

## Instructions on Completing Time Sheets

Students are responsible for keeping a weekly time sheet. Time sheets are to be turned in during biweekly field seminar.

The hour column should be completed in no fewer than 15-minute intervals. Write "1" for one (1) hour, "15" for 15 minutes, "30" for 30 minutes, "45" for 45 minutes. Ex. 1 hour and 30 minutes should be recorded 1-30.

The first time sheet completed will reflect 0 for previous hours worked. The total field hours worked during the first week of placement should be entered on the line by previous hours. Each week thereafter the hours worked the week before will be added to the hours worked the current week. The last time sheet completed for placement should reflect the total hours worked for the semester.

Hours not included in the total field placement hours worked are field seminar hours, transportation time to and from field seminars, and transportation time to and from the agency. Overtime hours required by specific case assignments and special after-meetings are included in field placement hours and should be recorded on the time sheet.

**Activities Defined** - The activities fall into three broad areas: Client contacts, professional development, and other.

1. *Client contacts* include office visits, home visits, and telephone conversation with or on behalf of a client; referrals; court appearances; and records (documentation).
2. *Professional development* includes one-on-one instructional conferences, in-service and staff development training, orientation, field practicum evaluations, observation, community resource development and research activities, professional reading, and professional conferences.
3. *Other* includes any other activity not described above. Please specify the activity if listed under this category.

Please keep a copy of your time sheet for your records, bring one copy to field seminar, and provide one copy to the Field Instructor.

**Mississippi State University-Meridian  
Social Work Program  
Form H: Original Contract**

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

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

Field practicum agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Student's placement title: \_\_\_\_\_

Beginning date: \_\_\_\_\_ Ending date: \_\_\_\_\_

Hours per week: \_\_\_\_\_

**Student's responsibilities, duties, and activities:**

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

**Signatures:**

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

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

\_\_\_\_\_  
Field Instructor

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

\_\_\_\_\_  
Director of Field Education and/or Field Liaison

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

**Mississippi State University-Meridian  
Social Work Program  
Form I: Learning Contract**

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

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

Address: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Agency Phone Number: \_\_\_\_\_

Student's Placement Title: \_\_\_\_\_

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**NOTE:** Learning Goals are treated separately in this planning form even though all the goals are related and form a whole. See the attached instruction sheet for assistance in completing this form.

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**Agency Learning Goals:**

**Tasks or Strategies**

(State 2-3 ways you plan to achieve each goal)

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**Personal Learning Goals:**

**Tasks or Strategies**  
(State 2-3 ways you plan to achieve each goal)

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**Professional Learning Goals:**

**Tasks or Strategies**  
(State 2-3 ways you plan to achieve each goal)

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**SIGNATURES:**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Field Education

\_\_\_\_\_  
Date

## Instructions for Learning Goals Preparation

There are three parts to preparing for the Learning Goal conference:

- (1) Scheduling the conference
- (2) Preparing the Learning Contract form
- (3) Participating in the conference

### 1. Scheduling the Learning Goal Conference

The conference usually takes place at the field practicum agency. Participants are the field practicum instructor, the student, and the faculty instructor. Allow one hour for the conference and confirm with the faculty instructor the date, time, and place.

The student is responsible for setting up a date and time that is agreeable to all participants in the conference. If it is necessary to use time outside of regularly scheduled field practicum hours, the student will receive credit on time sheets for conference time.

### 2. Preparing the Learning Contract Form

The intention of the form is to set up "learning and doing" objectives for the field practicum that are individualized for each student, are feasible in the agency, and are attainable within the field practicum. The student is responsible for the preparation, and the field practicum instructor is expected to be involved to the extent that is mutually agreeable. The student is expected to initiate working on the preparation with the field practicum instructor. **The form should be typed in triplicate and submitted to the Director of Field Education three days before the conference time.**

The headings of sections labeled **agency**, **personal**, and **professional** are intended to offer a focus for broad coverage. Overlapping of goals under these headings is acceptable. The main idea of the divisions is to encourage the student to develop goals in each of these three broad areas, all considered being important to social work professional training. Please note that within each section, the student is expected to list goals **and** ways to achieve them. The goal is the individualized objective, and the way of meeting the goal is the task or strategy.

