



**MISSISSIPPI STATE UNIVERSITY™
MERIDIAN**

**Mississippi State University-Meridian
SOCIAL WORK FIELD PRACTICUM MANUAL**

Mississippi State University-Meridian

Social Work Program

Division of Arts and Sciences

Revised 01/6/2020

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Social Work Program

This manual presents information which, at the time of preparation for printing, most accurately described the courses, curricula, policies, procedures, regulations and requirements of the Field Practicum at Mississippi State University-Meridian Social Work Program. Mississippi State University-Meridian Social Work Program reserves the right to delete, substitute for, change, or supplement any statement in this manual without prior notice.

Program rules, regulations, and procedures are included in this manual. Social Work majors are bound by the principles herein described.

The accreditation of the Social Work Program at Mississippi State University- Meridian Campus was reaffirmed by the Council on Social Work Education until 2021. The profession of social work recognizes the Bachelor of Social Work (BSW) degree as the entry-level professional degree. The Program mission is inextricably related to the purpose and mission of the University and the College of Arts and Sciences. On these foundations the Program seeks to prepare BSW students to continue their formal education in social work or graduate disciplines. The Program further prepares students to connect class and practice setting by implementation of generalist practice work with individuals, families, groups, communities and organizations within a multicultural society.

In order to achieve this mission, the student's program of professional education consists of both classroom and field education the signature pedagogy of Social Work education. The function of classroom instruction is to provide the student with the opportunity to acquire the knowledge, skills, and values necessary for the development of evidence-based practice. The field practicum provides the student with the opportunity to link and apply a generalist practice knowledge content from the classroom to the delivery of social services in a practice situation. Students are admitted into the practicum following the completion of required liberal arts and social work courses.

While the Program has responsibility for the overall function of the practicum, field instruction is a collaborative educational venture between those in the Program, the social service agencies, and the student body. Individualization, flexibility, and cooperation in developing relevant educational experiences are important conditions of this relationship.

Mission of Social Work Profession

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally (CSWE 2015).

Mission

Our program's purpose and mission are inextricably related to the purpose and mission of the University, the College of Arts and Sciences, and the Meridian Campus. The mission statements of the University, College of Arts and Sciences, Meridian Campus Social Work Program, and the

purpose of the Social Work profession reflect a strong commitment to students, community and service to society.

With the liberal arts as our foundation, the **mission** of the Social Work Program Mississippi State University-Meridian is to prepare BSW graduates to engage in entry-level generalist social work practice to competently and effectively work with individuals, families, groups, communities, and organizations within a multicultural society and to continue their formal education in social work or graduate discipline.

It is the **vision** of the Program that students will diligently work toward the achievement of civil rights for all populations, including the impoverished, underserved, undereducated, disenfranchised, and biopsychosocially vulnerable. The Program further expects students to become trustworthy, dedicated leaders in social service delivery through professional expertise, evidence informed practices, and systematic advocacy.

As such, it is our **goal** that upon completion of the Program, students are prepared to:

1. Practice according to the principles, values, and ethics that guide the social work profession. (Competencies 1 & 2)
2. Influence social policies with the goal of alleviating poverty, oppression, and social injustice as well as advocating for human rights. (Core Competencies 2, 3, 5, 6, 7, 8 & 9)
3. Provide communities with professional social work services in a manner that reflects a commitment to the historic mission of social work and empower communities to address issues of social and economic injustice. (Competencies 1, 3, 6, 7, 8 & 9)
4. Identify and affect the bio-psycho-social, spiritual, and cultural functioning of people. (Competencies 6, 7, 8 & 9)
5. Engage in research-informed entry-level generalist social work practice with individuals, families, groups, communities and organizations within a diverse and multicultural society. (Competency 4)

Social Work Competencies

1. **Demonstrate Ethical and Professional Behavior**
2. **Engage Diversity and Difference in Practice**
3. **Advance Human Rights and Social, Economic, and Environmental Justice**
4. **Engage In Practice-informed Research and Research-informed Practice**
5. **Engage in Policy Practice**
6. **Engage with Individuals, Families, Groups, Organizations, and Communities**
7. **Assess Individuals, Families, Groups, Organizations, and Communities**
8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**
9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Adapted with permission of the Council on Social Work Education

Generalist Practice

The definition of generalist practice is as follows:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (CSWE EPAS 2015). *Adapted with permission of the Council on Social Work Education*

Eligibility for Field Practicum

The criteria for remaining in the program and entering field practicum include:

- ❖ Completion of Field Practicum Application Process.
- ❖ Maintain an overall GPA of 2.0, with a 2.75 GPA or better for all social work courses. ***Must earn a minimum of "C" in each social work course.***
- ❖ Adhere to all academic expectations of the university and the social work program
- ❖ Adhere to the National Association of Social Workers Code of Ethics
- ❖ Completion of a required fingerprint criminal history, child abuse/neglect, and sex offender registry checks.
- ❖ **** Please note* if the commission of any misdemeanor or felony involving actual or threaten assault or injury to a person does occur either prior to formal admission into the Social Work program or during field practicum; this behavior may limit or prohibit student's opportunity for participating and/or securing field practicum agencies as well as sitting for the Mississippi State Social Work Licensure Exam as well as social service agency.***
- ❖ ***Academic credit for life experience and previous work experience will not be given, in whole or in part, in lieu of the field practicum or of the courses in the professional foundation areas, specifically, Social Work Practice I, II and III.***

Criteria for Admission into Field Practicum

The program has written policies and procedures for admission into Field Practicum. The student must maintain a minimum GPA of 2.75 in required social work courses. The integrated liberal arts perspective and social work curriculum, with exception of SW 4916 Field Practicum I and SW 4926 Field Practicum/Seminar II which comprise the block practicum, **must be completed** before students apply for admission into field practicum.

