

MISSISSIPPI VALLEY STATE UNIVERSITY

DEPARTMENT OF SOCIAL WORK

MASTER OF SOCIAL WORK PROGRAM



FIELD INSTRUCTION MANUAL

MISSISSIPPI VALLEY STATE UNIVERSITY

DEPARTMENT OF SOCIAL WORK

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FIELD INSTRUCTION MANUAL

MASTER OF SOCIAL WORK PROGRAM

This document does not constitute a contract with the university or the department of social work.

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PREFACE

This manual outlines the basic policies and procedures of the field internship component of the Master of Social Work (MSW) Program, Department of Social Work, Mississippi Valley State University (MVSU). The manual informs students and field instructors of their respective duties in the field experience. The manual also presents the philosophy of the MSW program and demonstrates its consistency with the University's mission and the Council on Social Work Education (CSWE) standards.

Comments from students, field instructors and the field advisory committee members concerning strengths and weaknesses of this document and the program are not only welcome, but actively sought. The social work faculty at MVSU wishes to maintain a positive working relationship with all our field instructors and staff of our field agencies. Without the continued support of agency field instructors, we would be unable to provide graduate social work education at MVSU. We are aware of the time and energy field instructors and staff of agencies must expend in order to provide field placements for our students.

NONDISCRIMINATION POLICY

Mississippi Valley State University offers equal educational opportunity to all persons without regard to sex, race, religion, national origin, physical or mental handicaps, or age as specified by applicable laws and regulations. All policies relating to employees' rights to freedom from sexual harassment are extended to students also (University Catalog, 2007-2008, p.2).

MISSION STATEMENT OF MISSISSIPPI VALLEY STATE UNIVERSITY

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-center 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.

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DEPARTMENT OF SOCIAL WORK
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**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
MSW FIELD AGENCIES**

Agency	County	City/State
Autumn Leaves Nursing Home	Washington	Greenville, MS
Baptist Memorial Hospital/Golden Triangle	Lowndes	Columbus, MS
Beating the Odds Development Corporation	Washington	Greenville, MS
Bolivar County Community Action Agency	Bolivar	Cleveland, MS
Cary Christian Center	Sharkey	Cary, MS
Central Mississippi, Inc.	Montgomery	Winona
Coahoma Community College Adolescent Offender's Program	Coahoma	Clarksdale, MS
Deep South Network for Cancer Control	Leflore	Greenwood
Delta Area Hospice Care	Washington	Greenville, MS
Delta Community Mental Health Services	Bolivar Sharkey Issaquena Washington	Cleveland, MS Rolling Fork, MS Greenville, MS
Delta Economic Development Center of Washington County	Washington	Greenville, MS
Delta Regional Medical Center/Solutions	Washington	Greenville, MS
Dreyfus Health Foundation/Mississippi Delta Initiative - Dream Girls Academy	Tallahatchie	Glendora, MS
Golden Age Nursing Home	Leflore	Greenwood, MS
Golden Triangle Planning & Development District	Oktibbeha	Starkville, MS
Greenwood Middle School	Leflore	Greenwood, MS
Greenwood Leflore Hospital/Education Department	Leflore	Greenwood, MS
Greenwood Specialty Hospital	Leflore	Greenwood, MS
Humphreys County Memorial Hospital Patients' Choice Program	Humphreys	Belzoni, MS
Indianola Promise Community	Sunflower	Indianola, MS
Inspirations (Grenada)	Grenada	Grenada, MS
Leflore County Juvenile Detention Center	Leflore	Greenwood, MS
Leflore Rehabilitation Center	Leflore	Greenwood. MS

Agency	County	City/State
Lighthouse Charter School	Jefferson	Pine Bluff, AR
Life Help Mental Health Center	Leflore	Greenwood, MS
Mississippi Action for Community Education, Inc.	Washington	Greenville, MS
Margaret Green Jr. High School	Bolivar	Cleveland, MS
Marshall Elementary School	Carroll	N. Carrollton, , MS
Mid-Delta Kidney Center	Washington	Greenville, MS
Mississippi Christian Family Services	Issaquena	Rolling Fork, MS
Mississippi Department of Education, Office of Compulsory School Enforcement	Sunflower Washington	Indianola, MS Greenville
Mississippi Department of Health/Delta Public Health District III	Leflore	Greenwood, MS
Mississippi Department of Health/Northwest Public Health District	Panola	Batesville, MS
Mississippi Department of Human Services Family & Children's Services	Bolivar Carroll Coahoma Desoto Humphreys Hinds Itawamba Leflore Madison Oktibbeha Sunflower Tallahatchie Tippah Washington	Cleveland, MS Carrollton, MS Clarksdale, MS Hernando, MS Belzoni, MS Jackson, MS Fulton, MS Greenwood, MS Canton, MS Starkville, MS Ruleville, MS Charleston, MS Ripley Greenville
Mississippi Department of Human Services Division of Economic Assistance	Attala	Kosciusko, MS
Mississippi Department of Human Services Division of Youth Services	Attala/Leake	Carthage, MS Kosciusko,MS
MS Network for Cancer Control	Leflore	Greenwood, MS
Mississippi Valley State University <ul style="list-style-type: none"> • Delta Health and Wellness Initiative • High School Equivalency Program • Office of Minority Health Disparities • University College • MIHOW Program • ADA Office 	Leflore	Itta Bena, MS
North Central Planning and Development District	Montgomery	Winona, MS

North Sunflower Medical Center/Senior Care	Sunflower	Ruleville
Office of the District Attorney, Fourth Circuit Court District	Leflore Washington	Greenwood Washington
Our House, Inc.	Washington	Greenville, MS
Recruitment Training Program/AOP	Attala County	
Region I Mental Health Center	Coahoma Tallahatchie	Clarksdale, MS Charleston, MS
Ruleville Nursing & Rehabilitation Center	Sunflower	Ruleville, MS
Rural Healthcare Developers	Sharkey	Rolling Fork
Second Congressional District, Office of Congressman Bennie Thompson	Washington	Greenville, MS
South Delta Area Agency on Aging South Delta Planning & Development District	Washington	Greenville, MS
Southern Christian Services for Children & Youth	Lee	Tupelo
Sunflower Humphreys County Progress, Inc.	Sunflower	Indianola, MS
Threadgill Elementary School	Leflore	Greenwood
Tri-Lakes Behavioral Senior Care Unit	Panola	Batesville, MS
Unity Hospice	Leflore	Greenwood, MS
Washington County Opportunities, Inc.	Washington	Greenville, MS
Washington, Warren, Issaquena, Sharkey Community Action Agency (WWISCAA)	Washington	Greenville, MS
Wexford Health Sources (MS State Penitentiary)	Sunflower	Parchman, MS
Youth Village	Hinds/Delta Area	Jackson, MS

SECTION I

INTRODUCTION

MSW PROGRAM MISSION

The Master of Social Work Program prepares students for professional social work practice at the micro, mezzo and macro level. Through the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in where the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work practice, the area of concentration is Child and Family Welfare.