**Agency Learning Goals** pertain to the unique nature of the field practicum agency that the student wishes to learn about and/or contribute to. Consideration should be given to the following areas when deciding on your learning goals:

- # Services and programs the agency provides
- # Agency history, philosophy, funding, and organizational structure
- # Client population served
- # Agency response(s) to social and economic justice

- # Agency policies, procedures, and decision-making processes
- # Planning and conducting of agency-based research

Examples of goals and ways to achieve them:

**Agency Learning Goals:**

1. To understand the foster care placement process from home study assessment to disposition leaving.

2. To become familiar with Safe Haven's agency-based research.

**Tasks or Strategies**

- 1.
- (a) Conduct home visits/shelter visit
  - (b) Read the agency manual
  - (c) Discuss process with a social worker
  - (d) Attend the foster care Review Board orientation

- 2.
- (a) Ask the Field Instructor
  - (b) Determine its goals and purposes
  - (c) Ascertain the staff view and use of research
  - (d) Determine if the research addresses social and economic issues

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**Personal Learning Goals** pertain to your own uniqueness as an individual and the changes you want to make within yourself and in your behavior that would help you in your role as a practicing social work student. These desired changes may involve building on your strengths and skills, working to minimize weaknesses, vulnerabilities, etc. and expanding sensitivities, self-awareness, etc. Consider the following when deciding on your learning goals:

- # Differences between personal and professional tasks
  - # Personal barriers that may affect social work practice
  - # Understanding and awareness of individual diversity (culture, lifestyle, minority status, women's issues, etc.) in relation to wellness and human rights.
  - # Personal values that help or interfere with effective social work practice
-

Examples of goals and ways to achieve them:

**Personal Learning Goals:**

1. To become more assertive
  
2. To increase my awareness and understanding of the Native American population served by my agency.

**Tasks or Strategies:**

1. (a) Speak at least 2 times in the first group session, 4 times in the second, and 6 times in group sessions thereafter  
  
(b) Ask for feedback from co-leader of group  
  
(c) Report my progress in weekly instructional sessions
  
2. (a) Read 3 articles on Native Americans.  
  
(b) Discuss the issues raised in the articles and in my contact with clients with a Native American social worker in the agency

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**Professional Learning Goals** pertain to theory, methods, and skills common to the work of a professional social worker that you can learn in your agency and that would be applicable in other social work agencies. Consider the following areas when deciding on your learning goals:

- # General social work practice methods (establishing relationships, collecting data, making assessments, interventions, evaluation, and termination)
- # Integrating and applying academic knowledge and theory to actual social work situations, values, and ethics
- # Accountability to client systems (e.g., maintaining client confidentiality, keeping appointments, following through on plans, etc.)
- # Teamwork with other agency staff in identification of client concerns/problems
- # Communication and interviewing skills
- # Problem-solving process
- # Diversity (e.g., cultural, ethnic, racial, social and economic justice)
- # Making referrals and community resources

Examples of goals and ways to achieve them:

**Professional Learning Skills:**

**Tasks or Strategies:**

- |   |  |
|---|--|
| 1. To develop skills in understanding group   | 1. (a) Observe the instructor's skill process and working with groups in parenting classes 2-3 sessions<br><br>(b) Co-facilitate the group beginning in January and through May<br><br>(c) Ask for feedback from the instructor after each session |
| 2. To learn about national, state, and local resources available for handicapped children | 2. (a) Survey community services<br><br>(b) Obtain and familiarize self with printed materials.<br><br>(c) Visit agencies that provide services  |
- 

**Participating in the Conference**

The conference allows parties to confirm, clarify, expand, or modify goals and ways to accomplish them. This is done through sharing, questioning, and feedback. The Learning Contract form is a working paper that is the basis for the conference. Some goal, task, and/or strategy revisions may be indicated as a result of the conference. The student, the Field Instructor, and the Director of Field Education are expected to offer input during the conference. The Director of Field Education may use the opportunity to learn more about the specifics of field practicum assignments.

