.
2. The BSW Field Coordinator reviews agency profile form and interviews prospective field instructor (or designated employee) by phone conference, zoom or a personal meeting to verify if the agency meets the criteria for a practice setting.
3. A list of approved field settings is located under field education on the School of Social Work's web page. <http://www.missouristate.edu/swk/Undergraduate/Field-Education.htm> Due to field instructors change of employment, students must get approval from the BSW Field Coordinator before reaching out to agency. If a student suggests agencies not found in the approved field data base; in these situations, the BSW Field Coordinator engage in the process as stated in steps one and two.
4. After the student completes pre-field paperwork, individualized field advising appointment, and demonstrates professional readiness, he/she will contact approved agencies for practicum placement interviews. They are encouraged to contact at least two agencies and communicate professionally throughout the process.
5. Students seeking Employment Base Practicum (EBP) may access the EBP proposal template in Field Education Community Course in Bright Space LMS, as well as <http://www.missouristate.edu/swk/Graduate/FieldEducation.htm> Proposals will be reviewed by Coordinator of BSW Education and when necessary an ad hoc field committee (see EBP policy for details).
6. After securing their field placement, students submit a **Practicum Confirmation Memo (Appendix H)** to the Coordinator of BSW Field Education by the designated due date outlined in current field calendar which is usually the first week of November. This document is located in Field Education Community Course in Bright Space LMS. Students will complete and upload document in this community course. Students must complete placement process steps by the designated due date, or they may not be permitted to participate in practicum.
7. The final confirmation of any practicum experience will be contingent upon the agreement of the agency, field instructor, student, and the BSW Field Coordinator.
8. If any party believes that the practicum experience is inappropriate, the student will continue the interview process at other available agency sites.

9. If students fail to be accepted following a minimum of two agency interviews, they will be expected to meet with the BSW Field Coordinator for assessment and recommendations. The student will receive additional support to assist them in securing a practicum setting including: identify additional practicum settings, assisting student with interviewing skills and professional readiness. After additional assistance and support, evaluation of field readiness will be determined.
10. The field setting along with Missouri State University, the SSW, social work student will complete / sign a Memorandum of Understanding which outlines commitment and responsibility for field education. (see Appendix B)

## Employment Based Practicum (EBP)

Students may request a co-occurring field education and employment placement. MSU's SWK Program does not find Employment-Based Practicums (EBP) but will support the process of assessing student's employment to determine if it qualifies for a practicum setting. Students, field instructors, and agencies participating in a co-occurring field education and employment placement must follow the same standards and policies for non-employment-based-practicums. These standards are outlined below.

- Student assignments, tasks, and activities in the employment-based practicum setting must be represented in the Learning Plan agreement and are directly linked to the nine social work competencies.
- Students paid hours may not incorporate all required activities outlined in the Learning Plan. In this situation, students will need to plan additional hours outside of the employment job description to ensure that all nine social work competencies are addressed.
- In addition to the employment process for tracking time, students must document their time as a field student on the Field Education Timesheet and submit it to the Field Liaison each month.
- In addition to employment supervision, field supervision by the approved field instructor is required weekly for one-hour appointments. This time is indicated on the student's field time sheet.
- If a student is offered employment during the practicum semester, they must complete the Employment Based Practicum Proposal for review. The student may not accept an employment position within the practicum setting unless the EBP is approved.
- If, after proposal approval, the employment-based practicum is deemed inappropriate by the BSW Field Education Coordinator, based on criteria for all field practicum settings (i.e., meeting Learning Plan objectives, timely and adequate supervision, differentiated work duties, etc.) and after sufficient efforts have been made by all parties to correct any problems or deficits identified, the student may be removed from the employment-based practicum and an alternative field practicum setting will be secured. The mechanism for this process includes the BSW Field Education Coordinator engaging with current agency partners to identify available sites and meeting with the student for a field advising appointment to process their experience and discussing other field setting options. Students will be able to keep earned practicum hours but must develop a new Learning Plan in the new field placement.

The mechanism for approving an employment site for practicum includes:

- Students are required to complete the Employment-Based Practicum (EBP) proposal which addresses the forementioned policies. The EBP proposal template is located in Appendix C, as well as in Field Education Community Course in Bright Space LMS.
- The EBP proposal is submitted to the BSW Field Coordinator through the Learning Management System titled "BSW Field Education" by assigned due date for review.
- The BSW Field Coordinator reviews the EBP proposal and assesses the co-occurring field and employment setting to determine:
  - its appropriateness as a field education site based on Generalist Social Work practice.

- Ensure the availability of release time for student's field instruction.
- Ensure Practicum student role and employee role are distinguished.
- Ensure new learning opportunities and responsibilities will be available when practicum semester begins.
- Ensure that the student has a qualified field instructor (based on selection of practicum instructors and preceptors). If the employment supervisor and practicum supervisor (field instructor) are the same person, then distinguishing field instruction time must be outlined in the Employment Based Practicum Proposal.
- The Field Education Coordinator will notify students of their proposal status by the designated due date. If the proposal is approved, the student will provide the Field Education Coordinator with the EBP proposal with the required signatures. The proposal's approval is not complete until the Field Education Coordinator receives the document with the required signatures.

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

### Employment opportunity during the practicum semester

In some situations, students are offered an employment opportunity at the practicum agency which is a compliment to their competence and professionalism. It should be noted that students cannot switch practicum duties outlined in the Learning Plan in the middle of the semester. This would disrupt the learning plan agreement and momentum they achieved in the educational setting. However, if the employment roles/duties are within the same department, students can pursue an approved employment-based practicum by completing the Employment Based Practicum Proposal (EBP) and select the option that states: *I have been offered employment in my current practicum.*

### Stipends

If a practicum setting offers to pay a stipend to a practicum student, they may accept the payment if they maintain the role of intern/practicum student. If the distribution of a stipend to a practicum student proceeds with a need to secure documentation that supports any category of employment (PRN, Part time, full time), the practicum student may not accept the stipend without Employment Based Practicum approval as outline above.



## Role Descriptions and Responsibilities in Field Education

### Social Work Program

1. The Social Work Program will provide a BSW 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. The Social Work Program will designate a Faculty Field Liaison responsible for the coordination of student assignments and educational activities in consultation with the Agency, to assist with information required for student evaluation, and to resolve disputes as may arise.
3. The Social Work Program will provide the Agency with a current Field Education manual.
4. The Social Work Program will 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.
5. The Social Work Program is responsible for monitoring and assisting in the evaluation of the learning experiences of the student, and providing needed educational material and instruction as required by the program. The School of Social Work is responsible for the maintenance of all records and reports of student's clinical experiences.
6. The 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 manuals.
7. The Social Work Program will provide field orientation, as well as additional training for Agency Field Instructors as needed. These programs are planned to promote understanding of the curriculum of the Social Work Program, encourage communication and interaction, and develop expertise in practicum instruction.
8. The 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.*

9. The 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).
10. The Social Work Program will periodically evaluate the total field education experience, including input from faculty field liaisons, field instructors, and students.
11. The 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.

### **BSW Field Education Coordinator**

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

1. Oversee the development and maintenance of policies and practices for practicum operations.
2. Oversee field placement admissions process.
3. Recruit and develop prospective practicum settings that meet the need of generalist practicum experiences.
4. Recruit and equip field instructors to provide integrative supervision.
5. Oversee, supervise and monitor quality of practicums at the agency and student level of performance including employment-based practicums.
6. Support and monitor the operation of faculty field liaisons.
7. Assist students in securing a practicum experience by providing pre-field informational meeting, field orientation with field instructor, and conduct individualized field advising sessions.
8. Mediating conflicts between students and their practicum setting as necessary.
9. Monitor the field education social work curriculum and maintain standards within the program for CSWE accreditation.
10. Evaluating agency settings, instructors by using formal student feedback instruments. At the semester's end, students are provided a link from Office 365 Forms for the BSW Field Education Program Evaluation which provides feedback for the entire field education process. [Student evaluation of BSW Field Education](#)

## Field Agency

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

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

12. The agency demonstrates high quality services compatible with the ethics and values of the social work profession as listed in the NASW Code of Ethics.
13. The agency offers opportunities for students to take part in staff meetings, in-service training, interagency conferences, and other learning opportunities that arise.
14. A Memorandum of Understanding (MOU) will be signed by the agency, the Social Work Program, McQueary College of Health and Human Services and student which will be signed/dated prior to first day of practicum.

### **Field Instructor**

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

1. All field instructors are expected to display a commitment to social work values and education through their work.
2. BSW field students are required to have a field instructor with a BSW degree from a Council on Social Work Education (CSWE) accredited program. The field instructor is required to have two years post degree experience, as well as a minimum of one-year employment in practice setting.
3. In a setting that does not employ a person with an accredited social work degree, a social service professional may be designated as the field instructor; however, the agency and student is required to secure an educational supervisor (see below for details) in addition to the non-social work degree field instructor.
4. Field instructors may occasionally utilize task supervisors if the student has opportunities of varied learning in the agency. If the task supervisor is involved in the student's daily activities, they are required to attend the Field Orientation, participate in weekly supervision meetings and participate in the evaluation of students' progress.
5. The field instructor will provide an educationally focused practicum experience as outlined in this Field Education Manual.
6. The field instructor anticipates remaining in the field agency for the duration of the student's practicum.
7. In the case of a brief absence, the field instructor assigns someone at the agency to oversee the student's learning.

8. The field instructor is recognized in their area of practice as a competent professional who adheres to ethical standards.
9. The field instructor provides consultation for the student's learning plan construction. Signed copies of the learning plan will be forwarded to the faculty field liaison by the deadline as outlined in course syllabus.
10. The field instructor will provide weekly supervision for a minimum of one hour. The learning plan will be utilized during supervision to review tasks, measure competencies and provide feedback for the student's learning experience. In addition, supervision will allow opportunities for the student to ask questions and promote the integration of classroom and field learning experiences. Supervision is verified on students' timesheet by field instructor's initial.
11. Field instructors accommodate the student's seminar class schedule and not require activities that occur during this time.
12. The field instructor assigns and monitors the student's performance when they are assigned to work with other agency staff as a part of their practicum experience.
13. The field instructor orientates the student to agency policies and procedures. This includes but is not limited to dress code, attendance, record keeping, practice procedures, and agency safety protocol.
14. The field instructor ensures that the student has a designated workstation/desk at the agency.
15. The field instructor attends and participates in the Field Instructor Orientation held prior to the spring semester.
16. The field instructor provides times of availability to the student during the student's practicum hours.
17. The field instructor completes the student's evaluation at mid-term and at the end of the practicum.
18. The field instructor informs the Coordinator of BSW Field Education immediately in the event concerns arise in the student's performance.
19. 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.
20. The field instructor will provide assignments which will enhance the student's learning and professional growth as a generalist practitioner.

21. 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.
22. Field instructors are awarded three continuing education hours for the act of supervision issued from the Social Work Program.

### **Educational Supervisor**

In cases where no qualified Field Instructor is available within a qualified practicum agency or if the field instructor has a planned or unplanned leave of absence /departure, an Instructor mutually agreed upon by the agency and the BSW Field Education Program may be used. This type of field instruction will be augmented by an **Educational Supervisor** who will hold all the qualifications of a Field Instructor, as outlined above, to ensure reinforcement of the social work perspective within the practicum experience.

Educational Supervisors must have either a Bachelor or Master of Social Work degree from an accredited university and two years of social work practice experience. The educational supervisor must be knowledgeable about the specific agency and population it serves and provide weekly supervision to assist student's integration of social work knowledge, values, and skills in the practice setting.

In this situation, regular educational supervision conferences are expected with students weekly for one hour. These meetings can be in person or over teleconferencing and can be individual meetings or a combination of group and individual meetings if two or more students are assigned to the Educational Supervisor.

When the Educational Supervision need cannot be met by the agency or another community partner, Missouri State University's College of Mental Health and Behavioral Sciences, Social Work Program employees a Per Course Instructor for the role of Educational Supervisor. Approximately 8 – 10 students are assigned to this Educational Supervisor who has a social work degree from an accredited program. Supervision occurs weekly and is a combination of group and one-on-one supervision. Students are placed in two different groups and will also have intermittent 1:1 supervision with the Educational Supervisor to ensure they are receiving individualized support.

## Practicum Student

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

1. Be accountable for their actions and take ownership of their learning process; students should seek varied learning opportunities that are different than past experiences. There may be some exceptions within large agencies that have distinctly different subunits (e.g. large hospital systems or mental health centers).
2. Enroll in **SWK 490** Practicum in Social Work (9 credit hours). In conjunction with **SWK 480** Integrative Seminar (3 credit hours), this course satisfies the Public Affairs Capstone Experience. Failure to pass this course will result in failure to pass SWK 480 which is a graded course. Supplemental course fee. SWK 480 – Graded; SWK 490 Pass/Not Pass only.
3. Complete a minimum of 400 hours in the practice setting. Normal working days and hours (Monday-Friday 8am to 5pm). Practicum hours cannot exceed 40 hours in a week. Seminar course work will not count towards practicum hours.
4. Conduct themselves in a professional manner including, but not limited to, being on time, dressing in accordance with agency policy, and immediately informing field instructors of unforeseen changes in their schedule.
5. Coordinates and communicates with Field Instructor re: absences from regularly scheduled field workdays. If a student is absent for any reason, including sickness, arrangements must be made to make up those hours. If an agency has approved professional training and requests the student to attend, those hours (to not exceed two days) may count towards the practicum requirement.
6. Complete all University requirements in relation to field placement (see Admission Criteria and Field Placement Process).
7. Communicate with the Field Instructor, Faculty Field Liaison and the Coordinator of BSW Field Education in a timely manner any conflicts that have arisen or might arise and be open to discussing strategies and problem-solving techniques to minimize any potential or ongoing conflicts in their field placement.
8. Establish and maintain a positive, courteous, and professional working relationship with the Coordinator of BSW Field Education, the Field Instructor, Faculty Field Liaison and agency staff in the field setting.

9. Adhere to the mission, policies, and procedures of the field agency and notifies the Faculty Field Liaison and Coordinator of BSW Field Education in a timely manner if there is any discrepancy between agency policy and professional ethics.
10. Work with the Field Instructor to prepare and implement a learning plan in their field agency.
11. Take responsibility for being an active participant in supervision with the Field Instructor by preparing and participating in weekly supervision meetings;
12. Maintain a weekly time sheet and obtain signatures from their Field Instructor and provides copies to Field Liaison by specified due date outlined in syllabus (See Appendix E). Supervision time verified on time sheet (Field Instructor's initials).
13. Comply with the Patient Confidentiality and the Health Insurance Portability and Accountability Act (HIPAA). They shall follow all policies and procedures of the agency, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 CFR parts 160 and 164;
14. Have dependable transportation to the field agency;
15. Look for ongoing ways to apply classroom knowledge to field experience activities.
16. Always have a firm understanding of the social work code of ethics and apply these principles to the practice setting.
17. Complete all field hours over the course of the semester and be present at the agency throughout the entire academic semester as outlined by the BSW Program Calendar.

### **Field Liaisons**

Field Liaisons (FL) are either full time SWK faculty or Per Course Instructors who manage a field section which consists of students enrolled in SWK 480, Integrative Seminar and SWK 490, Practicum in Social Work. FL are responsible for monitoring and supporting practicum students throughout the practicum semester. See details in the following section titled "Assessing and Supporting Student Progress".



## Assessing and Supporting Student Progress

During the **Field Orientation for Field Instructors & Field Students**, field instructors are introduced to the goals, policies, and expectations for practicum. They will begin the process of identifying tasks that would provide practice experience in each competency outlined in the Council of Social Work Education 2022 EPAS. This orientation is mandatory for both field instructor and student and occurs prior to spring semester start date.

**Monitoring** ensures the educational direction of the practicum while also assessing student performance. Each student enrolled in SWK 490, Practicum in Social Work (9 hours) and SWK 480, Integrative Seminar (3 hours). Students are assigned a Field Liaison (seminar instructor) whose primary role is assessing student performance and providing ongoing support. The Field Liaison will be responsible for certifying and evaluating the quality of the student's learning experiences and the quality of the student's overall performance. Field instructors and students are made aware of the criteria and means for assessing student progress through the BSW Field Education Manual (see method of evaluation), the mandatory training session held for field instructors (Field Instructor Orientation), and the student field orientation held prior to the beginning of the semester for students entering field practicum.

### Practicum Site Visits

The Field Liaison monitors and supports student learning during practicum site visits which review and assess student progress in demonstrating core competencies, a student's generalist practice opportunities, the quality of Field Instructor supervision, and other practicum concerns which may arise. The Field Liaison conducts a minimum of two site visits (more if deemed necessary) with the student, field instructor and if applicable, educational supervisor. The site visits are face-to-face meetings and are either in person or teleconferencing. During the practicum site visit the Field Liaison discusses the following items with the Field Instructor and field student:

- Progress made on *Learning Plan* goals and objectives
- Ensures that field supervision standards are being met
- Discusses how student is demonstrating professional and ethical behavior
- Identifies student's strengths
- Identifies areas of continued growth and goals for remaining practicum
- Assesses Field Instructor Support: (training, weekly supervision appointments, supporting autonomy when appropriate).

The first of the two visits are generally scheduled within the first three - four weeks of practicum. This initial visit is 45-60 minutes in duration. The objective of this visit is to observe students' acclimation to the setting, field instructor support and reviews their proposed Learning Plan for the semester. The second visit is approximately 20-30 minutes in duration and is generally scheduled within the next seven weeks of practicum. The purpose of this visit is to discuss the students' performance, review the midterm ratings on the Learning Plans (those ratings as evaluated by the Field Instructors with student input), and assess needs for the remaining time in practicum.

The faculty field liaison is required to utilize the Site Visit Agenda Form (**Appendix D**) which documents primary generalist practice opportunities, strengths observed by both student and field instructor, target practice areas to focus on, as well as other information of praise or concern. The report requires an evaluation statement from the field liaison which outlines the following options: progressing satisfactorily for all concerned, progressing satisfactorily with some concern, progressing poorly with significant concerns/problems. If either of the later two are selected, the field liaison is required to immediately contact the BSW Field Education Coordinator to assess, collaborate and develop a necessary plan to implement. The assessment narrative should address effectiveness of supervision, student safety plan, level of autonomy and support provided.