MSW PROGRAM GOALS

The goals of the Master of Social Work Program are:

1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations, and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority, and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

CORE COMPETENCIES

(Council on Social Work Education - Educational Policy Accreditation Standards (EPAS 2008))

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. 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 11, 12 and 13

Foundation Rural Competency # 11. Utilize appropriate practice intervention within a rural setting. Social workers apply specific knowledge and skills necessary for advanced

practice with clients in rural areas, and understand the impact of the rural environment on their ability to intervene successfully at an advanced level of practice with clients.

Concentration Rural Competency # 12. Demonstrate knowledge and skills to apply a biopscho-social-cultural-spiritual perspective in advanced social work practice with children and their families.

Concentration Rural Competency # 13. Integrate knowledge of rural values and customs into autonomous social work practice with children and families.

MSW CURRICULUM

The Department of Social Work offers a Master of Social Work curriculum that can be completed by enrollment in the two year full time program of study, the three year part time extended program of study, or a one year advanced standing program of study for students who qualify.

The first year of foundation courses is presented within the framework of the generalist social work perspective. The second year of advanced study has a single concentration of child and family welfare in advanced social work practice. The conceptual model undergirding instruction in the concentration curriculum is the ecosystems perspective. Both the generalist perspective and the ecosystems perspective are augmented by the strengths and empowerment approaches to social work practice within a rural context.

Students may matriculate through the program by following a two year, three year or advanced standing program of study. These options enable students to tailor their individual programs to their particular needs.

The Two Year Program begins in the fall and requires two years in residence to complete 60 credit hours. A foundation field internship is required at the end of the first year of study and consists of 450 clock hours of field practice. At the end of the second year of study, a second advanced practice internship is required in the concentration area of child and family welfare. This internship also requires 450 clock hours of field practice.

The Three Year Program is an extended study program consisting of 60 credit hours and is designed for students with family or job responsibilities. This program allows the students to take fewer courses each semester. Field internship requirements are the same as those described in the Two Year Program.

The Advanced Standing Program is designed for students who have earned a bachelor of social work degree from an accredited social work program within the past five years prior to admission to the MSW Program. Students in the Advanced Standing Program must also have earned an overall minimum grade point average of “B” with no grade below a “B” in the undergraduate social work program. The Advanced Standing Program begins in the spring semester and requires 30 credit hours completed over three semesters. Students are required to complete an advanced field internship consisting of 450 clock hours during their final semester.

First year – Professional Foundation Curriculum

Conceptual Framework for the Professional Foundation Curriculum: Generalist Social Work Practice

The MSW Program is based on the following principles relative to preparation for generalist social work practice.

1. Social work practitioners must be prepared to engage in the processes of exploration, assessment intervention, and evaluation in practice with diverse client systems of varying sizes in a variety of organizations and settings.
2. Generalist social work practice requires the capacity to think critically in professional situations about the purposes, processes, effects, and ethics of professional practice.
3. Social work practitioners must understand the relationships and transactions between and among client systems (individuals, families, groups, organizations and communities), the relevant contexts or social environments, and themselves as change agents.
4. Social work practitioners must understand the role of social policy in shaping entitlements and other social benefits and services, the delivery of social services, and their relationship to human well-being, and the opportunity to fulfill individual potential.
5. Social workers must understand the policies, programs, research, and issues that shape the provision of social services in specific fields of practice.
6. Advanced social work practice requires the capacity to apply emerging knowledge to practice, to evaluate practice, and to contribute to the profession's knowledge building efforts.
7. Social work practitioners must understand the complexity of "private troubles and public issues" as they affect or influence individual cases as well as be in possession of a wide range of interventions and strategies to achieve social and economic justice.

Second Year: Advanced Curriculum-Child and Family Welfare Concentration

Definition of Advanced Social Work Practice

Advanced social work practice builds upon the professional foundation of social work as it requires the practitioner to apply knowledge and skills of a generalist social work perspective to advanced practice with children and families. Workers at the advanced level should be more autonomous and should demonstrate a greater depth, breadth and specificity in work with children and families. They should intervene with multiple systems simultaneously and determine appropriate practice approach. They must also demonstrate the ability to assess complex problems and to integrate multiple theories and skills into interventions.

The concentration curriculum prepares students to engage in research to improve social work practice, to critically evaluate one's own practice and to contribute to the profession's knowledge base. The curriculum prepares students for leadership in child and family welfare services as demonstrated in policy and program development, research, supervision, administration and community development.

Conceptual Framework

The conceptual model that underscores instruction in the concentration curriculum is the ecosystems perspective augmented by the strengths and empowerment approaches to social work practice within a rural context.

Ecosystems Perspective

The ecosystems model uses elements of systems theory and the ecological perspective to create an approach that looks at the dynamic interactions that occur among various micro, mezzo and macro level systems. Central to the ecosystems perspective is an identification and analysis of all the systems in the social environment of the client. Analysis of the systems focuses on the strength of the relationship to the client, the quality of the relationship (positive or negative) and the effect of the relationship on the client. Social workers use this perspective “to order and comprehend complexity and avoid oversimplification and reductionism” (Meyer, 2002). The ecosystems perspective provides a convenient and useful framework through which social workers “can comprehend diversity and the relationships between humans and their environment” (Miley, O’Melia and Dubois, 1998).

The ecosystems perspective focuses on people and their social environment. Important assumptions of this perspective are that people are capable of solving their problems and have the potential for continuous growth and change throughout the life cycle. Each client system is dependent or interdependent upon other systems in the social environment. Assessment allows for the role of the individual in his/her environment as well as the roles of other social systems within the environment of the individual, thereby taking into account both private troubles and public issues. The model provides for the eclectic approach to treatment allowing the worker to select the most appropriate interventions for each case. The effect of social and economic injustice, inherent in some of the systems that affect clients’ lives, dovetails well with this perspective. The model accommodates diversity in client populations through assessment which should take into account an understanding of the values, beliefs, attitudes and behaviors of all systems with which the client interacts and all systems that impact on the client.

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, Chaterjee and 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

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 communities of the Delta are marked by high levels of joblessness, poverty, inadequate public transportation systems, a reduced availability of professional services and inadequate economic development.

The ecosystems perspective of social work practice provides a suitable theoretical base for understanding the strengths and problems associated with client situations in a rural area. When students begin the advanced curriculum, they will gain knowledge and skills in providing advanced assessments of problems with rural populations as well as how to employ more individualized interventions for specific clients.

SECTION II FIELD EDUCATION: STRUCTURE, FUNCTION AND ORGANIZATION

Educational Perspective and the Role of Field Education

Mississippi Valley State University's Department of Social work is dedicated to the improvement of human life. Students are provided with necessary theory and practice skills to assist diverse populations with complex problems. Using the generalist perspective during the foundation year of study and an ecosystems approach during the second year of study, students assess the needs and coping abilities of people in their environments. Through the integration of class and field practice, students are trained to practice social work with children and families within a rural context.