The director retains the finished form signed by student, Field Instructor, and Director of Field Education. Copies are provided to the student and the Field Instructor. The Learning Contract becomes part of the framework for training at the agency. The Learning Goals become the basis for future evaluation of the student. Final evaluation of the field practicum takes place just before completion of the required number of hours.

**Revision of the Learning Contract Form** may be necessary following the Learning Goal conference. If revision is necessary, the student is expected to amend the form and return it to the Director of Field Education within three (3) days after the conference.

The evaluation process between Field Instructor and student is ongoing through the practicum. Feedback opportunities are important for growth for the student and the Field Instructor. The more formal evaluations, mid-term and final, are to be initiated by the student.



The student must submit the following forms to the Director of Field Education prior to any grade being given:

1. Original Contract
2. Field Learning Contract
3. Time Sheets
4. Weekly Logs
5. Mid-Term Evaluation of Student
6. Final Evaluation of Student
7. Student Evaluation of Field Practicum

**Mississippi State University-Meridian  
Social Work Program  
Form J: Evaluation of Field Practicum Student**

**Instructor:** The mid-term and final evaluations facilitate student and field instructor feedback regarding the student's field experience for the Director of Field Education. This evaluation is the instructor's mid-term and final assessment of the field student application of classroom learning in an agency setting. The evaluation of the student should be a shared process in that the instructor and the student discuss variations and similarities in the assessment.

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

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

Address: \_\_\_\_\_  
\_\_\_\_\_

Field Instructor: \_\_\_\_\_ Phone: \_\_\_\_\_

**Mid- Term**      Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

**Final**            Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

The standard by which a student is to be compared is that of a new, entry-level social worker. The 10 competencies specified in this evaluation form are those established by the national accrediting organization, the Council on Social Work Education.

Comments may be made under any competency statement, if desired. Please indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement. The purpose of the evaluation is to give the student feedback about her or his performance. The field supervisor's rating of these items will not directly be used to calculate the grade given to the student. The faculty liaison has the responsibility of assigning the grade for field education. The grade that is assigned is based on: **the faculty liaison's overall evaluation of the student's performance in field placement in conjunction with the field supervisor's evaluation and other submitted materials, such as: placement log; seminar participation; and papers that integrate field with**

classroom instruction.

Please use the following scale of 1-4 to assess the functioning level of the student for each practice behavior.

4	The student has excelled in this area
3	The student is functioning above expectations for students in this area
3	The student has met the expectations for students in this area
1	The student has not met the expectations in this area but gives indications that she/he will do so in the near future
0	The student has not met the expectations in this area and does not give indications that she/he will do so in the near future
n/a	Not applicable, as the student has not had the opportunity to demonstrate competencies in this area

**Competency # 1: Student identifies as a professional social worker and conducts himself/herself accordingly.**

Advocates well for client access to the services of social work	0	1	2	3	4	n/a
Practices personal reflection and self-correction to assure continual professional development	0	1	2	3	4	n/a
Attends to professional roles and boundaries	0	1	2	3	4	n/a
Demonstrates professional demeanor in appearance, behavior and communication	0	1	2	3	4	n/a
Uses supervision and consultation effectively	0	1	2	3	4	n/a
Engage in career long learning	0	1	2	3	4	n/a

Comments:

**Competency # 2: Student applies social work ethical principles to guide his or her professional practice.**

Makes ethical decisions by applying the NASW <i>Code of Ethics</i>	0	1	2	3	4	n/a
Recognizes and manages personal values in a way that allows professional values to guide practice (e.g., on issues such as abortion or gay rights)	0	1	2	3	4	n/a
Tolerates uncertainty in resolving ethical conflicts	0	1	2	3	4	n/a
Is able to apply strategies of ethical reasoning to arrive at	0	1	2	3	4	n/a

principled decisions						
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Comments:

<b>Competency # 3: Student applies critical thinking to inform and communicate professional judgments.</b>						
Is skilled at distinguishing, appraising and integrating multiple sources of knowledge; including research-based knowledge and practice-based wisdom	0	1	2	3	4	n/a
Is skilled at analyzing models of assessment, prevention, intervention, and evaluation	0	1	2	3	4	n/a
Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues	0	1	2	3	4	n/a
Demonstrates effective written communication in working with individuals, families, groups, organization, communities, and colleagues	0	1	2	3	4	n/a

Comments:

<b>Competency # 4: Student engages diversity and difference in practice.</b>						
Recognizes the extent to which a culture's structures and values may oppress, marginalize, and alienate, or may create or enhance privilege and power	0	1	2	3	4	n/a
Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	0	1	2	3	4	n/a
Recognizes and communicates her or his understanding of the importance of difference in shaping life	0	1	2	3	4	n/a
Views herself or himself as a learner and engages those with whom he or she works with as informants	0	1	2	3	4	n/a

Comments:

<b>Competency # 5: Student advances human rights and social and economic justice.</b>						
Understands the forms and mechanisms of oppression and discrimination	0	1	2	3	4	n/a
Is skilled at advocating for human rights and social and economic justice	0	1	2	3	4	n/a

Is skilled at engaging in practices that advance social and economic justice	0	1	2	3	4	n/a
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Comments:

**Competency # 6: Student engages in research-informed practice and practice-informed research.**

Is skilled at using practice experience to inform research	0	1	2	3	4	n/a
Is skilled at using research and evidence-based interventions to inform practice	0	1	2	3	4	n/a

Comments:

**Competency # 7: Student applies knowledge of human behavior and the social environment.**

Is skilled at critiquing and applying knowledge of theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development to people to help understand their environment	0	1	2	3	4	n/a
Is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation	0	1	2	3	4	n/a

Comments:

**Competency # 8: Student engages in policy practice to advance social and economic well-being and to deliver effective social work services.**

Is skilled at analyzing, formulating, and advocating for policies that advance social well-being	0	1	2	3	4	n/a
Is skilled at collaborating with colleagues and clients for effective policy action	0	1	2	3	4	n/a

Comments:

**Competency # 9: Student responds to contexts that shape practice.**

Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services	0	1	2	3	4	n/a
Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	0	1	2	3	4	n/a

Comments:

**Competency # 10: Student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.**

Substantively and affectively preparing for action with individuals, families, groups, organizations, and communities	0	1	2	3	4	n/a
Using empathy and other interpersonal skills	0	1	2	3	4	n/a
Developing a mutually agreed-on focus of work and desired outcomes.	0	1	2	3	4	
Collecting, organizing, and interpreting client data	0	1	2	3	4	n/a
Assessing client strengths and limitations	0	1	2	3	4	n/a
Developing mutually agreed-on intervention goals/objectives	0	1	2	3	4	n/a
Selecting appropriate intervention strategies	0	1	2	3	4	n/a
Initiating actions to achieve organizational goals	0	1	2	3	4	n/a
Implementing prevention interventions that enhance client capacities	0	1	2	3	4	n/a
Helping clients resolve problems	0	1	2	3	4	n/a
Negotiating, mediating, and advocating for clients	0	1	2	3	4	n/a
Facilitating transitions and endings	0	1	2	3	4	n/a
Critically analyzing, monitoring, and evaluating interventions	0	1	2	3	4	n/a

Comments:

### MIDTERM Overall Evaluation

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

- This student is excelling in field placement by performing above expectations for students.
- This student is meeting the expectations of a field placement student.
- This student is functioning somewhat below the expectations of a field placement student. There is a question if the student will be ready for entry-level social work practice at the end of the semester.
- This student is functioning below the expectations of a field placement student. There is considerable concern that this student will not be ready for entry-level social work practice at the end of the semester. This student should perhaps be encouraged to pursue another major.

### FINAL Overall Evaluation

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

- This student excelled in field placement by performing above expectations for students. If an appropriate position were open at this agency, for an entry-level social worker, this student would be considered among the top candidates for the position.
- This student is meeting the expectations of a field placement student. This student is ready for entry-level social work practice.
- This student is not yet ready for entry-level social work practice.
- This student is not yet ready for entry-level social work practice. This student has demonstrated serious problems in performance and should perhaps be encouraged to pursue another major.