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

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

By carefully monitoring student performance, the agency and the SWK program may collaborate effectively in evaluating the student's readiness for professional practice.

### **Learning Plan Agreement**

At the onset of the field experience, the student, along with Field Instructor's input, will develop a Learning Plan. The student, field instructor, and faculty liaison that perform monitoring and evaluation tasks will utilize this learning contract which also serves as the ongoing evaluation instrument.

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

Student performance and competency achievement are formally and numerically evaluated at two intervals (midterm and practicum completion). Field instructors evaluate student's competency (professional use of self, learning and skills) based on their performance of the tasks/activities which are correlated with 2022 EPAS 9 goals/objectives. Field instructors use a standardized numerical rating system to assess performance. The numerical rating system is a

standardized Likert scale developed by the Social Work Program, defined in Table 1.

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

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

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

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

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

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

## Field Education General Policies

### FERPA Policy

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

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

### Accruing Practicum Hours / Time Records / Holidays

BSW students are expected to complete a minimum of 400 clock hours in the agency experience beginning the first day of the semester and concluding the day prior to the final exam period which the university refers to as 'study day'. Hours are not to be banked or used in such a way as to finish "early." Each semester, a range of end dates is provided which include earliest date of completion (one week before the final exam period) to last date of completion (one day before the final exam period). Students are to plan accordingly with the practicum site to determine an appropriate end date.

400 hours across the 15-week semester is approximately 26-28 hours per week. Students may not work more than 40 hours a week in their practicum setting.

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

Remote practicum hours may not exceed 10% of total practicum hours (2-3 hours a week / 40

hours for practicum semester). Remote practicum activities must be approved by the Field Instructor and Field Liaison.

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

Attending the BSW Field Orientation and attending approved agency continuing educational opportunities qualify for practicum hours. Field agencies sometimes have onboarding processes that occur before the practicum semester (training modules, background check...). These pre-practicum activities/time may not count towards practicum hours.

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

### **Personal Leave**

The schedule for field placement does not accommodate any hours for personal leave. All hours missed must be made up by the student in order to achieve the required number of practicum hours by the end of each semester. If the student is ill or encounters an emergency, thus preventing participation according to the expected work schedule, they are expected to notify the field instructor and field liaison, in compliance with professional behavior. However, 400 practicum hours must be completed in order to complete/pass the course. If students face circumstances requiring significant time away, they are advised to consult with their academic advisor, BSW Field Coordinator about their best plan moving forward which might include a leave of absence request.

### **Travel**

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

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

Students are encouraged to use an agency vehicle when transporting clients, consumers, or agency personnel on behalf of the field placement agency. If a student elects to use a privately-owned vehicle, as part of 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.

### **Transporting Medication Policy**

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

### **Attendance at Professional Workshops**

While the Social Work Program believes a student's participation in professional workshops can be a productive learning experience, it takes no absolute position regarding approval of such an experience for field education hours. It is entirely up to the field instructor to decide whether a particular meeting a student wishes to attend has sufficient value in the context of the student's field education needs and agreed-upon learning objectives. The field instructor may determine whether such an experience may be attended during regularly scheduled agency hours and/or whether to count the experience as official field time. If the latter is allowed, it is expected that the field instructor will review with the student the learning obtained from the meeting and how it fits into the broader educational objectives. Ultimately, attendance at agency-related seminars or professional workshops may be counted as part of the student's total hours, only with approval of the field instructor. *Students do not have permission to be absent from other social work courses in order to fulfill practicum commitments, including attending professional workshops.*

### **Virtual or remote learning opportunities**

Students are expected to complete practicum hours in-person unless otherwise specified (e.g. inclement weather plan). The number of hours delegated for virtual or remote opportunities varies depending on the setting but should not exceed 40 hours over the course of the semester. These virtual / remote activities must be approved by the field instructor and can include advocacy projects, research, webinars and case management tasks. It is expected that virtual activities are identified on the learning plan agreement and linked to social work competencies. Virtual meetings with clients may occur if in-person meetings are not possible due to weather conditions or illness.

### **End-of-Field Practicum Evaluation**

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

## **Change of Placement**

Change of placement can be disruptive to the learning process, and it is therefore strongly discouraged. However, a change in placement may be initiated by the student, field liaison, field instructor or BSW Field Education Coordinator. The student's assigned field placement can be changed when the BSW Field Education Coordinator has determined that an appropriate learning environment is not being provided at the agency. Reasons may include the disruption of agency programs or services due to staff turnover or other personnel problems, the departure of the field instructor due to change of position or employment, lack of supervision, lack of generalist practice opportunities, safety concerns or budgetary problems at the agency. In such cases, the accumulation of the required fieldwork hours may be disrupted while securing a new field site. In some situations, students may require an extension of time which could delay the student's graduation date.

## **Termination from Field Agency**

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

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

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

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

### **Student Grievances**

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



## Monitoring Student Safety

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

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

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

Transporting clients may be expected in some practicum settings. Discussion in advance regarding this expectation and the safety protocols surrounding this activity must be addressed in advanced. If students do not feel comfortable or safe transporting clients, then the Field Liaison will assess, and support students as needed.

### **Process for implementing student safety protocols:**

The BSW Field Education program addresses student safety protocols by the following mechanisms including responsible party(ies) for addressing protocol:

- BSW Field Orientation – BSW Field Education Coordinator
- Learning Plan Activity – Student and Field Instructor (if applicable, Educational Supervisor), and Field Liaison
- Integrative Seminar – Field Liaison
- Site Visit Agenda item – Field Liaison
- Practicum Liability Insurance – Student, BSW Field Coordinator, Administrative Assistant
- Disrupted Placement – Student, Field Liaison, BSW Field Coordinator
- Critical Incident Reporting – Student, BSW Field Coordinator and/or Field Liaison
- University Resources provided – Student, Field Liaison, BSW Field Coordinator

### *BSW Field Orientation*

Field Instructors are instructed to discuss safety protocol with their students during field orientation, as well as during the student's first week of practicum during their agency orientation and onboarding process.

### *Learning Plan*

Students are encouraged to develop a safety plan and self-care plan and identify these activities on their learning plan. Ongoing discussion about safety and self-care is expected to occur during weekly supervision meetings with their field instructor.

### *Integrative Seminar*

Field Liaisons routinely assess student safety and emotional wellbeing through assignments, discussions and or individual interactions. In one of the teaching modules, lecture material on personal boundaries and self-care is provided.

### *Site Visit Agenda item*

Field Liaisons conduct at least two practicum site visits during the semester. Item #5, on the site visit report requires an assessment made which included student safety.

*#5 Liaison observations /assessment /summary /comments /**student safety** /autonomy /generalist practice opportunities. (list LP goals/objectives: that are N/O or under 7 including plan to increase score, use back side of paper if needed).*

### *Practicum Liability Insurance*

Students are provided with a certificate for practicum liability insurance effective for their senior year which includes the practicum semester. This insurance policy provides help to protect students from expenses incurred if they have to defend themselves in a lawsuit. Their coverage is \$2,000,000 per occurrence and \$4,000,000 aggregate.

### **Critical Incidents Reporting**

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

- 1 Immediately notify your agency supervisor of the incident, indicating what happened, who was involved, and the type of injury sustained (if any).
- 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 contact the director of field instruction to report the incident.
- 3 The student will complete any agency required incident reports and submit them to the appropriate authority. A copy of this report should be sent to the director of field instruction within two days of the incident.

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

### **University policies and resources**

Throughout the BSW program, students are provided information in each course syllabus re: sexual harassment, the Green Dot School of Social Work Pledge, and campus resources as outlined below.

### **Sexual Harassment Policy**

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

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

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

**APPENDIX A: Field Agency Profile Form**

**Missouri State University Social Work Program**

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

Name of Agency/Organization:

Address:

City:

State

Zip:

Contact Person:

E-mail address:

Phone:

Type of Organization: (check)

Public

Private, for profit

Private, not for profit

Other (specify)

**BRIEF DESCRIPTION OF AGENCY MISSION/SERVICES**, include Agency website:

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**List number of employees in the following categories:**

MSW \_\_\_\_\_ Related Master degree \_\_\_\_\_ BSW \_\_\_\_\_ Related Undergraduate degree \_\_\_\_\_

**LEVEL OF SOCIAL WORK STUDENT ELIGIBLE FOR PRACTICUM AT AGENCY**

*(Check all that apply):*

BSW

MSW Student (Generalist)

MSW Advanced Generalist

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

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

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---

**Check all that apply.**

\_\_\_\_\_ Spring Block Placements for all levels of practicum students ranging from 25 hours to 30 hours over a 15 week period.

\_\_\_\_\_ Extend Practicum opportunities for MSW practicum students includes spring and summer semesters ranging from 17-20 hours a week for approximately 23-25 weeks.

**Describe onboarding requirements prior to student's first day of practicum (e.g. training, background check...)**

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**Requirements of Students:**

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

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

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

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

Criminal records background check?  Yes  No

Responsibility for background check?  Student  Agency

Abuse/Neglect background check?  Yes  No

Is a formal orientation provided?  Yes  No

Can a student using public transportation meet requirements for your site?  Yes  No

Immunizations/health verification?  Yes  No

If yes, please specify: \_\_\_\_\_

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

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**Additional Considerations**

Are practicum opportunities available for evenings/weekends  Yes  No

If yes, is supervision available?  Yes  No

Can practicum be completed entirely during evening/weekend hours?  Yes  No

Is financial support available?  Yes  No

If yes, please check all that apply:

Stipend  Amount?  Travel  
Is training provided to students around issues of safety in the agency, with clients and the community served by the agency?  Yes  No

Is your organization equipped to provide practicum opportunities for:

International student for whom English may be a second language  Yes  No

Visually/hearing impaired students  Yes  No

Students utilizing adaptive equipment (e.g. wheelchair)  Yes  No

(please describe):

**VENUE OF SERVICE DELIVERY:**  
*(Check all that apply):*

- In-person  Virtual  Home visits

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

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Adult Day Care  | <input type="checkbox"/> Emergency Assistance | <input type="checkbox"/> Legislation              |
| <input type="checkbox"/> Advocacy        | <input type="checkbox"/> Employee Assistance  | <input type="checkbox"/> Outpatient Mental Health |
| <input type="checkbox"/> Ambulatory Care | <input type="checkbox"/> Employment           | <input type="checkbox"/> Physical Disabilities    |
| <input type="checkbox"/> AIDS/HIV        | <input type="checkbox"/> Family Court         | <input type="checkbox"/> Prevention (specify):    |
| <input type="checkbox"/> Business        | <input type="checkbox"/> Family Service       |   |
| <input type="checkbox"/> Case Management | <input type="checkbox"/> Gerontology          | <input type="checkbox"/> Recreation               |
| <input type="checkbox"/> Child Welfare   | <input type="checkbox"/> Gov't.               | <input type="checkbox"/> Rehabilitation:          |
|  | Admin/Planning                                |   |

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Community Health           | <input type="checkbox"/> Health & Wellness Program | <input type="checkbox"/> Acute Physical    |
| <input type="checkbox"/> Community Planning         | <input type="checkbox"/> Homelessness              | <input type="checkbox"/> Subacute          |
| <input type="checkbox"/> Community Relations        | <input type="checkbox"/> Home Health Agency        | <input type="checkbox"/> Substance Abuse   |
| <input type="checkbox"/> Criminal Justice           | <input type="checkbox"/> Hospice                   | <input type="checkbox"/> Vocational        |
| <input type="checkbox"/> Offender Program           | <input type="checkbox"/> Hospital:                 | <input type="checkbox"/> Residential Care: |
| <input type="checkbox"/> Penal System               | <input type="checkbox"/> Acute Medical             | <input type="checkbox"/> Children          |
| <input type="checkbox"/> Victim Services            | <input type="checkbox"/> Psychiatric               | <input type="checkbox"/> Elderly           |
| <input type="checkbox"/> Developmental Disabilities | <input type="checkbox"/> Housing                   | <input type="checkbox"/> School            |
| <input type="checkbox"/> Drug Abuse                 | <input type="checkbox"/> Information/Referral      | <input type="checkbox"/> Skilled Nursing   |
| <input type="checkbox"/> Eating Disorders           | <input type="checkbox"/> International Services    | <input type="checkbox"/> Women's Services  |
| <input type="checkbox"/> Economic Development       | <input type="checkbox"/> Legal Services Agency     | <input type="checkbox"/> Other:            |

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

**Clinical**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Aftercare            | <input type="checkbox"/> Family Services:         | <input type="checkbox"/> Mentoring            |
| <input type="checkbox"/> Assessment           | <input type="checkbox"/> Adoption                 | <input type="checkbox"/> Multidisciplinary    |
| <input type="checkbox"/> Child Abuse/Neglect  | <input type="checkbox"/> Divorce/Custody exchange | <input type="checkbox"/> Teamwork             |
| <input type="checkbox"/> Case Management      | <input type="checkbox"/> Family Preservation      | <input type="checkbox"/> Pregnancy Counseling |
| <input type="checkbox"/> Client Empowerment   | <input type="checkbox"/> Foster Care              | <input type="checkbox"/> Therapy              |
| <input type="checkbox"/> Prevention/Education | <input type="checkbox"/> Rehabilitation           | <input type="checkbox"/> Individuals          |
| <input type="checkbox"/> Counseling           | <input type="checkbox"/> Group Work:              | <input type="checkbox"/> Families             |
| <input type="checkbox"/> Crisis Intervention  | <input type="checkbox"/> Educational Groups       | <input type="checkbox"/> Groups               |
| <input type="checkbox"/> Discharge Planning   | <input type="checkbox"/> Support Groups           | <input type="checkbox"/> Other (specify):     |
| <input type="checkbox"/> Domestic Violence    | <input type="checkbox"/> Health Education         |   |
| <input type="checkbox"/> Elder Abuse/Neglect  | <input type="checkbox"/> Information/Referral     |   |
| <input type="checkbox"/> In-home Services     |   |   |

**Community**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Advocacy              | <input type="checkbox"/> Legal Services             | <input type="checkbox"/> Research                |
| <input type="checkbox"/> Community Development | <input type="checkbox"/> Legislative Activities     | <input type="checkbox"/> Social Action           |
| <input type="checkbox"/> Community Education   | <input type="checkbox"/> Networking                 | <input type="checkbox"/> Teaching (classroom)    |
| <input type="checkbox"/> Community Organizing  | <input type="checkbox"/> Outreach                   | <input type="checkbox"/> Understanding           |
| <input type="checkbox"/> Conference Planning   | <input type="checkbox"/> Policy Analysis            | <input type="checkbox"/> Community Systems       |
| <input type="checkbox"/> Government Relations  | <input type="checkbox"/> Policy Information         | <input type="checkbox"/> Working with Volunteers |
| <input type="checkbox"/> Group Work:           | <input type="checkbox"/> Prevention/Social Problems | <input type="checkbox"/> Other (specify):        |

- Community Groups
- Educational Groups
- Public Speaking

**Management**

- Administration
- Budgeting/Fiscal Mgt.
- Consultation/Collaboration
- Data Collection
- Executive Governance
- Fund Raising:
  - Grant writing
  - Events
- Human Resource Dev.
- Peer Review
- Personnel Management
- Planning
- Program Coordination
- Program Development
- Program Evaluation
- Other (specify):
- Public Relations
- Quality Assurance
- Research
- Work with groups:
  - Board
  - Committees
  - Community

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

**Age**

- Infant/Toddler
- Pre-School
- Elementary
- Adolescents
- Young Adults
- Adults
- Older Adults

**Sexual Orientation**

- Gay
- Lesbian
- Heterosexual
- Bi-Sexual
- Transgendered

**Socio-Economic Status**

- Poverty Level or Below
- Average Income
- Above Average Income

**Gender**

- Female
- Male
- Nonbinary

**Ethnic Groups**

- Caucasian
- African American
- Asian
- Hispanic
- Native-American
- Other

**Family Status**

- Step-parent Families
- Single Parent
- Two-Parent
- Other family forms (grandparent, foster, etc.)

**Residence**

- Urban
- Suburban
- Rural



**APPENDIX B: Memorandum of Understanding**

**MEMORANDUM OF UNDERSTANDING**

BETWEEN THE BOARD OF GOVERNORS OF  
MISSOURI STATE UNIVERSITY

AND

**Agency**

AND

STUDENTS ENROLLED IN SOCIAL WORK FIELD PRACTICUM COURSES

THIS MEMORANDUM OF UNDERSTANDING "Memorandum" is made this **1<sup>st</sup> day of January 2025 (effective date)**, by and between the **BOARD OF GOVERNORS OF MISSOURI STATE UNIVERSITY**  
AND

**Agency**

**WHEREAS**, University is a Missouri public institution of higher education, which has established an approved professional undergraduate and graduate Social Work Program which has been accredited by the Council on Social Work Education "**Program**" and

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

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

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

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

- A. The University and the Agency jointly agree:
1. As of January 1, 2025, the Agency will allow the University to use its facilities for the education of social work students enrolled in the practicum components of the Social Work Program at the University.
  2. This Memorandum shall be effective for a period of one (1) year and is automatically renewed at the end of each one-year period for another one-year period unless written either party gives notice of termination not less than ninety (90) days before the end of the contract period. Either party may terminate this agreement by giving the other party not less than (90) day's written notice of termination. This Memorandum may be terminated at any time by mutual consent.

