

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**



**FIELD INSTRUCTION MANUAL
BACHELOR OF SOCIAL WORK (BSW) PROGRAM**



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This document does not constitute a contract with Mississippi Valley State University or the Department of Social Work.

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Preface

Field instruction is an integral component of social work education. It provides an opportunity for the social work student to integrate classroom learning into a practical setting. The Council on Social Work Education (CSWE) stipulates (Educational Policy 2.3) that field is the signature pedagogy in social work:

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum-classroom and field - are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice.

This field manual presents the structures, goals, roles, responsibilities, and the policies and procedures that form the basis for, and guide the field education component of the Bachelor of Social Work (BSW) Program at Mississippi Valley State University (MVSU). It is intended to assist students, faculty, staff, field liaisons, and field instructors in coordinating, and implementing the various aspects of the field instruction process.

This manual is for information purposes and is not an official publication of Mississippi Valley State University (MVSU). The MVSU Student Handbook and Undergraduate Student Catalog provide information pertaining to rules and regulations of MVSU. Both documents are available online at www.mvsu.edu.

Questions about the field education component should be directed to the BSW Field Coordinator at (662) 254-3365/3055.

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SECTION I:

MISSISSIPPI VALLEY STATE UNIVERSITY Institutional Statements

Mission

Mississippi Valley State University, as a Carnegie Classified Master's University, provides comprehensive undergraduate and graduate programs in education, the arts and sciences, and professional studies. The University is driven by its commitment to excellence in teaching, learning, service, and research – a commitment resulting in a learner-centered environment that prepares critical thinkers, exceptional communicators, and service-oriented, engaged, and productive citizens. MVSU is fundamentally committed to positively impacting the quality of life and creating extraordinary educational opportunities for the Mississippi Delta and beyond.

Vision

Mississippi Valley State University aspires to become the educational crown jewel of the Mississippi Delta, and in so doing, the institution will attract students of diverse backgrounds as a result of its innovative academic programs; commitment to developing entrepreneurs; and globalized focus intertwined throughout the academic curricula and support services. In its quest for distinctiveness, uniqueness, innovation, and longevity, the University will become the public square of the Mississippi Delta, responsible for engaging an ever-expanding group of collaborators focused on identifying and implementing solutions to the problems that have plagued the delta region for generations. As a result, Mississippi Valley State University will serve as the catalyst for an enhanced quality of life and increased educational opportunities for the citizens of a revitalized Mississippi Delta.

Valley's Core Values

As an institution of higher learning within the Mississippi Delta, Mississippi Valley State University believes it exists to meet the needs of all of its stakeholders and to create a positive impact throughout the region. In order to achieve its mission and move towards realization of its vision, MVSU is driven by seven values that act as an internal compass responsible for ensuring unity of effort, dedication to a common direction, and commitment to fulfilling its calling.

Service

Service is at the core of the University's charter, is the impetus behind our creed, and compels us to embrace the responsibility of caring for and proactively meeting the needs of our students, our community, our region, and beyond.

Learning

Learning impels us to ensure that our students receive a world-class education, our institution engages itself in a continuous cycle of knowledge attainment and implementation, and that best practices developed from emerging knowledge drives our decision-making and direction setting.

Excellence

Excellence obliges us to reject mediocrity and instead consistently pursue high quality in regards to our programs, services, faculty and staff, initiatives, and outreach.

Integrity

Integrity impresses upon us that as a steward of public funding and trust, we must operate as persons and an institution of high character guided by a commitment to honor, transparency, fairness, and honesty.

Distinctiveness

Distinctiveness reflects our charge to ensure that we provide relevant and contextually appropriate academic programming, deliver services that meet the emerging needs of our stakeholders, and continually assess and take advantage of potential opportunities.

Engagement

Engagement commits us to reach out and connect to current, former, and future students, establish our University as a true public square, integrate our University into the life of communities throughout the region, and partner with individuals, groups, and companies within the Mississippi Delta and beyond.

Respect

Respect encourages us to move beyond tolerance towards acceptance of the differences that make us human, to embrace the concept that all peoples have inherent worth and are deserving of dignity, and to act with civility, kindness, and compassion to our students, faculty, staff, and the greater community of the Mississippi Delta.

Equal Employment Opportunity, Nondiscrimination, and Affirmative Action

Mississippi Valley State University is committed to providing a work environment that is free from all forms of discrimination and to adhere to the principles of equal opportunity, affirmative action and diversity. Discrimination based upon race, color, religion, sex, national origin, genetic information, age, disability, or veteran's status is a violation of federal and state law and University policy and is strictly prohibited.

SECTION II: SOCIAL WORK DEPARTMENT

A Historical Perspective

The Department of Social Work at Mississippi Valley State University (MVSU) began in 1972 under the official title of Family and Community Service Program. The program was designed to meet the needs of human service agencies in the Mississippi Delta and beyond. It offered the Bachelor of Arts degree in Family and Community Services with emphasis in Social Work. The program has been accredited by the Council on Social Work Education since 1978. In order to maintain its focus on social work, as well as accreditation status, the name of the degree was changed from Bachelor of Arts degree in Family and Community Services to Bachelor of Social Work (BSW) in 1983. Social Work became a free-standing Department within the College of Professional Studies in July of 1999.

Mission

The mission of the Department of Social Work is to prepare graduates to practice with individuals in need and populations at risk in rural environments.

Overview

The Department of Social Work is committed to addressing and alleviating a myriad of human and social problems in the Mississippi Delta and surrounding communities. The department seeks to educate and train traditional and nontraditional students to assume leadership roles in existing social services agencies and in the development of other resources needed to improve the quality of life for the individuals, families, communities and organizations they serve.

Mindful of the dearth of resources and professional agencies in the delta region, the department prepares its students to assume roles as advocates for policies and programs sensitive to the needs of rural communities. Students are prepared to advocate for social justice and to seek ways to empower populations who are at risk and who have historically suffered from oppression.

Baccalaureate social work education at MVSU is anchored in the “person-in-the-environment perspective. Students are prepared to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities.

The Master of Social Work Program prepares students for professional social work practice at the micro, mezzo and macro levels. Throughout the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner that enables them to work with diverse populations in a wide range of settings. Special emphasis is placed on social work practice with client systems in rural regions, such as the Mississippi Delta where the University is located and committed to serve. Within the framework of rural social work practice, the area of concentration is Child and Family Welfare.

CORE COMPETENCIES

The Council on Social Work Education, accrediting agency for social work education, set forth competencies 2.1.1 - 2.1.10(a)–(d). Competencies 11 and 12 were added to emphasize the department's focus and emphasis on serving rural populations.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Rural Competencies

2.1.11 - Use interventions that recognize the needs and strengths present in rural communities.

2.1.12 - Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

(Visit the Council on Social Work Education at www.cswe.org)

The National Association of Social Workers (NASW)

The *NASW Code of Ethics* sets forth values, principles, and standards to guide social workers' conduct. Following is a summary of NASW's values and ethical principles.

Value:	Service
Ethical Principle:	Social worker's primary goal is to help people in need and to address social problems.
Value:	Social Justice
Ethical Principle:	Social workers challenge injustice.
Value:	Dignity and Worth of the Person
Ethical Principle:	Social workers respect the inherent dignity and worth of the person.
Value:	Importance of Human Relationships
Ethical Principle:	Social workers recognize the central importance of human relationships.
Value:	Integrity
Ethical Principle:	Social workers behave in a trustworthy manner.
Value:	Competence
Ethical Principle:	Social workers practice within their areas of competence and develop/enhance their professional expertise.

(Visit NASW at socialworkers.org to access the NASW Code of Ethics)

BSW PROGRAM GOALS AND CONCEPTUAL FRAMEWORK

Goals

The goals of the BSW programs are to: educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities; provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations, and; instill in students a professional social work identity which incorporates the values and ethics of the profession.

Conceptual Framework

Generalist Practice

The generalist practice model, augmented by the strengths and empowerment approaches to social work practice within a rural context, underscores instruction in the BSW curriculum. From a generalist perspective, students build a professional foundation that acknowledges the interplay of “personal and collective issues” and incorporates these dual perspectives into a person in the environment approach (Miley, O’Melia & Dubois, 2013, p. 7). The use of this method allows social workers to connect client systems with necessary resources and to seek change within client systems, as well as in other personal, institutional and environmental systems with which clients engage in ongoing transactions. Students are prepared to work directly with client systems at all levels – individuals, families, societies, organizations, agencies, groups and communities.

Strengths Approach

The strengths approach calls upon the worker and the client to incorporate into the helping process the identification and utilization of the strengths in both the client and the environment. The strengths perspective stresses “the human capacity for resiliency, courage, strength in the face of adversity, ingenuity in accessing and creating resources and the right of individuals to form their own aspirations and definitions of their situations” (Robbins, Chatterjee & Canada, 2006). This approach challenges the social worker to look not only at presenting problems, but at the potential that exists in the client’s situations, including individual strengths and environmental resources. Using the strengths approach, the worker-client relationship becomes “a collaborative process depending on clients and workers to be purposeful agents and not mere functionaries” (Saleeby, 2006). Students need to understand that both clients and rural communities have strengths which may be helpful in resolving issues. As noted by Scales and Streeter (2004), “failure to recognize and identify the considerable strengths and resources of rural people and communities can constitute a barrier to effective social work.”

Empowerment Approach

The empowerment approach in social work practice is used to help individuals who are members of oppressed and subordinate groups, as well as the collective group membership, to shed their feelings of powerlessness and to take greater control over their lives. As a helping model, “it is relevant to generalist, advanced generalist, and integrated practice curricula as well as to specialized advanced year methods preparation” (Lee, 2001). The empowerment approach is

particularly suitable to the client populations of the Mississippi Delta, many of whom are poor, minorities or members of other groups who are often targeted for discriminatory treatment.

The Context of Rural Social Work Practice

Critical connections exist between our conception of generalist social work practice and the rural location of Mississippi Valley State University. Rural social workers practice more autonomously providing a wide array of care and services across a variety of systems – a generalist” (Mackie, Zammitt & Alvarez, pp. 31- 32). Supporting this position, Davenport and Davenport explain that they believe the “generalist model of practice is the model best suited for practicing social work in rural areas largely due to the isolated nature and geographic space in which rural social workers practice” (as cited in Mackie, Zammitt & Alvarez, 2016, p 32).

Citizens of Mississippi in general and the state’s delta region, more specifically, are a rural people. The Delta contains no true metropolitan areas and the people who live in the more populated communities of Greenville, Clarksdale, Greenwood and Cleveland maintain a largely rural identity. The Delta is marked by sparse populations often dependent on single industries, and communities experience high levels of joblessness, poverty, inadequate public transportation systems, a reduced availability of professional services and inadequate economic development. Ginsberg (1998) points out that because of variables such as these many “services and other resources are more likely to be deficient in rural communities than in metropolitan areas” (p. 7). Such resources include health care, mental health care, employment, child care and transportation. The decreased availability of such resources tends to exacerbate individual problems. Generalist social practice provides an integrated and multileveled approach to practice that supports service delivery in rural communities.

SECTION III: FIELD EDUCATION: STRUCTURE, FUNCTION AND ORGANIZATION

Overview

The Field Education Program plays a pivotal role in student education. It is in the field education experience that students are able to apply theory and knowledge learned in the classroom as well as further develop skills, professional competence and professional identity. Field education includes skills building, upholding standards of professional ethics and engaging in evidence based practice. The overall goal of field education is to produce a professional social worker capable of engaging in generalist social work practice with systems of all sizes. Field education is viewed as a unique partnership between the Baccalaureate Social Work Program and a broad array of community agencies. Together, the Program and the field agencies plan, implement and monitor a field education experience for each individual student. Through ongoing communication, the Program and field agencies work toward the development of a shared educational philosophy and standards regarding field education, field placements, and student performance.