The Field Education Program plays a pivotal role in student education. It is in the field education experience that students are able to test theory and knowledge learned in the classroom as well as further develop their 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 advanced social work practice with children and families. Field education is viewed as a unique partnership between the Department of Social Work and a broad array of community agencies. Together, the Department of Social Work and the field agencies plan, implement and monitor a field education experience for each individual student. Through ongoing communication, the Department of Social Work and field agencies work toward the development of a shared educational philosophy and standards regarding field education, field placements, and student performance.

Structure and Function of the Field Education Program

The essential components of the Field Education Program are the:

- a. *Field Instruction Curriculum* as articulated in SW 580 Field Practice Seminar I, SW 581 Field Internship I, required at the end of the first year of study; and SW 680 Field Practice Seminar II, and SW 681 Field Internship II, required during the final semester of the MSW Program;
- b. *Field Personnel* consisting of the MSW Field Coordinator, field instructors and field liaisons;
- c. Field Agencies;
- d. Student Interns; and
- e. Field Advisory Committee

Each of these components is addressed in detail as follows.

Field Instruction Curriculum

SW 580 Field Practice Seminar I is taken concurrently with SW 581 Field Internship I. SW 580, the seminar, provides a forum for the discussion of the integration of the MSW foundation courses into the students' practice in the field. The generalist social work practice perspective 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. From the ecosystems perspective, the integration of social work values, ethics, theory, policy, and research into social work practice is discussed. Working in a rural environment with culturally diverse populations receives particular consideration.

SW 581 consists of the field internship whereby students complete 450 clock hours of internship in an agency under the supervision of an MSW level social worker. In agencies evaluated as suitable internship sites, but that have no MSW level social worker, a Department of Social Work faculty member is assigned as a faculty liaison to jointly supervise with the field instructor the field work of the intern. Students engage in social work practice using the generalist method.

SW 680 Field Practice Seminar II is considered as the capstone course in the curriculum and is taken concurrently with SW 681 Field Internship II. SW 680, the seminar, provides a forum for the integration of the MSW advanced curriculum courses into the students' practice in the area of children and family services. The ecosystems perspective is the dominant perspective used to analyze clients' problems and situations. Students discuss empirically tested methods of intervention in systems of all sizes, with populations at risk along with the use of the strengths perspective and the empowerment approach. The integration of social work values ethics, theory, policy, and research into social work practice in a rural environment is discussed. Working in a rural environment with culturally diverse populations of children and families is integral to the course.

SW 681 consists of the field internship whereby students complete 450 clock hours of internship in an agency under the supervision of an MSW level social worker. In agencies evaluated as suitable internship sites, but that have no MSW level social worker, a Department of Social Work faculty member is assigned as a faculty liaison to jointly supervise with the field instructor the field work of the intern. Students engage in social work practice at the advanced level in their field of practice using the ecosystems perspective as the dominant theoretical frame of reference.

Field Practice Seminars I and II, SW 580 and SW 680, are hybrid courses, classes with a maximum delivery time of 50% in class and a minimum of 50% via the internet. Blackboard, a course management system, is utilized for course delivery. Students in SW 580 and SW 680 are required to submit a bi-weekly Field Activity Report (FAR) to the course instructor via Blackboard. The bi-weekly FAR requires students to 1) submit a summary of major activities 2) select and relate field activities to at least one core competency 3) provide insight related to social work knowledge, skills and values, and 4) describe their most exciting and/or anxiety producing experience.

Field Personnel

MSW Field Coordinator

The MSW Field Coordinator is charged with planning, implementing, and evaluating the field program for the MSW Program. Major responsibilities include assessing all potential and continuing field instructors and agencies, and placement and monitoring of interns.

The MSW Field Coordinator consults with social work faculty in determining strengths and weaknesses of potential field students, and in locating a field placement best suited to the needs of individual students. The MSW Field Coordinator 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 MSW Field Coordinator is available to both the student and the field instructor for consultation and advice as often as needed.

Responsibilities of the MSW Field Coordinator

Specific responsibilities of the MSW Field Coordinator include the following:

1. Assessment of potential interns.
2. Placement of interns.
3. Monitoring and evaluation of interns including field visits to each internship site and consultations with field instructors.
4. Assignment of final grades for SW 580, SW 581, SW 680 and SW 681 based on field internship seminar performance and evaluation of intern by the field instructor.
5. Selection of field instructors and agencies appropriate for field placements.
6. Coordination of field education training for field instructors.
7. Provision of consultation to field instructors to ensure that the program's theoretical framework, social work knowledge, values and ethics are integrated into advanced 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, field forms, and field agency directory.
12. Maintenance of all records pertinent to the Field Education Program.
13. Evaluation of the Field Education Program.

Field Instructors

Field instructors are employed by the agencies in which students are assigned for internships. Field instructors have a master's degree in social work or equivalent experience in the field of social work. While the MSW degree is preferred, in instances in which the field instructor does not have an MSW degree, a faculty liaison will be 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 master's degree in social work;
2. A minimum of at least one year of post- master's practice experience in social work;
3. Demonstrated practice competence;
4. Ability to practice in more than one practice modality; and
5. Familiarity with agency policies, programs and procedures;

Responsibilities of Field Instructors

The field instructor is responsible for planning, supervising, and evaluating the student's internship experience. It is also the responsibility of the field instructor to comply with the NASW Code of Ethics. The field instructor recommends to the MSW Field Coordinator mid-term and final grades for the intern.

Specific responsibilities of the field instructor are as follows:

1. To assume responsibility for fulfilling the agency's obligations as specified in the Affiliation Agreement between the agency and the university;
2. To become familiar with the MSW curriculum theoretical perspectives in order to facilitate the student's application of generalist social work practice and/or the ecosystems, strengths and empowerment perspectives within a rural context;
3. To develop a learning contract with the intern which identifies specific internship activities and tasks to meet the educational objectives of the internship and which takes into consideration the student's particular learning style, learning needs, and abilities and to submit the learning contract to the MSW Field Coordinator for approval;
4. To provide orientation for the intern on the agency's mission, goals, policies, organizational structure, program(s), and methods of practice;
5. To provide the intern with specific work assignments
6. To facilitate the student's socialization to the social work profession through ongoing discussion of social work knowledge, skills, values and ethics;
7. To assist the intern in the enhancement of the intern's knowledge and skills in practice with diverse populations at risk in a rural environment;
8. To provide ongoing monitoring and supervision of the intern's work to assess progress and achievement of educational objectives identified in the learning contract;
9. To conduct, at a minimum, weekly supervisory meetings with the intern;
10. To ensure that the student has the necessary office space, resources, access to agency information, and access to other professional staff in order to complete internship agency and internship seminar assignments;
11. To participate in orientation, training and seminars for field instructors sponsored by the MSW Field Education Program;
12. To participate in evaluative meetings on the intern's progress with the MSW Field Coordinator;
13. To inform and consult with the MSW Coordinator on unresolved concerns, issues, or problems which interfere with the intern's performance;
14. To submit to the MSW Coordinator a mid-term and final evaluation of the intern's performance; and
15. To submit to the MSW Field Coordinator an annual evaluation of the MSW Field Education Program (Appendix G, pp. 87-88).