3. The determination of the number of students to be assigned to the Agency shall be negotiated between the Agency and the University. The Agency retains authority over the final decision of the number of students it can accommodate.
4. The Agency and University shall cooperate in the placement of students, each sharing responsibility for the final selection of students. The Agency has no obligation to work with a student who is initially considered to be unsuited to the Agency program. If a student, after placement, is found to be unsuited to the Agency program in the sole judgment of the Agency, after collaboration with all parties, the University has the obligation to withdraw the student from the Agency.
5. The University will confer with the Agency prior to the placement of any student in order to establish or to review the purpose, provisions, and responsibilities involved in the practicum experience.
6. No party to this Memorandum shall, in connection with any aspect of its performance, discriminate against any person by reason of race, age, national origin, sex, sexual orientation, gender identity, religion, disability, veteran's status, or any other basis protected by applicable law.
7. The parties agree that employment-based practicums are not intended to replace regular paid employees or contracts for services. Employment-based practica require approval of the Coordinator of Field Education.
8. The parties agree that there shall be no fees paid by the Agency to the student or the University for students participating in the practicum. Further, there is no financial obligation on the part of either institution or the other.
9. The University and Agency agree to prohibit students, faculty or staff from publishing any materials as a direct result of the practicum experience in the Agency, unless such publication is approved for release, in writing, by the Agency and the University, such approval not to be withheld unreasonably.
10. University and Agency retain the privilege to exchange and review materials relevant to Students' clinical education, subject to the requirements of the Family Educational Rights and Privacy Act ("FERPA"). Information from Students' educational records will not be disclosed without the express written consent of Students.
11. Both University and Agency will be responsible for the acts and conduct of their respective agents and employees, but only to the extent permitted by law; further, nothing in this provision shall be construed as any waiver of any sovereign, official, governmental immunity on the part of either University or Agency.
12. Both University and Agency agree that if there is a change in any state or federal law, regulation or rule or interpretation, or other regulatory guidance thereof, which affects this Agreement or the activities of either party under this Agreement, and either party reasonably believes in good faith that the change in law requires a modification of this Agreement, then that party may, upon written notice, require the other party to enter into good faith negotiations to renegotiate the terms of this Agreement implicated by the change in law. If the parties are unable to reach an agreement concerning the modification of this Agreement within thirty (30) days after the date of the notice seeking renegotiation, then either party may terminate this Agreement by written notice to the other party.

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

1. The University will provide a Coordinator of Field Education to maintain regular communications with the Agency and to monitor record keeping relevant to evaluation of the students and practicum program.
2. The University will designate a Faculty Liaison responsible for the coordination of student assignments and educational activities in consultation with the Agency, to assist with information required for student evaluation, and to resolve disputes as may arise. At the request of the Agency, the University has the obligation to withdraw from the Agency a particular Coordinator of Field Education, Faculty Liaison or other faculty member involved in the program.
3. The University will provide the Agency with a current Field Education manual.
4. The University will provide the Agency, in advance of placement, current information on dates of practicum assignments, hours or work, and the nature of educational assignments for each student.
5. The University is responsible for monitoring and assisting in the evaluation of the learning experiences of the student, and providing needed educational material and instruction as required by the program. The University is responsible for the maintenance of all records and reports of student's clinical experiences.
6. The University agrees not to use the Agency name in any publications or advertising, except in University catalogs, bulletins, student handbooks and/or field manuals.
7. The University will provide orientation workshops for Agency Field Instructors as needed. These programs are planned to promote understanding of the curriculum of the Social Work Program, encourage communication and interaction, and develop expertise in practicum instruction.
8. As a Missouri public institution of higher education, University does not maintain professional liability insurance for itself or its employees; rather, it relies on the State of Legal Expense Fund as established by Mo. Rev. Stat § 105.711. University shall require student to obtain and maintain professional liability insurance with limits of not less than One million (\$1,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) annual aggregate. University will provide proof of such insurance upon request of the Agency.

C. Responsibilities of the Agency

1. The Agency will designate one or more staff person(s) with appropriate qualifications to instruct and to supervise the student(s) in relationship to daily responsibilities of the Agency, and to be available for such consultation as needed by the University to ensure student learning. If there are to be multiple supervisors, a primary supervisor will design, coordinate, and be accountable for the daily learning experience and will be responsible for coordination of evaluation reports.
2. The Agency will allow time for the Field Instructor to provide direct supervision of the student for a minimum of one hour per week. Additional time will be provided for preparation for the student's educational experience and conferences with the student and Faculty Liaison.

3. The Agency will make its facilities available, including conference and classroom space, for students and faculty of the program on a space-available basis.
4. The Agency will make available to the University current Institutional Policies in order that this information can be disseminated to instructors and students.
5. The Agency will provide time for the Field Instructor to attend an orientation workshop, given by the University, before the Field Instructor becomes responsible for students.
6. The Agency will provide office arrangements, which enable the student to function effectively and safeguard confidential materials.
7. The Agency will communicate with the Faculty Liaison and/or Coordinator of Field Education any concern regarding the student's performance.
8. The Agency staff will cooperate in the University's evaluation of student performance by submission of evaluation reports required by the University which describe the student's learning and performance in the field.
9. The Agency will consult with the Faculty Liaison and/or Coordinator of Field Education if specific circumstances arise which require the Agency to ask that a student be withdrawn from practicum during the semester. In such circumstances, Agency will submit their withdrawal request in writing to the Faculty Liaison and/or Coordinator of Field Education, including the reason(s) for such request.
10. The Agency agrees to cooperate in arranging student schedules, which will not conflict with the schedules of the student's University course work.
11. The Agency agrees to permit, upon reasonable request, the inspection of clinical and related practicum facilities by the University and organizations, which credit the University. The Agency agrees to allow the Faculty Liaison access to the Agency's facilities and such records as are necessary to evaluate the professional performance of the students.

D. Responsibilities of the Student:

1. The University will inform the student that:
  - a. The student is responsible for the development of a learning plan to be used by the student, University, and Agency to evaluate the student's performance.
  - b. The student will follow Agency and University policies, procedures, programs and operating standards, rules and regulations (i.e. hours of Agency operation, absences from work, record keeping, etc.).
  - c. The student will be under the actual control and supervision of the Agency during participation in practicum activities.
  - d. The student will complete all required documentation, such as process recording, treatment summary recording, and reports required by the Agency and University.
  - e. The student will prepare for and participate in regular evaluation conferences.
  - f. The student is expected and required, professionally and ethically, to maintain confidentiality as expected and required by law, as if an employee of the agency.

Further, the student should give priority to clients' rights and needs over his or her own.

- g. The student will maintain professional standards in compliance with the NASW Code of Ethics and the School of Social Work Standards and Essential Functions.
- h. The student is responsible for his or her own health and accident and automobile insurance. If the Agency has health requirements, the student is expected to meet the requirements of the Agency.
- i. The student is not an employee of University or Agency and is not entitled financial remuneration during the practicum. (Exceptions: Employment based practica or stipends/scholarships are available in some agencies).
- j. The student is responsible for transportation to and from the practicum.
- k. The student is responsible for the costs of equipment, materials and supplies that are broken or damaged due to the student's negligence.
- l. The student is responsible for damage to his or her own clothing or other possessions, and is responsible for his or her own personal illness or injury that might occur while on the Agency's premises.
- m. The student is responsible for fulfilling all requirements and following all policies of the University as stated in the course syllabi for all SWK Practicum courses.

\*\*\*\*\*

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

"University"

MISSOURI STATE UNIVERSITY

SOCIAL WORK PROGRAM

901 S. National St

Springfield, MO 65897

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

Paul Deal, Ph.D.

Director, School of Mental Health and Behavioral Sciences, Social Work Program

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

Mark Smith, Ph.D.

Dean, McQueary College of Health & Human Services

**AND**

**Name of Agency**

**Street address**

**City, State zip code**

By: \_\_\_\_\_ Title: \_\_\_\_\_

Print agency's authorized name:

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

**APPENDIX C: Employment Based Practicum Proposal**  
**MISSOURI STATE UNIVERSITY**  
**SOCIAL WORK PROGRAM**  
**Employment-Based Practicum Proposal**

The Social Work program does not provide students with employment-based practicum. However, students may request their employment to be considered for a practicum by submitting an Employment-Based Practicum proposal to the Coordinator of Field Education through the current learning system program. Students, field instructors, and agencies participating in employment-based practicums must comply with the same standards required for non-employment-based practicums (see BSW Field Manual). Criteria for an employment to be considered for one's practicum includes:

1. Generalist or Advanced Generalist practice opportunities at the micro, mezzo, and macro level must be provided
2. The practicum supervisor (Field Instructor) must meet the requirements as all other approved practicum sites.
3. If the practicum supervisor and employment supervisor are the same person, then a distinction between supervision meetings must be established. Practicum supervision must be verified on the practicum timesheet.
4. If the employment duties do not address all 9 competencies, students are still required to identify generalist activities that demonstrate all competencies.
5. If the employment is part-time, students are required to work additional hours non-paid in order to meet the hour requirement for practicum.
6. Students are required to identify new learning activities if employed longer than three months of practicum start date.

Practicum students submit EBP proposal to the Coordinator of BSW Field Education by the designated due date. If there are concerns or lack of clarity on the proposal, The BSW Field Education Coordinator will provide feedback, conduct teleconference appointments, or correspond with students/practicum supervisors to discuss, edit, and clarify requirements and expectations. Co-occurring field education and employment often require additional conversations to achieve a supportive learning environment in an employment setting.

Upon the EBP proposal's approval, the student will secure required signatures and re-submit the document in the identified Learning Management System.

***Employment opportunity during the practicum semester.*** In some situations, students are offered an employment opportunity at the practicum agency which is a compliment to their competence and professionalism. It should be noted that students cannot switch practicum duties outlined in the Learning Plan in the middle of the semester. This would disrupt the learning plan agreement and momentum they achieved in the educational setting. However, if the employment roles/duties are within the same department, students can pursue an approved employment-based practicum by completing the Employment Based Practicum Proposal (EBP) and select the option that states: *I have been offered employment in my current practicum.*

**MISSOURI STATE UNIVERSITY  
SOCIAL WORK PROGRAM  
Employment-Based Practicum Proposal  
For BSW Field Education**

**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 Practicum Experience:**

**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 within the same organization/agency.
<input type="checkbox"/>	I am a new employee (employed less than three months at beginning of practicum) and am still acquiring new knowledge and skills for professional duties.
<input type="checkbox"/>	I have been offered employment (part time, full time or PRN) in my current practicum.
<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 current practicum experience.**

--

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

--

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

**6. Proposed Field Instructor**

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

**a. Name, Degree, Title & License/Credentials:**

**b. Email:**

**c. Mailing Address:**

**d. Telephone:**

**e. Is the proposed field instructor 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 the practicum. How will practicum supervision and employment supervision be distinguished?**

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

**7. Practicum & Work Schedules**

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

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

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

**8. Agency / Field Instructor**

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

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

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

The Missouri State University' Social Work Program 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 Social Work Program is to protect the integrity of the educational experience.

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

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

\_\_\_\_\_  
Employing Agency Administrator / Date

\_\_\_\_\_  
Student's Employment Supervisor / Date

\_\_\_\_\_  
Proposed Field Instructor / Date

\_\_\_\_\_  
Proposed Educational Supervisor / Date  
*(if applicable)*

\_\_\_\_\_  
Practicum Student / Date

**Missouri State University's Social Work Program**

\_\_\_\_\_: Proposal Approved

\_\_\_\_\_: Proposal Declined (comments on next page)

\_\_\_\_\_  
Coordinator of BSW Field Education / Date

**APPENDIX D:**

**MISSOURI STATE UNIVERSITY  
BSW FIELD EDUCATION**

**FIELD LIAISON SITE VISIT REPORT  
MISSOURI STATE UNIVERSITY  
BSW FIELD EDUCATION  
FIELD LIAISON SITE VISIT REPORT**

Student:

Agency:

Field Instructor:

Educational Supervisor:

Field Liaison:

Site Visit Date:

1. Describe student's primary generalist social work tasks and learning plan progress:
2. Identify student's strengths observed in practicum setting (student and FI report)
3. What task/activities need attention for remaining time in practicum?
4. Are there concerns, educational problems, or issues identified:
5. Liaison observations /assessment /summary /comments /student safety /autonomy /generalist practice opportunities. (list LP goals/objectives that are N/O or under 7 including plan to increase score, use back side of paper if needed).
6. Liaison assessment of Field Instructor Support: (training, weekly supervision appointments, supporting autonomy when appropriate).
7. This student's practicum appears to be:

<input type="checkbox"/>	Progressing satisfactorily for all concerned.
<input type="checkbox"/>	Progressing satisfactorily with some concerns/problems.
<input type="checkbox"/>	Progressing poorly with significant concerns/problems.

8. Follow Up Plan:

\_\_\_\_\_

Field Liaison Signature

**APPENDIX E: Field Practicum Time Sheet**  
**FIELD PRACTICUM TIME SHEET**

Student: \_\_\_\_\_ Month/Year: \_\_\_\_\_

**Instructions:** Indicate day/time supervision occurred with your Field Instructor and if applicable, supervision with Educational supervisor. Document only *one* month per time sheet. Submit timesheets to your Field Liaison (Seminar Instructor). Indicate day and time supervision was held.

Date	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total Hrs
<b>Monthly Total:</b>								
<b>Total To Date:</b>								

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

Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

## Appendix F



### Social Work Program

#### **Student Practicum Liability Insurance**

The Missouri State University's Social Work Program purchases School Professional Liability Insurance through a professional liability insurance company. Social Work students are required to pay an additional fee when registering for field practical courses. The Social Work Program is required to provide a listing of all students who will be in a field practicum. Each student is required to sign a statement regarding her/his own criminal charges/convictions, professional background, and insurance history. A positive response does not necessarily render a student ineligible for practicum but may render her/him ineligible for certain agencies/organizations. Many state and federal agencies, as well as other agencies/organizations, require criminal background checks prior to being approved for a practicum.

In addition, many states require criminal background checks for a social work license. If there is a positive response, or, if a student has questions regarding this issue, a meeting with the Field Director and the Director of the School is expected. Information will be considered a part of the student's education record and be kept confidential to the extent of the law.

The applicant declares that the statements set forth herein are true. The applicant agrees that if the information supplied on this statement changes at any time, it will be reported immediately to the Director of Field Education so they may forward the changes to the insurance company.

I authorize the release of information contained in this form to university employees and agents with a need to know, and to the professional liability insurance company, and to any placement site if determined necessary by the Director of Field Education and/or the Director of the Missouri State University School of Mental Health and Behavioral Sciences.

- 1) Have you ever been convicted of or charged with a crime in any state or country?  
If you responded **yes**, please provide the following information: **Do not** include misdemeanor or traffic offenses.
  1. What was the charge and/or conviction?
  2. Where was the charge and/or conviction?

3. What year was the charge and/or conviction?
  4. What was the outcome of the charge and/or conviction?
  5. Provide an explanation of the **details** of their involvement of the charge/and or conviction, be specific:
- 
- 2) Have you ever been required by any licensing board or professional ethics body to surrender your license or been found guilty of a violation of ethics codes, professional misconduct, unprofessional conduct, incompetence or negligence in any state or country?  
(if yes, please give a brief explanation):
  - 3) Are there any complaints, charges or investigations pending against you by any licensing board or professional ethics body for violations of ethics codes, professional misconduct, unprofessional conduct, incompetence or negligence in any state or country?  
(if yes, please give a brief explanation)
  - 4) Have you ever had any insurance company decline, cancel, refuse to renew or accept only on special terms with any professional liability insurance?  
(if yes, please give a brief explanation)
  - 5) Has any professional liability claim or suit ever been made against you, your predecessors in business or against any past or present partner(s)?  
(if yes, please give a brief explanation)
  - 6) Are there any circumstances of which you are aware that may result in any professional liability claim or suit being made against you, your predecessors in business or against any past or present partner(s)?  
(if yes, please give a brief explanation)



- 7) Are you engaged in or ever been engaged in any sexual misconduct with any current or former patients/clients or any current or former patient's/client's spouse or any person with a direct relationship to the patient/client or former patient (for example a guardian, blood relative of the patient/client or spouse or any person sharing the patient's domicile)?  
(if yes, please give a brief explanation)

Student Name (print)	
M#	
Date	
Signature	

# APPENDIX G

## Missouri State University Social Work Program Field Education Practicum Site Assessment

**Faculty Liaison Completing Form:**

**Date:**

**Name of Agency:**

**Field Instructor:**

**Practicum Level (circle/highlight): BSW / MSW (Generalist) / MSW (Advanced Generalist)**

**FIELDS OF SERVICE THAT STUDENTS EXPERIENCE (*Check all that apply*):**

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

**How well does this site offer social work opportunities that assist social work students in participatory social work experiences?**

1	2	3	4	5
Observation only				Autonomy
				Direct work w/client system

Comments:

**How well does the site meet opportunities for meeting Social Work Learning Plan Requirements (i.e. client assessment, client case planning, evaluation project, diversity, etc.)?**

---

1	2	3	4	5
Poor				Excellent

Comments:

**How well did the Field Instructor participate in scheduling, participating in site visits and completing required and timely evaluations?**

---

1	2	3	4	5
Poor				Excellent

Comments:

**How well did the Field Instructor provide weekly supervision with practicum student?**

---

1	2	3	4	5
Poor				Excellent

Comments:

**Would you recommend using this field agency for future practicum placements?**

**Please provide rationale.**

## APPENDIX H BSW PRACTICUM CONFIRMATION

Semester \_\_\_\_\_ Year of Practicum \_\_\_\_\_

After an agreement between you and the practicum site has been made, please complete the following information. See submission instructions below. This document is to be completed by the student. Signatures are NOT needed.

Student Contact Information	
Name:	
MSU Email:	Cell Phone:
I will complete my practicum at:	
Name of Agency:	
Mailing Address of Agency:	
Physical Location of Agency:	
Web site information:	
Field Instructor Information	Contact Information
Name:	Office Phone:
Degree:	Additional phone:
License(s):	Email:
Educational Supervisor Information (if applicable) Contact Information	
Name:	Office Phone:
Degree:	Additional phone:
License(s):	Email:
Check all that applies	
<input type="checkbox"/> I have sent the field instructor a thank you note for accepting me as a practicum student. <input type="checkbox"/> This practicum is an employment-based practicum ( <i>approval has been granted from BSW Field Coordinator</i> ).	
Practicum Confirmation Submission Instructions	
<ul style="list-style-type: none"> <li>BSW Field Education on Black Board Community AND</li> <li>Submit in Field Education in Community Blackboard as soon as you have confirmed practicum. .</li> <li><b>Please fully and accurately complete this document. Do not turn in if you lack any information.</b></li> </ul>	

## APPENDIX I

### *Field Instructor's Resource Guide BSW Field Education*

- A note from the BSW Field Coordinator
- Competency-based sample tasks and activities for generalist SWK practice
- Field Instructor's Evaluation methods
- Field Instructor Role and Responsibilities
- Macro Activity Guide
- Practice skills for Social Workers
- Reamer's Ethical decision-making model
- Supervision Agenda
- Supervision Tips
- Theory guide
- De-identified Learning Plan
- Field Instructor Evaluation of Field Education and Request for CEU certificate
- Educational Policy and Accreditation Standards - CSWE 2022

Dear Field Instructor,

Thank you for investing your time and wisdom in supervising our social work student(s). Your support is not only appreciated but needed and required by our accrediting body, Council of Social Work Education. Students would not be able to complete their degree requirements without your oversight. I hope this resource guide along with the Field Education Manual provides you with support as you assist our student(s) in becoming professionals. If you would like a separate copy of this resource guide, please don't hesitate to ask myself or your field liaison. If you have any questions, don't hesitate to reach out.