Comments/Elaboration:

**SIGNATURES:**

Agency Field Instructor: \_\_\_\_\_

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

**The following should be completed by the Field Practicum student.**

My agency instructor and faculty instructor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- I agree with the evaluation
- I do not agree with the evaluation

Field Placement Student: \_\_\_\_\_ Date: \_\_\_\_\_

- If the student disagrees with the evaluation, she/he should state that disagreement in writing and submit a copy to both the agency instructor and the faculty instructor. A meeting between the student, agency instructor, and faculty instructor should then be held to discuss the disagreement.

Adapted with permission of Stephen Holloway, Ph. D., Dean Emeritus, Barry University, FL



## **Field Practicum Assessment Criteria and Standards**

Your instructor will use the following criteria and standards when marking your practicum work. You can use these criteria and standards when planning your learning goals and when performing a self-check on your own practicum performance.

### **Level 4 (A): Quality and Consistent Growth**

#### **The Student:**

- Demonstrates consistent performance and contributes significantly to the practicum setting in relation to all ten competencies;
- Establishes effective professional relationships with the clients, co-workers, and the instructor;
- Works both independently and as part of a team and attend to professional roles and boundaries
- Is self-directed and able to apply critically thinking skills to analyze his or her own behavior recognizing and managing personal goals in a way that allows professional values to guide practice;
- Continuously discovers, apprise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
- Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services;
- Uses problem-solving strategies that are effective, creative, and appropriate to the situation;
- Demonstrates a desire to go beyond available information at appraising and integrating multiple sources of knowledge; including research-based knowledge and practice-based wisdom; and
- Personalizes knowledge and skill issues and concepts acquired through practice and takes advantage of all learning opportunities, taking on challenges and responsibility for his or her learning, viewing those he/she works with as informants.

### **Level 3 (B): Growth and Development**

#### **The Student:**

- Is reliable in performance and needs only limited supervision
- Is able to work independently and achieves consistent growth and development in all the practice areas
- Collaborates with the instructor and co-workers, sharing ideas, knowledge, and experiences
- Is able to initiate and generate specific plans that further personal learning goals
- Demonstrates consistent self-awareness, self-direction, initiative, and responsibility for his or her own learning
- Has a solid understanding of professional values and attitudes and can effectively integrate these values and attitudes into practice

- Quickly addresses issues that arise and takes optimal advantage of learning opportunities in both the practicum and course work

## **Level 2 (C): Basic Competency**

### **The Student:**

- Can usually carry out responsibilities as identified in the Practicum Evaluation Checklists, with occasional supervision, direction, and assistance
- Is generally reliable
- Shows some initiative in all practice areas
- Is generally able to relate to clients, co-workers, and instructor
- Demonstrates some understanding of professional values that relate to each of the practice areas
- Is able to set goals, but sometimes these goals are unrealistic, unreasonable, or unattainable
- Is able to identify problematic issues but shows only basic skills in addressing these issues due to a lack of willingness and/or ability to critically analyze and integrate knowledge

## **Level 1 (D): Failure to Meet Minimum Standards**

### **The Student:**

- Constantly needs supervision and direction from the instructor
- Is unable to carry out the tasks and responsibilities as identified in the Practicum Evaluation forms
- Lacks ability to set realistic goals and, if goals are set, does not consistently follow through on meeting the goals
- Has difficulty relating to clients, co-workers, and the instructor
- Lacks understanding of professional values and attitudes as these apply to practice areas identified in the Practicum Assessment Checklists
- Appears unwilling or unable to reflect critically or personally on many aspects of his/her practice

REVISED 3/23/2013

**Mississippi State University-Meridian  
Social Work Program  
Form K: Student Evaluation of the Field Practicum**

**Instructor:** This evaluation facilitates student feedback regarding the student's field experience for the Director of Field Education. Specifically, the student evaluates the Agency Field Instructor and Director of Field education or Field Liaison. The evaluation by the student anonymous