Students enrolled in SW 3533 Social Work with Communities and Organizations must complete a membership application to the National Association of Social Workers. The semester prior to practicum, students complete three field placement orientation classes. The purpose of these classes is to discuss field education and the field practicum process, to distribute the Social Work

Program Field Practicum Manual, and to review field practicum information, forms, and the field syllabus. Prior to agency interviews students must complete Form D/E, Authorization for Background Check, and Child Abuse/Neglect Central Registry Check. Form F, Authorization to Release Non-Public Information is completed and retained in the student's record. Students are required to complete Form A, Application for Field Practicum and Resume', and three preplacement interviews with approved field agencies (Form B and Form C) which ranks the students' agency choice(s). In the preplacement interviews, the student and agency field instructor are encouraged to explore the placement fully before ranking the choice of agency placement.

Students are required to complete Forms A, B, C, D, and E and turn them into the Director of Field Education. Information shared by the students pertaining to their learning needs, interests, wants, and personal considerations concerning the field practicum are discussed with the Director of Field Education in an established office interview. The decision concerning choice of agency placement is based on the shared student information and agency field instructor interviews. The Director of Field Education has the final approval of the field placement agency.

Social work majors are **required to complete a semester and a minimum of 450 face to face hours practicum Monday thru Thursday 8 am – 5 pm in an agency setting**. Field practicum allows the student opportunities to link and apply theories learned in the classroom in a structured and educationally directed environment.

At the close of the fall semester students are required to obtain liability insurance in the amount of \$1,000,000.00 or more prior to their first day of placement. Applications for liability insurance may be made through the National Association of Social Workers.

Field practicum is completed in a semester; twelve (12) hour block. In addition to the required 450 hours Monday thru Thursday 8 am – 5 pm spent in the agency setting, students are required to attend and actively participate in the field seminar that meets every other week (Friday 8 am – 1 pm **this schedule is subject to change**). Students are required to complete registration and payment of tuition prior to entering the practicum agency and to provide evidence of malpractice insurance.

Each student is required to complete the 450-hour field practicum Monday thru Thursday 8 am – 5 pm. **No EXCEPTIONS are made based on prior work experience. Academic credit for life experience and previous work experience shall not be given, in whole or in part, in place of the field practicum or of the courses in the professional foundation areas.**

A student employed in a social service agency is strongly encouraged to complete the required face to face 450-hours Monday thru Thursday 8 am – 5pm field practicum in another approved agency. The field practicum agency must be approved by the university and program. In the rare case that a student must remain employed in the agency at which the student is currently employed, **there must be clearly written objectives, the required face to face field practicum hours (450) Monday thru Thursday 8 am – 5pm must be completed in a unit other than their work unit, and a social worker other than the current instructor must provide supervision.** Both the Director of Field Education and Program Director must approve such field practicum arrangements.

Student Responsibilities

The student is encouraged to be as fully involved as possible in the field education process. Students are to meet with the advisor and the Director of Field Education to prepare for decision making and to identify learning needs and desires. In the pre-placement interviews, students are encouraged to exchange relevant information with the Director of Field Education and the agency Field Instructor to ensure that the student, the Director of Field Education and the Field Instructor have essential information to decide whether a particular field placement is appropriate.

Students are expected to assume the professional role appropriate to their level of development, including the following:

1. Adhering to the policies, procedures, and regulations of the social service agency;
2. Complying with the agency's practices with respect to the working hours, dress codes, and general professional behavior. Absences due to illness or personal emergency are made up if the minimum hours are not met;
3. Availing themselves of learning opportunities offered through in-service training, meetings, and conferences;
4. Securing permission from the Field Instructor for the use of any confidential information and case material for instructional purpose as well as disguising the material to ensure confidentiality. The University and all students shall comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records; and
5. Conducting themselves in ways consistent with the ethics of the profession, including the National Association Social Workers (NASW) *Code of Ethics*.

The student is responsible for maintaining professional liability insurance coverage. Liability and malpractice insurance coverage is available through NASW.

Automobile insurance is the student's responsibility. Students are not required by the Program to transport clients or others in their private automobiles as part of field education responsibilities. Students should check with their automobile insurance carrier about any limits on coverage for using personal vehicles in field education.

Field Practicum Requirements

Course Description: SW 4916-4926 Social Work Field Practicum/Seminar. (12 hours). The course provides students opportunities to apply generalist social work practice methods by completing a minimum of 450 supervised work hours in a variety of social work practical settings, working with individuals, families, groups, organizations, and communities.

Necessary Knowledge, Values, and Skills:

1. Social Workers serve as representatives of the profession, its mission, and its core values; they know the professional history and commit themselves to the profession's enhancement and to their own professional conduct and growth. (Competency 1)
2. Social Workers apply social work ethical principles to guide professional practice and recognize and manage personal values in a way that allows professional values to guide

- practice by applying standards of the National Association of Social Workers' *Code of Ethics*. (Competency 1)
3. Social Workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity; they understand that diversity includes the intersection 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; and they appreciate that, as a consequence of these factors, a person's life experience may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. (Competency 2)
 4. Social Workers understand 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; they recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights; and they incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. (Competency 3)
 5. Social Workers use practice-based wisdom to inform research, employ evidence-based interventions, evaluate their own practice, and use research evidence to improve practice, policy, and social service delivery; they comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. (Competency 4)
 6. Social Workers understand that policy affects service delivery; they actively engage in policy practice to advance social economic well-being and to deliver effective social work services: analyze, formulate, and advocate for policies that advance social well-being; collaborate with colleagues and clients for effective policy action; and know the history and current structures of social policies and services. (Competency 5)
 7. Social Workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities; value the importance of human relationships; understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. (Competency 6)
 8. Social Workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities; they understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. (Competency 7)
 9. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities; knowledgeable about evidence informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities; understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies; understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. (Competency 8)
 10. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families,

groups, organizations and communities; recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness; understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes; understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. (Competency 9)