Essential components of the Field Education Program include the following

- a. BSW Field Instruction Curriculum *as* articulated in SW 491 (Pre-field Seminar), SW436 (Field Internship) and SW437 (Integration Seminar)
- b. Field Personnel (BSW Field Coordinator, field instructors and field liaisons)
- c. Field Agencies
- d. Student Interns
- e. Field Advisory Committee

BSW Field Instruction Curriculum

The field education curriculum consists of SW 491 (Pre-field Seminar), SW 437 (Integration Seminar) and SW 436 (Field Internship). SW 491 focuses on the application and admission process for field placement. SW 437 is taken concurrently with SW 436. It provides a forum for the discussion of the integration and application of the classroom experience into the students practice in the field. Students discuss the integration of social work values, ethics, theory, policy, and research. The generalist social work practice method is used to analyze clients' problems and situations. Differential methods of intervention based on clients' needs, in systems of all sizes, and with populations at risk are discussed. Generalist social work practice with systems of all sizes within a rural framework is emphasized.

SW 436 consists of the field internship that requires students to complete a minimum of 432 clock hours of internship in an agency under the supervision of an agency social worker.

Field Personnel

BSW Field Coordinator

The BSW Field Coordinator is charged with planning, implementing, and evaluating the field

education program. This includes, but not limited to, the selection of field instructors and agencies, and the placement and monitoring of interns in field. The BSW Field Coordinator consults with social work faculty in determining strengths and weaknesses of students to aid in the selection of appropriate placements; works with agencies to enhance communication and problem solving; serves as an advocate for field education and evidenced based social work practice; and acts as a conduit of information, innovative ideas and field education policy between field agencies and the Department of Social Work. The BSW Field Coordinator is available to both the student and the field instructor for consultation and advice as often as needed.

Specific Responsibilities of BSW Field Coordinator

1. Assessment of interns for placement.
2. Placement of interns.
3. Selection of field instructors and agencies appropriate for field placements
4. Monitoring and evaluation of interns including field visits to each internship site and consultation with field instructors and liaisons.
5. Assignment of final grade for SW436 based upon input from the evaluation of intern by the field instructor.
6. Coordination of field education training for field instructors.
7. Consultation to field instructors to ensure that the program's conception of generalist practice, rural framework, social work knowledge, values and ethics are integrated into social work practice by interns
8. Selection and coordination of the work of field liaisons
9. Interpretation and implementation of the accreditation standards of the Council on Social Work Education pertaining to field education
10. Convening and facilitating the work of the Field Advisory Committee
11. Development, review and revision of field education materials including field manual, syllabi, learning contracts and field forms.
12. Maintenance of all records pertinent to the Field Education Program
13. Evaluation of the Field Education Program
14. Classroom instruction for SW 437 (Integration Seminar).

Field Instructors

Field instructors are employed by the agencies in which students are assigned for internships. They are required to have a BSW. The MSW degree is preferred. In agencies approved as internship sites, but do not have field instructors who have a BSW degree, a field liaison is assigned to work with the field instructor in planning and supervising the student's internship experience.

Criteria for Selection of Field Instructors

The following criteria are used in the selection of field instructors:

1. A bachelor's degree in social work (the MSW is preferred)
2. A minimum of at least two years of post- master's practice experience in social work
3. Demonstrated practice competence
4. Ability to practice in more than one practice modality
5. Familiarity with agency policies, programs and procedures

Responsibilities of Field Instructors

1. To complete and submit the Background of Field Instructor Form (Appendix G, pp 63-64).
2. To assume responsibility for fulfilling the agency's obligations as specified in the Affiliation Agreement between the agency and the university
3. To become familiar with the BSW curriculum, the program's conception of generalist practice and the program's emphasis on rural application of the generalist social work practice method with systems of all sizes
4. To develop a learning contract with the intern that identifies specific internship activities and tasks that meet the educational objectives of the internship with consideration given to the student's particular learning style, needs, and abilities
5. To provide orientation for the intern on the agency's mission, goals, policies, organizational structure, program(s), and methods of practice
6. To provide the intern with specific work assignments
7. To facilitate the intern's socialization to the social work profession through ongoing discussion of social work knowledge, skills, values and ethics
8. To assist the intern in the enhancement of his/her knowledge and skills in practice with diverse populations at risks in rural environments
9. To provide ongoing monitoring and supervision of the intern's work to assess progress and achievement of core competencies and practice behaviors identified in the learning contract
10. To conduct, at a minimum, weekly supervisory meetings with the intern
11. To ensure that the intern has the necessary office space, resources, access to agency information and other professional staff in order to complete internship.
12. To participate in orientation, training and seminars for field instructors sponsored by the BSW Field Education Program
13. To participate in evaluative meetings on the intern's progress with the BSW Field Coordinator
14. To inform and consult with the BSW Field Coordinator on unresolved concerns, issues, or problems which interfere with the intern's performance
15. To recommend and submit mid-term and final evaluation of the intern to the BSW Field Coordinator
16. To submit an annual evaluation of the BSW Field Education Program to the BSW Field Coordinator.

Field Liaisons

Interns are assigned a liaison in cases where the field instructor does not have a BSW degree. The field liaison facilitates the intern's socialization into the social work profession as a generalist. While the field instructor is responsible for the daily supervision of the intern, the field liaison monitors the intern's progress and provides consultation to the student and the field instructor as needed.

Specific responsibilities of the field liaison are as follows:

1. Conduct weekly supervisory meetings with the intern in which the intern's work is reviewed and discussed and concerns are addressed
2. Conduct a minimum of two site visits to the field agency to meet with the field instructor to discuss the intern's progress.

3. Complete the *Report of Field Placement Site Visit* (Appendix G, pp.65-66) and the Field Liaison Contact form (Appendix G, pp. 67).
4. Identify any problems related to field instruction in the agency and report problems to the BSW Field Coordinator.
5. Identify any problems related to the performance of the intern. Discuss problems with the intern and the field instructor in an effort to resolve problems. Report the problem, efforts to address the problem, and current status of the problem to the BSW Field Coordinator.

Field Agencies

Potential field placements may be identified in a number of ways. Agencies may request students or recommended by a student, faculty member, alumnus, or community representative. After verification of the availability of appropriate internship work assignments and a qualified field instructor, the agency submits a Field Agency Profile (Appendix G, pp. 68-69). The BSW Field coordinator conducts a pre-placement visit to the agency to discuss/review potential internship work assignments, availability of resources for the intern and special requirements of the agency. The BSW Field Coordinator provides information to the agency on the BSW curriculum, field internship requirements and expectations regarding assignments, supervision, and evaluation. List of Field Agencies (Appendix C, pp. 41-43).

Criteria for Selection of Agencies

The following criteria are used in the selection of field agencies:

1. The agency has a point of view about field instruction that is consonant with that of the BSW Program.
2. There is a correlation between the agency and BSW Program's practice conception in order to provide the opportunity for the integration of knowledge, theory, values and research taught in BSW courses with practice in the field.
3. The agency is able to provide a qualified field instructor with a BSW degree (MSW preferred) from a social work program accredited by the Council on Social Work Education. In the instance where there is no bachelor level social worker, but other qualified staff who could serve as a field instructor, the field instructor must supervise the student in collaboration with a field liaison assigned by the BSW Field Coordinator.
4. The agency is able to provide the intern the opportunity to practice social work in compliance with professional social work standards and ethics.
5. The agency is able to provide a range of internship assignments on an ongoing basis which are appropriate to the student's educational needs
6. The agency is able to provide the necessary space (including privacy for interviewing) and resources to enable the intern to carry out internship assignments.
7. The agency is willing to allocate sufficient time for ongoing supervision of the intern by the field instructor.
8. The agency is willing to allocate time for the orientation, seminars and training for field instructors provided by the BSW Field Education Program.
9. The agency must have a policy of nondiscrimination on the basis of race, color, age, national origin, religion, gender, sexual orientation, disability or veteran status. The nondiscrimination policy must be applicable to employees, clients and interns.

10. The agency is willing to enter into an affiliation agreement with Mississippi Valley State University Department of Social Work.

Affiliation Agreement

The approval of field agencies for placements is finalized with a contractual agreement between the agency and Mississippi Valley State University Department of Social Work. All agencies used as field placements enter into a signed Affiliation Agreement (Appendix A, pp. 36-37). The Affiliation Agreement is signed by the agency director, field coordinator, chair of the Department of Social Work and the Vice-President for Academic Affairs. The Affiliation Agreement articulates (1) the services and resources that the university agrees to provide to the agency and to the student and (2) the services and resources that the agency agrees to provide to the student and the university.

Student Interns

Students must submit an application for admission to field program to the BSW Field Coordinator who is responsible for placement of students for internships in appropriate agencies. Each internship requires students to complete a minimum of 432 clock hours in approved agencies. Students are supervised and evaluated by agency supervisors who serve as field instructors. Specific details on placement procedures, requirements and responsibilities of interns and evaluation of interns can be found in **SECTION IV, FIELD EDUCATION: POLICIES AND PROCEDURES**.

Field Advisory Committee

The Field Advisory Committee provides input and addresses issues related to both the BSW and MSW Field Education Programs. Members include agency field instructors, social work practitioners, and social work faculty and students (undergraduates and graduates). The BSW and MSW Field Coordinators facilitate the convening of meetings at least twice a year (Fall & Spring semesters) and report committee's recommendations, issues and/or concerns to the social work faculty. Recommendations are taken under consideration by the faculty for implementation. Through this process the Field Advisory Committee plays a pivotal role in the program's ongoing renewal activities.

Function and Role of the Field Advisory Committee

The field advisory committee supports and advocates for the well-being of families and children in the Mississippi Delta and throughout the State. The members represent a broad spectrum of agencies and organizations providing an array of services.

The field advisory committee serves in an advisory role with the following responsibilities:

1. To assess, review, and propose policies regarding field education and liaison activities.
2. To provide advice and consultation as requested by the Department of Social Work and/or entities authorized by the University to seek such advice and consultation.
3. To assist the offices of field education for the BSW and MSW programs in developing strategies for field internship development and enhancement.
4. To engage in such other matters determined to be appropriate and in the best interest of the Social Work Field Education Programs at Mississippi Valley State University.

5. To meet at least twice a year (*Fall & Spring semesters*) to conduct the business of the Field Advisory Committee.

SECTION IV: FIELD EDUCATION: POLICIES AND PROCEDURES

Academic Requirements

The BSW Program does not grant field credit for previous work or life experience.

Students must have a minimum Grade Point Average (GPA) of 2.0 for social work courses, and 2.0 overall for placement in the Field Internship. SW437(Integration Seminar) is a co-requisite for the Field Internship (SW 436). Students are required to be enrolled in both courses during the same semester. Students may enroll in SW409 (Methods of Research), and SW420 (Methods of Social Work Practice III) during the field semester. All other social work courses must be completed prior to entering the internship. The Academic MAP for the Department of Social Work (Appendix B, pp. 38-40) lists all courses required for the BSW degree at MVSU.

Students who have a GPA lower than 2.0 are not be eligible for field placement.