Sincerely, Regina Russell, MSSW, LCSW  
BSW Field Education Coordinator  
Russell@missouristate.edu

### BSW Competency-Based Field Tasks and Activities

This bank of field tasks/activities are ideas to pull from when you are developing the Learning Plan Agreement and are not intended to capture all nuances of your field agency.

- Do not select activities that are similar. Each subcategory must be reflected (a, b, c...)
- Be sure to customize activities (client/patient/resident/student/constituent....) to reflect the population being served.
- Strive for the highest level of practice opportunities (avoid shadow/observation when you are able to actively participate and engage in activities).
- All levels of practice must be represented (micro/mezzo/macro). Review the supplemental handout on Macro Mania for additional ideas.

EPAS 2022 Competencies	Sample Field Tasks/Activities
<p><b>Competency 1:</b> <i>Demonstrate Ethical and Professional Behavior</i></p> <p>Social workers:</p> <p>a. 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;</p> <p>b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;</p> <p>c. use technology ethically and appropriately to facilitate practice outcomes; and</p> <p>d. use supervision and consultation to guide professional judgment and behavior.</p>	<ul style="list-style-type: none"> <li>• Prepare a presentation to be used as a part of an agency social work training module.</li> <li>• Attend interdisciplinary conferences and case presentations as an observer or participant.</li> <li>• Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.</li> <li>• Participate in available workshops and trainings related to social work and related to the population you are serving.</li> <li>• Exhibit a professional attitude by arriving to practicum site dressed appropriately, clean, smiling with a positive outlook, prepared mentally and emotionally to solve problems with staff and clients, and prepare to learn.</li> <li>• Review necessary and pertinent agency policies and procedures related to social work role.</li> <li>• Complete agency-specific orientation activities and review the agency's policy manual, mission statement, funding streams, confidentiality, and documentation requirements.</li> <li>• Interview an Administrator and/or Board member about their role and compare to the agency's documentation regarding their responsibilities.</li> <li>• Shadow and/or interview other disciplines at your agency (psychiatry, nutrition, case aide, transportation aide, educator, administrator, etc.) and/or spend time in different departments of the agency to gain an understanding of client service.</li> <li>• Participate in staff, team, or other professional meetings.</li> <li>• Bring an agenda to supervisory meetings.</li> <li>• Write a group progress note based upon observations.</li> <li>• Review [###] of case files completed by various social workers.</li> <li>• Review the process by which someone becomes a client at the agency and discuss the process to the field instructor.</li> <li>• Read about/find ethical dilemmas in studies, or in meetings and daily activities and apply an ethical decision-making model.</li> <li>• Identify an ethical dilemma and apply an ethical decision model, discuss the answers to each step, the decision and how you feel about the outcome with your field instructor.</li> <li>• Read agency policy on client confidentiality as well as maintain client confidentiality throughout field experience and/or identify how informed consent is applied in this agency.</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss each social work ethic core value and what its' application and presentation might look like within the agency (in which the student is placed).</li> <li>• Gather information about how agency uses social media and social media policies.</li> <li>• Develop a social media campaign/presence for agency or a specific even.</li> <li>• Join a professional social work organization (NASW, ISCSW or OSSW, for example) to gain familiarity with various social workers and social work roles in the community.</li> <li>• Compare the NASW Code of Ethics with your agency's employee code of conduct and/or other policies. Discuss differences with Agency Field Instructor</li> <li>• Read agency policy on client confidentiality, discuss with supervisor, and maintain client confidentiality throughout field experience. Discuss ethical behaviors and application of NASW Code of Ethics within the agency with Agency Field Instructor, Faculty Field Instructor, and/or peers during practicum seminar.</li> <li>• Keep a reflective journal/log of professional development and challenges; discuss in supervision.</li> <li>• Discuss needed areas of growth in supervision and work on strategies toward growth.</li> <li>• 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.).</li> <li>• Illustrate effective communication, either in chart notes, email professional memorandum, letters, and other written correspondence, as well as verbally and non-verbally.</li> <li>• Maintain client records in secure and confidential methods.</li> </ul>
<p><b>Competency 2:</b> <i>Advance Human Rights and Social, Racial, Economic, and Environmental Justice</i></p> <p>Social workers:</p> <p>a. advocate for human rights at the individual, family, group, organizational, and community system levels;</p> <p>b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</p>	<ul style="list-style-type: none"> <li>• Observe the intake or waiting room and observe the atmosphere, conversation and behaviors of persons entering the service delivery system, as well as of those who serve them.</li> <li>• Attend a court hearing pertaining to mental competency and guardianship, a client's criminal activity, a divorce proceeding, or a client's effort to obtain custody of minor children.</li> <li>• Participate (or assume a leadership role) on a committee to plan a major workshop, sponsored by the student's field placement setting.</li> <li>• 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.</li> <li>• Participate in political action and or social advocacy groups that relate to the client systems served by your agency.</li> <li>• Familiarize self with current political events and their impact on clients. problems with staff and clients and prepare to learn.</li> <li>• Participate in available workshops and trainings related to social work and human rights advancement.</li> <li>• Identify forms of oppression / discrimination of a particular client group; discuss with Field Instructor.</li> <li>• Identify common economic barriers to care. Discuss with your Field Instructor.</li> <li>• Identify the institutionally embedded barriers to an individual client's progress. Discuss them with your Field Instructor.</li> <li>• Follow a bill promoting civil rights for a marginalized group. Educate</li> </ul>

	<p>others and encourage advocacy related to this bill.</p> <ul style="list-style-type: none"> <li>• Contact legislator about a current client population need.</li> <li>• Attend a public hearing or organizational meeting focused on increasing social and economic justice.</li> <li>• Demonstrate critical thinking and problem-solving skills by finding potential solutions and discussing the same with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar.</li> <li>• Identify and review key concepts of social empowerment strategies. Discuss these strategies with field instructor and practice with clients.</li> <li>• Develop professional contacts with members of advocacy organizations that serve my client population.</li> <li>• Develop professional contacts with members of advocacy organizations that serve my client population.</li> <li>• 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 being served and consider possible solutions or suggestions that may be implemented either at client or agency level.</li> <li>• Demonstrate critical thinking and problem-solving skills by finding potential solutions and discussing the same with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar. Attend a community event that focuses on the needs of an underserved population.</li> <li>• Identify common economic barriers to care. Discuss with your Agency Field Instructor and develop a plan to implement</li> <li>• Organize and implement a hygiene closet for students.</li> <li>• Provide assistance for (youth/resident/client.....) to have access to.....(e.g. register for college, driver’s test, employment application, doctor’s appointments)</li> <li>• Identify the institutionally embedded barriers to an individual client’s progress. Discuss them with your Field Instructor and develop a plan to implement.</li> <li>• Select a social justice issue and research 3 articles that relate to the population the practicum site serves.</li> <li>• Interview/Meet with [##] social workers engaged in human rights work related to the population your agency serves.</li> <li>• Shadow a patient rights advocate and write a reflection in their weekly journal.</li> <li>• Research a current issue or legislative action that requires advocacy, and organize a letter writing campaign among your staff, volunteers, etc.</li> <li>• Discuss a current event that impacts how a specific service is delivered at the agency and identify methods of advocating for the service or impacted population.</li> <li>• Identify an outdated policy and advocate for change to better serve client population.</li> <li>• Research social justice issues as they relate to ____ [issue] &amp; interventions on the macro level which address these issues</li> </ul>
<p><b>Competency 3:</b>  <i>Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice</i></p> <p>Social workers:</p> <p>a. demonstrate anti-racist</p>	<ul style="list-style-type: none"> <li>• Identify how the agency promotes A DEI and discuss with field instructor.</li> <li>• Research effective methods for organizations to promote A DEI practices and discuss with field instructor and/or present at staff/board meeting.</li> <li>• Per field instructor’s directive, implement _____ to help agency promote A DEI in their organization.</li> <li>• Read about cross cultural theories pertaining to oppressed and marginalized populations, psychodynamics of human behavior, specific</li> </ul>



<p>and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;</p> <p>b. 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.</p>	<p>casework skills, organizational theory, presenting problems of diverse client systems served by the field placement setting, or other related subjects.</p> <ul style="list-style-type: none"> <li>• Observe the intake or waiting room and observe the atmosphere, conversation and behaviors of persons entering the service delivery system, as well as of those who serve them.</li> <li>• Carry a caseload representing diverse client systems.</li> <li>• Visit other agencies and service delivery systems in the local community and observe how they promote ADEI practices (website/marketing tools....).</li> <li>• Attend a court hearing pertaining to mental competency and guardianship, a client’s criminal activity, a divorce proceeding, or a client’s effort to obtain custody of minor children.</li> <li>• Attend a diversity training.</li> <li>• Complete a reading (journal, book, news articles) relevant to client or neighborhood culture and discuss with Field Instructor.</li> <li>• Identify and discuss instances when culture and diversity influence the outcomes of practice, policy, and program implementation in context with this current placement agency.</li> <li>• Identify and discuss at least one personal bias (student's) and value that might potentially influence the student's work with any diverse group.</li> <li>• Interview a minority client about their experiences as a mental health consumer.</li> <li>• Observe agency programs to recognize different populations served and to identify how this observation helps engage diversity in practice.</li> <li>• Discuss cultural structure and values and their effect(s) on different clients with supervisor. Utilize journaling, or some other method of reflection, to record personal beliefs, or values, regarding diversity of staff/clients.</li> <li>• Collaborate respectfully with clients to identify goals that ensure self-determination, as well as equal and just treatment to all clients/patients of the agency.</li> <li>• Review and discuss NASW’s Cultural competency standards with your Field Instructor and identify how you will incorporate these expectations/practice behaviors into your social work practice.</li> <li>• Complete a literature review based on field agency’s scope of practice and apply knowledge related to diversity to enhance client wellbeing.</li> <li>• Identify and use assessments that include sections of diversity/culture/spirituality as identified by client.</li> <li>• 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 Agency Field Instructor, Faculty Field Liaison, and/or during practicum seminar class, giving special attention to issues that may seem particularly difficult or confusing.</li> <li>• During supervision, identify and reflect on personal values and perceptions about culture and class that influence social work practice.</li> <li>• Become aware of and make referrals to community agencies that reflect the values and cultural beliefs of client / family.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use interpreters when interviewing and working with people from diverse cultures when English is not their primary language.</li> <li>• Discuss cultural structure and values and their effect(s) on different clients with supervisor.</li> <li>• Complete readings on cultural competence in clinical communication. Discuss with Field Instructor strategies for implementing these strategies into practice with clients.</li> <li>• Attend a community meeting or celebration in the agency’s neighborhood.</li> <li>• Student located in an urban agency shadow a worker in a rural agency (or vice versa).</li> </ul>
<p><b>Competency 4:</b> <i>Engage in Practice-Informed Research and Research-Informed Practice</i></p> <p>Social workers:</p> <p>a. apply research findings to inform and improve practice, policy, and programs;</p> <p>b. 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.</p>	<ul style="list-style-type: none"> <li>• Review research and books on a topic relevant to your work. Present findings to field instructor.</li> <li>• Interview an agency representative to see how client outcomes are assessed and how research is utilized at the agency.</li> <li>• Research self-soothing techniques to teach clients.</li> <li>• Research poverty statistics, incidences of homelessness, incarceration and other items related to agency work to better understand community and to state need for services.</li> <li>• Identify ways in which evidence-based practice is used in funding and grant writing.</li> <li>• Read and report on three scholarly articles that related to the population the practicum agency serves.</li> <li>• Read about cross cultural theories pertaining to oppressed and marginalized populations, psychodynamics of human behavior, specific casework skills, organizational theory, presenting problems of clients served by the field placement setting, or other related subjects.</li> <li>• Take a walk through the neighborhood your clients reside to identify areas of needed improvement that your agency can address.</li> <li>• Keep statistical reports as required of regular agency staff. o Interview individuals who have received services from the program to assess their responses to the experience. o Serve as a member or observer of the system’s peer review, quality control, or audit process.</li> <li>• Work with the program administrator to gather information for and prepare an annual budget.</li> <li>• Read professional journal articles relevant to agency population.</li> <li>• Analyze and/or acquire evidence-based methods being utilized within the agency.</li> <li>• Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar.</li> <li>• Complete a research project (single-subject design; research study, etc.) and discuss findings with Field Instructor.</li> <li>• Analyze and/or acquire evidence-based methods being utilized within the agency.</li> <li>• Attend trainings and/or in-services that focus on research and best practice interventions.</li> <li>• Conduct a literature review to identify evidence-based practice models relevant to your field agency. Review your findings with Field Instructor.</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar.</li> </ul>
<p><b>Competency 5:</b> <i>Engage in Policy Practice</i></p> <p>Social workers:</p> <p>a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and</p> <p>b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice</p>	<ul style="list-style-type: none"> <li>• Prepare a policy brief on Medicaid expansion for state legislators</li> <li>• Identify government bodies that regulate or fund the agency.</li> <li>• Complete the agency’s confidentiality training (ex. HIPPA) training.</li> <li>• Review patient rights policy and write a reflection in weekly journal, sharing takeaways with Field Instructor.</li> <li>• Attend a court hearing or legal proceedings.</li> <li>• Attend a board meeting.</li> <li>• Attend an area commission meeting or community meeting in the agency’s neighborhood.</li> <li>• Go through the service delivery system in the role of a client rather than student/intern.</li> <li>• Assist in writing the program’s policy and procedure manual.</li> <li>• Develop a bill (in cooperation with appropriate others) for presentation to a local, state, or national law-making body and perhaps even be present to lobby for its passage.</li> <li>• Plan, lead, and conduct a fund-raising activity.</li> <li>• Prepare a grant proposal.</li> <li>• Participate in a community advocacy event.</li> <li>• Attend Advocacy Days and meet with legislators regarding policy issues related to your field agency.</li> <li>• Discuss laws that affect the agency’s delivery system with field instructor.</li> <li>• 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 Instructor. Consider creating a web directory for your agency.</li> <li>• Research and/or otherwise observe client advocacy activities supported by the agency which promote benefits for at risk populations.</li> <li>• Participate in Social Work Day (in March) at the state capitol.</li> <li>• Write a letter to your state or federal representative about a social policy that negatively or positively affects your client population.</li> <li>• Attend a hearing at the Legislature that focuses on a policy issue affect my client population.</li> <li>• 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.</li> <li>• 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 Instructor. Consider creating a web directory for your agency.</li> <li>• Research and/or otherwise observe client advocacy activities supported by the agency which promote benefits for at risk populations.</li> <li>• Track and analyze local news stories relevant to policy issues that affect your clients. Present your findings at a staff meeting.</li> <li>• Identify policy that impacts client population at regional, state, and/or</li> </ul>

	<p>federal level and advocate for change.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Attend a press conference regarding legislative action on a topic affecting social workers or populations traditionally served by social workers.</li> <li>• Shadow advocacy branch of agency to understand policy creation and the critical role of the nonprofit community in shaping it.</li> </ul>
<p><b>Competency 6:</b> <i>Engage with Individuals, Families, Groups, Organizations, and Communities</i></p> <p>Social workers:</p> <p>a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and</p> <p>b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies</p>	<ul style="list-style-type: none"> <li>• Co-lead a group.</li> <li>• Conduct interviews / intakes with client</li> <li>• Make home visits.</li> <li>• Carry a caseload.</li> <li>• Participate in orienting new students or staff to the agency.</li> <li>• Participate in board / staff meeting</li> <li>• Engage with participants at _____ event (e.g. fundraiser, advocacy group...).</li> <li>• Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.</li> <li>• Develop and implement an educational group (insert name of group).</li> <li>• Apply engagement skills with (e.g. board members/stake holders/co-workers/clients/students/patients) utilizing understanding of...(e.g. developmental stages / cultural context/ voluntary/non-voluntary).</li> <li>• Engage client/member/student by using activities to enhance rapport building.</li> <li>• Act as a consultant to an individual, a group, or a program.</li> <li>• Understand knowledge of evidence based practice utilized in your agency setting.</li> <li>• Seek feedback from supervisor about ways to build rapport and trust with clients.</li> <li>• Plan, develop and carry out a support group.</li> <li>• Identify areas of comfort and discomfort in client engagement and discuss in supervision.</li> <li>• Engage with and interview clients/families to determine strengths and challenges.</li> <li>• Review literature on relationship building and apply concepts to my own interviewing technique.</li> <li>• Journal and analyze personal bias when not in session with a client and discuss cognitive dissonance with Field Instructor.</li> <li>• Utilize tools during assessment and treatment such as genograms, ecomaps, etc. that allow the client to fully participate in explaining the problem and identifying a solution that helps him/her be successful in managing daily challenges.</li> <li>• Complete a policy or organizational analysis.</li> <li>• Gather the “story” of 1-2 clients that have used and/or benefited from the agency’s services.</li> <li>• Implement techniques to engage resistant and/or non-voluntary clients.</li> <li>• If student is at an “umbrella agency” or advocacy organization: Visit direct service “member” agencies or affiliates to see its operation; meet with a client via that partner agency.</li> <li>• If student is at a state agency: Visit a local agency; meet and interview direct service workers; shadow client interactions; and/or participate in assessments.</li> </ul>