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Practice Behaviors:

1. Identify as a professional social worker and conduct oneself accordingly; make ethical decisions by applying the standards of the *NASW Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior. (Competency 1)
2. Engage diversity and difference in practice: recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or may create or enhance privilege or 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 experience; and view themselves as learners and engage those with whom they work as informants. (Competency 2)
3. Advance human rights and social and economic justice: 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. (Competency 3)
4. Engage in research-informed practice and practice-informed research: use practice experience to inform scientific inquiry and use research evidence to inform practice. Apply critical thinking to inform and communicate professional judgments. (Competency 4)
5. Engage in policy practice to advance social and economic well-being and to deliver effective social work services; analyze, formulate, and advocate for policies that advance social well-being; and collaborate with colleagues and clients for effective policy action. (Competency 5)
6. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (Competency 6)
7. Apply knowledge of human behavior and the social environment: utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment. (Competency 7)

8. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals. (Competency 8)
9. Select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (Competency 9)

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Each student is required to complete the field practicum. **No EXCEPTIONS are made based on prior work experience. Academic credit for life experience and previous work experience shall not be given, in whole or in part, in place of the field practicum or of the courses in the professional foundation areas.** Although the program recognizes the importance of practice-based wisdom, it is the program's strong belief that a social worker must possess a conceptualization of practice that is theoretically grounded and must also possess the knowledge to evaluate one's own practice effectively. This knowledge results from the successful completion of the curriculum.

A student employed in a social service agency is *strongly* encouraged to complete field practicum in another approved agency. The field practicum agency must be approved by the university and program. In the rare case that a student must remain employed in the agency at which the student is currently employed, there **must be clearly written objectives, the field practicum hours (450) must be completed in a unit other than their work unit, and a social worker other than the current instructor must provide supervision.** Both the Director of Field Education and Program Director must approve such field practicum arrangements.

Holidays and Leave. The student's first responsibility is to the client. The faculty understands the student is in the student role, not an employee role. Therefore, the student is not required to work during University holidays; however, the agency may request that the student work during University holidays. The student will work if the nature of the placement and the responsibility to the client system require it.

It is the student's responsibility to notify the Field Instructor of any absence. When possible, notification should be made in advance. If the absence is due to illness and the student is absent for three consecutive days, a physician's excuse is necessary.

Assignment of Students to Field Practicum Sites

The program has written policies and procedures for assignment of students to Field Practicum sites. The field practicum is the signature pedagogy educational experience for the student. Therefore, placement is based on the educational needs of the student. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. The primary concern for the placement of a student is an

environment which offers the best potential to promote the student's professional development. Personal factors related to the location of placements are considered.

1. During the semester prior to practicum, students complete four field placement orientation classes. The purpose of these classes is to discuss field education and the field practicum process, to distribute the Field Practicum Manual, and to review field education information forms and the field syllabus. Students complete (Form A) Application for Field Practicum/Resume', located in the Appendix of this manual; complete three pre-placement interviews with approved field agencies (Form B); and complete (Form C) which ranks the student's agency choices.

In the pre-placement interviews, the student and Director of Field Education are encouraged to explore the placements fully before ranking the choices of agency placement.

2. Students will submit the completed Forms A, B, and C to the Director of Field Education. Information shared by the student pertaining to their learning needs, interests, desires, and personal considerations concerning the field placement are discussed with the director of field education in an office interview. The decision on agency placement is based on the shared student information and agency interviews. The Director of Field Education has the final approval of the field placement agency.
3. Students will submit the completed Forms D, E, and F to the Director of Field Education. Information shared by the student pertaining to their background screening, child abuse and neglect registries check, sex offender central registry check, and non-public information will be shared with the field agency at which the students complete their placement.
4. The Director of Field Education will write to the agency, including student field information, and will notify the students instructing them to contact the agency concerning their placement schedules.
5. Prior to the start of the placement, the Director of Field Education will provide the field manual, appropriate educational policy statement and accreditation standards, syllabus, and evaluation forms to the agency Field Instructor.
6. Changes in any student's placement that are made after the field practicum begins must be approved by the Social Work Program Director.

Field Practicum Agencies

The program has written policies and procedures for selection of Field Practicum agencies. Agencies are selected according to the following specified criteria:

1. A commitment to professional social work education, as demonstrated by:
 - a. Willingness to provide students with assignments focused toward learning needs rather than toward the workload and schedule of the agency;

- b. Willingness to allow the student to participate in staff meetings, in-service training, inter-agency conferences, and other learning opportunities that arise;
 - c. Willingness to provide a qualified staff member to serve as field instructor; and
 - d. Commitment to release the agency employee who serves as the Field Instructor from his/her normal duties for the amount of time necessary to plan the student's learning experiences, to supervise the student's progress, and to attend meetings and seminars related to field education.
2. A commitment to high quality service to the consumer in an atmosphere compatible with the ethics and values of the social work profession, as stated in the National Association of Social Workers (NASW) *Code of Ethics*.