The Internship Placement Process

1. The placement process begins the semester before enrollment in the field internship. Students are required to take SW 491(Pre-field Seminar) prior to entering field. This course focuses on the application and admission process for field placement. The BSW Field Coordinator helps students to prepare for internships by informing them of their responsibilities related to field education.
2. Students must submit the following documents to the BSW Field Coordinator by the posted deadline: *Application for Field Placement* (Appendix G, pp. 70-73), *Release of Information Form* (Appendix G, p. 74), proof of professional liability insurance and a professional resume.
3. Students must schedule an appointment with the BSW Coordinator by the posted deadline. The student and field coordinator will discuss the student's application for field placement, resume, educational and career goals, field placement preferences and potential agencies for placement.
4. The BSW Field Coordinator will identify an agency for placement and provide a written agency referral to the student. While the interests and preferences of the student will be taken into consideration, *the selection of the agency to which the student is referred for placement is the decision of the BSW Field Coordinator.*
5. After receiving a Field Agency Referral Form (Appendix G. p.75) from the BSW Field Coordinator, the student must arrange for an interview with the agency and return the agency referral form to the BSW Field Coordinator within the timeframe listed. The student must provide the prospective agency field instructor with a resume at the time of the interview.
6. During the interview with the field instructor, the student should inquire about potential internship assignments, internship work schedule and any pre-placement requirements of the agency. These may include agency orientation meetings, physicals, criminal background checks, TB screenings, drug screening tests, or specific types of training such as CPR or First Aid. If the student is placed at the agency, it is the responsibility of the student to fulfill any agency requirements in the time frame specified by the agency.
7. The BSW Field Coordinator will ascertain from the agency to which the student was referred whether the student was accepted by the agency for an internship placement.

8. If the agency accepts the student for placement, the student should begin his/her internship on the first day of classes of the semester the student is enrolled in the field internship.
9. If the agency does not accept the student for placement, the BSW Field Coordinator will refer the student to another agency.
10. If a student has concerns about the suitability of the field placement to which he/she has been referred, such concerns should be expressed to the BSW Field Coordinator immediately. The BSW Field Coordinator will determine whether the concerns expressed are legitimate, whether the student should report to the agency as assigned, or whether a referral to another agency will be made.
11. All required paperwork should be completed by the end of the semester prior to the semester in which the student will be enrolled in field internship.

Professional Liability Insurance

Students must show proof of liability insurance prior to entering field. Students can purchase liability insurance through the National Association of Social workers (NASW). Membership in NASW is required. Students may also purchase insurance from other carriers. Coverage of \$1,000,000 is required.

Policies for Internship Sites in Which Students Are Employed

While the Bachelor of Social Work Program does not encourage students to remain employed while being in an internship, the Program recognizes that the economic and family responsibilities of some make it difficult to relinquish their employment. The BSW Program has endeavored to accommodate such students while at the same time maintaining academic integrity in the internship experience. To accomplish this end, the following policies have been developed to serve as guidelines in utilizing internship sites in which students are employed.

1. The internship must be treated as a learning experience designed to ensure that the student develops the ability to successfully integrate social work values, knowledge and skills in a practice setting.
2. The agency will be held to the same standards and requirements as other agencies serving as internship sites.
3. The agency must be willing to serve as an internship site and indicate such willingness by signing an affiliation agreement with the university.
4. An internship work schedule which specifies the days and hours per week the student will devote to internship must be developed. The internship work schedule must be signed by the agency field instructor, the student and the field coordinator.
5. It is preferred, though not required, that the student be assigned to a field instructor different from his/her work supervisor. This decreases the potential for role confusion and conflicts if one individual does not have to function as both the “holder of the purse strings” and the “dispenser of the grade.”
6. One or more of the following criteria must be met:
 - a. The intern must be assigned tasks at a professional level of social work practice which are different from the tasks he/she previously performed.

- b. The intern must be assigned to a program or unit in the agency that is different from the one in which he/she previously worked.
 - c. The intern must be assigned to work with a population different from the one with which he/she previously worked.
7. The student must submit an *Application to Use Employment Site as Internship Placement* (Appendix G, pp. 76-77) to the BSW Coordinator.

Field Placements of Students in Out of State Agencies

Students who request a field placement out of state must complete an *Application for out of State Placement* (Appendix G, p. 78). The BSW Field Coordinator will consider each request on its own merits. The following conditions must be met:

1. The proposed field placement is able to provide learning opportunities for generalist social work practice.
2. The agency is able to provide a qualified field instructor.
3. Faculty liaison supervision is available from a nearby CSWE accredited baccalaureate social work program.
4. Satisfactory arrangements can be made for the student to meet the requirements of the co-requisite, SW 437 (Field Integration Seminar).

Request for a Change in Field Placement Assignment

A request for a change in field placement assignment should not be made for frivolous reasons. After careful consideration, a request for change of field placement assignment may be considered for the following reasons:

1. A change in the employment status of the field instructor.
2. The student or field instructor perceives a problem of serious magnitude with the field placement assignment that interferes with the student's performance in the internship.

Requests for a change in the field placement assignment will be assessed by the BSW Field Coordinator who will render a decision. Should a change in the field placement assignment be granted, the BSW Field Coordinator will document the reasons for the change and facilitate the reassignment process for the student.

Student Responsibilities in the Field Placement

1. Students must report to the field placement on the scheduled days at the scheduled time. If unforeseen events occur that prevent students from reporting to field placement or result in arriving late, the field instructor should be notified as soon as possible.
2. Students should observe all agency rules regarding time allocated for lunch and breaks.
3. Students should dress appropriately for work with regard to professional attire, type of jewelry and amount of jewelry.
4. Students must make up any days of placement that are missed, regardless of reason for the absence.
5. Students must observe all policies and procedures of the agency.
6. Students must treat all agency clients in a professional manner and with respect.
7. Students must complete all tasks assigned by the agency.

8. Students should utilize the field experience to develop further awareness of self as a professional social worker.
9. Students should take the initiative to seek information and new experiences from the field instructor.
10. Students should notify the field instructor of any problems that arise in the field experience. If the student and the field instructor are unable to resolve problems, the student should notify the BSW Field Coordinator.
11. Students are expected to work directly with the field instructor in developing the learning contract.
12. Students must complete a minimum of 432 clock hours during the field internship.
13. Students and the field agency should keep an accurate record of hours worked during the field internship.
14. Students must adhere to the NASW Code of Ethics.
15. Students must adhere to all agency policies related to client confidentiality.
16. Students must complete and submit weekly time sheets to the BSW Field Coordinator (Appendix G, p. 79).
17. Students must complete and submit weekly field activity log to the BSW Field Coordinator (Appendix G, p. 80-81).

Services for Students with Disabilities (SSD)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

Safety

The safety of students in field is of prime importance to the Department of Social Work and field agencies. If safety concerns arise in field, student should discuss with field instructor to assess the situation. If the student has safety concerns after the assessment, he or she should contact the BSW Field Coordinator.

Learning Contract

All BSW interns are required to sign a learning contract (Appendix D, pp. 44-55) that identifies core competencies and practice behaviors, tasks/activities for meeting competencies and practice behaviors, and the tools that will be used for monitoring and evaluation. The learning contract is an agreement between the student, field instructors and the university. The learning contract is designed to facilitate the student application of the knowledge, skills, and values necessary for generalist social work practice. Core competencies incorporate elements related to values and

ethics, diversity, populations at risk, social work practice and research. The field instructor and the student complete the learning contract within two weeks of the beginning of the internship. It must be signed and dated by the student, field instructor and the BSW Field Coordinator.

Student Evaluation

Students are evaluated twice during the field internship semester, at mid-term and the end of the semester. The Mid-Term Progress Report (Appendix E, pp. 56-57) should reflect reasonable expectations for student performance during the first 6-8 weeks of field placement. If the student's performance is below expectation, the field instructor, the student and the BSW Field Coordinator will meet and determine the actions that need to be taken to improve student performance. Corrective actions to be taken will be recorded on the Corrective Action Agreement (Appendix G, pp. 82) that will be signed by the field instructor, student and BSW Field Coordinator. The final student evaluation (Appendix F, pp. 58-61) at the end of the semester should be based on whether or not the student has completed the terms of the learning contract in a satisfactory manner.

Time Sheets & Weekly Logs

Students should maintain and submit weekly time sheets (Appendix G, p. 79) and field activity logs (Appendix G, pp 80-81), that must be signed by the field instructor, to the BSW Field Coordinator.

Student Field Schedules

Students must complete a minimum of 432 clock hours during the internship. Students are typically placed in field agencies Tuesday through Friday. Mondays are designated for SW437 (Field Integration Seminar). In some instances, students may have evening and weekend scheduled field hours. The specific schedule should be agreed upon by the field instructor, the BSW Field Coordinator and the student. The student must receive adequate supervision by a qualified field instructor during the hours scheduled.

Students are entitled to all official university holidays. During the field semester, students will not be expected to attend field on the day on which Dr. Martin Luther King, Jr.'s Birthday is observed, the day after Thanksgiving and Good Friday. Students are also entitled to be absent from field during the Fall and Spring Breaks. *Students should notify the field instructor of university holidays and breaks. Students are not given field hours credit for school holidays or breaks. Students are entitled to agency holiday days that do not coincide with school holidays but still must earn a minimum of 432 clock hours.*

University Sponsored Programs

Students are expected to attend special programs sponsored by the university or the Department of Social Work. Such programs may include Honors Programs and the annual Social Work Conference sponsored by the Department of Social Work. The BSW Field Coordinator will notify the field instructors in advance of the absence. Students will be given field hour credits for university sponsored programs identified by the BSW Field Coordinator who will document hours earned for these events.

Training, Workshops and Conferences

Students may attend training sessions, workshops and conferences that are related to the social work profession or agency related services. Students must receive prior approval from the field instructor to attend. Students should be given field hour credits for training, workshops and conferences with confirmation of attendance and approval by the field instructor.

Grading Policy

The field coordinator will assign grades for SW437 (Integration Seminar) and 436 (Field Internship). The field instructor's evaluation of student performance in field will be used to evaluate students' performance in SW436. While the recommendation made by field instructors is respected and considered, the final determination of grades rests with the BSW Field Coordinator.

Unsatisfactory Performance in the Field Placement

If the performance of the intern is unsatisfactory, the steps listed below should be followed.

1. The field instructor should contact the BSW Field Coordinator immediately
2. The BSW Field Coordinator will arrange to meet with field instructor to determine the nature and scope of the problem and to develop a plan to address the problem.
3. The field instructor and the BSW Field Coordinator will jointly meet with the student to discuss the problem and ways to resolve the problem.
4. In the event that the field instructor, the BSW Field coordinator and the student develop an agreed upon plan to address the problem, the BSW Field Coordinator will follow up on the situation through discussions with the field instructor and the student.
5. In the event the field instructor, the BSW Field Coordinator and the student cannot reach an agreement in their initial meeting, and the field instructor determines that termination of the placement is the appropriate action, the field instructor should notify the BSW Field Coordinator of the decision to terminate in writing and state the reasons for the termination.
6. The BSW Field Coordinator will arrange a meeting with the field instructor and the student to review the termination. If the final decision after this meeting is to terminate agency placement, the BSW Field Coordinator, in consultation with the BSW Program Director, will make an assessment to determine whether the student received fair treatment and if the termination was justified.
7. If the determination is made that the termination was justified, the student will receive a failing grade.
8. If the student disagrees with the decision to assign a failing grade, he/she should follow the academic grievance procedures outlined in the MVSU Student Handbook, 2015-2016, pages 45-46.
9. If the determination is that the student termination from agency was not justifiable, a new placement will be secured for the student. While this process may result in a delay in the student's successful completion of the internship, the student will be given every consideration in helping him/her to complete all requirements for graduation.