Field Liaisons

Interns are assigned a faculty liaison in cases where the field instructor does not have an MSW degree. The field liaison is a faculty member of the Department of Social Work. The field liaison is assigned to facilitate the intern's socialization into the social work profession at an advanced level of practice. 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. Maintain on-going contact with the field instructor via telephone, internet and agency visits at least once per academic semester to review and discuss intern's progress in field and other field issues or concerns that need to be addressed. Both the field instructor and student need to be present during visit.
2. Identify any problems related to field instruction in the agency and report problems to the MSW Field Coordinator.
3. Identify any problems related to the performance of the intern. Discuss such 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 MSW Field Coordinator.
4. Complete and submit the Report of Field Placement Site Visit (Appendix G, pp. 90-91) and the Corrective Form (Appendix G, 89), if appropriate, and submit with 10 working days of visits.

Field Agencies

Potential field placements may be identified in a number of ways. Agencies may request students or may be recommended by a student, faculty member, alumnus, or community representative. After verification of the availability of appropriate internship work assignments and of a qualified field instructor, the agency submits a field agency profile form (Appendix C, pp. 41-42) and a field instructor background information form (Appendix D, pp. 43-44) to the MSW Field Coordinator. The MSW Field coordinator conducts a visit to the agency to assess the potential internship work assignments, availability of resources for the intern, level of practice competence of the field instructor, and special requirements to meet the needs of the agency and/or students. The MSW Field Coordinator provides information to the agency on the MSW curriculum, field education requirements and the Field Education Program's expectations regarding internship assignments, supervision, and evaluation. The agency material is compiled by the MSW Coordinator, who makes a decision on acceptance or rejection of the agency. Agencies that are accepted as appropriate field placements are provided with the MSW Field Instruction Manual and information is sent on field instructors' orientation and training.

Criteria for Selection of Field 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 MSW Program.
2. There is a correlation between the agency and MSW Program's practice perspective in order to provide the opportunity for the integration of knowledge, theory, values and research taught in MSW courses with practice in the field.
3. The agency is able to provide a qualified field instructor preferably with an MSW degree from a graduate social work program accredited by the Council on Social Work Education. In the instance where there is no master level social worker, but other qualified staff could serve as a field instructor, the field instructor must

- supervise the student in collaboration with a field liaison assigned by the MSW 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 MSW Field Education Program.
 9. The agency must practice 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 between the agency and Mississippi Valley State University.

Affiliation Agreement

The approval of affiliated field agencies is finalized with a contractual agreement between the agency, Department of Social Work and the university. All agencies used as field placements enter into a signed Affiliation Agreement (Appendix B, pp. 39-40). The Affiliation Agreement is signed by the agency director, the MSW Program Director, the chair of the Department of Social Work, the Dean of the College of Professional Studies, 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. It is valid for three academic years with updates when there is a major change(s) in agency administration.

Field Agency Profile

The field agency profile provides essential contact information, types of services provided, clients served, description of field instructors' qualifications, opportunities for advanced social work practice and hours of operation (Appendix C, pp. 41-42).

Student Interns

Students must submit applications to the MSW Field Coordinator for both Field Internship I and Field Internship II. The MSW Field Coordinator is responsible for placement of students for internships in appropriate agencies. Each internship requires students to complete 450 clock hours of advanced social work practice 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 III of this manual, Policies and Procedures (pp. 26-34).

MSW Field Advisory Committee

The MSW Field Advisory Committee addresses issues related to the MSW Field Education Program. Members include agency representatives and an MSW student representative.

The MSW Field Coordinator facilitates the convening of meetings at least once a semester and reports back to the Department of Social Work faculty on concerns, issues and recommendations of the committee. Recommendations are taken under consideration by the faculty for implementation.

SECTION III POLICIES AND PROCEDURES

Prerequisites and Co-requisites for Field Placements

Students must have a minimum Grade Point Average (GPA) of 3.0 for Field Internship I (SW581) and Field Internship II (SW681). Effective August 2007 the following courses are prerequisites for Field Internship I (SW 581):

- SW 500 Social Work Practice I
- SW 501 Social Work Practice II
- SW 510 Social Welfare Policy and Services I
- SW 511 Social Welfare Policy and Services II
- SW 520 Human Behavior in the Social Environment I
- SW 521 Human Behavior in the Social Environment II
- SW 531 Methods of Social Work Research
- SW 540 Diversity: Micro, Mezzo and Macro Applications

Field Practice Seminar I (SW 580) is a corequisite for Field Internship I (SW 581). Students are required to be enrolled in both courses during the same semester.

The following courses are prerequisites to Field Internship II (SW 681):

- SW 600 Advanced Social Work with Children and Families: Direct Practice
- SW 610 Family and Child Welfare Policy
- SW 615 Advanced Social Work with Children and Families: Indirect Practice
- SW 620 Rural Social Work
- SW 630 Mental Health: Assessment and Intervention
- SW 650 Needs Assessment and Program Evaluation

Advanced standing students are also required to take Diversity: Micro, Mezzo, and Macro Applications (SW 540) as a prerequisite. Field Practice Seminar II (SW 680) is a corequisite for Field Internship II (SW 681). Students are required to be enrolled in both courses during the same semester.

The Internship Placement Process

1. The placement process begins the semester prior to enrollment in field internship. The MSW Field Coordinator will conduct a mandatory informational meeting at the beginning of each semester for students who plan to enroll in a field internship the following semester. The MSW Field Coordinator will explain the procedures for a field internship. Students will be provided a field internship application packet.
2. Students must submit to the MSW Field Coordinator by the posted deadline: the *Application for Field Placement* (Appendix G, pp. 70-74);
 - the Release of Information Form (Appendix G, p.75); and
 - a professional resume.

3. Students must schedule an appointment with the MSW Coordinator by the posted deadline. The student and MSW 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 MSW Field Coordinator will identify an agency for placement and refer the student to the agency for an interview. 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 MSW Field Coordinator.**
5. After receiving referral to an agency, the student must arrange for an interview at the agency. The student must provide the 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 MSW 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 field internship.
9. If the agency does not accept the student for placement, the MSW 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 MSW Field Coordinator immediately. The MSW 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

Social work students entering field internship must show proof of liability insurance. Students can purchase liability insurance through the National Association of Social Workers (NASW). Membership in NASW is required. Students may also purchase liability insurance from other carriers. Coverage of 1,000,000 is required.

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 which interferes with the student's performance in the internship.

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

Policies for Internship Sites in Which Students Are Employed

While the Master 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 MSW 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. The intern **must** 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 an advanced 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 to the MSW Coordinator an *Application to Use Employment Site as Internship Placement* (Appendix G, p. 76-77).

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 MSW 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 advanced social work practice using the generalist and/or ecosystems perspectives.
2. The agency is able to provide a qualified field instructor.
3. Faculty liaison supervision is available from a nearby CSWE accredited MSW Program.
4. Satisfactory arrangements can be made for the student to meet the requirements of the corequisite Field Practicum Seminar.