Agencies are selected and evaluated in the following manner:

1. The Director of Field Education contacts the agency, meets with the appropriate agency representative, discusses criteria for selecting field settings, placing and monitoring students, and assesses the feasibility of the agency as a possible site for students to engage in a generalist practice opportunity with that agency.
2. When a student is placed in an agency, the field director and/or field liaison gather information and monitor the field education course. Information includes the written assignments, use of supervision, and mid-term and final evaluations for the course. The student completes an evaluation form rating the Field Instructor, agency, Director of Field Education or Field Liaison at the completion of placement. This information allows for ongoing evaluation of the placement, agency and field instructor by the field director. Student evaluations collected over time provide an agency history.
3. Attendance by students at orientation meetings and participation in training sessions provides additional information for evaluating student learning and field setting effectiveness.
4. Students, Field Liaison, and Field Instructor are expected to report concerns regarding the use of an agency for field supervision to the Director of Field Education. The Director of Field Education is responsible for appropriately addressing the concerns.

Field Practicum Faculty

Director of Field Education: The Director of Field Education is a full-time faculty member appointed by the Social Work program director and is responsible for the overall administration and educational direction of field education. The role includes the following administrative duties:

1. Recruitment, assessment and selecting field settings as field instruction sites;
2. Establish and maintain a cooperative dialogue between the student, faculty, agencies, and field instructors.
3. Maintain current contact information on approved field agencies and field instructors;
4. Consult with administrative agency personnel on matters involving the provision of adequate field instruction, orientation, selection and training of Field Instructors, and maintenance of

field instruction standards;

5. Interpret the Program's philosophy of education, the organization and content of the educational curriculum, program's competencies and their characteristic practice behaviors, and field instructor standards to the social service agencies and Field Instructors;
6. Share pertinent information about field education students with field agencies;
7. Place and monitor students to specific social service agencies following appropriate consultation with students, advisors, and Field Instructors; and
8. Plan and provide orientation, training, and other staff development experiences for field education settings and field instructors that focus on the practice behaviors that operationalize the program's competencies.

The Supervision and Consultation duties of the Director of Field Education include the three functions of supervision (administrative, supportive, and educational) and the problem solving process used in consultation. These duties include the following:

1. Provide a clear and consistent understanding of the student's field practicum responsibilities;
2. Socialize the student into the profession;
3. Provide a clear understanding of all assignments and activities and of their links to the student's knowledge and skills development;
4. Hold regular and structured seminars;
5. Provide continuous supervision that encompasses all areas of the student's concern;
6. Provide an objective appraisal of the student's work;
7. Guide standards of practice and professional conduct;
8. Support the student's development of self-awareness by providing psychological and interpersonal resources;
9. Coordinate the student's learning through interaction with the field instructor and/or field liaison;
10. Reinforce the professional identification of ethical standards and principles of the NASW *Code of Ethics*;
11. Reinforce the student's identification with Social Work purpose, values, and ethics; and
12. Foster the integration of both empirical, evidence-based knowledge and practice-based wisdom.

Field Liaison: Field Liaisons are adjunct faculty employed by the University. The liaison serves as a channel of communication between the Social Work program, the student, and the field placement agency. The role includes the following duties:

1. Provide a clear and consistent understanding of the student's field practicum responsibilities;
2. Socialize the student into the profession;
3. Provide a clear understanding of all assignments and activities and of their links to the student's knowledge and skills development;
4. Provide continuous supervision that encompasses all areas of the student's concern;
5. Facilitate field teaching and student learning;
6. Oversee educational opportunities offered by the agency, monitor the student's progress, and foster interchange between the program and agency;
7. Evaluate the Field Instructor's efforts and the student's achievements objectively;
8. Continually reinforce the student's identification with Social Work purpose, values, and ethics;
9. Foster the integration of both empirical and evidence-based knowledge and practice-based wisdom;
10. Attend regularly scheduled Field Instructors' trainings, participating as requested; and
11. Guides the standards of practice and professional knowledge.

Field Instructors: The program has written policies and procedures for selection of Field Instructors. The following credentials and practice experiences are required for MSU Meridian Social Work Program Field Instructors. The credentials and experiences are essential to designing the appropriate field practicum learning opportunities for students to demonstrate the program competencies.

1. An MSW from a CSWE-accredited program.
2. An BSW from a CSWE-accredited program.
3. At least 2 years full-time postgraduate experience.

The MSW and BSW must be from a CSWE-accredited program, and at least 2 years full-time postgraduate experience. It is preferable that Field Instructors be licensed at the appropriate level by the state in which they practice (i.e., Mississippi or Alabama). MSU Meridian Social Work Program prefers that the Field Instructor have been in their present position for at least one year prior to the semester in which a student will be placed. Preferably, the practice experience should come from a social work agency or institution that provides a suitable learning environment for students.

Each individual who is selected and agrees to be a field instructor must have a motivation for teaching, commitment to social and economic justice, and willingness to participate in learning and growth experiences that reinforces a social work perspective.

Each individual who is selected and agrees to be a field instructor must meet the above criteria. Documentation of education credentials and practice experience is maintained by the Director of Field Education and is updated every two years.

When field instructor does not hold a CSWE-accredited social work degree or does not have the required experience. In order to ensure the social work perspective when the field instructor does not hold a CSWE-accredited social work degree, MSU Meridian Social Work program assumes responsibility for reinforcing a social work perspective in the agency for the students. When instructors do not hold a CSWE accredited BSW or MSW, the Director of Field Education meets several times face to face with the instructor and reviews with them the expected growth experiences, core competencies, and practice behaviors that the student will be evaluated on.

MSU Meridian Social Work Program specifically reinforces the social work perspective when the Field Instructor does not hold a CSWE-accredited social work degree through required annual and ongoing instructional workshops, additional face to face contact with field instructor, weekly student field/class seminars, and students written assignments.

Exceptions to the above criteria may be made for social service professionals with 5 years in a social work setting. In this case, the Director of Field Education works with the Field Instructor to provide resource information and assistance regarding Social Work practice. The faculty field liaison works with the student and the Field Instructor to monitor the quality of the match.