Non-Retention

Because the BSW Program at MVSU is a professional course of study, it has an obligation to the profession, to recipients of service, and to students to specify its criteria not only for admission to the social work program, but also its criteria for non-continuation. Advisement provides the usual mechanism for decisions about retention. Through professional advisement, the student and faculty advisor explore together the student's motivation, aptitude, and suitability for the profession. It may be necessary on occasion to advise students to reconsider their preference for social work. In such a case, upon the recommendation of the faculty advisor, the Chair of the Department of Social Work calls a meeting of the Social Work Review Committee for a determination. Basis for a decision of non-retention includes one or more of the criteria listed below:

1. Academic performance below acceptable level. A cumulative grade point average falling below 2.0 is unacceptable. Likewise, satisfactory performance must be obtained in field internship.
2. Failure to complete prerequisite course work which impedes progress.
3. Detrimental or inappropriate behavior in a professional relationship. Such behavior, which may be evidenced in academic or field performance, includes lack of insight or sensitivity to the impact of one's behavior on others or a style of communication which would adversely affect the helping process.
4. Violation of certain standards of the Code of Ethics of the National Association of Social Workers. These standards specify requirements for the social worker in professional relationships and encompass responsibilities with respect to conduct, values and attitudes. In particular, students will note the applicability of standards which speak to conduct and deportment in one's capacity or identity as a social worker, and the social worker's ethical responsibilities to clients and colleagues.

Academic integrity includes any deliberate attempt to gain an unfair advantage in academic work. Examples of academic dishonesty include cheating, falsification of information, fraud, plagiarism, and unauthorized access to academic records or computer systems (MVSU Student Handbook 2015-2016, Page 47). Students may be dismissed from the Program for these behaviors. If a decision about retention is reached which is unacceptable to students, they may initiate an appeal following the university's grievance procedures outlined in Section V on this document.

SECTION V: UNIVERSITY POLICIES

Grievance Procedures

Academic Grievance Procedures

It is the policy of the University that a student may have prompt and informal resolution of his or her student grievance and for the grievance to be accomplished under orderly procedures.

Disputing Grades

A student's grades should represent the instructor's good faith judgment of the student's performance in the course based in the informed use of appropriate measurement and evaluation instruments. If a student disagrees with a grade he/she received, the following procedure should be followed until the problem is resolved. These steps must be followed in order and appropriate documentation of each step (including notation of the date, time, location, length, content, and final outcome of the discussion) must be provided in order to proceed to the next step.

1. The student should discuss the disputed grade with the instructor of the course no later than the end of the third full week of classes of the semester following the receipt of the final course grade. This discussion should normally take place during the instructor's posted office hours.
2. If the dispute is not resolved in step one, the student should request a meeting with the Chairperson of the department offering the course. The instructor of the course will also attend the meeting.
3. If the dispute is not resolved in step two, the student should request a meeting with the Vice President for Academic Affairs, the instructor of the course, and the instructor's Chairperson. The decision of the Vice President for Academic Affairs is final and no further appeal is possible.

Other Academic Grievance

A student may have a grievance against an instructor which goes beyond a dispute over the grades received on a course. Such grievances might involve allegations that the instructor is harassing students, practicing extortion, not meeting his/her classes or is generally incompetent. For such non-grade oriented grievance, the following procedure should be followed until the problem is resolve. These steps must be followed in order and appropriate documentation of each step (including notation of the date, time, location, length, content, and final outcome of the discussion) must be provided in order to proceed to the next step.

1. The student should make the grievance known to his/her instructor.
2. If the grievance is not resolved in step one, the student should request a meeting with the Chairperson of the department offering the course. The instructor will not be present at the meeting, but a follow-up meeting will be scheduled with the instructor and the Chairperson.
3. If the grievance is not resolved in step two, the student should request a meeting with the Vice President for Academic Affairs. The Vice President for Academic Affairs will schedule a follow-up meeting with the instructor, and the instructor's Chairperson.
4. If the grievance is not resolved in step three, the student should request a meeting with the President. The President will schedule a follow-up meeting with the instructor, the

instructor's Chairperson, and the Vice President for Academic Affairs. The President also has the option of empowering a panel of professors to review the allegations made by the student, render a judgment and recommend an action for the President to implement. The decision of the President is final.

Non-Academic Grievance

In the normal course of University activities, students may encounter problems with University employees (staff and/or administration). In these circumstances, students should first attempt to resolve the problem by talking directly with the employee involved. However, the University recognizes that it is not always possible for students to resolve a problem by direct discussions with the University employee. In these cases, the options available to students include making an informal complaint to the employee's immediate supervisor and/or filing a formal written complaint in accordance with existing University policies.

Procedures for complainants/grievances are available in the Office of Student Affairs. If a student has questions about procedures for filing complainants/grievances, he or she should go to the Office of Student Affairs for a thorough explanation of procedures.

(MVSU Student Handbook, 2015 – 2016, Pages 45-46)

Sexual Harassment

All employees, supervisors and non-supervisory personnel and guests, including students, vendors, contractors or visitors, are strictly prohibited from engaging in inappropriate or offensive touching of any person, offensive sexual flirtations, advances or propositions, verbal abuse of a sexual nature, verbal comments about an individual's body, sexually degrading words used to describe an individual, displaying sexually suggestive objects or pictures in the workplace, or any other conduct that creates a sexually hostile environment. The University shall take all necessary and appropriate actions to end any such harassment. Additions that have been included in the MVSU Student Handbook are to make the policies and procedures compliant with Violence Against Women Act (VAWA), Title IX, and University guidelines language have been added that is reflected below.

The University is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment, sexual violence and sexual assault (collectively, "sexual misconduct"); domestic violence and dating violence (collectively, "relationship violence"); and stalking. The University will not tolerate discrimination, harassment, sexual misconduct, relationship violence and stalking. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, or any other legally protected characteristics will not be tolerated. The Title IX Coordinator is responsible for overseeing sexual harassment complaints. The Coordinator must:

1. be available to meet with students who believe sexual harassment or assault has occurred;
2. ensure that complaints are handled through consistent practices and standards; and
3. upon receiving notice of potential acts of sexual harassment or assault, either personally investigate the incident or oversee the investigation.

The Coordinator may also provide assistance to the institution's law enforcement employees on appropriate responses to reports of sexual violence. In these cases, the Coordinator should have access to school law enforcement investigation notes and findings unless access would compromise a criminal investigation. Furthermore, the Coordinator is responsible for reviewing all complaints received to identify and address any patterns or systemic problems.

Reporting Sexual Harassment

If you experience or witness sexual harassment on campus, report it immediately to the Title IX Coordinator, Mr. Lloyd Dixon, located in the William W. Sutton Administration Building at 662-254-3121. If the Title IX Coordinator is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact any other member of management (Vice Presidents, Associate Vice President/Dean of Students, Directors, Associate/Assistant Directors, Supervisors, Counselors, or University Police). You can raise concerns and make reports without fear of reprisal or retaliation. All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation. Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment must immediately advise the Title IX Coordinator, or any member of management so it can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment. Under no circumstances will Mississippi Valley State University tolerate *any form of harassment* - sexual or otherwise.

SECTION VI: APPENDICES

APPENDIX A

**MISSISSIPPI VALLEY STATE UNIVERSITY
AFFILIATION AGREEMENT
DEPARTMENT OF SOCIAL WORK**

This affiliation agreement is entered into by the Mississippi Valley State University Department of Social Work, herein referred to as (“the Department”) and _____herein referred to as the Agency for the purpose of establishing an educational program of field instruction for social work students enrolled in the Department, under the guidance and instruction of an Agency practitioner, herein referred to as the field instructor.

It is hereto agreed that:

1. There will be mutual agreement between the Department and the Agency in the selection of students for placement. Students will be assigned without respect to race, ethnic origin, sex, sexual orientation, age, religion, or disability. Selections will be made on the basis of suitability of the Agency’s program to meet students’ educational needs, and on the ability of Department students to meet the Agency’s basic requirements. The Agency reserves the right to determine the number of students that may be placed, dependent upon space, instructional time available, and client population.

2. The student will be provided the opportunity to participate in the overall agency program as appropriate to educational needs, educational preparation, practice competence, and skill development.

3. The Agency will appoint appropriate personnel to serve as field instructors based upon qualifications provided by the Department. The Agency accepts responsibility in maintaining an educational program of quality, including the provision for adequate instructional and supervisory time.

a. The Field Instructor will submit progress reports and/or evaluation reports as required by the Department. Liaison visits to the Agency by the Coordinator of Field Instruction, or by other appropriate Department Field personnel, will be arranged no less than twice a semester and at other times if necessary.

b. The Field Instructor will participate in orientation/training offered by the Department of Social Work related to field internships at the start of the student’s placement semester.

c. The Field Instructor will meet with the student a minimum of one hours weekly to assist the student in the integration of theory and practice.

4. The students’ qualifications and educational objectives will be considered by the student, the field instructor, and the Coordinator of Field Education early in the placement to ensure agreement upon specific objectives for the learning experience.

5. The Department will require all participating students to show proof of liability insurance. Upon request, evidence of such insurance will be provided.

6. The Agency will permit student use of facilities necessary for successful completion of assignments, including office space, access to a telephone, office supplies, and access to client and agency records appropriate to the learning experience.

7. The withdrawal of a student from the Agency for reasons of health, performance, or other reasonable cause will be preceded by a process of discussion and negotiation between the Field Instructor, the student, and the Coordinator of Field Instruction.

8. The student is expected to follow the university calendar regarding holidays, spring break, and exam schedules. Holidays observed by the Agency will also be observed by the student.

9. Liaison visits to the Agency by the Coordinator of Field Instruction, or by other appropriate Department field personnel, will be arranged no less than once a semester and at other times if necessary.

10. The field instructor agrees to participate in orientation/training offered by the Department of Social Work related to field internships at the start of the student's placement semester.

11. The field instructor agrees to meet with the student a minimum of one hour weekly to assist the student in the integration of theory and practice.

This agreement is valid for three academic years.

BSW Field Coordinator

Date

Department Chair

Date

Vice President for
Academic Affairs

Date

Agency Director

Date



Degree Requirements	Details
Total Credit Hours	124 credit hours
Grade Point Average	2.0 GPA
Residency Rule	Complete the last 32 semester credit hours at Mississippi Valley State University
Academic Advisor	
Student Name	
Student ID#	

General Core Curriculum	Course Number	Credit Hours	Semester Offered
Freshman Composition	EN 101 En 102	6	FA, SP, S1 FA, SP, S2
Humanities: History and English Students must take (6hrs EN & 3 hrs HI or 6hrs HI & 3hrs EN)	EN 201	9	FA, SP, S1
	EN 202		FA, SP, S2
	HI 101 HI 202 HI 102 HI 215 HI 201		FA & SP
Fine Arts	AR 101 TH 201 MU 107	3	FA & SP
Orientation	FY 101	1	FA & SP
Natural Sciences		6/8	

General Core Curriculum	Course Number	Credit Hours	Semester Offered
Social and Behavioral Sciences: Economics, Political Science, Psychology, Public Administration and Sociology	BA 211 PS 205	6	FA
	BA 212 PS 216		SP
	ED 102 SO 212		FA & SP
	PA 101 SO 213		
	SO 211		
Speech	PS 201	4	FA, SP, S1, S2
Health and Physical Education or ROTC	SP 201	2/3	FA, SP, S1, S2
	HL 101 PE 102		FA & SP
	MS 101		FA
	MS 102		SP
College Algebra	MA 111	3	FA & SP

Subtotal 39/42

Semester 1	Course Number	Credit Hours	Semester Offered	Min Grade	Grade Earned	Also Allowed	Pre/Co-requisites
Freshman Composition	EN 101	3	Fall	C			EN 100B or ACT English Score of 17
Humanities	(EN 201 or EN 202)	3	Fall				
Humanities	HI 101, 102, 201, 202, 205, or 215	3	Fall				
Computer Science	CS 111	3	Fall				
Science	SC 151/151L	3	Fall				
Freshman Year Experience Seminar	FY 101	1	Fall				
	Total Hours	16					

Semester 2	Course Number	Credit Hours	Semester Offered	Min Grade	Grade Earned	Also Allowed	Pre/Co-requisites
Freshman Composition	EN 102	3	Spring	C			EN 101 or EN 100B or ACT English Score of 17
Math	MA 111	3	Spring				MA 100B or ACT Math Subtest Score of 20
Education: General Psy.	ED 102	3	Spring				
Fine Arts	AR 101; MU 107 or TH 201	3	Spring				
Health	HL 101; PE 102; MS 101 or MS 102	3/2	Spring				
Science	SC 152/152L	3	Spring				
	Total Hours	18/17					

The Department of Social Work does not grant course credit for life or previous work experience.