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

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

Address: \_\_\_\_\_

\_\_\_\_\_

Field Instructor: \_\_\_\_\_ Phone: \_\_\_\_\_

**Final**

Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

Based on **your** field experience, please read and rate the following statements using the guide below:

- 1 = I am not at all competent in my ability to do this
- 2 = I am somewhat competent in my ability to do this
- 3 = I am mostly competent in my ability to do this
- 4 = I am extremely competent in my ability to do this

<b>Content Mastery Area and Description</b>	
<b>2.1.1 Identify and act as a professional social worker:</b>	
I understand how to advocate for client access to social work services.	1 2 3 4
I understand how to personally reflect and self-correct to assure continual professional development.	1 2 3 4
I understand how to attend to professional roles and boundaries.	1 2 3 4
I understand how to demonstrate professional demeanor in behavior, appearance, and communication.	1 2 3 4
I understand how to engage in career-long learning.	1 2 3 4
I understand how to use supervision and consultation.	1 2 3 4

<b>2.1.2 Apply social work ethical principles to guide professional practice</b>				
I am able to recognize and manage personal values in a way that allows professional values to guide practice	1	2	3	4
I understand how to make ethical decisions by applying NASW Code of Ethics standards.	1	2	3	4
I am able to tolerate ambiguity in resolving ethical conflicts.	1	2	3	4
I am able to apply strategies of ethical reasoning to arrive at principled decisions	1	2	3	4

<b>2.1.3 Apply critical thinking to inform and communicate professional judgments</b>				
I am able to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	1	2	3	4
I am able to analyze models of assessment, prevention, intervention, and evaluation.	1	2	3	4
I am able to demonstrate effective oral and written communication in working at micro, macro and mezzo levels.	1	2	3	4

<b>2.1.4 Engage diversity and difference in practice</b>				
I am able to recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create/enhance privilege and power.	1	2	3	4
I am able to gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	1	2	3	4
I am able to recognize and communicate understanding of the importance of difference in shaping life experiences.	1	2	3	4
I am able to view myself as a learner and engage those with whom I work as informants.	1	2	3	4

<b>2.1.5 Advance human rights and social and economic justice</b>				
I understand the forms and mechanisms of oppression and discrimination.	1	2	3	4
I am able to advocate for human rights and social and economic justice.	1	2	3	4
I am able to engage in practices that advance social and economic justice.	1	2	3	4

<b>2.1.6. Engage in research-informed practice and practice-informed research</b>				
I am able to use practice experience to inform scientific inquiry.	1	2	3	4
I am able to use research evidence to inform practice.	1	2	3	4

<b>2.1.7 Apply knowledge of human behavior and the social environment</b>				
I am able to utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	1	2	3	4
I am able to critique and apply knowledge to understand person and environment.	1	2	3	4

<b>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</b>				
I am able to analyze, formulate, and advocate for policies that advance social well-being.	1	2	3	4
I am able to collaborate with colleagues and clients for effective policy action.	1	2	3	4

<b>2.1.9 Respond to contexts that shape practice</b>				
I know how to continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	1	2	3	4
I am able to provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	1	2	3	4

<b>2.1.10(a) Engagement</b>				
I am able to substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	1	2	3	4
I am able to use empathy and other interpersonal skills.	1	2	3	4
I am able to develop a mutually agreed-on focus of work and desired outcomes.	1	2	3	4
<b>2.1.10(b) Assessment</b>				
I am able to collect, organize, and interpret client data.	1	2	3	4
I am able to assess client strengths and limitations.	1	2	3	4
I am able to develop mutually agreed-on intervention goals and objectives.	1	2	3	4
I am able to select appropriate intervention strategies.	1	2	3	4
<b>2.1.10(c) Intervention</b>				
I am able to initiate actions to achieve organizational goals.	1	2	3	4
I am able to implement prevention interventions that enhance client capacities.	1	2	3	4
I am able to help clients resolve problems.	1	2	3	4
I am able to negotiate, mediate, and advocate for clients.	1	2	3	4
I am able to facilitate transitions and endings.	1	2	3	4
<b>2.1.10(d) Evaluation</b>				
I know how to critically analyze, monitor, and evaluate my interventions.	1	2	3	4

## Field Experience Implicit Curriculum

Using the likert-type scale below, please assess the environment of the field experience.