In some instances, the approved Field Instructor may assign another agency social worker to supplement day-to-day supervision of the student. In these cases, the approved Field Instructor agrees to meet at least once every two weeks with the student in addition to the supervisory consultations provided by the other agency worker.

Field Instructors are expected to do the following:

1. Motivate, teach and recognize competence in practice from the social work perspective.
2. Participate in learning and growth experiences that refine existing skills and develop new ones.
3. Hold regular and planned supervisory conferences;
4. Maintain the standards of practice and professional conduct;
5. Socialize the student into the profession;
6. Provide continuous supervision that encompasses all areas of the student's concern;
7. Provide an objective appraisal of the student's work;

8. Enhance the student's understanding of Social Work philosophy and agency policy;
9. Support the student's development of self-awareness by providing psychological and interpersonal resources as well professional competence;
10. Enhance the student's knowledge of the agency's and community's resources;
11. Coordinate the student's learning through appropriate case assignment, peer-group interaction, and priorities of activities to refine knowledge, values, and skills;
12. Provide supervision within the established guidelines of the NASW *Code of Ethics*;
13. Continually reinforce the student's identification with Social Work purpose, values, and ethics; and
14. Foster the integration of both empirical, evidence-based knowledge and practiced-based wisdom.

Practicum Assessment Criteria and Standards

Your field instructor will use the following criteria and standards when marking your practicum work. You can use them when planning your learning goals and as 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 nine 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
- Self-directs and able to applies critical 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 nine competency 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 into practice;
- Quickly addresses issues that arise and takes optimal advantage of learning opportunities in both the practicum and course work, and
- Demonstrates a desire to go beyond available information at appraising and integrating multiple sources of knowledge; including research-based knowledge and practice-based wisdom;

Level 2 (C): Basic Competency

The Student:

- Can usually carry out responsibilities as identified in the nine competencies, with occasional supervision, direction, and assistance;
- Is generally reliable;
- Shows some initiative in all ten competency areas;
- Is generally able to relate to the clients, co-workers, and instructor;
- Demonstrates some understanding of professional values that relate to each of the competency areas;
- Is able to set goals, although these goals are sometimes unrealistic, unreasonable, or unattainable; and
- 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:

- Is in constant need of supervision and direction from the instructor;

- Is unable to carry out the tasks and responsibilities as identified in the in the nine competencies;
- Lacks the ability to set realistic goals and, if goals are set, is unable to consistently follow through on meeting them;
- Has difficulty relating to the clients, co-workers, and instructor;
- Lacks understanding of professional values and attitudes as these apply to the nine competency areas; and
- Appears unwilling or unable to reflect critically or personally on many aspects of his/her practice.

Field Practicum Timeline

Adhere to the following timeline when planning and completing your field placement.

Students will complete steps 1-9 in the Fall semester prior to their field placement.

Activity Completed	Timeline
1. Application for Field, Form A	End of Fall semester
2. Agency Interview Choices, Form B	End of Fall semester
3. Three Agency Interviews, Form C	End of Fall semester
4. Agency Assignment by Director of Field	End of Fall semester
5. Receipt of Letter of Agency Intent	End of Fall semester
6. Authorization for Background Check, Child Abuse and Sex Offender Registries, Form D	End of Fall semester
7. Secure Child Abuse/Neglect Central Registry. Form D	End of Fall semester
8. Permission to Release Non-Public Information, Form E	End of Fall semester
9. Purchase Malpractice/Liability Insurance	End of Fall semester

Students will complete steps 10-16 in the Spring semester while enrolled in Field Practicum. These steps are described in detail in the SW 4916/4926 course syllabi.

Activity Completed	Timeline
10. Complete time sheets, Form G	1 st week of Practicum
11. Provide proof of Malpractice/Liability Insurance	1 st week of Practicum
12. Complete Original Contract, Form H	2 nd week of Practicum
13. Initiate Learning Goals, Form I	2 nd week of practicum
14. Attend Field Practicum Seminars	Dates indicated on course syllabus
15. Initiate Mid-term Evaluation, Form J	On completion of 225 hours
16. Initiate Final Evaluation, Form J	On completion of 450 hours

Managing Difficulties in Field Practicum

The program has written policies and procedures for managing difficulties in Field Practicum. The student and Field Instructor are encouraged to discuss problems at the earliest indication. The difficulty may be identified either by the student, the instructor, or the Field Liaison. If the difficulty is not resolved in a timely manner, the Director of Field Education is consulted. The field director will confer with the individuals involved and with the student's advisor. All information relevant to the problem should be as thorough as possible and provided in writing. A decision will be made by the field director to resolve the difficulty. Recommended interventions should be clearly stated; actions to be taken by the student, the instructor, and the field director should be stated in measurable terms, and the time frame in which actions are to be taken should be given. Changes and results should be recorded in writing. The decision is sent in memo format to each individual involved as well as to other appropriate officials (i.e., Program Director).

The student may also use the University Grievance Process. Other parties who have been involved in the process and remain dissatisfied with the final resolution may confer with the Program Director to express any continued grievance.