Semester 3	Course Number	Credit Hours	Semester Offered	Min Grade	Grade Earned	Also Allowed	Pre/Co-requisites
Foreign Language	101	3	Fall				
Humanities	EN 201/202; HI 101, 102, 201, 202, 205, or 215	3	Fall				
Speech	SP 201	3	Fall				
Sociology (Intro)	SO 211	3	Fall				
Social & Behavioral Sciences	BA 211; BA 212; PA 101; PS 201; PS 205 or PS 216	3	Fall				
	Total Hours	15					

Semester 4	Course Number	Credit Hours	Semester Offered	Min Grade	Grade Earned	Also Allowed	Pre/Co-requisites
Foreign Language	102	3	Spring				
Introduction to Social Work	SW 210	3	Spring				
Social & Behavioral Sciences	BA 211; BA 212; PA 101; PS 201; PS 205 or PS 216	3	Spring				
Sociology (Social Problems)	SO 212	3	Spring				
Sociology (Social Psy.)	SO 213	3	Spring				
Elective		3					
	Total Hours	18					

Semester 5	Course Number	Credit Hours	Semester Offered	Min Grade	Grade Earned	Also Allowed	Pre/Co-requisites
Interviewing Techniques	SW 301	3	Fall	C			
Social Welfare Policies & Serv. I	SW 302	3	Fall	C			SW 210 Introduction to Social Work
Issues of Diversity & Social Justice	SW 307	3	Fall	C			
HBSE I	SW 320	3	Fall	C			ED 102 General Psychology SO 213 Social Psychology
Methods of SW Practice I	SW 330	3	Fall	C			SW 210 Introduction to Social Work
Elective		3	Fall				
	Total Hours	18					

Semester 6	Course Number	Credit Hours	Semester Offered	Min Grade	Grade Earned	Also Allowed	Pre/Co-requisites
Social Welfare Policies & Serv. II	SW 303	3	Spring	C			SW 302 Social Welfare Policy & Services I
HBSE II	SW 327	3	Spring	C			SW 320 HBSE I
Methods for SW Practice II	SW 410	3	Spring	C			SW 330 Methods of SW Practice I
SW 408 Statistics for SW Research	SW 408	3	Spring	C			
Elective		3	Spring				
	Total Hours	15					

The Department of Social Work does not grant course credit for life or previous work experience.

Semester 7	Course Number	Credit Hours	Semester Offered	Min Grade	Grade Earned	Also Allowed	Pre/Co-requisites
Methods of SW Research	SW 409	3	Fall	C			SWW 330 Methods of Social Work Practice I SW 408 Statics for Social Work
Methods of SW Practice III	SW 420	3	Fall	C			SW 330 Methods of SW Practice I SW 410 Methods for SW Practice II
Pre-Field Seminar	SW 491	1	Fall	C			
Social Work Elective	SW	3	Fall	C			
Social Work Elective	SW	3	Fall	C			
	Total Hours	13					

Semester 7 Graduating Seniors Only	Course Number	Credit Hours	Semester Offered	Min Grade	Grade Earned	Also Allowed	Pre/Co-requisites
Field Practicum	SW 436	9	Fall	C			SW 210, SW 301, SW 302, SW 303, SW 307, SW 320, SW 327, SW 330, SW 408, SW 409, SW 410, SW 420, & SW 491 Co-requisites: SW 437 Integration Seminar Admission to Field Practicum Liability Insurance
Integration Seminar	SW 437	3	Fall	C			SW 210, SW 301, SW 302, SW 303, SW 307, SW 320, SW 327, SW 330, SW 408, SW 409, SW 410, SW 420, & SW 491 Co-requisites: SW 436 Field Practicum
	Total Hours	12					

Semester 8	Course Number	Credit Hours	Semester Offered	Min Grade	Grade Earned	Also Allowed	Pre/Co-requisites
Field Practicum	SW 436	9	Spring	C			SW 210, SW 301, SW 302, SW 303, SW 307, SW 320, SW 327, SW 330, SW 408, SW 409, SW 410, SW 420, & SW 491 Co-requisites: SW 437 Integration Seminar Admission to Field Practicum Liability Insurance
Integration Seminar	SW 437	3	Spring	C			SW 210, SW 301, SW 302, SW 303, SW 307, SW 320, SW 327, SW 330, SW 408, SW 409, SW 410, SW 420, & SW 491 Co-requisites: SW 436 Field Practicum
	Total Hours	12					

The Department of Social Work does not grant course credit for life or previous work experience.

SW 210 Introduction to Social Work and SW 330 Methods of SW Practice I have a mandatory requirement of 20 service learning hours for each course.

APPENDIX C BSW FIELD AGENCIES

Agency	County	City/State
Bolivar County Head Start Agency	Bolivar	Cleveland, MS
Bolivar County Rapid Rehousing	Bolivar	Cleveland, MS
Central Mississippi Inc. (Community Action Agency)	Leflore	Greenwood, MS
Charleston High School	Tallahatchie	Charleston, MS
City of Jackson Housing Authority	Hinds	Jackson, MS
Coahoma Opportunities/Aaron E. Henry Head Start Center	Coahoma	Clarksdale
Crystal Health and Rehab of Greenwood	Leflore	Greenwood, MS
Delta Health Alliance/Indianola Promise Community	Sunflower	Indianola, MS
Delta Area Hospice	Washington	Greenville, MS
Delta Valley Adult Daycare Program	Humphreys	Belzoni, MS
Fourth Circuit Drug Court	Washington	Greenville, MS
Golden Age, Inc.	Leflore	Greenwood, MS
Greenwood Leflore Hospital	Leflore	Greenwood, MS
H & H Adult Daycare Center	Leflore County	Greenwood, MS
Humphreys County Jr. High School	Humphreys	Belzoni, MS
Institute of Community Services	Grenada	Grenada, MS

Leflore County High School	Leflore	Itta Bena, MS
Life Help Mental Health Center	Leflore County	Greenwood, MS
Mississippi Action for Progress/Gilliam Early Head Start Center	Leflore County	Greenwood, MS
Mississippi Center for Justice	Sunflower	Indianola, MS
Mississippi Department of Corrections –Offender Service Program	Sunflower	Parchman, MS
Mississippi Department of Human Services – Division of Family & Children’s Services	Bolivar County Humphreys Leflore Montgomery Sunflower Tallahatchie Washington	Cleveland, MS Belzoni, MS Greenwood, MS Winona, MS Indianola, MS Charleston, MS Grenville, MS
Mississippi Department of Rehabilitation Services	Leflore County	Greenwood, MS
Mississippi Valley State University Department of Social Work (Cardiovascular Disease Research Sub-Project) Career Services Child Development Center	Leflore	Itta Bena, MS
Office of the District Attorney Fourth District	Washington	Greenville, MS
Page Moore Early Head Start Center	Washington	Leland, MS
Phillips County Development Center	Phillips	West Helena, Arkansas
Region I Mental Health Center	Coahoma Tallahatchie	Clarksdale, MS Tutwiler, MS
Sharkey Issaquena Hospital	Sharkey	Rolling Fork

Shelby Nursing and Rehab	Bolivar	Shelby, MS
Sunflower Humphreys County Progress-Early Head Start (INFB) Program Sunflower Humphreys County Progress-CSBG?LIEAP	Sunflower	Indianola, MS
Tallahatchie General Hospital – Extended Care Nursing Home	Tallahatchie	Charleston, MS
Tougaloo College/Delta Health Partners	Washington	Greenville, MS
Washington Warren Issaquena Sharkey Community Action Agency (WWISCAA)	Washington	Greenville, MS

APPENDIX D

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK PROGRAM**

LEARNING CONTRACT

This document is a working agreement between the field instructor, the student and the University. The content is based on the program goals for the BSW program and the core competencies set forth by the Council on Social Work Education. Two additional competencies have been added to emphasize rural social work practice. The purpose of the learning contract is to: enhance student learning and professional development; clearly delineate learning tasks and assignments; provide a means of accountability; and provide a structured learning environment. The learning contract must be completed by the end of the second week of the field placement. It can be revised at any time the field instructor, student and field coordinator conclude that a revision is necessary. The student and field instructor should identify tasks and activities that the student will engage in to meet the competencies outlined in this contract. Monitoring and evaluation criteria also need to be established. Field instructors should discuss and provide opportunities for each practice behavior. If field instructor anticipates a problem in this area, the BSW Field Coordinator should be contacted at (662) 254-3055/3365.

Student _____

Agency _____

Agency Field Instructor _____ Title/Position _____

Semester _____ Year _____

Core Competencies, Practice Behaviors, Activities/Tasks and Method(s) of Evaluation

Core Competencies	Field Activities/Tasks (Please check ALL that apply)	Method(s) of Evaluation (Please check ALL that apply)
<p>1) Identify as a professional social worker and conduct oneself accordingly.</p> <p><i>Practice behaviors:</i></p> <p>a) advocates for client access to the services of social work</p> <p>b) practices personal reflection and self-correction to assure continual professional development</p> <p>c) attends to professional roles and boundaries</p> <p>d) demonstrates professional demeanor in behavior, appearance, and communication</p> <p>e) engages in career-long learning</p> <p>f) uses supervision and consultation</p>	<p><input type="checkbox"/> Participate in Agency Orientation (read agency mission and vision statements, goals; review agency policies and procedures, programs and services.</p> <p><input type="checkbox"/> Demonstrate understanding of client’s needs and advocate for services to meet the identified needs.</p> <p><input type="checkbox"/> Identify personal strengths and weaknesses.</p> <p><input type="checkbox"/> Prepare for Supervision (Time, Agenda, Session Notes)</p> <p><input type="checkbox"/> Join/participate in philanthropic activities.</p> <p><input type="checkbox"/> Attend agency/community/ campus training/events.</p> <p><input type="checkbox"/> Engage in self-care activities and monitor stress and burnout.</p> <p><input type="checkbox"/> Demonstrate professional behavior, appearance and communication in working with clients, agency staff, etc.</p> <p><input type="checkbox"/> Complete required internship tasks/activities.</p> <p><input type="checkbox"/> Participate in activities that enhance professional growth.</p> <p><input type="checkbox"/> Other (Please specify).</p>	<p><input type="checkbox"/> Documentation of agency orientation</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Weekly Supervision (face-to-face)</p> <p><input type="checkbox"/> Shadowing</p> <p><input type="checkbox"/> Field Logs/Timesheets, etc.</p> <p><input type="checkbox"/> Other (Please specify).</p>