1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

NA=Not applicable DK=Don't know/no basis to answer

Implicit Curriculum	
Supervisor was respectful of me.	1 2 3 4 5 NA DK
Supervisor understands diversity.	1 2 3 4 5 NA DK
Practicum environment affirmation for diversity.	1 2 3 4 5 NA DK
Practicum environment models affirmation for difference.	1 2 3 4 5 NA DK
Practicum environment models respect for difference.	1 2 3 4 5 NA DK
Practicum environment models respect for diversity.	1 2 3 4 5 NA DK
Practicum environment affirms persons with diverse identities	1 2 3 4 5 NA DK
Practicum environment supports persons with diverse identities.	1 2 3 4 5 NA DK
Interview process with the field agencies is fair.	1 2 3 4 5 NA DK
The Program notifies students in a timely manner where they are doing their field.	1 2 3 4 5 NA DK
Practicum environment informed me of policies and procedures on the agency.	1 2 3 4 5 NA DK
Supervisor acted professionally.	1 2 3 4 5 NA DK
Supervisor acted ethically .	1 2 3 4 5 NA DK
Supervisor modeled critical thinking while supervising me,.	1 2 3 4 5 NA DK
Supervisor modeled appreciation for being a social worker.	1 2 3 4 5 NA DK
Supervisor was accessible by phone, in person meeting or email.	1 2 3 4 5 NA DK
Supervisor expected me to act professionally while at the agency,	1 2 3 4 5 NA DK
Supervisor expected me to come to work prepared.	1 2 3 4 5 NA DK
Supervisor modeled the strengths perspective while working with clients	1 2 3 4 5 NA DK
I had enough resources (pens, paper, etc) to assist me with my duties.	1 2 3 4 5 NA DK
Practicum environment was safe, supporting, and professional	1 2 3 4 5 NA DK

## FINAL Overall Evaluation

Please check one of the following at the final evaluation.

- This agency field instructor and field director/field liaison maintained above average expectations for my learning experience.
- This agency field instructor and field director/field liaison maintained average expectations for my learning experience.
- This agency field instructor and field director/ field liaison maintained below average expectations for my learning experience.

Comments/elaboration:

### SIGNATURES:

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

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

Director of Field Education: \_\_\_\_\_

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

Adapted with the permission of Stephen Holloway, Ph. D., Dean Emeritus, Barry University, FL.

## **Supervision and Consultation Assessment Criteria and Standards**

You are to use the following criteria and standards when evaluating your field practicum experience.

### **Supervision:**

#### **Field Instructor:**

- Held regular and planned supervisory conferences
- Provided continuous supervision that encompassed all areas of my concern
- Provided an objective appraisal of my work
- Enhanced my understanding of Social Work philosophy and agency policy
- Supported my development of self-awareness by providing psychological and interpersonal resources as well as professional competence
- Enhanced my knowledge of the agency's and community's resources
- Coordinated my learning through appropriate case assignment, peer-group interaction, and priorities of activities to refine knowledge, values, and skills
- Provided supervision within the established guidelines of the *NASW Code of Ethics*
- Continually reinforced my identification with Social Work purpose, values, and ethnics
- Fostered integration of both empirical and practice-based knowledge

#### **Director of Field Education:**

- Provided a clear and consistent understanding of my field practicum responsibilities
- Provided a clear understanding of all assignments and activities and of their link to my knowledge and skills development
- Held regular and structured seminars
- Provided continuous supervision that encompassed all areas of my concern
- Provided an objective appraisal of my work
- Supported my development of self-awareness by providing psychological and interpersonal resources
- Coordinated my learning through interaction with agency instructor and/or field liaison
- Reinforced professional identification of ethical standards and principles of the *NASW Code of Ethics*
- Continually reinforced my identification with Social Work purpose, values, and ethnics
- Fostered integration of both empirical and practice-based knowledge