Dismissal for Academic and Professional Reasons

The program has written policies and procedures for dismissal from the Program/Field Practicum for academic and professional reasons. The faculty of the Social Work Program has the professional obligation to assure that its graduates are not only academically prepared but also emotionally and ethically prepared, exhibit behavior consistent with the values and ethics of the profession, and demonstrate emotional preparedness expected in the profession. A student may be dismissed from the program for failure to meet these standards. Specific examples of such violations may include but are not limited to the following:

1. Failure to meet or maintain the grade point average stipulated.
2. Behavior judged by the program faculty to be in violation of the *NASW Code of Ethics* and the University Honor Code, including academic plagiarism, lying, or deception.
3. Unresolved personal issues that, in the professional judgment of the program faculty, agency and or *NASW Code of Ethics* may impair the effective and ethical quality of services to future clients.
4. Violation of University behavioral policy and procedures occurring during the course of study.
5. Failure to develop the appropriate interpersonal skills necessary for effective, professional and ethical social work practice as evaluated by the program faculty, field liaison, agency and or field instructor.
6. Commission of any misdemeanor or felony involving actual or threaten assault or injury to a person.
7. False, incomplete, deceptive, or misleading oral or written statements made during application to the program and during course of study.

Problems identified will be investigated by the Department Head of Arts and Sciences, Social Work Program Director, Director of Field Education and Field Instructor(s). Department Head of Arts and Sciences, Program Director, Director of Field Education, Field Instructor(s), or students may present alleged problem(s). Identified problem(s) must be presented to the student and Program Director in writing. All information relevant to the student's evaluation should be as thorough as possible, including the specification of the sources providing the information.

In the course of investigating the alleged violations, outside evaluations, assessments, and/or opinions from University and/or external professionals may be required. If necessary, the program will secure the written permission of the student to seek relevant information. Failure to grant permission may result in dismissal from the program.

The Program Director, the student, and/or the student's field instructor and/or field director will evaluate the allegation(s) and, if possible, agree on a resolution of the difficulty. The resolution will be one of the following: (1) the student will be encouraged to continue in the program; (2) the specific problem will be identified, and the student will be advised concerning a recommendation and/or correction; or (3) the student will be dismissed. A written plan for correction indefinite and/or temporary withdrawal will be prepared. The written plan will include a statement of the specific problem, a plan of action, the period of time for correction of the behavior, the period of time which must expire before the student can apply for reinstatement, and/or the period of time of withdrawal before the student can reenter the program. The student, advisor, and program director must sign the plan.

Students may appeal decisions made by the program director and/or faculty that affect the student's ability to pursue or continue in the program through the normal channels and mechanisms specified by the University. The appeal process varies according to the type of offense. The descriptions related to each may be found in the **Academic Operating Policy and Procedure** at the following address: <http://www.msstate.edu/dept/audit/1216.html> or www.policies.msstate.edu.

The role of the faculty advisor is to ensure that the student is aware of the process and procedure which will be followed. The advisor is expected to be present at the various stages of the evaluation and appeal process, providing relevant information as requested. The advisor is a source for the student to consult as to his/her rights and options.

Policies and Procedures for terminating a student's enrollment in the Social Work program for Academic and Professional Reasons in the Social Work Program:

Students are informed of the policies and procedures for termination from the program based on their academic and professional performance, from their first day in class, with the delivery of the course syllabus. The policies and procedures for terminating a student's enrollment in the social work program for Academic and Professional Reasons are located in the *MSU Meridian Social Work Program Student Handbook* (2020, p 16).

The faculty of the Social Work Program has the professional obligation to assure that its graduates are not only academically prepared but also emotionally and ethically prepared, exhibit behavior consistent with the values and ethics of the profession, and demonstrate emotional preparedness expected in the profession. A student may be dismissed from the program for failure to meet these standards. Specific examples of such violations are listed below.

The following list includes but not limited to both academic and professional reasons that a student may be denied admission or terminated from the Program:

1. Failure to meet or maintain the 2.00 MSU overall grade point average (GPA) and the 2.75 MSU Social Work Program required GPA.
2. Failure to develop writing skills requisite for generalist professional practice
3. Conduct that violates any of the provisions in the code of ethical standards established by the National Association of Social Workers, and Mississippi State University Honor Code, including academic plagiarism, lying, or deception.
4. Unresolved biopsychosocial challenges that, in the professional judgment of the social work program faculty, and/or Field Instructor that may impair the personal or professional ethical quality of services.
5. Conduct that would adversely reflect on a person's fitness to perform as a student and/or future generalist social worker.
6. Failure to develop the appropriate interpersonal skills necessary for effective and ethical social work professional practice as evaluated and judged by the social work program faculty.
7. Commission of any misdemeanor or felony involving actual or threaten assault or injury to a person.
** Please note* If the above does occur either prior to formal admission into Mississippi State University-Meridian Campus Social Work program or during field practicum; this behavior may limit or prohibit student's opportunity for participating and/or securing field practicum agencies, sitting for the Mississippi State Social Work Licensure Exam and employment at social service agencies.*
8. False, incomplete, deceptive, or misleading oral or written statements made during application to the program.

Continuation as a Social Work Major is contingent upon meeting all academic criteria and complying with the professional criteria. Should a student fail to meet the minimum 2.75 GPA in Social Work courses required for continuous enrollment as a social work major or admission into their field placement, the student may repeat the course taken most recently in which the student made the lowest grade. The latest grade in a course will be used in computing the Social Work GPA for continuous enrollment in the Program and the Practicum. These policies are shared with students several times from their first day in class, and throughout their enrollment in the program with the delivery of each course syllabus.