Core Competencies	Field Activities/Tasks (Please check ALL that apply)	Method(s) of Evaluation (Please check ALL that apply)
<p>2. Apply social work ethical principles to guide professional practice.</p> <p><i>Practice behaviors:</i></p> <p>a) recognizes and manages personal values in a way that allows professional values to guide practice</p> <p>b) makes ethical decisions by applying standards of the National Association of Social Workers</p> <p>c) tolerates ambiguity in resolving ethical conflicts; and</p> <p>d) applies strategies of ethical reasoning to arrive at principled decisions</p>	<p><input type="checkbox"/> Demonstrate awareness of personal values when working with clients, agency staff and others involved in the helping process during the field internship.</p> <p><input type="checkbox"/> Upholds the standards, values, and ethics of the social work profession (service, social justice, dignity and worth of the individual, importance of human relationships, integrity and competence) in all transactions with clients, agency staff, community, etc.</p> <p><input type="checkbox"/> Seek consultation, advice and/or information when needed to make ethical decisions.</p> <p><input type="checkbox"/> Demonstrate understanding of the importance of ethical decisions and reasoning in completing field assignments /activities.</p> <p><input type="checkbox"/> Other (Please specify).</p>	<p><input type="checkbox"/> Client record documentation</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Shadowing</p> <p><input type="checkbox"/> Oral/written presentations / reports</p> <p><input type="checkbox"/> Weekly Supervision (face-to-face)</p> <p><input type="checkbox"/> Other (Please specify).</p>
<p>3. Apply critical thinking to inform and communicate professional judgments.</p> <p><i>Practice behaviors:</i></p> <p>a) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>b) analyze models of assessment, prevention, intervention, and evaluation</p>	<p><input type="checkbox"/> Demonstrate ability to conduct appropriate research in working with client systems.</p> <p><input type="checkbox"/> Discuss the agency model(s) for assessment, prevention, intervention and evaluation with field instructor.</p> <p><input type="checkbox"/> Research models that have been used for assessment, prevention, intervention and evaluation with the population(s) served by agency.</p> <p><input type="checkbox"/> Research applicable theories pertaining to</p>	<p><input type="checkbox"/> Client record documentation</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Field Logs/Timesheets, etc.</p> <p><input type="checkbox"/> Shadowing</p> <p><input type="checkbox"/> Weekly Supervision (face-to-face)</p> <p><input type="checkbox"/> Other (Please specify).</p>

Core Competencies	Field Activities/Tasks (Please check ALL that apply)	Method(s) of Evaluation (Please check ALL that apply)
<p>c) demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</p>	<p>assessment, prevention, intervention and evaluation with the population(s) served by agency.</p> <p><input type="checkbox"/> Make presentations related to field assignments.</p> <p><input type="checkbox"/> Prepare reports related to field assignments.</p> <p><input type="checkbox"/> Other (Please specify).</p>	
<p>4. Engage diversity and difference in practice.</p> <p><i>Practice behaviors:</i></p> <p>a) recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>b) possesses sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>c) recognizes and communicates his/her understanding of the importance of difference in shaping life experiences</p> <p>d) views himself/herself as a learner and engages those with whom he/she works as informants</p>	<p><input type="checkbox"/> Review appropriate literature related to clients served by agency (e.g., If elderly population, review information on aging).</p> <p><input type="checkbox"/> Conduct client interactions (interviews, assessment, intervention, training –whatever role that is being performed- in a manner that reflects knowledge and respect for issues of diversity.</p> <p><input type="checkbox"/> Acknowledge personal values that may result in biases in working with diverse groups.</p> <p><input type="checkbox"/> Reflect understanding of the importance of diversity in shaping life experiences in both oral and written communication.</p> <p><input type="checkbox"/> Other (Please specify).</p>	<p><input type="checkbox"/> Client record documentation</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Oral/Written reports/presentations</p> <p><input type="checkbox"/> Weekly Supervision (face-to-face)</p> <p><input type="checkbox"/> Other (Please specify).</p>

Core Competencies	Field Activities/Tasks (Please check ALL that apply)	Method(s) of Evaluation (Please check ALL that apply)
<p>5. Advance human rights and social and economic justice.</p> <p><i>Practice behaviors:</i></p> <p>a) understands the forms and mechanisms of oppression and discrimination</p> <p>b) advocates for human rights and social and economic justice</p> <p>c) engages in practices that advance social and economic justice</p>	<p><input type="checkbox"/> Participate in the identification of needs for advocacy related to social and economic justice for clients served by agency.</p> <p><input type="checkbox"/> Review agency policy/records pertaining to advocacy efforts.</p> <p><input type="checkbox"/> Engage in case advocacy.</p> <p><input type="checkbox"/> Meet with elected officials.</p> <p><input type="checkbox"/> Participate in/attend community organization activities.</p> <p><input type="checkbox"/> Prepare testimony related to social and economic justice issues/concerns.</p> <p><input type="checkbox"/> Present testimony related to social and economic justice issues/concerns.</p> <p><input type="checkbox"/> Other (Please specify).</p>	<p><input type="checkbox"/> Client record documentation</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Oral/written reports</p> <p><input type="checkbox"/> Weekly Supervision (face-to-face)</p> <p><input type="checkbox"/> Other (Please specify).</p>
<p>6. Engage in research-informed practice and practice-informed research.</p> <p><i>Practice behaviors:</i></p> <p>a) uses practice experience to inform scientific inquiry</p> <p>b) uses research evidence to inform practice</p>	<p><input type="checkbox"/> Review agency annual reports.</p> <p><input type="checkbox"/> Assist with data collection.</p> <p><input type="checkbox"/> Review statistical reports (as appropriate) prepared by agency (data collection on clients, services, etc.).</p> <p><input type="checkbox"/> Evaluate outcome of interventions used with clients.</p> <p><input type="checkbox"/> Review information on agency objectives, plan for reaching objectives and outcomes achieved.</p>	<p><input type="checkbox"/> Client record documentation</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Oral/written reports</p> <p><input type="checkbox"/> Weekly Supervision (face-to-face)</p> <p><input type="checkbox"/> Other (Please specify),</p>

Core Competencies	Field Activities/Tasks (Please check ALL that apply)	Method(s) of Evaluation (Please check ALL that apply)
	<input type="checkbox"/> Review current research related to services provided by agency and other related topics. <input type="checkbox"/> Other (Please specify),	
<p>7. Apply knowledge of human behavior and the social environment.</p> <p><i>Practice behaviors:</i></p> <p>a) utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p> <p>b) critiques and applies knowledge to understand person and environment</p>	<input type="checkbox"/> Demonstrate understanding of the significance of a client’s environment and the interactions therein in service delivery, and in oral and written assignments. <input type="checkbox"/> Discuss theoretical models used by agency for assessment, intervention and evaluation. <input type="checkbox"/> Other (Please specify).	<input type="checkbox"/> Oral/written assignments <input type="checkbox"/> Client record documentation <input type="checkbox"/> Observation <input type="checkbox"/> Weekly Supervision (face-to-face) <input type="checkbox"/> Other (Please specify).
<p>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p><i>Practice behaviors:</i></p> <p>a) analyzes, formulates, and advocates for policies that advance social well-being</p>	<input type="checkbox"/> Research agency authorization legislation and funding sources. <input type="checkbox"/> Inquiry about existing policies that contribute to the well-being of the clients served as well as policies needed to enhance clients’ well-being.	<input type="checkbox"/> Observation <input type="checkbox"/> Oral/Written Reports <input type="checkbox"/> Presentation(s) <input type="checkbox"/> Weekly Supervision (face-to-

Core Competencies	Field Activities/Tasks (Please check ALL that apply)	Method(s) of Evaluation (Please check ALL that apply)
b) collaborates with colleagues and clients for effective policy action	<input type="checkbox"/> Identify and collaborate with other organizations and groups with similar policy issues/concerns. <input type="checkbox"/> Other (Please specify).	face) <input type="checkbox"/> Other (Please specify).
<p>9. Respond to contexts that shape practice.</p> <p><i>Practice behaviors:</i></p> <p>a) continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</p> <p>b) provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</p>	<input type="checkbox"/> Attend workshops/training provided by agency. <input type="checkbox"/> Attend conferences and workshops provided by professional organization. <input type="checkbox"/> Discuss opportunities for leadership roles available for social workers in field placement agency. <input type="checkbox"/> Review literature provided by agency (e.g. journals) <input type="checkbox"/> Other (Please specify).	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation of workshops/training/conferences attended <input type="checkbox"/> Weekly Supervision (face-to-face) <input type="checkbox"/> Other (Please specify).
<p>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p> <p><i>Practice behaviors:</i></p> <p style="text-align: center;">Engagement</p> <p>a) substantively and affectively prepares for action with individuals, families, groups,</p>	<input type="checkbox"/> Make appropriate preparations for client interviews/contacts.	<input type="checkbox"/> Client record documentation

Core Competencies	Field Activities/Tasks (Please check ALL that apply)	Method(s) of Evaluation (Please check ALL that apply)
<p>organizations, and communities</p> <p>b) uses empathy and other interpersonal skills</p> <p>c) develops a mutually agreed-on focus of work and desired outcomes</p>	<p><input type="checkbox"/> Conduct client interviews.</p> <p><input type="checkbox"/> Apply knowledge and skills related to building rapport with clients and developing appropriate action plans (e.g., person-in-environment perspective, empathy, confidentiality, etc.).</p> <p><input type="checkbox"/> Other (Please specify).</p>	<p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Weekly Supervision (face-to-face)</p> <p><input type="checkbox"/> Other (Please specify).</p>

Core Competencies	Field Activities/Tasks (Please check ALL that apply)	Method(s) of Evaluation (Please check ALL that apply)
<p style="text-align: center;">Assessment</p> <p><i>Practice behaviors:</i></p> <p>a) collects, organizes, and interprets client data</p> <p>b) assesses client strengths and limitations</p> <p>c) develops mutually agreed-on intervention goals and objectives</p> <p>d) selects appropriate intervention strategies</p>	<p><input type="checkbox"/> Conduct client interviews.</p> <p><input type="checkbox"/> Review client’s case data/information.</p> <p><input type="checkbox"/> Review agency data on clients (e.g., annual report).</p> <p><input type="checkbox"/> Make referral(s) as appropriate.</p> <p><input type="checkbox"/> Assist in developing appropriate plans for goal attainment.</p> <p><input type="checkbox"/> Conduct client assessment(s).</p> <p><input type="checkbox"/> Other (Please specify).</p>	<p><input type="checkbox"/> Client records</p> <p><input type="checkbox"/> Oral/written documentation</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Weekly Supervision (face-to-face)</p> <p><input type="checkbox"/> Other (Please specify).</p>
<p style="text-align: center;">Intervention</p> <p><i>Practice behaviors:</i></p> <p>a) initiates actions to achieve organizational goals</p> <p>b) implements prevention interventions that enhance client capacities</p> <p>c) helps clients resolve problems</p> <p>d) negotiates, mediates, and advocates for</p>	<p><input type="checkbox"/> Review agency goals and plan for obtaining goals/</p> <p><input type="checkbox"/> Develop and implement appropriate intervention plans for clients served.</p> <p><input type="checkbox"/> Conduct follow-up activities as appropriate.</p> <p><input type="checkbox"/> Facilitate transitions/termination activities s appropriate.</p>	<p><input type="checkbox"/> Client records</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Weekly Supervision (face-to-</p>