<p><b>Competency 7:</b> <i>Assess Individuals, Families, Groups, Organizations, and Communities</i></p> <p>Social workers:</p> <p>a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and</p> <p>b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>	<ul style="list-style-type: none"> <li>• Assess group members’ level of commitment and facilitate group that fosters group commitment.</li> <li>• Facilitate or Co-facilitate a group (name of group/description of participants).</li> <li>• Conduct interviews / intakes with client</li> <li>• Develop a community systems ecomap of services for clients with developmental disabilities</li> <li>• Participate in orienting new students or staff to the agency.</li> <li>• Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.</li> <li>• Conduct home visits.</li> <li>• Act as a consultant to an individual, a group, or a program.</li> <li>• Observe client assessment and write/organize/interpret client data (could be shadow process).</li> <li>• Complete a genogram</li> <li>• Complete an ecomap</li> <li>• Complete a cultural map</li> <li>• Conduct a social history interview and write up the bio-psycho-social-spiritual-cultural assessment summary.</li> <li>• Develop a written assessment of client that includes client’s strengths and weaknesses.</li> <li>• Observe, reflect, and apply practice skills that assist individuals and/or groups to enhance their well-being from a strengths-based perspective.</li> <li>• Observe Field Instructor or other staff member conduct client intake sessions. Debrief the session with your Field Instructor discussing what assessment techniques were used during interview.</li> <li>• While working independently in the assessment phase with clients, discuss proposed intervention options with FI or task supervisor to illustrate ability to move to intervention phase independently and knowledge of applicable interventions as may be appropriate for the client.</li> <li>• Identify the strengths and deficits of two screening instruments.</li> <li>• Perform bio/psycho/social/spiritual assessments for clients and include information in client notes about client capacity for change.</li> <li>• Identify and discuss with Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).</li> <li>• Review your agency’s assessment tools or forms. Compare with an assessment form from at least one other agency. Discuss what theoretical models influence the structure and format of the different assessments.</li> <li>• Attend at least one board meeting, training or data warehouse meeting to learn about board governance.</li> <li>• Sit with agency's RN or psychiatrist to observe a different perspective/evaluation of a client.</li> <li>• Observe a psychological evaluation given by a psychiatrist within the agency.</li> <li>• Shadow a worker at another agency that offers a similar service. Identify differences in worker approach and agency culture.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Identify the major social service agencies and services in the target environment and compare to services offered by internship agency.</li> <li>• Identify ways in which theories of organizational culture and the role of culture in shaping organizational performance are applied in macro-level practice.</li> </ul>
<p><b>Competency 8:</b> <i>Intervene with Individuals, Families, Groups, Organizations, and Communities</i></p> <p>Social workers:</p> <p>a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and</p> <p>b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies</p>	<ul style="list-style-type: none"> <li>• Facilitate or Co-facilitate a home visit.</li> <li>• Support (clients/students/residents.... ) in weekly 1:1 meetings utilizing goal setting and strengths perspective.</li> <li>• Assist (client/patient/member.....) with securing (.....) resource (e.g. accompany resident to college to assist in enrollment)</li> <li>• Participate in neighborhood cleanup initiative</li> <li>• Participate in _____ awareness month</li> <li>• Advocate for policy change in Jefferson City (name policy)</li> <li>• Collaborate with community members to implement .....(e.g. food bank/clothing drive.....)</li> <li>• Collaborate with community stake holders for resources that address ..... (e.g. housing security, transportation, medical supplies, food security).</li> <li>• Conduct at least 3 interactions with clients, groups, or committees in the presence of field instructor.</li> <li>• Provide case management to a minimum of (##) clients/patients/members/residents.....</li> <li>• Facilitate or Co-facilitate (##) of _____ [type of] groups.</li> <li>• Develop a new psychoeducational group and implement/run the group at the agency.</li> <li>• Complete and implement (##) client discharge plans/summaries</li> <li>• Carry or Co-carry a caseload and attend to the necessary tasks for the client system(s).</li> <li>• Identify agencies that provide services for which agency clients are most linked and make necessary referrals</li> <li>• Develop a resource manual/data bank of services useful to population the field agency serves.</li> <li>• Visit other agencies or relevant settings; understand referral processes for linking clients to these agencies.</li> <li>• Teach a class or workshop for clients/students/members (Example: ESL, citizenship, personal finance/budgeting, resume preparation, interviewing skills).</li> <li>• Start a program for agency’s clients that the student has interest in. (Ex. A student initiated a Girls on the Run program at her field placement agency).</li> <li>• Plan and conduct a community education event for prospective foster parent</li> <li>• Organize and conduct a community meeting on legal housing practices for landlords and tenants</li> <li>• Conduct a voter registration drive to help mobilize disenfranchised groups’ participation in democracy</li> <li>• Work on writing a grant application with partner agencies.</li> <li>• Create a flyer to market your agency and the internship to future students.</li> <li>• Identify, develop and implement a program that benefits the agency’s client system (e.g. hygiene closet for students).</li> <li>• Update the agency’s website.</li> <li>• Conduct interviews with clients and provide direct services.</li> <li>• Participate in orienting new students or staff to the agency.</li> <li>• Interview upper-level administrators and supervisors to acquire specific</li> </ul>

	<p>information about the program and their roles.</p> <ul style="list-style-type: none"> <li>• Act as a consultant to an individual, a group, or a program.</li> <li>• Work with a client or client system to develop an intervention plan.</li> <li>• Facilitate referral process of client to another agency, when appropriate.</li> <li>• Maintain communication and follow-up with client to determine client outcomes and potential success.</li> <li>• Research and illustrate knowledge of planned change processes, including assessment, planning, intervention, evaluation, termination, and follow-up as may be appropriate at either the micro (individual) level, or at the macro (community) level.</li> <li>• Become familiar with different assessment tools and the strengths/limitations of each tool.</li> <li>• Apply engagement skills with (e.g. board members/stake holders/co-workers/clients/students/patients) utilizing understanding of...(e.g. developmental stages / cultural context/ voluntary/non-voluntary).</li> <li>• Engage client/member/student by using activities to enhance rapport building.</li> <li>• Observe, reflect, and apply practice skills that assist individuals and/or groups to enhance their well-being from a strengths-based perspective.</li> <li>• Identify appropriate community resources to serve clients and collaborate in community response to service provision.</li> <li>• Create a list or guide (or utilize/update existing) of resources relevant to your client population. Share this resource with clients as needed.</li> <li>• Participate in multidisciplinary team conferences to discuss treatment plans for client.</li> <li>• Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).</li> <li>• Utilize specific interventions to increase understanding of client in environment.</li> </ul>
<p><b>Competency 9:</b>  <i>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i></p> <p>Social workers:</p> <p>a. select and use culturally responsive methods for evaluation of outcomes; and</p> <p>b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities</p>	<ul style="list-style-type: none"> <li>• Conduct an outcomes evaluation for the ABC Program</li> <li>• Contribute to quarterly leadership team meetings for (XXX) Agency</li> <li>• Participate in the preparation of audits.</li> <li>• Participate in a peer review.</li> <li>• Actively participate in case reviews/team meetings.</li> <li>• Observe at a different agency that uses similar interventions.</li> <li>• Accompany agency professionals to various sites in order to view specific evaluations.</li> <li>• Conduct and present an organizational analysis for ABC Agency’s ability to provide services to clients for whom English is a second language</li> <li>• Develop a survey/evaluation to use with a client group and administer with several clients.</li> <li>• Create a method to evaluate the staff's perception of the usefulness of the [xxx] activity.</li> <li>• Engage agency professionals in order to gain guidance and increase understanding of methods and measures used to determine the value of program/intervention.</li> <li>• Document and evaluate patient progress on a discharge summary prepared for patients.</li> <li>• Student will document patient progress on individual and group notes using an electronic medical record.</li> <li>• Outline personal thoughts/ideas concerning improvement of service</li> </ul>

	<p>delivery of various programs pertaining to _____ [a type of service such as offender re-entry].</p> <ul style="list-style-type: none"> <li>• Identify &amp; explain the appropriate method(s) for evaluation to be used in assigned field placement projects and tasks.</li> <li>• Attend or co-lead a group.</li> <li>• Conduct interviews with clients and provide direct counselling services.</li> <li>• Make home visits.</li> <li>• Do role-playing with the field instructor or others to try out new skills and techniques.</li> <li>• Carry a caseload.</li> <li>• Participate in orienting new students or staff to the agency.</li> <li>• Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.</li> <li>• Act as a consultant to an individual, a group, or a program.</li> <li>• Collect data for various agency program needs.</li> <li>• Evaluate knowledge of evidence based practices utilized in your agency setting.</li> <li>• Develop and conduct client satisfaction surveys.</li> <li>• Maintain communication and follow-up with client to determine client outcomes and potential success.</li> <li>• Review client progress throughout termination phase; prepare client for final a. Sessions/meetings.</li> <li>• Continually review goals and objectives with client to monitor progress.</li> <li>• Review client file(s) to determine progress toward agreed upon goals.</li> <li>• Evaluate assessments/data collection and intervention practices during supervision.</li> <li>• Develop a single system design to determine a client’s progress.</li> <li>• Observe effective facilitation of groups at micro, mezzo, and/or macro levels, and facilitate, or co-facilitate groups when appropriate.</li> <li>• Conduct “shadow” charting on client/Field Instructor interventions and interactions. Discuss essential elements of charting / record-keeping with Field Instructor.</li> <li>• Identify common measures used by agency staff in evaluating a client’s progress. Discuss how information is shared with clients with staff members. Discuss findings with Field Instructor.</li> <li>• Identify and attend current community training sessions such as Continuing Education courses offered by local colleges or through NASW or other organizations offering training.</li> <li>• Identify needs within scope of agency (not needs of clients) and analyze how to satisfy such needs through community, local or national programs that may be available (i.e. grants, fund raising, community partners, etc.).</li> </ul>
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**Field Instructor Methods of Evaluating Students' Learning Plan activities**

Students and field instructors identify how field instructors will evaluate students' performance of learning plan activities in the "Methods of Evaluation" column. This asks the question, "How will the field instructor know the student completed a task?"

"Method of Evaluation" Samples:

- Field instructor observation
- Discuss with field instructor/agency staff/educational supervisor
- Field instructor reviews documentation
- Field instructor reviews/discusses seminar assignment
- Any tangible "products" such as genogram, home study, case notes, ecomap, psychosocial history, etc.
- Submission of a project: research, grant, resource folder, etc.
- Pre-test/Post-test
- Certificate of Attendance/Completion

Tips:

- Use a variety of methods.
- Do not list the faculty liaison.

## **Field Instructor Role and Responsibilities**

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

1. All field instructors are expected to display a commitment to social work values and education through their work.
2. BSW field students are required to have a field instructor with a BSW degree from a Council on Social Work Education (CSWE) accredited program. The field instructor is required to have two years post degree experience, as well as a minimum of one-year employment in practice setting.
3. In a setting that does not employ a person with an accredited social work degree, a social service professional may be designated as the field instructor; however, the agency and student is required to secure an educational supervisor (see below for details) in addition to the non-social work degree field instructor.  
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.
4. The field instructor will provide an educationally focused practicum experience as outlined in this Field Education Manual.
5. The field instructor anticipates remaining in the field agency for the duration of the student's practicum.
6. In the case of a brief absence, the field instructor assigns someone at the agency to oversee the student's learning.
7. The field instructor is recognized in their area of practice as a competent professional whom adheres to ethical standards.
8. The field instructor provides consultation for the student's learning plan construction. Signed copies of the learning plan will be forwarded to the faculty field liaison by the deadline as outlined in course syllabus.
9. 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.
10. The field instructor assigns and monitors the student's performance when they are assigned to work with other agency staff as a part of their practicum experience.
11. 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.
12. The field instructor attends and participates in the Field Instructor Orientation held prior to the spring semester.
13. The field instructor provides times of availability to the student during the student's practicum hours.
14. The field instructor completes the student's evaluation at mid-term and at the end of the practicum.

15. The field instructor informs the Coordinator of BSW Field Education immediately in the event concerns arise in the student's performance.
16. 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.
17. The field instructor will provide assignments which will enhance the student's learning and professional growth as a generalist practitioner.
18. 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.
19. Field instructors are awarded three continuing education hours for the act of supervision issued from the School of Social Work.

### **Macro Activity Guide**

- Conduct a community needs assessment of services available for youth with dual diagnoses
- Prepare a policy brief on Medicaid expansion for state legislators
- Present leadership training for members of a neighborhood association
- Attend a board of directors meeting for ABC Agency to learn about agency governance, leadership, and power dynamics
- Conduct a grant proposal presentations for Project ABC at Philanthropy Group XYZ
- Plan and conduct a community education event for prospective foster parents
- Develop and implement a client satisfaction survey for the ABC program
- Participate in a community-wide mental health awareness campaign (preparing flyers, contacting agencies, and organizing speakers)
- Plan and coordinate a neighborhood-based job fair
- Prepare a budget for the ABC program
- Participate in employment law training for new supervisors and managers
- Develop and implement a recruitment plan for foster parents from the faith-based community
- Attend a public hearing on a proposed rezoning for offices/buildings offering homeless services
- Collect and analyze data regarding client demographics and outcomes for the ABC program
- Develop culturally competent agency policies respecting differences in beliefs and practices related to death, dying, and bereavement
- Serve on the planning committee for the ABC Social Work Conference
- Assess the availability and affordability of after school programs for at-risk youth
- Revise agency policy statements to be in compliance with new regulation ABC
- Research and understand implications of No Child Left Behind and Safe Schools Act on school social work practice
- Participate on the Task Force for Underage Drinking
- Prepare ABC quarterly grant status reports
- Organize and conduct a community meeting on legal housing practices for landlords and tenants
- Develop a community systems ecomap of services for clients with developmental disabilities
- Conduct and present an organizational analysis for ABC Agency's ability to provide services to clients for whom English is a second language
- Prepare an agenda and minutes for the community based on ABC Task Force on XYZ social justice issue
- Develop public speaking skills at community forums
- Contact policy-makers and legislators to advocate for change in ABC policy/legislation
- Observe and describe the course of proposed House Bill 123 about food stamp eligibility
- Complete financial management training for federal grantees
- Develop leadership skills by planning and facilitating community-based meetings
- Attend the statewide coalition against domestic violence annual meeting
- Participate in agency capacity meetings to assess intra-organizational functioning and learn the roles of various departments
- Conduct a voter registration drive to help mobilize disenfranchised groups' participation in democracy
- Develop and implement an anti-bullying educational campaign in middle schools

- Participate in the ABC Collaborative to fight human trafficking
- Evaluate Senate Bill 123, identify groups involved, summarize their positions, and conduct independent research on background issues
- Plan, organize, and publicize events to recognize World AIDS Day
- Lobby for House Bill 123 at Student Advocacy Day at the State Capitol
- Observe legislative meetings, hearings, and sessions for understanding roles/responsibilities of various staff and organizations
- Participate in Agency ABC's strategic planning initiatives
- Compare/contrast the MO State Senate Code of Conduct with the NASW Code of Ethics
- Conduct an outcomes evaluation for the ABC Program
- Contribute to quarterly leadership team meetings for ABC Agency
- Research, plan, and implement a new program for educating older adults about financial fraud
- Compare/contrast leadership dynamics in nonprofit versus public social service agencies
- Participate in a listening post meeting sponsored by a local politician
- Participate in the ABC Hospital's multidisciplinary managers' meeting, advocating for social work needs
- Assist in creating online surveys to invite client comments on agency services/to invite constituent comments on pending legislation
- Plan, attend, and participate in planning meetings for the Youth Leadership Forum
- Conduct interviews at the community-wide Homeless Count
- Conduct a policy analysis of ABC and present it at the XYZ agency partnership meeting
- Develop media relations skills in nonprofit administration by preparing press releases for agency events
- Represent Agency ABC at the United Way's Great Day of Caring

## Practice Skills for Social Workers

Active listening  
Advocacy  
Assessment  
Case management  
Circular questions  
Communication skills  
Community organizing  
Community resource mapping  
Confidentiality  
Confrontation  
Consulting  
Contingency contracting  
Crisis management  
Describing role  
Detriangulation  
Diagnosing  
Discharge planning  
Documentation  
Ecomap  
Empathy  
Educating  
Evaluation (outcome)  
Evaluation (process)  
Evaluation (program)  
Family assessment tool  
Genogram  
Goal-setting  
Grant-writing  
Group facilitation  
Group process  
Home visits  
Informed consent  
Intervention (therapeutic, crisis, community)  
Interviewing  
I-statements  
Joining family system  
Mediation  
Mental health screenings  
Mentoring  
Modeling  
No-harm contract  
Nonverbal cues

Partializing  
Policy analysis  
Probing  
Psychoeducation  
Re-enactment  
Reflective listening  
Reframing  
Rehearsing action steps  
Research  
Resource referrals  
Role-play  
Scaling questions  
Scaffolding  
Second order change  
Skills training  
Social history  
Substance abuse screenings  
S-W-O-T analysis  
Systematic observation/ reframing  
Task groups  
Targeting sequences of behavior  
Teaching  
Termination  
Treatment-planning  
Unconditional positive regard  
Use

### ***Reamer's Ethical Decision-Making Model***

1. Identify the ethical issues, including the social work values and duties that conflict.
2. Identify the individuals, groups, and organizations that are likely to be affected by the ethical decision.
3. Tentatively identify all possible courses of action and the participants involved in each, along with possible benefits and risks for each.
4. Thoroughly examine the reasons in favor of and opposed to each possible course of action, considering the relevant ethical theories, principles, and guidelines; codes of ethics and legal principles; social work practice theory and principles; personal values (including religious, cultural, and ethnic values and political ideology), particularly those that conflict with one's own.
5. Consult with colleagues and appropriate experts (such as agency staff, supervisors, agency administrators, attorneys, ethic scholars).
6. Make the decision and document the decision-making process.
7. Monitor, evaluate, and document the decision.