Grievance and appeal procedures specific to the Social Work Program are among students' right and responsibilities discussed in the *Social Work Program Student Handbook* on page 16 and *Social Work Program Student Field Practicum Manual* on p. 20, they are also routinely discussed in the Social Work Policy courses. The policies and procedures for social work majors are as follows:

Students who feel that they have an academic grievance and/or wish to appeal are instructed to proceed as follows:

1. Students are encouraged to schedule a meeting to discuss the problem with the instructor first and seek a solution. This initial contact should be made by email or writing with the correspondence dated. If the problem is not satisfactorily resolved in conference with the instructor, the student may acquire a grade appeal form from any academic dean's office

or from the Registrar's Office to complete. The completed document shall be taken to the Social Work Program Director and Division Head of Arts and Sciences within 30 days after the beginning of the following regular semester (Fall, Spring). The Program Director and Division Head acknowledges the receipt of the form and returns a copy to the student

2. The Division Head of Arts and Sciences will rule on the grade appeal, if the problem is not satisfactorily resolved the student *or* the instructor may appeal this ruling to the academic dean to whom the Division Head reports. If appealed, the Division Head shall immediately forward the appeal form with a letter of recommendation to the dean.
3. The Division Head will then send copies of all materials to the student's dean, *if different from that of the department head's dean*. Both the department head and dean's review will occur within a reasonable time and in ordinary circumstances will take no longer than two weeks for each level.
4. ***If not satisfactorily resolved***, the student *or* the instructor may appeal this ruling to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs may then refer the case to the Academic Review Board within two weeks. If not satisfactorily resolved, the student or the instructor may request a hearing to resolve the problem. ***If still not satisfactorily resolved, the student can request for a hearing to resolve the problem.***

Mississippi State University Nondiscrimination Policy Equal Opportunity Policy

Mississippi State University is committed to equal opportunity in employment and education and does not discriminate on the basis of race, color, ethnicity, sex, pregnancy, religion, national origin, disability, age, sexual orientation, genetic information, status as a U.S. veteran, or any other status protected by applicable law.

The University complies with applicable nondiscrimination and affirmative action provisions of the Civil Rights Act of 1964, Executive Order 11246, the Educational Amendments of 1972, the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Immigration Reform and Control Act of 1986, and the Americans with Disabilities Act of 1990. Inquiries concerning this policy may be directed to *Tommy Stevenson, Ph.D., Director, Office of Diversity and Equity Programs, 106 McArthur Hall (Barr Avenue), P. O. Box 6199, Mississippi State, MS 39762, Telephone: (662)-325-2493. E-mail: tstevenson@aaeo.msstate.edu.*

Support Services: Students with disabilities, according to Section 504 of the Rehabilitation Act of 1971 and the Americans with Disabilities Act should see the Director of Student Services, and Financial Aid to make arrangements for specific needs.

Students who need academic accommodations based on a disability should visit the Student Support Services located on the upper level of the College Park campus before any class assignments are due. Contact Ms. Amy Smith for help in this area: Phone: 601-484-0234. Access the following address: <http://www.meridian.msstate.edu/student-services>.

Mississippi State University Student Misconduct Policy

The Social Work program follows the same general academic and disciplinary grievance procedures for all University students as described in the **University Policies Relating to Students and Student Records** at the following address: http://www.msstate.edu/web/student_policies.html

Mississippi State University Sexual Harassment Policy

Title IX: MSU is committed to complying with *Title IX*, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct.

If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX/EEO Programs at 662-325-8124 or by E-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security>, or at <http://students.msstate.edu/sexualmisconduct/>

University Safety Statement. Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your myState portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 601-934-0863, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit: <http://ready.msstate.edu>.

Risks in Field Practicum

This section informs you, the student, about potential risks associated with field education courses SW 4916/4926. The field agency will provide you with an orientation that gives special attention to safety and risk management. The safety orientation is relevant to issues that are most likely to arise with specific field agencies, including safety around home visits, general travel, intervention with irate clients, and other safety related issues. You have a right to be informed of risks associated with this aspect of your educational and professional preparation. Risks can be minimized with proper knowledge and preparation. It is your responsibility to discuss the policies and procedures of your agency with your Field Instructor.

Limits in Practice: Student(s) are to be aware of the limits of their knowledge and skills and avoid situations outside their areas of competence. The Field Instructor should be consulted before action is taken when the student is unsure how to handle a case and whether or not intervention is appropriate.

Liability Insurance: Students **must** be covered by liability insurance during their field practicum. Coverage is available through membership in the National Association of Social Workers (NASW). Membership applications should be obtained from the Director of Field Education the semester prior to placement.

Automobile Liability Insurance: If you use your personal vehicle during field placement

you should consult an insurance agent for a clear understanding of your coverage. Proof of automobile liability insurance coverage must be provided to the agency. The faculty recommends that you **not** use your personal vehicle to transport clients. If clients are to be transported, an agency vehicle should be used.

Home Visits: A variety of social service settings require social workers to conduct home visits. Such visits could expose you to health and safety risks. Home visits must be made with full knowledge of your agency, and Field Instructor. Your Field Instructor should know the time of your departure and expected time of return. Make the home visit on a full tank of gas. You should have written information with you indicating whom to call and what steps to take in the event of an accident and/or a vehicle breakdown. The faculty **strongly** recommends that students be accompanied on home visits. Do **not** conduct a home visit on your own if you feel uncomfortable or threatened in the situation. Return to the agency and report your experience to your Field Instructor. Beware of dogs or other household pets that might be a threat. Do **not** make a visit if you detect the presence of alcohol. Do not take irresponsible risks.

Angry, Hostile, or Threatening clients: Discuss agency policies and the recommended course of action for clients who are angry or exhibit threatening behavior. Have these discussions during agency orientation with the Field Instructor. Whenever you feel uncomfortable with a client, inform your instructor. Ask your Field Instructor or other staff person to participate in interviews and/or accompany you when visiting clients who may pose danger to your health and safety.

After-hours Locations: Some agencies have activities that occur beyond regular eight-to-five office hours. Be aware of the location and neighborhood by noting street lighting, open spaces, and shrubs that might impair visibility. Your Field Instructor or other staff should accompany you when going to your car after dark. When possible, visit locations for evening meetings during the daytime in advance of the meeting.