Core Competencies	Field Activities/Tasks (Please check ALL that apply)	Method(s) of Evaluation (Please check ALL that apply)
clients e) facilitates transitions and endings	<input type="checkbox"/> Other (Please specify)	face) <input type="checkbox"/> Other (Please specify)
<p style="text-align: center;">Evaluation</p> <i>Practice behaviors:</i> a) critically analyzes, monitors, and evaluates interventions	<input type="checkbox"/> Assist in data collection <input type="checkbox"/> Assist with analyzing client data <input type="checkbox"/> Evaluate outcomes of interventions used with clients <input type="checkbox"/> Conduct follow-up activities s required/appropriate <input type="checkbox"/> Other (Please specify).	<input type="checkbox"/> Client records <input type="checkbox"/> Client outcomes <input type="checkbox"/> Observation <input type="checkbox"/> Weekly supervision (face-to-face) <input type="checkbox"/> Other (Please specify)
<p>2.1.11: Use interventions that recognize the needs and strengths present in rural communities.</p> <p><i>Practice behavior:</i> Understand and use the appropriate intervention needed to address the strengths of individuals, families, groups, and communities in rural areas.</p>	<input type="checkbox"/> Review demographics on clients/community served by agency. <input type="checkbox"/> Review agency needs assessment. <input type="checkbox"/> Conduct follow-up activities as appropriate. <input type="checkbox"/> Facilitate transitions/termination activities.	<input type="checkbox"/> Client records <input type="checkbox"/> Oral/written reports and/or/presentations <input type="checkbox"/> Observation <input type="checkbox"/> Weekly Supervision (face-to-

Core Competencies	Field Activities/Tasks (Please check ALL that apply)	Method(s) of Evaluation (Please check ALL that apply)
	<input type="checkbox"/> Other (Please specify)	face) <input type="checkbox"/> Other (Please specify)
<p>2.1.12: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.</p> <p><i>Practice behavior:</i> Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.</p>	<input type="checkbox"/> Attend and participate in agency/community meetings/events. <input type="checkbox"/> Attend city and county board meetings <input type="checkbox"/> Work with other agencies and or individuals with similar goals and interests. <input type="checkbox"/> Other (Please specify)	<input type="checkbox"/> Documentation of meetings event attended <input type="checkbox"/> Oral/written reports <input type="checkbox"/> Observation <input type="checkbox"/> Weekly Supervision (face-to-face) <input type="checkbox"/> Other (Please specify)

Student _____ Date _____
 Signature

Field Instructor _____ Date _____
 Signature

Field Coordinator _____ Date _____
 Signature

APPENDIX E

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
Mid-Term Progress Report**

Student: _____ Semester: _____

Agency: _____

Field Instructor _____

This mid-term progress report includes the ten core competencies identified by the Council on Social Work Education in addition to two competencies related to rural social work practice. This evaluation should reflect reasonable expectations for student performance the first 6-8 weeks of field placement. Please use the following scale to determine the mid-term grade.

- Scale: 1 Performance does not meet expectations for completion of field internship**
2 Performance meets minimal expectations.
3 Performance is high on performance tasks.
4 Performance is exceptionally high on performance tasks.

Core Competencies	Rating (Please circle)	Comments (Field instructor's comments, e.g., student strengths, needs, other, etc.)
1) Identify as a professional social worker and conduct oneself accordingly.	1 2 3 4 NA	
2) Apply social work ethical principles to guide professional practice.	1 2 3 4 NA	
3) Apply critical thinking to inform and communicate professional judgments.	1 2 3 4 NA	
4) Engage diversity and difference in practice.	1 2 3 4 NA	
5) Advance human rights and social and economic justice.	1 2 3 4 NA	
6) Engage in research-informed practice and practice-informed research.	1 2 3 4 NA	
7) Apply knowledge of human behavior and the social environment	1 2 3 4 NA	
8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	1 2 3 4 NA	

9) Respond to contexts that shape practice.	1 2 3 4 NA	
10) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	1 2 3 4 NA	
11) Use interventions that recognize the needs and strengths present in rural communities.	1 2 3 4 NA	
12) Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.	1 2 3 4 NA	

Total Points _____ ÷ 12 = _____ **(Student's Grade)**

Grading Scale - Grade is determined by adding the rating score given to each competency and dividing the sum by the number of competencies rated. Example: A student is rated on 12 competencies with a total of 48 points; $48 \div 12 = 4.0$ (Student's grade)

4.0 = A	Performance is exceptionally high on performance tasks.
3.0- 3.9 = B	Performance is high on performance tasks.
2.0 –2.9 =C	Performance meets minimal expectations.
1.0 – 1.9 =D	Performance does not meet expectations for completion of field internship.
NA	Only applicable for Mid-term.

Student Comments:

Signatures below certify that student has read and received a copy of this evaluation and has been informed of his/her right to disagree. In cases in which student is in disagreement with the evaluation, he/she is entitled to write a statement under student comment above, or attach a written statement to evaluation.

Field Instructor

Date

Student

Date

Field Coordinator

Date

APPENDIX F

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK PROGRAM**

FINAL STUDENT FIELD EVALUATION

Student: _____ Semester _____ Year _____

Agency: _____

Field Instructor: _____

Please use the following scale to determine the student’s final grade. This final evaluation should be based on whether or not the student has completed the terms of the learning contract in a satisfactory manner.

- Scale: 1 Performance does not meet expectations for completion of field internship**
2 Performance meets minimal expectations.
3 Performance is high on performance tasks.
4 Performance is exceptionally high on performance tasks.

Competency 1: Identify as a professional social worker and conduct oneself accordingly.

Advocates for client access to the services of social work.	1	2	3	4	NA
Practices personal reflection and self-correction to assure continual continual professional development.	1	2	3	4	NA
Attends to professional roles and boundaries.	1	2	3	4	NA
Demonstrates professional demeanor in behavior, appearance, and communication.	1	2	3	4	NA
Engages in career-long learning.	1	2	3	4	NA
Uses supervision and consultation.	1	2	3	4	NA

Competency 2: Apply social work ethical principles to guide professional practice.

Recognizes and manages personal values in a way that allows professional values to guide practice.	1	2	3	4	NA
Makes ethical decisions by applying standards of the National Association of Social Workers.	1	2	3	4	NA
Tolerates ambiguity in resolving ethical conflicts.	1	2	3	4	NA
Applies strategies of ethical reasoning to arrive at principled decisions.	1	2	3	4	NA

Competency 3: Apply critical thinking to inform and communicate professional judgments.

Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.	1	2	3	4	NA
Analyzes models of assessment, prevention, intervention, and evaluation.	1	2	3	4	NA
Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	1	2	3	4	NA

Competency 4: Engage diversity and difference in practice.

Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	1	2	3	4	NA
Possesses sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	1	2	3	4	NA
Recognizes and communicates his/her understanding of the importance of difference in shaping life experiences.	1	2	3	4	NA
Views himself/herself as a learner and engages those with whom he/she works as informants.	1	2	3	4	NA

Competency 5: Advance human rights and social and economic justice.

Understands the forms and mechanisms of oppression and discrimination.	1	2	3	4	NA
Advocates for human rights and social and economic justice.	1	2	3	4	NA
Engages in practices that advance social and economic justice.	1	2	3	4	NA

Competency 6: Engage in research-informed practice and practice-informed research.

Uses practice experience to inform scientific inquiry.	1	2	3	4	NA
Uses research evidence to inform practice.	1	2	3	4	NA

Competency 7: Apply knowledge of human behavior and the social environment.

Utilizes conceptual frameworks to guide the processes of assessment, intervention and evaluation.	1	2	3	4	NA
Critiques and applies knowledge to understand person and environment.	1	2	3	4	NA

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Analyzes, formulates, and advocates for policies that advance social well-being.	1	2	3	4	NA
--	---	---	---	---	----

Collaborates with colleagues and clients for effective policy action.	1	2	3	4	NA
---	---	---	---	---	----

Competency 9: Respond to contexts that shape practice

Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	1	2	3	4	NA
Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	1	2	3	4	NA

Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Engagement					
Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities.	1	2	3	4	NA
Uses empathy and other interpersonal skills	1	2	3	4	NA
Develops a mutually agreed-on focus of work and desired outcomes.	1	2	3	4	NA
Assessment					
Collects, organizes, and interprets client data.	1	2	3	4	NA
Assesses client strengths and limitations.	1	2	3	4	NA
Develops mutually agreed-on intervention goals and Objectives.	1	2	3	4	NA
Selects appropriate intervention strategies.	1	2	3	4	NA
Intervention					
Initiates actions to achieve organizational goals.	1	2	3	4	NA
Implements prevention interventions that enhance client capacities.	1	2	3	4	NA
Helps clients resolve problems.	1	2	3	4	NA
Negotiates, mediates, and advocates for clients.	1	2	3	4	NA
Facilitates transitions and endings.	1	2	3	4	NA
Evaluation					
Critically analyzes, monitors, and evaluates interventions.	1	2	3	4	NA

Competency 11: Use interventions that recognize the needs and strengths present in rural communities.

Understands and uses the appropriate intervention needed to address the strengths of individuals, families, groups, and communities in rural areas.	1	2	3	4	NA
---	---	---	---	---	----

Competency 12: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

Demonstrates knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.	1	2	3	4	NA
--	---	---	---	---	----

Total Points _____ ÷ **43** = _____ **(Student's Grade)**

Grading Scale - Grade is determined by adding the rating score given to each practice behavior and dividing the total number of points by the number of practice behaviors rated.
 Example: A student is rated on 43 practice behaviors with a total of 172 points (172 ÷ 43 practice behaviors = 4.0 - (Student's grade). Student should be rated on each practice behavior.

4.0 = A	Performance is exceptionally high on performance tasks.
3.0- 3.9 = B	Performance is high on performance tasks.
2.0 -2.9 =C	Performance meets minimal expectations.
1.0 – 1.9 =D	Performance does not meet requirements for completion of field internship.

Narrative Evaluation

Please identify the major strengths and/or area(s) in which student growth was most notable.

Identify areas that need enhancing:

Student comments:

SIGNATURES (Certify that student has read and received a copy of this evaluation and has been informed of his/her right to disagree. In cases in which student is in disagreement with the evaluation, he/she is entitled to write a statement under student comment above, or attach a written statement to evaluation).

Student _____ **Date** _____

Signature

Field Instructor _____ **Date** _____

Signature

Field Coordinator _____ **Date** _____

Signature

APPENDIX G

FIELD PLACEMENT FORMS

College/University	Number of Years	Beginning Date	Ending Date (Indicate Present if currently serving as a field instructor)

LICENSURE/CERTIFICATION

Please check those that apply:

Licensed Social worker (LSW)

Licensed Master Social Worker (LMSW)

Licensed Certified Social Worker (LCSW)

Licensed Clinical Social Worker (LCSW)

Other (Please specify _____)

SIGNATURE

DATE

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

REPORT OF FIELD PLACEMENT SITE VISIT

Initial Site Visit Second Site Visit Other_____

AGENCY:_____

STUDENT_____

DATE OF VISIT_____

RATE THE FIELD AGENCY ON THE FOLLOWING ITEMS USING THE FIVE POINT SCALE (1 is lowest; 5 is highest)

1. The student is assigned advanced social work responsibilities.

1 2 3 4 5

2. The student is able to select and implement appropriate social work interventions.

1 2 3 4 5

3. The student receives adequate supervision and instruction from field instructor.

1 2 3 4 5

4. The student and the field instructor seem to have developed a positive teaching-learning relationship.

1 2 3 4 5

5. The student appears knowledgeable of agency's social work functions.

1 2 3 4 5

6. The student appears to have integrated successfully into the agency.

1 2 3 4 5

7. The student and field instructor are consistent in their respective descriptions of student activities in placement agency.