**Revised 8/09*

Services for Students with Special Learning Needs or Disabilities

Mississippi Valley State University does not discriminate on the basis of disability in admission or access to its programs and activities. Accordingly, the Department of Social Work places its students in agencies for field internships based only on a student's ability to perform the tasks of the assignment and does not discriminate with regard to placements on the basis of disability. The Department of Social Work expects field education agencies to seriously consider without prejudice any student referred for placement and to make reasonable accommodations to meet the needs of students with disabilities.

According to the MVSU Graduate Catalog:

Services for students with documented disabilities will be coordinated by the University Counseling Office, Office of Student Affairs, and the Americans with Disabilities Act Coordinator's Office. Contact with these offices prior to enrollment is encouraged.

Any issues concerning a student's health or disability will be maintained in strict confidence and will not be reported to any agency unless the student so requests, in writing, for the purpose of making reasonable accommodation for a disability.

Student Responsibilities in the Field Placement

Students should accept responsibilities for the following:

1. 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 and courtesy.
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. The student should take the initiative to seek information and new experiences from the field instructor.
10. **The student 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 MSW Field Coordinator.**
11. The student is expected to work directly with the field instructor in developing the learning contract (Appendix E, pp. 45-44: & Appendix F, pp. 56-68), planning, and implementing appropriate learning activities associated with field education.
12. The student must complete 450 clock hours of internship in foundation and concentration field placements for a program total of 900 clock hours.
13. The student and the agency should keep an accurate record of hours worked in field placement.
14. The student should adhere to the NASW Code of Ethics (Appendix A, p. 38).
15. **The student must submit a weekly field activity log for foundation and concentration field placements (Appendix G, pp. 80-81; pp. 82-83).**

Student Field Schedules

Students are expected to complete 450 clock hours during each internship. Students are typically placed in field agencies Monday through Friday. However, in some instances students have evening and weekend scheduled hours. The specific schedule should be agreed upon by the field instructor, the MSW Field Coordinator and the student.

Time Sheets

Students should maintain time sheets (Appendix G, p. 79) which should be signed by the field instructor and submitted weekly to the MSW Field Coordinator.

Holidays

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 any agency holidays. **If the agency holiday does not coincide with a school holiday, then students are entitled eight hours of field credit for the day.**

Students are not expected to make up for days or hours the agency is closed due to inclement weather or other events resulting in the agency closing. Students should be given field hours credit for such events.

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 MSW Field Coordinator will notify the field instructors in advance of the absence. **Students should be given field hour credits for university sponsored programs identified by the MSW Field Coordinator.**

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 approved by the field instructor.**

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 MSW Field Coordinator immediately.
2. The MSW Field Coordinator will arrange to meet with the field instructor to determine the nature and scope of the problem and to develop a plan to address the identified problem.
3. The field instructor and the MSW 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 MSW Field coordinator and the student develop an agreed upon plan to address the problem, the MSW 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 MSW 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, following the decision, the field instructor should notify the MSW of the decision to terminate in writing and state the reasons for the termination.

6. In the event of termination of the student by the field agency, the MSW Field Coordinator will arrange a meeting with the field instructor, the student and the MSW Program Director to review the termination. The purpose of the meeting is to bring all parties together to review the facts. The MSW Field Coordinator and the MSW Program Director will make an assessment to determine whether the student received fair treatment and if the termination was justified. The field instructor and the students will be provided with all relevant written communications regarding the problem. The field instructor and the student will each present their cases.
7. In the event of termination of the student by the field agency, and the MSW Field Coordinator determines that the agency's action to terminate the student was justifiable, then the student will receive a failing grade.
8. In the event of termination of the student by the field agency, and the MSW Field Coordinator determines that the agency's action to terminate the student was not justifiable, and then the student will not receive a failing grade. A new placement will be found 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 a social work degree in a timely manner.

Non-Retention

Because the Department of Social Work 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 Department, 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 3.0 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.

Students may also be dismissed from the Program for the following behaviors:

1. Cheating (includes on examinations and papers)
2. Plagiarism
3. Dishonesty

If a decision about retention is reached which is unacceptable to students, they may initiate an appeal following the procedures outlined for student grievances.

Grading Policy

The course instructor will assign grades for the Foundation Field Seminar, SW 580, and the Child and Family Welfare Concentration Field Seminar, SW 680. The field instructors' evaluation of student performance in field will be used to evaluate students' performance in Field Internship I, SW 581 and Field Internship II, SW 681, however the final determination of grades rests with the field coordinator.

University and Department of Social Work Grievance Procedures:

In the event students feel their rights have been abridged within the Department of Social Work, they can begin the conciliation process as follows:

1. In complaints related to field placement, students should follow the grievance procedures discussed in the Field Internship Manual.
2. In all other matters (e.g. Non-Retention), the student shall consult first with the faculty advisor. All further appeals should be made to the Department Grievance Committee.
3. If there is a discrepancy in specific academic courses, the student shall talk first with the Instructor. The faculty advisor may be consulted.

Students who are not satisfied after conferring with the instructor and/or faculty advisor shall submit a signed, dated, written statement of grievance to the instructor directly involved in the complaint. The instructor may meet with the student again, but must respond in writing to the student's complaint within one week after receiving the complaint.

The student then has one week in which to appeal the instructor's decision in writing to the Chair of the Department of Social Work or the Dean of Graduate Studies. The Chair and/or the Dean has one week to respond to the student. If a student is not satisfied with this decision, further appeals should be made to the Department Grievance Committee. These procedures are also available in the Office of the Department Chair.

Non-discrimination Policy and Sexual Harassment Policies

Students are admitted to the Master of Social Work Program without regard to race, creed, color, class, national origin, age, disability, marital status or sexual orientation. Students who feel that

they are victims of discrimination may file a grievance with the Chair of the Department of Social Work. If they are dissatisfied with the results at that level, they may appeal to the Dean of the College of Professional Studies. If they are still dissatisfied with the results, they may appeal to the Vice-President for Academic Affairs. No actions will be taken against students for filing grievances in the prescribed manner. All policies relating to employees' rights to freedom from sexual harassment are also extended to students. Sexual harassment policies also apply to field internship experiences. Mississippi Valley State University is committed to adhering to the Americans with Disabilities Act. Any student who feels that he/she has a disability which makes it difficult to conduct their studies in the Master of Social Work Program may contact the Disabilities Officer for Mississippi Valley State University. The office is located in the Center for Excellence in Student Learning.

SECTION IV: LEARNING CONTRACTS AND STUDENT EVALUATION PROCEDURES

The field learning contracts and student evaluations are combined into one document to facilitate monitoring and evaluation of students' performance in field. The foundation learning contract/student evaluation is designed to facilitate the student's application of the knowledge, skills, and values necessary for generalist social work. The concentration learning contract/student evaluation is designed to provide students with opportunities to engage in more advanced social work practice (e.g., assess complex problems, integrate multiple theories and skills and conduct intervention with multiple systems, etc.).