## Supervision Agenda

Student: \_\_\_\_\_ Week of: \_\_\_\_\_

- Review the week's activities/learning plan tasks completed since last meeting
- Theories seen in action
- Ethical issues
- Professional development
- Concern/Challenges/Struggles last week
- Success/Achievements last week
- Tasks for this week/future

## **Supervision Tips: Getting Off to a Good Start - NASW**

<https://www.socialworkers.org/LinkClick.aspx?fileticket=GBrLb14BuwI%3d&portalid=0>

- Do** a thorough interview with the student to determine if placement within your agency/organization is appropriate,
- Do** background and reference checks.
- Do** set clear expectations for the practicum experience.
- Do** establish a personnel file with appropriate documentation, whether paid or un-paid.
- Do** provide an orientation session for each student or group of students to your agency/organization. An orientation should include safety protocol and building and staff introductions.
- Do** (early in the practicum) give each student the appropriate policy and procedures manuals to read and assimilate.
- Do** give each student a clear sense of the chain of command in your agency/ organization.
- Do** establish and maintain regularly scheduled, uninterrupted, one-on-one, weekly supervision time.
- Do** include in each supervision session, straightforward, clear, and candid evaluation of the student participation in current or ongoing projects, or expectations for future projects.
- Do** include each student in agency/ organizational or community meetings that are pertinent to the smooth operation of your agency/organization or service delivery.
- Do** assign and review written documents, which reflect the student's understanding of the mission of the agency as well as their adherence to the mission and ethics of social work.
- Do** review written work and require rewrites until the document is acceptable work and has communicated .clearly the intent of the document. ..
- Do** give each student the kinds of projects that increase awareness of the breadth of service offered by the agency/organization or the challenges faced by the client population served.
- Do** allow the students autonomy but be available for questions, concerns, or clarification.
- Do** explore with the students issues of diversity, i.e. race, class, gender as they relate to the population served in the context of the learning experience.
- Do** recognize the student's evolving personal ethics and developing professional ethics.
- Do** expect students to keep an accurate accounting of field hours earned.
- Do** conduct an ongoing accounting of compliance with the educational learning agreement learning objectives
- Do** contact the academic advisor or the Office of Field Education as the field placement progresses with concerns or accolades about your practicum student. -
- Do** be aware of common mistakes made by beginning students, and address in the early phase of supervision. These issues might be among the first addressed in weekly or group supervision:
  - Misrepresentation (Not informing clients of student status).

- Ensuring absolute confidentiality {rather than relative confidentiality}.
- Non-purposeful sharing of personal information in a client's file.
- Not abiding by established lines of authority and communication.
- Keeping inaccurate or inadequate records.

**Do** an exit interview at the conclusion of the practicum.

### **Theory Guide**

- Biopsychosocial theory of addiction
- Child development theories
- Crisis intervention
- Erikson's stages of psychosocial development
- Family systems theory
- Freudian theory
- Group process
- Human development theories
- Kohlberg's stages of moral development
- Kubler-Ross's stages of grief
- Maslow's hierarchy of needs
- Organizational theory
- Person-in-environment and ecological theory
- Piaget's theories of cognitive development
- Problem-solving model
- Research and evaluation
- Social learning theory
- Strengths perspective
- Systems theory
- Task-centered social work

**DE-IDENTIFIED LEARNING PLAN – SAMPLE, BSW PROGRAM**

**Competency 1: Demonstrate ethical and professional behavior**

OBJECTIVES		Midterm	Final
a.	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;		
b.	demonstrate professional behavior; appearance; and oral, written, and electronic communication		
c.	use technology ethically and appropriately to facilitate practice outcomes		
d.	use supervision and consultation to guide professional judgment and behavior		
e.	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations		
<b>GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION</b>			
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section.		1-6 = <b>Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	7-8 = <b>Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change
			9-10 = <b>Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points: \_\_\_\_\_

Average of **Final** points: \_\_\_\_\_

ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1. Learn roles & policies within agency	C	2/2/2024		1. Discuss with FI
2. Apply ethical decision-making model to an ethical dilemma	A, B, E	2/16/2024		2. Feedback and discussion with FI
3. Meet weekly with field instructor for supervision	A, B, D, E	5/3/2024		3. Complete blank supervision agenda
4. Engage with clients experiencing a crisis through prescreening evaluations	A, B, E	3/1/2024		4. Discuss with FI
5. Demonstrate professional behavior in communication with coworkers and clients	B, C	2/2/2024		5. Feedback from coworkers

Field Instructor's comments for site visit:

BSW Generalist Practicum – Learning Plan revised 2023

**Competency 2: Advance human rights and social, racial, economic, and environmental justice**

OBJECTIVES		Midterm	Final
a.	advocate for human rights at the individual, family, group, organizational, and community system levels		
b.	engage in practices that advance human rights to promote social, racial, economic, and environmental justice		
c.	apply understanding of fundamental human rights to freedom, safety, privacy, and adequate standard of living, health care, and education on all system levels		
<b>GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION</b>			
<b>No opportunity (N/O)</b> may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section		<b>1-6 = Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	<b>7-8 = Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change
		<b>9-10 = Capstone (exceptional)</b> student demonstrates a high degree or complete competency	

Total of **Final** points: \_\_\_\_\_

Average of **Final** points: \_\_\_\_\_

ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1. Identify common economic barriers to care and work to eliminate them through grant processes	A, C	3/1/2024		1. Discuss with FI
2. Demonstrate critical thinking and problem-solving skills by referring to other agencies to meet client needs when needed	A, B, C	3/1/2024		2. Discuss with coworkers and FI
3. Attend QPR training	A, B, C	5/3/2024		3. Attendance

Field Instructor's comments for site visit:

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

OBJECTIVES			Midterm	Final
a.	demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;			
b.	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			
c.	present themselves as learners and engage clients and constituencies as experts of their own experiences			
d.	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies			
GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION				
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section.		1-6 = <b>Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	7-8 = <b>Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change	9-10 = <b>Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points: \_\_\_\_\_

Average of **Final** points: \_\_\_\_\_

ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1. Treat all clients, staff, and community members with respect day to day	A, B, C, D	3/1/2024		1. Feedback and review
2. Recognize client differences using a strengths-based perspective and eliminate stereotyping	A, B, D	3/29/2024		2. Discuss with FI
3. Read about theories pertaining to oppressed and marginalized populations and apply knowledge to practice	A, B, C	3/29/2024		3. Notes and discussion with FI
4. Review NASW cultural competency standards and implement them in daily interactions with clients	A, B, C	3/1/2024		4. Notes and discussion with FI

Field Instructor's comments for site visit:

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

OBJECTIVES		Midterm	Final
a.	apply research findings to inform and improve practice, policy, and programs		
b.	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		
<b>GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION</b>			
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section	1-6 = <b>Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	7-8 = <b>Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change	9-10 = <b>Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points: \_\_\_\_\_

Average of **Final** points: \_\_\_\_\_

ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1. Research and gain understanding of local resources for clients	B	3/29/2024		1. Resource binder completion
2. Collect demographic data of grant participants to evaluate the need for funding in future years	A, B	5/3/2024		2. Notes and discussion with FI

Field Instructor's comments for site visit:

**Competency 5: Engage in policy practice**

OBJECTIVES		Midterm	Final
a.	use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;		
b.	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		
c.	identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social justice		
<b>GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION</b>			
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section		1-6 = <b>Benchmark (insufficient – below average)</b> student has developed marginal to no competency, and/or student is having problems working on identified area with limited evidence of growth and change	7-8 = <b>Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change  9-10 = <b>Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points: \_\_\_\_\_

Average of **Final** points: \_\_\_\_\_

ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1. Identify state policies that impact CPO	A, B, C	3/1/2024		1. Notes and discussion with FI
2. Review the ED and TANF programs funding source to evaluate the impact on community members	A, B	2/16/2024		2. Discuss with FI and agency staff
3. Contact a state legislator about affordable housing in Greene County	A, B, C	3/15/2024		3. Review by FI, discuss any response

Field Instructor's comments for site visit:



**Competency 6: Engage with individuals, families, groups, organizations, and communities**

OBJECTIVES			Midterm	Final
a.	apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies			
b.	use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies			
c.	demonstrate the fundamental value of human relationships in engagement skills			
GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION				
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section		1-6 = <b>Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	7-8 = <b>Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change	9-10 = <b>Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points: \_\_\_\_\_

Average of **Final** points: \_\_\_\_\_

ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1. Assist with PIT count surveys	A, B, C	1/26/2024		1. Observation by staff, completion of surveys
2. Attend RUN meeting to collaborate with other local social workers about outside agencies and resources	A, B, C	3/1/2024		2. Attendance and discussion
3. Conduct appointments and phone calls with community members	A, B, C	4/12/2024		3. Feedback from FI

Field Instructor's comments for site visit:

**Competency 7: Assess individuals, families, groups, organizations, and communities**

OBJECTIVES		Midterm	Final
a.	apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies		
b.	demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan		
c.	collect and organize data, and apply critical thinking to interpret information from clients and constituencies		
<b>GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION</b>			
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section		1-6 = <b>Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	7-8 = <b>Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change  9-10 = <b>Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points: \_\_\_\_\_

Average of **Final** points: \_\_\_\_\_

ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1. Assess eligibility for ED and TANF grants	A, B, C	3/1/2024		1. Appointments scheduled
2. Demonstrate empathy and interpersonal skills when working with clients to build rapport	B	2/23/2024		2. Observation and feedback
3. Review literature on relationship building and social work theories	A, C	2/23/2024		3. Discuss with FI

Field Instructor's comments for site visit:

**Competency 8: Intervene with individuals, families, groups, organizations, and communities**

OBJECTIVES		Midterm	Final
a.	engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals		
b.	incorporate culturally responsive interventions/methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies		
c.	use critical thinking to identify appropriate inter-professional collaboration to achieve beneficial practice outcomes		
d.	facilitate effective transitions and endings that advance mutually agreed-on goals		
<b>GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION</b>			
No opportunity (N/O) may be applied to midterm evaluation, explanation in how opportunities will be achieved <b>must be documented</b> in the comment section		1-6 = <b>Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	7-8 = <b>Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change  9-10 = <b>Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points: \_\_\_\_\_

Average of **Final** points: \_\_\_\_\_

ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1. Make appropriate referrals for ED and TANF clients	C, D	4/5/2024		1. Referral outcomes
2. Attend RUN meeting to collaborate with other local social workers about outside agencies and resources	A, B, C	5/3/2024		2. Attendance
3. Maintain communication and follow up with client to determine outcomes	A, B, C	5/3/2024		3. Observed by FI
4. Participate in an all-staff meeting	C	2/23/2024		4. Attendance and participation

Field Instructor's comments for site visit:

**Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities**

OBJECTIVES		Midterm	Final
a.	select and use culturally responsive methods for evaluation of outcomes		
b.	critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities		
c.	evaluate processes of service delivery effectiveness		
<b>GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION</b>			
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section		1-6 = <b>Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	7-8 = <b>Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change  9-10 = <b>Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of Final points: \_\_\_\_\_

Average of Final points: \_\_\_\_\_

ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1. Review ED and TANF outcomes	B, C	5/3/2024		1. Discuss with staff and FI
2. Reflect on crisis intervention techniques utilized with community members	B	5/3/2024		2. Discuss with FI
3. Survey clients to evaluate program efficacy	A, C	5/3/2024		3. Notes and discussion

Field Instructor's comments for site visit:

**Missouri State University - Social Work Program**  
**FIELD INSTRUCTOR'S EVALUATION**  
**BSW Field Education      Spring 20\_\_**

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

Student(s): \_\_\_\_\_

Field Liaison (Student's Seminar Instructor)

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

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.

Question	SA	A	N	D	SD
1. I was satisfied with the practicum placement process including placement interviews, selection process and support from the field education department.					
2. I was satisfied with the information provided on Generalist social work practice with BSW students.					
3. The Field Orientation in January was helpful in understanding Field Education Policies and Field Instruction responsibilities.					
4. In keeping with Council of Social Work standards to collect data on the Learning Plan goals/objectives, did the Learning Plan assist in guiding weekly field supervision?					
5. I felt comfortable enough with the field liaison to share questions, issues, confusion, etc., related to my role as field instructor.					
6. The field liaison was helpful in providing educational direction to me.					
7. I felt the field education program prepared students to value and respect diversity in their field setting.					

8. The field liaison conducted at least two site visits either in person and/or using tele conferences modality. Yes\_\_\_\_\_ No\_\_\_\_\_
9. Did any specific difficulties arise during the field practicum? Yes\_\_\_\_\_ No\_\_\_\_\_ If yes, please explain.
- a. How might these difficulties have been avoided?
- b. How was the Social Work Program and/or the field liaison involved in addressing these issues?
10. Describe your practicum setting in regard to students having opportunities for autonomy vs. observation of tasks.
11. What worked well for you in your role as a field instructor this semester?
12. What would you do differently next time as a result of your experience this semester?
13. Did you incorporate Task Supervisors as a path for field education for your student? If so, please elaborate.
14. Did you incorporate an Educational Supervisor? \_\_\_\_\_ If so, how did this impact your student's experience?
15. How can the field education department better support and equip you as a Field Instructor?

16. Please provide any additional comments or information regarding your experience as a field instructor for this student, suggestions for program improvement and/or materials provided, and/or any other comments you wish to make.

Thank you for taking time to give us feedback. We value your contribution in supporting future Social Worker!

### **CONTINUING EDUCATION REQUEST FORM**

Please complete the following information if you are requesting a CEU certificate (3 hours) for the act of Field Education Supervision. Clearly print the name you would like to appear on the certificate and the email address you would like it sent to. Please submit this information by June 30<sup>th</sup> .

NAME:

EMAIL:

## **Council on Social Work Education (CSWE) - 2022 Social Work Competencies**

### **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.

Social workers:

- a. 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; The Nine Social Work Competencies 2022 Educational Policy and Accreditation Standards
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

### **Competency 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.



Social workers:

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

### **Competency 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.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. 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.

### **Competency 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.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. 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.

### **Competency 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.

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of 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.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. 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.

Social workers:

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. 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.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

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

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations and communities

## Appendix J

### BSW Competency-Based Field Tasks and Activities

This bank of field tasks/activities are ideas to pull from when you are developing the Learning Plan Agreement and are not intended to capture all nuances of your field agency.

- Do not select activities that are similar. Each subcategory must be reflected (a, b, c...)
- Be sure to customize activities (client/patient/resident/student/constituent....) to reflect the population being served.
- Strive for the highest level of practice opportunities (avoid shadow/observation when you are able to actively participate and engage in activities).
- All levels of practice must be represented (micro/mezzo/macro). Review the supplemental handout on Macro Mania for additional ideas.

EPAS 2022 Competencies	Sample Field Tasks/Activities
<p><b>Competency 1:</b> <i>Demonstrate Ethical and Professional Behavior</i></p> <p>Social workers:</p> <p>a. 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;</p> <p>b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;</p>	<ul style="list-style-type: none"> <li>• Prepare a presentation to be used as a part of an agency social work training module.</li> <li>• Attend interdisciplinary conferences and case presentations as an observer or participant.</li> <li>• Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.</li> <li>• Participate in available workshops and trainings related to social work and related to the population you are serving.</li> <li>• Exhibit a professional attitude by arriving to practicum site dressed appropriately, clean, smiling with a positive outlook, prepared mentally and emotionally to solve problems with staff and clients, and prepare to learn.</li> <li>• Review necessary and pertinent agency policies and procedures related to social work role.</li> <li>• Complete agency-specific orientation activities and review the agency’s policy manual, mission statement, funding streams, confidentiality, and documentation requirements.</li> <li>• Interview an Administrator and/or Board member about their role and compare to the agency’s documentation regarding their responsibilities.</li> <li>• Shadow and/or interview other disciplines at your agency (psychiatry, nutrition, case aide, transportation aide, educator, administrator, etc.) and/or spend time in different departments of the agency to gain an understanding of client service.</li> <li>• Participate in staff, team, or other professional meetings.</li> <li>• Bring an agenda to supervisory meetings.</li> <li>• Write a group progress note based upon observations.</li> <li>• Review [##] of case files completed by various social workers.</li> <li>• Review the process by which someone becomes a client at the agency and discuss the process to the field instructor.</li> <li>• Read about/find ethical dilemmas in studies, or in meetings and daily activities and apply an ethical decision-making model.</li> <li>• Identify an ethical dilemma and apply an ethical decision model,</li> </ul>

<p>c. use technology ethically and appropriately to facilitate practice outcomes; and</p> <p>d. use supervision and consultation to guide professional judgment and behavior.</p>	<p>discuss the answers to each step, the decision and how you feel about the outcome with your field instructor.</p> <ul style="list-style-type: none"> <li>• Read agency policy on client confidentiality as well as maintain client confidentiality throughout field experience and/or identify how informed consent is applied in this agency.</li> <li>• Discuss each social work ethic core value and what its' application and presentation might look like within the agency (in which the student is placed).</li> <li>• Gather information about how agency uses social media and social media policies.</li> <li>• Develop a social media campaign/presence for agency or a specific even.</li> <li>• Join a professional social work organization (NASW, ISCSW or OSSW, for example) to gain familiarity with various social workers and social work roles in the community.</li> <li>• Compare the NASW Code of Ethics with your agency's employee code of conduct and/or other policies. Discuss differences with Agency Field Instructor</li> <li>• Read agency policy on client confidentiality, discuss with supervisor, and maintain client confidentiality throughout field experience. Discuss ethical behaviors and application of NASW Code of Ethics within the agency with Agency Field Instructor, Faculty Field Instructor, and/or peers during practicum seminar.</li> <li>• Keep a reflective journal/log of professional development and challenges; discuss in supervision.</li> <li>• Discuss needed areas of growth in supervision and work on strategies toward growth.</li> <li>• 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.).</li> <li>• Illustrate effective communication, either in chart notes, email professional memorandum, letters, and other written correspondence, as well as verbally and non-verbally.</li> <li>• Maintain client records in secure and confidential methods.</li> </ul>
<p><b>Competency 2:</b> <i>Advance Human Rights and Social, Racial, Economic, and Environmental Justice</i></p> <p>Social workers:</p> <p>a. advocate for human rights at the individual, family, group, organizational,</p>	<ul style="list-style-type: none"> <li>• Observe the intake or waiting room and observe the atmosphere, conversation and behaviors of persons entering the service delivery system, as well as of those who serve them.</li> <li>• Attend a court hearing pertaining to mental competency and guardianship, a client's criminal activity, a divorce proceeding, or a client's effort to obtain custody of minor children.</li> <li>• Participate (or assume a leadership role) on a committee to plan a major workshop, sponsored by the student's field placement setting.</li> <li>• 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.</li> <li>• Participate in political action and or social advocacy groups that relate to the client systems served by your agency.</li> </ul>