1 2 3 4 5

8. Student is making adequate progress

1 2 3 4 5

9. Student appears satisfied with placement.

1 2 3 4 5

10. Field instructor appears satisfied with placement.

1 2 3 4 5

11. Agency appears satisfactory for future placements.

1 2 3 4 5

COMMENTS: (*Concerns, issues, accomplishments, actions needed/taken*)

Signature of Individual Completing Report

Position/Title

Date

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

FIELD LIAISON CONTACT FORM

Contact: Student Field Instructor Other (Specify)

Student _____
Name

Field Instructor: _____
Name

Purpose: _____

Action(s) Taken: _____

Outcome(s) _____

Comments:

Field Liaison

Date

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FIELD AGENCY PROFILE**

Name of Agency _____

Address _____
Street Address

City _____ State _____ Zip Code _____

Mailing Address (if different from above) _____

Telephone Number _____ E-Mail Address: _____

Description of:
Services: _____

Target Population(s) _____

Type(s) of Placements for MSW

Areas (Name of unit(s) of Placement)	Credential of Field Instructor(s) (Highest degree held; major;	Years of Work experience- <input type="checkbox"/> Post MSW <input type="checkbox"/> Other

Please list placement requirements (e.g., fingerprinting, background check, child abuse registry, TB test, etc.):

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

APPLICATION FOR FIELD PLACEMENT

Please type or use black ink when completing this form. Indicate the semester that you plan to enroll in field instruction. _____
(Semester) (Year)

Student's Full Name: _____
(First) (Middle) (Last)

Current Mailing Address: _____
(Street or P.O. Box)

(City) (State) (Zip Code)

Permanent Mailing Address: _____
(Street or P.O. Box)

(City) (State) (Zip Code)

Telephone Number () _____ Cell Phone () _____

Student ID Number _____ E-Mail Address _____

Have you ever been convicted of a misdemeanor or felony? Yes No
If yes, please indicate nature of conviction and date. _____

A. FACTORS AFFECTING FIELD ASSIGNMENT

1. Do you plan to be employed during your field placement? Yes No
If yes, please answer the following:

Number of hours per week _____ Time _____
From To

What days? _____

2. Because you are responsible for your transportation to and from field agency, do you foresee any problems this may cause in seeking a placement? Yes No
If yes, please explain _____

1. _____
2. _____
3. _____

F. EDUCATIONAL AND CAREER INTERESTS

1. What are your current educational and career goals?

2. What personal strengths, qualities and/or abilities do you possess that will be an asset to you in your field placement?

3. What knowledge, information, or experiences do you hope to gain from this field? experience?

DO NOT WRITE BELOW THIS LINE (OFFICIAL USE ONLY)

Application:

Received on _____ Reviewed on _____
Date Date

Transcript/transfer credits evaluated on _____ GPA _____ Number of Hours _____
Date

Review Decision:

Approved _____ Approved Conditionally _____ (List condition(s) below)

Disapproved _____ (List reasons below)

Placement Information:

_____ is assigned to the following agency:

Student _____

Agency/Program _____

Address _____

Street/P.O. Box _____

City

County

State

Zip Code

Field Instructor _____ Telephone Number _____

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

RELEASE OF INFORMATION FORM

I authorize Mississippi Valley State University, the Department of Social Work and/or the Coordinator of Field Education to consult with field agencies in the development of my field instruction placement.

I release from any liability any and all individuals and organizations that provide information in good faith and without malice concerning my professional competence, values, legal history, oral and written communication skills, ethics, student records and other information related to the development of my field instruction placement. I hereby consent to the release of such information.

Student's Signature

Date

Witness

Date

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

FIELD AGENCY REFERRAL FORM

To: _____
Student

Referred to: _____
Agency

Agency Contact: _____
Name Telephone Number

Date of Referral: _____

TO BE COMPLETED BY STUDENT

Please return to the BSW Coordinator no later than _____
Date

Date of Contact _____

Date of Interview _____

Please inform the BSW Coordinator when interview is conducted. Failure to provide this information could result in a delay in your placement which could prevent completion of the 432 clock hours required for SW 436 (Field Internship).

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

APPLICATION TO USE EMPLOYMENT SITE AS INTERNSHIP PLACEMENT

(A copy of your current job description and a description of the duties you will perform in your field placement must accompany this application)

PART I: TO BE COMPLETED BY STUDENT

Student: _____ Phone Number _____

Place of Employment: _____

Address (Employment) _____
Street & Mailing Address (If different)

Address: _____
City State County Zip Code

Student's Current Position (Attach Job Description) _____

Department/Unit _____ Number of Work Hours Per Week _____

Current Supervisor _____
Name Position/ Job Title

Department/Unit _____

Mailing Address (If different from above) _____

Telephone Number _____ E-mail Address _____

My signature confirms that I have reviewed the policy governing the Use of Employment Site as Internship Placement" and agree to abide by the provisions therein.

Student

Date

**APPLICATION TO USE EMPLOYMENT SITE AS INTERNSHIP PLACEMENT
PART: II: TO BE COMPLETED BY THE FIELD INSTRUCTOR**

Name _____ Phone Number _____

Address _____
Street/Mailing Address

City _____ State _____ County _____ Zip Code _____

Position/Title Job _____

Department/Unit _____

Major Function of Department/Unit _____

A list of the activities that the intern will engage in during this field placement must be submitted with the application.

My signature below confirms that I have reviewed the attached policy governing the Use of Employment Site as Internship Placement and agree to abide by the provisions therein.

Signature

Date

OFFICIAL USE ONLY

Application Approved

Application Disapproved

BSW Field Coordinator

Date

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
APPLICATION FOR OUT OF STATE FIELD PLACEMENT**

Student's Name _____ Telephone Number _____

Proposed Placement:

Agency _____

Address _____
Street/P. O. Box _____

City County State Zip Code

Telephone Number _____ E-Mail Address _____

Field Instructor _____

Reason(s) for requesting out of state placement:

Will out of state placement affect your ability to attend required classes at MVSU?

YES NO

Do you feel that the distance between MVSU and the city where you wish to do placement will negatively affect communications and visits between MVSU and the field agency?

YES NO

Student's Signature

Date

After having considered your application for out of state placement, your request has been

APPROVED DISAPPROVED

Field Coordinator

Date

MISSISSIPPIVALLEY STATE UNIVERSITY

**DEPARTMENT OF SOCIAL WORK
FIELD INTERNSHIP TIME SHEET**

STUDENT _____

AGENCY _____

DAY	DATE	TIME IN	TIME OUT	TIME IN	TIME OUT	TOTAL HOURS
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

TOTAL HOURS FOR THIS WEEK _____

STUDENT SIGNATURE _____

DATE _____

AGENCY FIELD INSTRUCTOR SIGNATURE _____

DATE _____

This form should be submitted to the field seminar instructor each week. There should be no erasures or white outs.

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FIELD INTERNSHIP
WEEKLY ACTIVITY LOG**

Beginning Date: _____ Ending Date _____

Agency _____

Please check all the activities that you participated in during field this week:

<u>Activity</u>	<u>Brief Description of Activity</u>
<input type="checkbox"/> Client Interviews	_____
<input type="checkbox"/> Assessments	_____
<input type="checkbox"/> Home Visits	_____
<input type="checkbox"/> Case Management	_____
<input type="checkbox"/> Brief Interventions with Individuals/ Families	_____
<input type="checkbox"/> Group Intervention	_____
<input type="checkbox"/> Practice Evaluation/Research	_____
<input type="checkbox"/> Information & Referral	_____
<input type="checkbox"/> Policy & Program Development	_____
<input type="checkbox"/> Policy/Program Evaluation/Research	_____
<input type="checkbox"/> Agency Meetings	_____
<input type="checkbox"/> Networking (with other agencies)	_____
<input type="checkbox"/> Education	_____
<input type="checkbox"/> Resource Development	_____
<input type="checkbox"/> Other (Please specify below)	_____

List any conferences, workshops and/or training attended this week.

<u>Sponsoring Agency/Group</u>	<u>Topics of Sessions Attended</u>	<u>Date(s)</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Students must have at least one hour of formal individual supervision per week. Please indicate the amount of time student spent in supervision with field supervisor this week. Please record in minutes.

Number of Minutes

Student _____ Date _____
Signature

Field Supervisor _____ Date _____
Signature

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
CORRECTIVE ACTION AGREEMENT**

Date_____

Student_____

Agency_____

Field Instructor_____

List areas of concerns:

List actions that need to be taken to address concerns listed above.

Record the date allowed for student to satisfactorily address concerns.

State consequence(s) if student does not satisfactorily address concerns.

Field Instructor

Date

Student

Date

BSW Field Coordinator

Date

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
VERIFICATION OF INTERNSHIP HOURS**

Please indicate the number of hours the student intern has completed at your agency.
Please sign and date form below.

This is to verify that _____ has
Name of Student

completed _____ clock hours of internship at _____
Name of Agency

during the _____ of _____.
Semester Year

Field Instructor

Date

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
STUDENT EVALUATION OF FIELD AGENCY**

Student: _____ Field Agency: _____
Field Instructor: _____ Semester _____ Year _____

Respond to the following items using the Likert Scale. Select the number that best describes your rating of each item listed. Place the number selected in the line in front of each item.

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Uncertain
- 4 - Agree
- 5 - Strongly Agree

The field agency:

- _____ welcomed your participation in staff meetings, workshops, other agency functions.
- _____ provided opportunities for you to interact with other agencies/organizations.
- _____ had clearly stated expectations for you.
- _____ provided adequate accommodations (e.g., work space, telephone, supplies, support, etc.).

Field assignments:

- _____ were related to core competencies and practice behaviors.
- _____ helped to relate classroom content to practice.

Field instructor:

- _____ provided/arranged for orientation to agency.
- _____ was knowledgeable in his/her field of social work practice.
- _____ was able to communicate social work knowledge effectively.
- _____ provided opportunities for professional growth.
- _____ helped you to access new social work experiences.
- _____ was accessible.
- _____ provided regularly scheduled time for supervision.
- _____ provided on-going feedback throughout the placement.
- _____ demonstrated concern for the values, ethics, and objectives of the social work profession.
- _____ was an appropriate role model for a professional social worker.
- _____ provided learning experiences that emphasized and demonstrated practice behaviors.
- _____ provided an opportunity for student to discuss his/her values concerning cases.
- _____ provided access to agency records essential to work on his/her cases.

In what ways was the field instructor most helpful during your placement?

What could your field instructor do differently to enhance the quality of this placement?

What recommendations would you make to improve the placement setting?

Comments: _____

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FIELD INSTRUCTOR'S EVALUATION OF PROGRAM**

AGENCY _____ (Optional)

SEMESTER _____ YEAR _____

Please respond to the items below utilizing the following scale (1 is the lowest/5 is the highest)

1- Strongly Disagree 2- Disagree 3 No Response 4- Agree 5- Strongly Agree

1. The field faculty was generally accessible when I needed help.

1 2 3 4 5

2. The field faculty was generally able to resolve problems in a timely manner.

1 2 3 4 5

3. The field faculty appeared knowledgeable of social work practice principles as they are applied in this setting.

1 2 3 4 5

4. Student(s) appeared prepared in terms of social work knowledge upon entry into placement in this agency.

1 2 3 4 5

5. Student(s) placed in this agency treated all agency clients with appropriate respect.

1 2 3 4 5

6. Student placed in this agency related well to clients.

1 2 3 4 5

7. The Social Work Program adequately communicates expectations of field agency.

1 2 3 4 5

8. The Department of Social Work provides adequate training for field instructors.

1 2 3 4 5

9. Field faculty appears sensitive to agency needs relative to field placements.

1 2 3 4 5

10. MVSU social work students compare favorably with field students accepted from other colleges/universities.

1 2 3 4 5

11. Student placed in this agency seems to possess adequate knowledge of the community social welfare network.

1 2 3 4 5

12. Field faculty is receptive to suggestions from field instructors as to ways to strengthen MVSU field practicum.

1 2 3 4 5

13. Evaluation instruments are clear and easy to understand.

1 2 3 4 5

14. Objectives of MVSU Social Work Program are clearly communicated to agencies.

1 2 3 4 5

15. I am willing to accept future students from MVSU's Social Work Program.

1 2 3 4 5

16. Please record any additional comments you have concerning MVSU's Social Work Program field component: _____

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