#### **Field Liaison:**

- Provide a clear and consistent understanding of my field practicum responsibilities
- Provided a clear understanding of all assignments, activities and their link to my knowledge and skills development
- Provided continuous supervision that encompassed all areas of my concern
- Facilitated field teaching and my learning
- Supervised educational opportunities offered by the agency, monitored my progress, and fostered interchange between the program and the agency
- Evaluated the Field Instructor's efforts and my achievements objectively
- Continually reinforced my identification with Social Work purpose, values, and ethnics
- Fostered integration of both empirical and practice-based knowledge

REVISED 3/23/2013



Form L

**AGREEMENT OF UNDERSTANDING BETWEEN  
MISSISSIPPI STATE UNIVERSITY, FOR AND ON BEHALF OF ITS  
SOCIAL WORK PROGRAM AND**

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This agreement of understanding is made between Mississippi State University, for and on behalf of its Social Work Program and \_\_\_\_\_ will begin on \_\_\_\_\_ will terminate on \_\_\_\_\_. Both parties to the agreement, prior to the date of termination may renew this agreement for an additional year.

**WHEREAS**, Mississippi State University, for and on behalf its Social Work Program provides the course of study for the Bachelor of Social Work degree to students enrolled in undergraduate social work courses; and

**WHEREAS**, Mississippi State University, for and on behalf of its Social Work Program desires said students to have field practicum experiences; and

**WHEREAS** \_\_\_\_\_ is agreeable to provide the necessary instructions and accommodations for said field practicum experience, it is agreed as follows:

**I. Mississippi State University, for and on behalf of its Social Work Program agrees to:**

1. Provide a faculty member to provide consultation to the student and field instructor.
2. Nondiscriminatory practices against any employee or applicant for employment or registration in a course of study because of race, color, religion, sex, national origin, age, disability, or veteran's status, sexual orientation or group affiliation.
3. Notify faculty members and students that each must abide by all existing rules and regulations of \_\_\_\_\_.
4. Initiate conferences with the field instructors for feedback on the student's performance and objectives of the social work field practicum.
5. Provide training of field instructors by planning meetings specific to field instruction.
6. Provide copies of relevant course materials and/or student educational learning expectations.
7. Assume responsibility for submitting the student's final grade.
8. Inform the student of University and Program requirements to obtain professional liability insurance in the amount of \$1,000,000.00 or more as a pre-requisite to engage in any client-related experiences in the facility.
9. Clear the use of any confidential information and case material for instructional purposes with the field instructor as well as disguising the material to insure confidentiality. The University and each student shall comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records.
10. Advise students that certain Agencies/Organizations/Programs may require background checks, drug screenings, and/or certain immunizations before acceptance at the facility.

**Agreement of Understanding page 2**

**II. \_\_\_\_\_ agrees to:**

1. Provide adequate orientation of said agency to the student.
2. Relate to the Director of Field Education any agency changes in policies and procedures relative to the student's field practicum.
3. Provide weekly instructional conferences to the student and daily instructions to the student within the agency.
4. Attend field instructors meetings as often as possible.
5. Provide the student with resources necessary for fulfilling responsibilities within the agency (i.e., phone, desk, office supplies, etc.).
6. Inform the Director of Field Education immediately of any inappropriate conduct of the student.
7. Provide input for the student's learning contract.
8. Complete midterm and final evaluations of the student.

**Approved:**

Mississippi State University:

Agency:

\_\_\_\_\_  
Provost and Executive Vice President

\_\_\_\_\_  
Agency Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
MSU - Meridian Campus Dean & Assoc. V. Pres.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Associate Dean, Arts and Sciences

\_\_\_\_\_  
Date

\_\_\_\_\_  
MSU – Meridian Director of Social Work Program

\_\_\_\_\_  
Date

## **Council on Social Work Education-Educational Policy and Accreditation Standards**

### **Educational Policy 2.1—Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

#### **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. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

#### **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 laws. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers *Code of Ethics*<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW. International Federation of Social Workers and

International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

**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. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice-based wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple 5 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. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

**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. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

**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. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

**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. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

**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. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

**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. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. 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.

**Educational Policy 2.1.10(a)—Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.