Foundation Field Learning Contract and Student Evaluation (Appendix E, pp. 45-54)

Concentration Field Placement Learning Contract and Student Evaluation (Child and Family Welfare Appendix F, pp. 56-68)

EVALUATION PROCEDURES

Students are evaluated twice during the field internship semester, at mid-term and the end of the semester. The mid-term evaluation 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 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, P. 89) that will be signed by the field instructor, student and field coordinator. The final evaluation 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.

The following scale is used to evaluate the student performance in field:

4.0 = A	Performance is exceptionally high on performance task.
3.0- 3.9 = B	Performance is generally high on performance task.
2.0 –2.9 =C	Performance is typically not above minimal expectations.
1.0 – 1.9 =D	Performance sometimes falls below what is minimally expected.
Below 1.0 =F	Performance is typically below what is minimally expected.
NA	Not applicable to this setting. Only applicable for mid-Term evaluation. Student must be evaluated on all practice behaviors at the end of semester. Field instructors should discuss and provide opportunities for each practice behavior. If field instructor anticipates a problem in this area, the MSW Field Coordinator should be contacted.

The student grade is determined by adding the rating score given to each practice behavior and dividing the sum by the number of practice behaviors rated. Example:

A student is rated on 42 practice behavior with a sum total of 150; $150 \div 42 = 3.57$ (student's grade).

The field supervisor and student should, discuss, sign and date the evaluation prior to submission to the field coordinator.

SECTION V

APPENDIXES

APPENDIX A

NASW CODE OF ETHICS

Summary of 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's (National Association of Social Workers) website for a complete copy of the Code of Ethics.

<http://www.socialworkers.org/pubs/code/code.asp>

APPENDIX B AFFILIATION AGREEMENT

MISSISSIPPI VALLEY STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK COLLEGE OF PROFESSIONAL STUDIES

AFFILIATION AGREEMENT

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.
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 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.
6. 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.

7. 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.

8. The field instructor will submit progress reports and/or evaluation reports as required by the Department.

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.

Director, MSW Program

Date

Chair, Department of Social Work

Date

Provost/Executive Vice President

Date

Agency Director

Date

APPENDIX C

FIELD AGENCY PROFILE

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

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

APPENDIX D BACKGROUND OF FIELD INSTRUCTORS

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

BACKGROUND OF FIELD INSTRUCTORS

Name: _____
Last First Middle Initial

Agency: _____

Agency Address: _____

Agency Telephone: () _____ E-Mail Address:

Current Position/Title: _____

Date of Hire: _____

Date You Assumed Your Current Agency Position: _____

EDUCATION: (Please list all degrees earned):

Degree	College /University	Major	Date Graduated

SOCIAL WORK OR RELATED EXPERIENCE:

Position	Agency	Beginning Date	Ending Date

FIELD INSTRUCTION EXPERIENCES

Please list field instruction experiences you have had during the past five years.

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 Master Social Worker (LMSW)

Licensed Certified Social Worker (LCSW)

Licensed Clinical Social Worker (LCSW)

Other (Please specify _____)

SIGNATURE

DATE

APPENDIX E
MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
MASTER OF SOCIAL WORK PROGRAM

FOUNDATION FIELD

LEARNING CONTRACT & STUDENT EVALUATION

This document is a working agreement between the field instructor, the student and the University. It combines the learning contract and student evaluation. The content is based on the program goals for the MSW program and the core competencies set forth by the Council on Social Work Education. One additional competency has been added to emphasize rural social work practice. 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.

The evaluation of the student should be based on expectations outlined in the learning contract. Mid-term evaluation should reflect reasonable expectations for student performance the first 6-8 weeks of field placement. Evaluation of student at the end of the semester should be based upon whether or not the student has completed the terms of the learning contract in a satisfactory manner.

Student: _____

Agency: _____

Agency Field Instructor: _____

Semester: _____ **Year:** _____

Please check the appropriate box.

Learning Contract

Mid-Term Evaluation

Final Evaluation

Please use the following scale to determine the mid-term and final grade for each student. Grade is determined by adding the rating score given to each practice behavior and dividing the sum by the number of practice behaviors rated. Example: A student is rated on 42 practice behavior with a sum total of 150; $150 \div 42 = 3.57$ (student's grade).

4.0 = A

3.0- 3.9 = B

2.0 -2.9 =C

1.0 – 1.9 =D

Below 1.0 =F

NA

Performance is exceptionally high on performance task.

Performance is generally high on performance task.

Performance is typically not above minimal expectations.

Performance sometimes falls below what is minimally expected.

Performance is typically below what is minimally expected.

Not applicable to this setting. **Only applicable for mid-term evaluation. Student must be evaluated on all practice behaviors at the end of semester. Field instructors should discuss and provide opportunities for each practice behavior. If field instructor anticipates a problem in this area, the MSW Field Coordinator should be contacted.**

Core Competencies	Please list the activities/tasks that your MSW intern will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>1) Identify as a professional social worker and conduct oneself accordingly.</p> <p>Practice behaviors:</p> <ul style="list-style-type: none"> a) advocates for client access to the services of social work b) practices personal reflection and self-correction to assure continual professional development c) attends to professional roles and 			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that your MSW intern will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>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>2. Apply social work ethical principles to guide professional practice.</p> <p>Practice behaviors:</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>d) 1 2 3 4</p> <p>e) 1 2 3 4</p> <p>f) 1 2 3 4</p> <p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p> <p>d) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that your MSW intern will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>3. Apply critical thinking to inform and communicate professional judgments.</p> <p><i>Practice behaviors:</i></p> <ul style="list-style-type: none"> a) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom b) analyze models of assessment, prevention, intervention, and evaluation c) demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues 			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p>
<p>4. Engage diversity and difference in practice.</p> <p><i>Practice behaviors:</i></p> <ul style="list-style-type: none"> a) recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power 			<p>a) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that your MSW intern will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<ul style="list-style-type: none"> b) possesses sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups c) recognizes and communicates his/her understanding of the importance of difference in shaping life experiences d) views himself/herself as a learner and engages those with whom he/she works as informants. 			<ul style="list-style-type: none"> b) 1 2 3 4 c) 1 2 3 4 d) 1 2 3 4
<p>5. Advance human rights and social and economic justice.</p> <p>Practice behaviors:</p> <ul style="list-style-type: none"> a) understands the forms and mechanisms of oppression and discrimination b) advocates for human rights and social and economic justice c) engages in practices that advance social and economic justice 			<ul style="list-style-type: none"> a) 1 2 3 4 b) 1 2 3 4 c) 1 2 3 4

Core Competencies	Please list the activities/tasks that your MSW intern will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>6. Engage in research-informed practice and practice-informed research.</p> <p><i>Practice behaviors:</i></p> <ul style="list-style-type: none"> a) uses practice experience to inform scientific inquiry b) uses research evidence to inform practice 			<ul style="list-style-type: none"> a) 1 2 3 4 b) 1 2 3 4
<p>7. Apply knowledge of human behavior and the social environment.</p> <p><i>Practice behaviors:</i></p> <ul style="list-style-type: none"> a) utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation b) critiques and applies knowledge to understand person and environment 			<ul style="list-style-type: none"> a) 1 2 3 4 b) 1 2 3 4