<p>and community system levels;</p> <p>b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</p>	<ul style="list-style-type: none"> <li>• Familiarize self with current political events and their impact on clients. problems with staff and clients and prepare to learn.</li> <li>• Participate in available workshops and trainings related to social work and human rights advancement.</li> <li>• Identify forms of oppression / discrimination of a particular client group; discuss with Field Instructor.</li> <li>• Identify common economic barriers to care. Discuss with your Field Instructor.</li> <li>• Identify the institutionally embedded barriers to an individual client’s progress. Discuss them with your Field Instructor.</li> <li>• Follow a bill promoting civil rights for a marginalized group. Educate others and encourage advocacy related to this bill.</li> <li>• Contact legislator about a current client population need.</li> <li>• Attend a public hearing or organizational meeting focused on increasing social and economic justice.</li> <li>• Demonstrate critical thinking and problem-solving skills by finding potential solutions and discussing the same with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar.</li> <li>• Identify and review key concepts of social empowerment strategies. Discuss these strategies with field instructor and practice with clients.</li> <li>• Develop professional contacts with members of advocacy organizations that serve my client population.</li> <li>• Develop professional contacts with members of advocacy organizations that serve my client population.</li> <li>• 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 being served and consider possible solutions or suggestions that may be implemented either at client or agency level.</li> <li>• Demonstrate critical thinking and problem-solving skills by finding potential solutions and discussing the same with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar. Attend a community event that focuses on the needs of an underserved population.</li> <li>• Identify common economic barriers to care. Discuss with your Agency Field Instructor and develop a plan to implement</li> <li>• Organize and implement a hygiene closet for students.</li> <li>• Provide assistance for (youth/resident/client.....) to have access to.....(e.g. register for college, driver’s test, employment application, doctor’s appointments)</li> <li>• Identify the institutionally embedded barriers to an individual client’s progress. Discuss them with your Field Instructor and develop a plan to implement.</li> <li>• Select a social justice issue and research 3 articles that relate to the population the practicum site serves.</li> <li>• Interview/Meet with [##] social workers engaged in human rights work related to the population your agency serves.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Shadow a patient rights advocate and write a reflection in their weekly journal.</li> <li>• Research a current issue or legislative action that requires advocacy, and organize a letter writing campaign among your staff, volunteers, etc.</li> <li>• Discuss a current event that impacts how a specific service is delivered at the agency and identify methods of advocating for the service or impacted population.</li> <li>• Identify an outdated policy and advocate for change to better serve client population.</li> <li>• Research social justice issues as they relate to _____ [issue] &amp; interventions on the macro level which address these issues</li> </ul>
<p><b>Competency 3:</b> <i>Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</i></p> <p>Social workers:</p> <p>a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;</p> <p>b. 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.</p>	<ul style="list-style-type: none"> <li>• Identify how the agency promotes ADEI and discuss with field instructor.</li> <li>• Research effective methods for organizations to promote ADEI practices and discuss with field instructor and/or present at staff/board meeting.</li> <li>• Per field instructor’s directive, implement _____ to help agency promote ADEI in their organization.</li> <li>• Read about cross cultural theories pertaining to oppressed and marginalized populations, psychodynamics of human behavior, specific casework skills, organizational theory, presenting problems of diverse client systems served by the field placement setting, or other related subjects.</li> <li>• Observe the intake or waiting room and observe the atmosphere, conversation and behaviors of persons entering the service delivery system, as well as of those who serve them.</li> <li>• Carry a caseload representing diverse client systems.</li> <li>• Visit other agencies and service delivery systems in the local community and observe how they promote ADEI practices (website/marketing tools...).</li> <li>• Attend a court hearing pertaining to mental competency and guardianship, a client’s criminal activity, a divorce proceeding, or a client’s effort to obtain custody of minor children.</li> <li>• Attend a diversity training.</li> <li>• Complete a reading (journal, book, news articles) relevant to client or neighborhood culture and discuss with Field Instructor.</li> <li>• Identify and discuss instances when culture and diversity influence the outcomes of practice, policy, and program implementation in context with this current placement agency.</li> <li>• Identify and discuss at least one personal bias (student's) and value that might potentially influence the student's work with any diverse group.</li> <li>• Interview a minority client about their experiences as a mental health consumer.</li> <li>• Observe agency programs to recognize different populations served and to identify how this observation helps engage diversity in practice.</li> <li>• Discuss cultural structure and values and their effect(s) on different</li> </ul>



	<p>clients with supervisor. Utilize journaling, or some other method of reflection, to record personal beliefs, or values, regarding diversity of staff/clients.</p> <ul style="list-style-type: none"> <li>• Collaborate respectfully with clients to identify goals that ensure self-determination, as well as equal and just treatment to all clients/patients of the agency.</li> <li>• Review and discuss NASW’s Cultural competency standards with your Field Instructor and identify how you will incorporate these expectations/practice behaviors into your social work practice.</li> <li>• Complete a literature review based on field agency’s scope of practice and apply knowledge related to diversity to enhance client wellbeing.</li> <li>• Identify and use assessments that include sections of diversity/culture/spirituality as identified by client.</li> <li>• 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 Agency Field Instructor, Faculty Field Liaison, and/or during practicum seminar class, giving special attention to issues that may seem particularly difficult or confusing.</li> <li>• During supervision, identify and reflect on personal values and perceptions about culture and class that influence social work practice.</li> <li>• Become aware of and make referrals to community agencies that reflect the values and cultural beliefs of client / family.</li> <li>• Use interpreters when interviewing and working with people from diverse cultures when English is not their primary language.</li> <li>• Discuss cultural structure and values and their effect(s) on different clients with supervisor.</li> <li>• Complete readings on cultural competence in clinical communication. Discuss with Field Instructor strategies for implementing these strategies into practice with clients.</li> <li>• Attend a community meeting or celebration in the agency’s neighborhood.</li> <li>• Student located in an urban agency shadow a worker in a rural agency (or vice versa).</li> </ul>
<p><b>Competency 4:</b> <i>Engage in Practice-Informed Research and</i></p>	<ul style="list-style-type: none"> <li>• Review research and books on a topic relevant to your work. Present findings to field instructor.</li> <li>• Interview an agency representative to see how client outcomes are</li> </ul>

<p><i>Research-Informed Practice</i></p> <p>Social workers:</p> <p>a. apply research findings to inform and improve practice, policy, and programs;</p> <p>b. 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.</p>	<p>assessed and how research is utilized at the agency.</p> <ul style="list-style-type: none"> <li>• Research self-soothing techniques to teach clients.</li> <li>• Research poverty statistics, incidences of homelessness, incarceration and other items related to agency work to better understand community and to state need for services.</li> <li>• Identify ways in which evidence-based practice is used in funding and grant writing.</li> <li>• Read and report on three scholarly articles that related to the population the practicum agency serves.</li> <li>• Read about cross cultural theories pertaining to oppressed and marginalized populations, psychodynamics of human behavior, specific casework skills, organizational theory, presenting problems of clients served by the field placement setting, or other related subjects.</li> <li>• Take a walk through the neighborhood your clients reside to identify areas of needed improvement that your agency can address.</li> <li>• Keep statistical reports as required of regular agency staff. <ul style="list-style-type: none"> <li>o Interview individuals who have received services from the program to assess their responses to the experience.</li> <li>o Serve as a member or observer of the system’s peer review, quality control, or audit process.</li> </ul> </li> <li>• Work with the program administrator to gather information for and prepare an annual budget.</li> <li>• Read professional journal articles relevant to agency population.</li> <li>• Analyze and/or acquire evidence-based methods being utilized within the agency.</li> <li>• Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar.</li> <li>• Complete a research project (single-subject design; research study, etc.) and discuss findings with Field Instructor.</li> <li>• Analyze and/or acquire evidence-based methods being utilized within the agency.</li> <li>• Attend trainings and/or in-services that focus on research and best practice interventions.</li> <li>• Conduct a literature review to identify evidence-based practice models relevant to your field agency. Review your findings with Field Instructor.</li> <li>• Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar.</li> </ul>
<p><b>Competency 5:</b></p>	<ul style="list-style-type: none"> <li>• Prepare a policy brief on Medicaid expansion for state legislators</li> </ul>

<p><i>Engage in Policy Practice</i></p> <p>Social workers:</p> <p>a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and</p> <p>b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice</p>	<ul style="list-style-type: none"> <li>• Identify government bodies that regulate or fund the agency.</li> <li>• Complete the agency’s confidentiality training (ex. HIPPA) training.</li> <li>• Review patient rights policy and write a reflection in weekly journal, sharing takeaways with Field Instructor.</li> <li>• Attend a court hearing or legal proceedings.</li> <li>• Attend a board meeting.</li> <li>• Attend an area commission meeting or community meeting in the agency’s neighborhood.</li> <li>• Go through the service delivery system in the role of a client rather than student/intern.</li> <li>• Assist in writing the program’s policy and procedure manual.</li> <li>• Develop a bill (in cooperation with appropriate others) for presentation to a local, state, or national law-making body and perhaps even be present to lobby for its passage.</li> <li>• Plan, lead, and conduct a fund-raising activity.</li> <li>• Prepare a grant proposal.</li> <li>• Participate in a community advocacy event.</li> <li>• Attend Advocacy Days and meet with legislators regarding policy issues related to your field agency.</li> <li>• Discuss laws that affect the agency’s delivery system with field instructor.</li> <li>• 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 Instructor. Consider creating a web directory for your agency.</li> <li>• Research and/or otherwise observe client advocacy activities supported by the agency which promote benefits for at risk populations.</li> <li>• Participate in Social Work Day (in March) at the state capitol.</li> <li>• Write a letter to your state or federal representative about a social policy that negatively or positively affects your client population.</li> <li>• Attend a hearing at the Legislature that focuses on a policy issue affect my client population.</li> <li>• 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.</li> <li>• 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 Instructor. Consider creating a web directory for your agency.</li> <li>• Research and/or otherwise observe client advocacy activities</li> </ul>
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	<p>supported by the agency which promote benefits for at risk populations.</p> <ul style="list-style-type: none"> <li>• Track and analyze local news stories relevant to policy issues that affect your clients. Present your findings at a staff meeting.</li> <li>• Identify policy that impacts client population at regional, state, and/or federal level and advocate for change.</li> <li>• 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.</li> <li>• Attend a press conference regarding legislative action on a topic affecting social workers or populations traditionally served by social workers.</li> <li>• Shadow advocacy branch of agency to understand policy creation and the critical role of the nonprofit community in shaping it.</li> </ul>
<p><b>Competency 6:</b> <i>Engage with Individuals, Families, Groups, Organizations, and Communities</i></p> <p>Social workers:</p> <p>a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and</p> <p>b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies</p>	<ul style="list-style-type: none"> <li>• Co-lead a group.</li> <li>• Conduct interviews / intakes with client</li> <li>• Make home visits.</li> <li>• Carry a caseload.</li> <li>• Participate in orienting new students or staff to the agency.</li> <li>• Participate in board / staff meeting</li> <li>• Engage with participants at _____ event (e.g. fundraiser, advocacy group...).</li> <li>• Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.</li> <li>• Develop and implement an educational group (insert name of group).</li> <li>• Apply engagement skills with (e.g. board members/stake holders/co-workers/clients/students/patients) utilizing understanding of...(e.g. developmental stages / cultural context/ voluntary/non-voluntary).</li> <li>• Engage client/member/student by using activities to enhance rapport building.</li> <li>• Act as a consultant to an individual, a group, or a program.</li> <li>• Understand knowledge of evidence based practiced utilized in your agency setting.</li> <li>• Seek feedback from supervisor about ways to build rapport and trust with clients.</li> <li>• Plan, develop and carry out a support group.</li> <li>• Identify areas of comfort and discomfort in client engagement and discuss in supervision.</li> <li>• Engage with and interview clients/families to determine strengths and challenges.</li> <li>• Review literature on relationship building and apply concepts to my own interviewing technique.</li> <li>• Journal and analyze personal bias when not in session with a client and discuss cognitive dissonance with Field Instructor.</li> </ul>

	<ul style="list-style-type: none"> <li>• Utilize tools during assessment and treatment such as genograms, ecomaps, etc. that allow the client to fully participate in explaining the problem and identifying a solution that helps him/her be successful in managing daily challenges.</li> <li>• Complete a policy or organizational analysis.</li> <li>• Gather the “story” of 1-2 clients that have used and/or benefited from the agency’s services.</li> <li>• Implement techniques to engage resistant and/or non-voluntary clients.</li> <li>• If student is at an “umbrella agency” or advocacy organization: Visit direct service “member” agencies or affiliates to see its operation; meet with a client via that partner agency.</li> <li>• If student is at a state agency: Visit a local agency; meet and interview direct service workers; shadow client interactions; and/or participate in assessments.</li> </ul>
<p>Competency 7: <i>Assess Individuals, Families, Groups, Organizations, and Communities</i></p> <p>Social workers:</p> <p>a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and</p> <p>b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>	<ul style="list-style-type: none"> <li>• Assess group members’ level of commitment and facilitate group that fosters group commitment.</li> <li>• Facilitate or Co-facilitate a group (name of group/description of participants).</li> <li>• Conduct interviews / intakes with client</li> <li>• Develop a community systems ecomap of services for clients with developmental disabilities</li> <li>• Participate in orienting new students or staff to the agency.</li> <li>• Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.</li> <li>• Conduct home visits.</li> <li>• Act as a consultant to an individual, a group, or a program.</li> <li>• Observe client assessment and write/organize/interpret client data (could be shadow process).</li> <li>• Complete a genogram</li> <li>• Complete an ecomap</li> <li>• Complete a cultural map</li> <li>• Conduct a social history interview and write up the bio-psycho-social-spiritual-cultural assessment summary.</li> <li>• Develop a written assessment of client that includes client’s strengths and weaknesses.</li> <li>• Observe, reflect, and apply practice skills that assist individuals and/or groups to enhance their well-being from a strengths-based perspective.</li> <li>• Observe Field Instructor or other staff member conduct client intake sessions. Debrief the session with your Field Instructor discussing what assessment techniques were used during interview.</li> <li>• While working independently in the assessment phase with clients, discuss proposed intervention options with FI or task supervisor to illustrate ability to move to intervention phase independently and</li> </ul>

	<p>knowledge of applicable interventions as may be appropriate for the client.</p> <ul style="list-style-type: none"> <li>• Identify the strengths and deficits of two screening instruments.</li> <li>• Perform bio/psycho/social/spiritual assessments for clients and include information in client notes about client capacity for change.</li> <li>• Identify and discuss with Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).</li> <li>• Review your agency’s assessment tools or forms. Compare with an assessment form from at least one other agency. Discuss what theoretical models influence the structure and format of the different assessments.</li> <li>• Attend at least one board meeting, training or data warehouse meeting to learn about board governance.</li> <li>• Sit with agency's RN or psychiatrist to observe a different perspective/evaluation of a client.</li> <li>• Observe a psychological evaluation given by a psychiatrist within the agency.</li> <li>• Shadow a worker at another agency that offers a similar service. Identify differences in worker approach and agency culture.</li> <li>• Identify the major social service agencies and services in the target environment and compare to services offered by internship agency.</li> <li>• Identify ways in which theories of organizational culture and the role of culture in shaping organizational performance are applied in macro-level practice.</li> </ul>
<p><b>Competency 8:</b>  <i>Intervene with Individuals, Families, Groups, Organizations, and Communities</i></p> <p>Social workers:</p> <p>a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and</p> <p>b. incorporate</p>	<ul style="list-style-type: none"> <li>• Facilitate or Co-facilitate a home visit.</li> <li>• Support (clients/students/residents.... ) in weekly 1:1 meetings utilizing goal setting and strengths perspective.</li> <li>• Assist (client/patient/member.....) with securing (.....) resource (e.g. accompany resident to college to assist in enrollment)</li> <li>• Participate in neighborhood cleanup initiative</li> <li>• Participate in _____ awareness month</li> <li>• Advocate for policy change in Jefferson City (name policy)</li> <li>• Collaborate with community members to implement .....(e.g. food bank/clothing drive.....)</li> <li>• Collaborate with community stake holders for resources that address ..... (e.g. housing security, transportation, medical supplies, food security).</li> <li>• Conduct at least 3 interactions with clients, groups, or committees in the presence of field instructor.</li> <li>• Provide case management to a minimum of (##) clients/patients/members/residents.....</li> <li>• Facilitate or Co-facilitate (##) of _____ [type of] groups.</li> <li>• Develop a new psychoeducational group and implement/run the group at the agency.</li> <li>• Complete and implement (##) client discharge plans/summaries</li> </ul>

<p>culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies</p>	<ul style="list-style-type: none"> <li>• Carry or Co-carry a caseload and attend to the necessary tasks for the client system(s).</li> <li>• Identify agencies that provide services for which agency clients are most linked and make necessary referrals</li> <li>• Develop a resource manual/data bank of services useful to population the field agency serves.</li> <li>• Visit other agencies or relevant settings; understand referral processes for linking clients to these agencies.</li> <li>• Teach a class or workshop for clients/students/members (Example: ESL, citizenship, personal finance/budgeting, resume preparation, interviewing skills).</li> <li>• Start a program for agency's clients that the student has interest in. (Ex. A student initiated a Girls on the Run program at her field placement agency).</li> <li>• Plan and conduct a community education event for prospective foster parents</li> <li>• Organize and conduct a community meeting on legal housing practice landlords and tenants</li> <li>• Conduct a voter registration drive to help mobilize disenfranchised group participation in democracy</li> <li>•</li> <li>• Work on writing a grant application with partner agencies.</li> <li>• Create a flyer to market your agency and the internship to future students.</li> <li>• Identify, develop and implement a program that benefits the agency's client system (e.g. hygiene closet for students).</li> <li>• Update the agency's website.</li> <li>• Conduct interviews with clients and provide direct services.</li> <li>• Participate in orienting new students or staff to the agency.</li> <li>• Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.</li> <li>• Act as a consultant to an individual, a group, or a program.</li> <li>• Work with a client or client system to develop an intervention plan.</li> <li>• Facilitate referral process of client to another agency, when appropriate.</li> <li>• Maintain communication and follow-up with client to determine client outcomes and potential success.</li> <li>• Research and illustrate knowledge of planned change processes, including assessment, planning, intervention, evaluation, termination, and follow-up as may be appropriate at either the micro (individual) level, or at the macro (community) level.</li> <li>• Become familiar with different assessment tools and the strengths/limitations of each tool.</li> <li>• Apply engagement skills with (e.g. board members/stake holders/co-workers/clients/students/patients) utilizing understanding of...(e.g. developmental stages / cultural context/ voluntary/non-voluntary).</li> <li>• Engage client/member/student by using activities to enhance rapport building.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Observe, reflect, and apply practice skills that assist individuals and/or groups to enhance their well-being from a strengths-based perspective.</li> <li>• Identify appropriate community resources to serve clients and collaborate in community response to service provision.</li> <li>• Create a list or guide (or utilize/update existing) of resources relevant to your client population. Share this resource with clients as needed.</li> <li>• Participate in multidisciplinary team conferences to discuss treatment plans for client.</li> <li>• Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).</li> <li>• Utilize specific interventions to increase understanding of client in environment.</li> </ul>
<p><b>Competency 9:</b> <i>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i></p> <p>Social workers:</p> <p>a. select and use culturally responsive methods for evaluation of outcomes; and</p> <p>b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities</p>	<ul style="list-style-type: none"> <li>• Conduct an outcomes evaluation for the ABC Program</li> <li>• Contribute to quarterly leadership team meetings for (XXX) Agency</li> <li>• Participate in the preparation of audits.</li> <li>• Participate in a peer review.</li> <li>• Actively participate in case reviews/team meetings.</li> <li>• Observe at a different agency that uses similar interventions.</li> <li>• Accompany agency professionals to various sites in order to view specific evaluations.</li> <li>• Conduct and present an organizational analysis for ABC Agency’s ability to provide services to clients for whom English is a second language</li> <li>• Develop a survey/evaluation to use with a client group and administer with several clients.</li> <li>• Create a method to evaluate the staff’s perception of the usefulness of the [xxx] activity.</li> <li>• Engage agency professionals in order to gain guidance and increase understanding of methods and measures used to determine the value of program/intervention.</li> <li>• Document and evaluate patient progress on a discharge summary prepared for patients.</li> <li>• Student will document patient progress on individual and group notes using an electronic medical record.</li> <li>• Outline personal thoughts/ideas concerning improvement of service delivery of various programs pertaining to _____ [a type of service such as offender re-entry].</li> <li>• Identify &amp; explain the appropriate method(s) for evaluation to be used in assigned field placement projects and tasks.</li> <li>• Attend or co-lead a group.</li> <li>• Conduct interviews with clients and provide direct counselling services.</li> <li>• Make home visits.</li> <li>• Do role-playing with the field instructor or others to try out new skills and techniques.</li> </ul>