Core Competencies	Please list the activities/tasks that your MSW intern will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<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> <p>b) collaborate with colleagues and clients for effective policy action</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>
<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>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that your MSW intern will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p> <p><i>Practice behaviors:</i></p> <p>Engagement</p> <p>a) substantively and affectively prepares for action with individuals, families, groups, 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>a) 1 2 3 4</p> <p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that your MSW intern will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>Assessment</p> <ul style="list-style-type: none"> a) collects, organizes, and interprets client data b) assesses client strengths and limitations c) develops mutually agreed-on intervention goals and objectives d) selects appropriate intervention strategies 			<ul style="list-style-type: none"> a) 1 2 3 4 b) 1 2 3 4 c) 1 2 3 4 d) 1 2 3 4
<p>Intervention</p> <ul style="list-style-type: none"> a) initiates actions to achieve organizational goals b) implements prevention interventions that enhance client capacities c) helps clients resolve problems d) negotiates, mediates, and advocates for clients e) facilitates transitions and endings 			<ul style="list-style-type: none"> a) 1 2 3 4 b) 1 2 3 4 c) 1 2 3 4 d) 1 2 3 4 e) 1 2 3 4
<p>Evaluation</p> <ul style="list-style-type: none"> a) critically analyzes, monitors, and evaluates interventions 			<ul style="list-style-type: none"> a) 1 2 3 4

Core Competencies	Please list the activities/tasks that your MSW intern will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>11. Rural Competency - Utilize appropriate practice interventions within a rural setting</p> <p>Practice behaviors:</p> <ul style="list-style-type: none"> a) recognizes the impact of the rural environment on service delivery in rural communities b) utilizes knowledge of rural communities to develop appropriate interventions and services for clients in rural communities 			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>

Narrative Evaluation

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

Identify areas that need enhancing:

Additional comments:

Student Comments:

Recommended Grade _____

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

ATTACHMENT F

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

CONCENTRATION FIELD - CHILD AND FAMILY WELFARE

LEARNING CONTRACT & STUDENT EVALUATION

This document is a working agreement between the field instructor, the student and the University. It includes the learning contract and student evaluation. The content is based on the program goals for the MSW program and the core competencies set forth by the Council on Social Work Education. One additional competency has been added to emphasize rural social work practice.

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 activities and tasks that the student will engage in to meet the competencies outlined in this contract. Monitoring and evaluation criteria also need to be established.

The evaluation of the student should be based on expectations outlined in the learning contract. Mid-term evaluation should reflect reasonable expectations for student performance the first 6-8 weeks of field placement. Evaluation of student at the end of the semester should be based upon whether or not the student has completed the terms of the learning contract in a satisfactory manner.

Student _____

Agency _____

Agency Field Instructor _____

Semester _____ **Year** _____

Learning Contract **Mid-Term Evaluation** **Final Evaluation**

Please use the following scale to determine the mid-term and final grade for each student. Grade is determined by adding the rating score given to each practice behavior and dividing the sum by the number of practice behaviors rated. Example: A student is rated on 42 practice behavior with a sum total of 150; $150 \div 42 = 3.57$ (student's grade).

4.0 = A

3.0- 3.9 = B

2.0 –2.9 =C

1.0 – 1.9 =D

Below 1.0 =F

NA

Performance is exceptionally high on performance task.

Performance is generally high on performance task.

Performance is typically not above minimal expectations.

Performance sometimes falls below what is minimally expected.

Performance is typically below what is minimally expected.

Not applicable to this setting. **Only applicable for mid-term evaluation. Student must be evaluated on all practice behaviors at the end of semester. Field instructors should discuss and provide opportunities for each practice behavior. If field instructor anticipates a problem in this area, the MSW Field Coordinator should be contacted.**

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated(e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>1. Identify as a professional social worker and conduct oneself accordingly.</p> <p><i>Practice behaviors:</i></p> <p>a) Advocate for client access to social work services within the context of child and family services.</p> <p>b) Function within clearly-defined</p>			<p>a) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated(e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>professional roles and boundaries based on the needs of the client, the agency context, the type of services provided, and differential use of self.</p> <p>c) Identify opportunities for social work involvement in identifying and responding to the needs of children and families with particular emphasis on rural environments.</p> <p>d) Demonstrate professional demeanor in behavior, appearance, and communication appropriate for the clinical relationship and setting.</p>			<p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p> <p>d) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated(e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>2. Apply social work ethical principles to guide professional practice.</p> <p><i>Practice behaviors:</i></p> <p>a) Integrate the use of complex social work practice knowledge and skills in the application of social work values and ethics with children and families.</p> <p>b) Apply ethical decision-making skills in working with rural children and families.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>
<p>3. Apply critical thinking to inform and communicate professional judgments.</p> <p><i>Practice behaviors:</i></p> <p>a) Evaluate, integrate, synthesize, and apply theories, incorporating strengths-based approaches to practice with children and families.</p>			<p>a) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated(e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>b) Critically evaluate, select, and implement evidence-informed assessment, intervention, and evaluation tools and techniques with rural children and families.</p> <p>c) Communicate effectively, in oral and written form, with diverse clients and with other professionals.</p>			<p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p>
<p>4. Engage diversity and difference in practice.</p> <p><i>Practice behaviors:</i></p> <p>a) Develop and expand programs in rural areas and small communities where resources meet the needs of clients.</p> <p>b) Accurately identify and assess issues among diverse client populations in a rural environment</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated(e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>c) Recognize how factors related to diversity may influence client functioning and help-seeking behaviors.</p> <p>d) Implement assessment, develop and implement intervention, and evaluation tools that are culturally sensitive and appropriate to diverse clients.</p>			<p>c) 1 2 3 4</p> <p>d) 1 2 3 4</p>
<p>5. Advance human rights and social and economic justice.</p> <p>Practice behaviors:</p> <p>a) Understand the forms and mechanisms of oppression and discrimination.</p> <p>b) Advocate for vulnerable populations, especially those who suffer from the impact of racial, economic and social oppression, and inequality.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated(e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>c) Advocate for social and economic justice on behalf of at-risk families, adults, and children in rural environments.</p>			<p>c) 1 2 3 4</p>
<p>6. Engage in research-informed practice and practice-informed research.</p> <p>Practice behaviors:</p> <p>a) Critically apply research findings to practice, evaluate practice, programs, and policies, conduct basic and applied research, and utilize relevant quantitative and qualitative designs and data analysis.</p> <p>b) Generate and apply research knowledge to critical discussions on best practices for children and families.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated(e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>7. Apply knowledge of human behavior and the social environment.</p> <p><i>Practice behaviors:</i></p> <ul style="list-style-type: none"> a) Integrate knowledge of rural values and customs into autonomous social work practice with children and families. b) Apply appropriate theories, models, and research to diverse client systems and circumstances. c) Demonstrate effective leadership skills in social services and child welfare agencies, including application of leadership theories, interpersonal skills, problem-solving skills, and decision-making techniques. d) Demonstrate the ability to critically evaluate and select from multiple theories when working with children and families. 			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p> <p>d) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated(e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>e) Demonstrate the ability to assess strengths and needs of children and families living in poverty with special emphasis on rural environments.</p>			<p>e) 1 2 3 4</p>
<p>9. Respond to contexts that shape practice</p> <p>Practice behaviors:</p> <p>a) Effectively assess, advocate and intervene in legislative, judicial, and administrative policy processes to improve services for children and families</p>			<p>a) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated(e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p> <p><i>Practice behaviors:</i></p> <ul style="list-style-type: none"> a) Conduct multidimensional assessments on complex issues that include client system and environmental strengths and stressors such as cultural, economic and social/relationship factors b) Apply bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and their families 			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4 5</p>

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated(e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>Rural Competency: 2.1.11 Demonstrate knowledge and skills to apply a bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and families.</p> <p>Practice behavior: a) Utilize advanced social work knowledge, value and skills in order to appropriately assess and intervene in the lives of children and families in a rural setting.</p>			a) 1 2 3 4
<p>Rural Competency: 2.1.12 Integrate knowledge of rural values and customs into autonomous social work practice with children and families.</p> <p>Practice behavior: a) Demonstrate knowledge of local resources in rural settings</p>			a) 1 2 3 4

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated(e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
in order to effectively empower children and families to enhance their capacities.			

Narrative Evaluation

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

Identify areas that need enhancing:

Additional comments:

Student Comments:

Recommended Grade _____

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 PRACTICUM FORMS

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

APPLICATION FOR FIELD PLACEMENT

First Year (Foundation) **Second Year (Concentration)**

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 _____

3. Please note any handicaps or special needs you have that may impact the type of placement you receive.

4. Do you prefer a placement outside of Leflore County? Yes No

If yes, please specify the geographical location you prefer _____.

B. UNDERGRADUATE EDUCATION

BSW (from an accredited school of social work)

 School Year

Bachelor Degree (another discipline)

 Discipline School Year

C. WORK EXPERIENCE (including summer employment):

Agency/Location/Telephone	Dates	Description of Job Duties
	From: To:	

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

G. FIELDS OF PRACTICE/AREAS OF INTEREST (Delete)

The following are examples of some of the diverse problems and client groups that professional social workers are involved with. Please check those categories that represent your major interests at this time in your graduate education.

Special Age Groups:

- | | | |
|--|--------------------------|---|
| <input type="checkbox"/> Pre-School Children | <input type="checkbox"/> | <input type="checkbox"/> Women issues |
| <input type="checkbox"/> School-Age Children | <input type="checkbox"/> | <input type="checkbox"/> Political advocacy |
| <input type="checkbox"/> Adolescents | <input type="checkbox"/> | <input type="checkbox"/> Substance abuse |
| <input type="checkbox"/> Adults | | |
| <input type="checkbox"/> Geriatrics | | |

Communities:

- Rural Communities
- Suburban/Urban Communities

Direct Services Delivery

- Protective Services
- Housing
- Hospice Care
- Temporary/emergency
- Education
- Transportation
- Counseling
-

Problems/Special Population:

- Child Welfare
- Child & Family Services
- Juvenile Services
- School Social Work

Information and Referral

- | | |
|--|--|
| <input type="checkbox"/> Criminal Justice | <input type="checkbox"/> Crisis Intervention |
| <input type="checkbox"/> Health | <input type="checkbox"/> Skills Training |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Employment |
| <input type="checkbox"/> Gender Related Issues | <input type="checkbox"/> Child care |
| <input type="checkbox"/> Developmental Disabilities | <input type="checkbox"/> Advocacy |
| <input type="checkbox"/> Minorities/Depressed Groups | <input type="checkbox"/> Adult Day Care |
| <input type="checkbox"/> Physically Disabled | <input type="checkbox"/> Residential |
| <input type="checkbox"/> HIV Services | <input type="checkbox"/> Legal Aid |
| <input type="checkbox"/> Low income/poverty | <input type="checkbox"/> Case Management |

H. Please check the field internship you are entering this semester and indicate three fields of practice in which you have an interest.

- | | |
|--|---|
| <input type="checkbox"/> SW 581 Field Internship I | <input type="checkbox"/> SW 681 Field Internship II |
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |

I give my permission for the information contained in this application to be shared with social work faculty members and field instructors who are involved with my placement. I have completed this application as accurately as possible, and I understand it and subsequent interview(s) will be utilized to determine the best placement for me. I also understand that any false information deliberately included on this application will disqualify it and may disqualify me for field placement.

Student's Signature

Date

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 site:

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**

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 _____ Position/ Job Title _____

Department/Unit _____

Mailing Address (If different from above) _____

Phone 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 of Field Instructor _____ 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 MSW 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.

Field Instructor's Signature

Date

OFFICIAL USE ONLY

Application Approved

Application Disapproved

MSW 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 field 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
MSW PROGRAM**

FIELD INTERNSHIP TIME SHEET

SW 581 (Field Internship I)

SW 681 (Field Internship II)

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
MSW PROGRAM**

FOUNDATION FIELD WEEKLY ACTIVITY LOG

SW 581 – FIELD INTERNSHIP

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.

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

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

CHILD AND FAMILY WELFARE WEEKLY ACTIVITY LOG

SW 681 – FIELD INTERNSHIP

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"/> Advocacy	_____
<input type="checkbox"/> Psycho Social Assessment(s)	_____
<input type="checkbox"/> Presentations	_____
<input type="checkbox"/> Evaluated Practice	_____
<input type="checkbox"/> Intake Interviews	_____
<input type="checkbox"/> Home Visits	_____
<input type="checkbox"/> Attended Agency Staff/Board Meeting(s)	_____
<input type="checkbox"/> Analyze Program Evaluation Data	_____
<input type="checkbox"/> Policy Development	_____
<input type="checkbox"/> Policy Review	_____
<input type="checkbox"/> Needs Assessment	_____
<input type="checkbox"/> Grant writing	_____
<input type="checkbox"/> Resource Development	_____
<input type="checkbox"/> Collaboration (with other agencies)	_____
<input type="checkbox"/> Case Staffing	_____
<input type="checkbox"/> Individual Therapy	_____
<input type="checkbox"/> Group Therapy	_____
<input type="checkbox"/> Family Therapy	_____
<input type="checkbox"/> Budget Development	_____
<input type="checkbox"/> Program Planning	_____
<input type="checkbox"/> Community Organization Activities	_____
<input type="checkbox"/> Other (Please specify below)	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

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
MSW 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 to student.
- _____ 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: _____

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

CORRECTIVE ACTION AGREEMENT

Date _____

Student _____

Agency _____

Field Instructor _____

List areas of concerns:

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

State the time (date) allowed for student to satisfactorily address concerns (e.g., number of days, weeks, months).

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

Field Instructor

Date

Student

Date

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

REPORT OF FIELD PLACEMENT SITE VISIT

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:

Signature of Individual Completing Report

Position/Title

Date

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