	<ul style="list-style-type: none"><li>• Carry a caseload.</li><li>• Participate in orienting new students or staff to the agency.</li><li>• Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.</li><li>• Act as a consultant to an individual, a group, or a program.</li><li>• Collect data for various agency program needs.</li><li>• Evaluate knowledge of evidence based practices utilized in your agency setting.</li><li>• Develop and conduct client satisfaction surveys.</li><li>• Maintain communication and follow-up with client to determine client outcomes and potential success.</li><li>• Review client progress throughout termination phase; prepare client for final a. Sessions/meetings.</li><li>• Continually review goals and objectives with client to monitor progress.</li><li>• Review client file(s) to determine progress toward agreed upon goals.</li><li>• Evaluate assessments/data collection and intervention practices during supervision.</li><li>• Develop a single system design to determine a client's progress.</li><li>• Observe effective facilitation of groups at micro, mezzo, and/or macro levels, and facilitate, or co-facilitate groups when appropriate.</li><li>• Conduct "shadow" charting on client/Field Instructor interventions and interactions. Discuss essential elements of charting / record-keeping with Field Instructor.</li><li>• Identify common measures used by agency staff in evaluating a client's progress. Discuss how information is shared with clients with staff members. Discuss findings with Field Instructor.</li><li>• Identify and attend current community training sessions such as Continuing Education courses offered by local colleges or through NASW or other organizations offering training.</li><li>• Identify needs within scope of agency (not needs of clients) and analyze how to satisfy such needs through community, local or national programs that may be available (i.e. grants, fund raising, community partners, etc.).</li></ul>
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**Appendix K**  
**BSW - LEARNING PLAN**

-Cover Page-

<b>Student Name:</b>	
<b>Contact Number:</b>	<b>Email Address:</b>
<b>Name of Practicum Site:</b>	
<i>Mailing Address:</i>	<i>Physical Address – location of site visit:</i>
<b>Field Instructor Name:</b>	
<b>Field Instructor's Degree:</b>	
<b>Contact Number:</b>	<i>Email Address:</i>
<i>Educational Supervisor Name / Degree: (if applicable)</i>	
<b>Contact Number:</b>	<i>Email Address:</i>
<i>Field Liaison (Seminar Instructor) Name:</i>	
<b>SWK 490 - <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 100px; height: 1em;"></span></b>	
<i>Contact Number:</i>	<b>Email Address:</b>

## LEARNING PLAN INSTRUCTIONS

<b><i>WHAT IS THE PURPOSE OF THE LEARNING PLAN?</i></b>			
<ul style="list-style-type: none"> <li>To identify goals related to knowledge acquisition and application that focuses on skill development, application, and competencies related to learning activities and experiences related to the agency</li> </ul>			
<ul style="list-style-type: none"> <li>Provide an overall structure for the unique placement setting</li> </ul>	<ul style="list-style-type: none"> <li>Clarify expectations of all involved</li> </ul>	<ul style="list-style-type: none"> <li>Identify evaluative methods</li> </ul>	<ul style="list-style-type: none"> <li>Challenge the student to achieve objectives</li> </ul>
<ul style="list-style-type: none"> <li>Enhance professional development, including awareness and application of values and ethics</li> </ul>		<ul style="list-style-type: none"> <li>Provide a clear record of student accomplishments at the end of the practicum</li> </ul>	
<b><i>WHO COMPLETES THE LEARNING PLAN?</i></b>			
<ul style="list-style-type: none"> <li>The student</li> <li>Input from the field instructor (and educational supervisor if applicable)</li> <li>Input from the faculty liaison (seminar instructor)</li> </ul>			
<b><i>WHEN IS IT DUE?</i></b>			
<ul style="list-style-type: none"> <li>See Course Syllabus for due dates</li> </ul>			
<b><i>HOW IS IT COMPLETED?</i></b>			
<ul style="list-style-type: none"> <li>Student and Field Instructor will be given instructions and provided a menu of possible learning activities at their respective orientations</li> </ul>			
<ul style="list-style-type: none"> <li>All levels of practice (micro, mezzo, macro) will be included in the learning plan                             <ul style="list-style-type: none"> <li>- Micro Activities and/or learning experiences (individuals)</li> <li>- Mezzo Activities and/or learning experiences (groups and families)</li> <li>- Macro Activities or learning experiences (communities and organizations)</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>Student will discuss available learning opportunities with field instructor at the beginning of practicum</li> <li>Student and field instructor may consult field liaison (seminar instructor)</li> <li>Learning Plan is considered a working document subject to review and revision</li> <li>Used as part of ongoing supervisory conferences (site visits) with faculty field liaison (seminar instructor)</li> <li>Student will have as many tasks as objectives</li> <li>Student needs to receive at least an “7” average final score per competency to pass</li> <li>Some tasks may satisfy more than one competency</li> <li>Some tasks may satisfy more than one objective</li> </ul>			

## EVALUATION COMPONENT OF LEARNING PLAN

<b><i>PROCESS OF EVALUTION / WHO IS RESPONSIBLE?</i></b>			
<ul style="list-style-type: none"> <li>• Student and Field Instructor collaborate to achieve one rating per objective and record on learning plan at midterm and final</li> </ul>			
<b><i>HOW IS EVALUATION DONE?</i></b>			
<ul style="list-style-type: none"> <li>• The learning plan/evaluation will be reviewed with field liaison (seminar instructor) during site visits.</li> <li>• Signatures need to be obtained on the learning plan once approved by field personnel. Additional signatures are required at midterm evaluation, and final evaluation</li> <li>• The midterm learning plan/evaluation will be submitted by the student in their SWK 490 course in Bright Space (BSp) Learning Management System (LMS)</li> <li>• The final learning plan/evaluation will be submitted by the student in their SWK 490 course in Bright Space (BSp) Learning Management System (LMS) and retained by the Social Work Program</li> <li>• The student will retain a copy for their records (highly recommended for applying to graduate program/securing employment)</li> <li>• Students and field instructors will use the learning plan throughout the semester (weekly supervision) to assess student progress and areas for improvement</li> <li>• Field Instructor will use comment section for each Competency to explain if there hasn't been an opportunity to complete a task/objective and describe the plan to meet that task/objective</li> </ul>			
<b><i>GRADING SCALE TO BE USED AT MIDTERM AND FINAL EVALUATION</i></b>			
<p><b>No opportunity (N/O) –</b> N/O may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented in comment section</b> of each competency.</p>	<p><b>1-6 = Benchmark</b> Student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change</p>	<p><b>7-8 = Milestone</b> Student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change</p>	<p><b>9-10 = Capstone</b> Student demonstrates a high degree or complete competency</p>
<b><i>Student learning conditions and responsibilities</i></b>			
<ul style="list-style-type: none"> <li>• Student will be at the agency approximately 25-27 hours a week for the regular accruing a minimal 400 practicum hours. See course schedule for dates of practicum.</li> <li>• Student will meet w/ the field instructor (&amp; educational supervisor if applicable) for weekly supervision; additional meetings as needed.</li> <li>• Student will complete both SWK 480 and SWK 490 assignments.</li> <li>• Student will complete a self-evaluation using this tool (Learning Plan) and discuss it with the field instructor at mid-term. If scores are lower than 7 and/or 'No Opportunity' are indicated, then an additional site visit and/or review maybe required 2-3 weeks after mid-term review.</li> <li>• Student will complete a self-evaluation using this tool (Learning Plan) and discuss it with the field instructor at final (scores must be 7 or higher on each competency to pass practicum).</li> <li>• Calculation of points per competency and the average is required upon final submission on Learning Plan.</li> <li>• Student will follow all policies and procedures described in the BSW Field Manual and in SWK 490 syllabus and SWK 480 Syllabus</li> </ul>			
<p><i>The 2022 Educational Policy and Accreditation Standards (EPAS) identify 9 dimensions that are associated with social work competency: performance, knowledge, values, affective reactions, critical thinking, and professional judgment.</i></p> <p><i>Each goal reflects: knowledge, behaviors, skills, and cognitive and affective processes in the objectives.</i></p>			

### Competency 1: Demonstrate ethical and professional behavior

OBJECTIVES		Midterm	Final
a.	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;		
b.	demonstrate professional behavior; appearance; and oral, written, and electronic communication		
c.	use technology ethically and appropriately to facilitate practice outcomes		
d.	use supervision and consultation to guide professional judgment and behavior		
e.	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations		
<b>GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION</b>			
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section.	1-6 = <b>Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	7-8 = <b>Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change	9-10 = <b>Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points:

Average of **Final** points:

ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1.				1.
2.				2.
3.				3.
4.				4.

5.				5.
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Field Instructor’s comments for site visit:

**Competency 2: Advance human rights and social, racial, economic, and environmental justice**

OBJECTIVES		Midterm	Final
a.	advocate for human rights at the individual, family, group, organizational, and community system levels		
b.	engage in practices that advance human rights to promote social, racial, economic, and environmental justice		
c.	apply understanding of fundamental human rights to freedom, safety, privacy, and adequate standard of living, health care, and education on all system levels		
GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION			
<b>No opportunity (N/O)</b> may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section	<b>1-6 = Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	<b>7-8 = Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change	<b>9-10 = Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points:  
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Average of **Final** points:  
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ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1.				1.
2.				2.
3.				3.

Field Instructor’s comments for site visit:

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

OBJECTIVES		Midterm	Final
a.	Demonstrate <i>anti-racist</i> and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;		
b.	Demonstrate cultural humility and <i>inclusion</i> 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		
c.	Demonstrate <i>equity</i> and engage clients and constituencies as experts of their own experiences		
d.	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with <i>diverse</i> clients and constituencies		
GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION			
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section.	<b>1-6 = Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	<b>7-8 = Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change	<b>9-10 = Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points:  
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Average of **Final** points:  
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ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1.				1.
2.				2.
3.				3.

4.				4.
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Field Instructor’s comments for site visit:

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

OBJECTIVES		Midterm	Final
a.	apply research findings to inform and improve practice, policy, and programs		
b.	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		
GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION			
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section	<b>1-6 = Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	<b>7-8 = Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change	<b>9-10 = Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points:

Average of **Final** points:

ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1.				1.
2.				2.

Field Instructor’s comments for site visit:



**Competency 5: Engage in policy practice**

OBJECTIVES		Midterm	Final
a.	use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;		
b.	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		
c.	identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social justice		
GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION			
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section	1-6 = <b>Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	7-8 = <b>Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change	9-10 = <b>Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points:

Average of **Final** points:

ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1.				1.
2.				2.
3.				3.

Field Instructor’s comments for site visit:

**Competency 6: Engage with individuals, families, groups, organizations, and communities**

OBJECTIVES		Midterm	Final
a.	apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies		
b.	use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies		
c.	demonstrate the fundamental value of human relationships in engagement skills		
GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION			
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section	1-6 = <b>Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	7-8 = <b>Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change	9-10 = <b>Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points:

Average of **Final** points:

ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1.				1.
2.				2.
3.				3.

Field Instructor’s comments for site visit:

**Competency 7: Assess individuals, families, groups, organizations, and communities**

OBJECTIVES		Midterm	Final
a.	apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies		
b.	demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan		
c.	collect and organize data, and apply critical thinking to interpret information from clients and constituencies		
GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION			
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section	1-6 = <b>Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	7-8 = <b>Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change	9-10 = <b>Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points:  
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Average of **Final** points:  
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ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1.				1.
2.				2.
3.				3.

Field Instructor’s comments for site visit:

**Competency 8: Intervene with individuals, families, groups, organizations, and communities**

OBJECTIVES		Midterm	Final
a.	engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals		
b.	incorporate culturally responsive interventions/methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies		
c.	use critical thinking to identify appropriate inter-professional collaboration to achieve beneficial practice outcomes		
d.	facilitate effective transitions and endings that advance mutually agreed-on goals		
GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION			
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section	1-6 = <b>Benchmark (insufficient – below average)</b> student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	7-8 = <b>Milestone (average)</b> student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change	9-10 = <b>Capstone (exceptional)</b> student demonstrates a high degree or complete competency

Total of **Final** points:  
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Average of **Final** points:  
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ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1.				1.
2.				2.
3.				3.

4.				4.
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Field Instructor's comments for site visit:

**Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities**

OBJECTIVES		Midterm	Final
a. select and use culturally responsive methods for evaluation of outcomes			
b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities			
c. evaluate processes of service delivery effectiveness			
GRADING RUBRIC TO BE USED AT MIDTERM AND FINAL EVALUATION			
No opportunity (N/O) may be applied to midterm evaluation; explanation in how opportunities will be achieved <b>must be documented</b> in the comment section	1-6 = Benchmark (insufficient – below average) student has developed marginal to no competency; and/or student is having problems working on identified area with limited evidence of growth and change	7-8 = Milestone (average) student demonstrates moderate / satisfactory competency expectations and demonstrates growth and change	9-10 = Capstone (exceptional) student demonstrates a high degree or complete competency

Total of **Final** points:  
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Average of **Final** points:  
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ACTIVITIES/TASKS	Objectives	Target Date	Completion Date	Method of Evaluation
1.				1.
2.				2.
3.				3.

Field Instructor's comments for site visit:

**SIGNATURE PAGE**

APPROVED LEARNING PLAN	DATE OF REVIEW	HOURS
<hr/> <b>Student</b>		<b>Record hours completed to date:</b> <hr/>
<hr/> <b>Field Instructor</b>		
<hr/> <b>Educational Supervisor (if applicable)</b>		
MID-TERM EVALUATION OF LEARNING PLAN		HOURS
<hr/> <b>Student</b>		<b>Record hours completed to date:</b> <hr/>
<hr/> <b>Field Instructor</b>		
<hr/> <b>Educational Supervisor (if applicable)</b>		
FINAL EVALUATION OF LEARNING PLAN		HOURS
<hr/> <b>Student</b>		<b>Record hours completed to date:</b> <hr/>
<hr/> <b>Field Instructor</b>		
<hr/> <b>Educational Supervisor (if applicable)</b>		

## Appendix L

### MISSOURI STATE UNIVERSITY'S SOCIAL WORK PROGRAM

#### BSW FIELD EDUCATION – Information Sheet AY 2024\_25

- The Bachelor of Social Work practicum is **400** hours (approximately 26 hours/week).
- Practicum hours begin Tuesday, January 13, 2025, and conclude no later than May 2 at 5:00 pm and as early as April 25 at noon.
- The Field agency agrees to supervise and provide practicum student with 400 hours of social work practicum experiences which demonstrate the nine competencies set by Council of Social Work Education.
- The Field Agency / Instructor ensures practicum students to move through the following phases of practicum. 1) orientation; 2) shadowing/observing; 3) doing tasks with field instructor; 4) doing tasks with as much autonomy as the agency allows (preferably at mid semester).
- BSW field students are required to have a **Field Instructor** with preferably a BSW or MSW degree from a Council on Social Work Education (CSWE) accredited program. However, if the Field Instructor holds a non-social work degree, then an additional supervisor (Educational Supervisor) must be secured. One year employment at the agency is required before supervising a student.
- The **Educational Supervisor** is required to hold a BSW or MSW degree and will meet regularly with the student to integrate social work knowledge, values, and skills into student's practicum experience.
- Field Instructors and Educational Supervisors are required to two years of practice experience and provide the Social Work Program with an updated resume.
- The agency's **Field Instructor** will commit to at least one hour/week of student supervision meetings, in addition to regular oversight of student activities at the agency and will participate in two faculty site visits at agency (in person and/or zoom).
- New agencies will need to complete a **Field Agency Profile** provided by the BSW Field Coordinator.
- **Memorandum of Understanding** between agency and the university need to be signed/updated.
- **Field Instructor Orientation and Luncheon** is required for all agencies supporting a field student. Field Orientation includes important information regarding field education policies, effective strategies for field supervision. Thank you in advance for your commitment to attend.
  - For local placements, the agency's Field Instructor is required to attend the in-person field orientation on Friday, January 10<sup>th</sup> 9-12:45. Location: PSU BALLROOM WEST
  - *Your practicum student will join you at 11:15 for the working lunch session.*

- If your agency is 60 miles outside of the Springfield area, your field orientation will occur with your student will on Zoom, Thursday, January 09, 2025 at 11:00.  
<https://missouristate.zoom.us/j/8410994453>

Thank you for your part in preparing future social worker practitioners!

Sincerely, Regina Russell [rrussell@missouristate.edu](mailto:rrussell@missouristate.edu) Coordinator of BSW Field Education