Sexual Misconduct: Avoid situations that could place you in a compromising position. Promptly report any sexual suggestions or overtures to your Field Instructor and Director of Field Education. Proper and prompt action on your part can often prevent false accusations of sexual improprieties. Students must adhere to the University policy regarding sexual misconduct and/or proper reporting of such incidence. The Director of Field Education and Social Work Program Director must be notified of any such incidence and/or report.

Agency-required Testing: Health care agencies that provide social services may require drug screening, TB skin tests and other health screenings prior to placement. Other agencies, particularly those who serve vulnerable populations such as children and the aged, require security clearances as well as pre-screening with a criminal background check and an MDHS Central Registry check. Students take the financial responsibility to complete the requirements.

HIV/AIDS: Students should be knowledgeable about how the virus is transmitted. If your agency serves persons with HIV, insist on completing the same infectious disease control training that agency staff receive. Practice the infectious disease policies of the placement

agency. Do not take irresponsible risks.

Home Address, Home and Cell Phone Number: Students are **not** to give clients their home address, home or cellular phone number. A client needing to contact you must go through the social service agency you represent. The only telephone number a student should give the client is the agency telephone number.

Proper Use of Cell Phones: Telephone calls made on cellular phones do **not** ensure confidentiality. Should you need to speak with an instructor concerning a client and need to share specific identifying information, **do not use your cellular phone**. You should take the necessary precautions of confidentiality by not discussing sensitive and vital information on the cellular phone.

Students may use their cellular phones during breaks while at their respective agencies. Students must adhere to the agency cell phone policies and procedures at all times.

Social Media: Students are **not** to communicate with clients via email, Facebook, text messaging and/or twitter or any other social media outlets. A client needing to contact you must go through the social service agency you represent. The only means of communication a student should have with the client is through an official representative of the agency.

Social Work Licensure

Social work students are eligible to take the scheduled licensing examination during their last semester of course work if their course load does not exceed fifteen (15) semester hours. The Social Work Program offers an exam review workshop for social work students and graduates prior to the licensure examination. Applications for licensure may be obtained from the web page of the Mississippi Board of Examiners for Social Workers and Marriage & Family Therapists by contacting the office. A complete guide of licensing policies and procedures is available through

Mississippi Board of Examiners for
Social Workers and Marriage & Family Therapists
P. O. Box 4508
Jackson, MS 39236-4508
Telephone: (601) 987-6806
www.swmft.gov.ms

Appendix

Field Practicum Forms:

- Form A: Application for Field Practicum/Resume'
- Form B: Agency Interview Choices
- Form C: Choices for Agency Placement
- Form D: Authorization for Background Check, Child Abuse, and Sex Offender Registries
- Form E: Authorization to Release Non-Public Information
- Form G: Time Sheet and Instructions for Completing Time Sheets
- Form H: Original Contact
- Form I: Learning Contact and Instructions for Learning Goals
- Form J: Evaluation of Field Practicum Student and Practicum Assessment Criteria

and Standards

Form L: Agreement of Understanding between Mississippi State University Social Work Program and Field Site

**Mississippi State University-Meridian
Social Work Program
Form A: Application for Field Practicum (Résumé)**

Name
Address
City, State, and Zip Code
Telephone: (area code) number

EDUCATION:

Month and year Degree, you will receive from your present university
University or College's name
Address

Month and year Degree, you will receive from your present university
University or College's name
Address

Honors should be included

EMPLOYMENT:

Month and year
List your present title

Agency Name
Address
Responsibility:

**Mississippi State University-Meridian
Social Work Program
Form B: Agency Interview Choices**

Student Name: _____

MSU Student ID Number: _____

Agencies of Choice:

1. Agency name and address: _____ Reason: _____

Field Instructor's name: _____

2. Agency name and address: Reason:

Field Instructor's name: _____

3. Agency name and address: Reason:

Field Instructor's name: _____

**Mississippi State University-Meridian
Social Work Program
Form C: Choices for Agency Placement**

Student Name: _____

MSU Student ID Number: _____

Agencies of Choice:

1. Agency name and address: Reason:

Field Instructor's name: _____

2. Agency name and address: Reason:

Field Instructor's name: _____

3. Agency name and address: Reason:

Field Instructor's name: _____

**Mississippi State University-Meridian
Social Work Program
Form D: Authorization for Background Check, Child Abuse and
Sex Offender Registries**

Form D: Authorization for Background Check

To: Alabama/Mississippi State and Local Law Enforcement Agency

From: Angela Savage, Director of Field Education
Mississippi State University-Meridian
Social Work Program
1000 Hwy 19 North
Meridian, MS 39307
601-484-0146

MSU Student ID #: _____

Address: _____
Street Address Apartment Number

_____ City

_____ State

_____ ZIP

Information to be released:

Educational information relevant to the Social Work Program admission process and the Field Practicum process.

Name and Title of person(s) to receive information:

_____ Name

_____ Title

_____ Name

_____ Title

Student's Signature: _____

Date: _____

Time sheet No. _____
Current wkly. hrs: _____
Total field hrs.: _____
MISSISSIPPI STATE UNIVERSITY OFFICE USE ONLY:
MSU Field Staff/Faculty Initials _____ MSU Field Staff/Faculty Date: _____

Mississippi State University-Meridian Social Work Program Form G: Field Practicum Time Sheet

Student Name: _____		Agency: _____					
Semester/Year: _____		Field Instructor: _____					
Week of: _____		Previous hours: _____		Current wkly. hrs: _____		Total field hours: _____	
Weekly Activity	Mon. Mth: _____ Date: _____	Tue. Mth: _____ Date: _____	Wed. Mth: _____ Date: _____	Thur. Mth: _____ Date: _____	Fri. Mth: _____ Date: _____	Sat. Mth: _____ Date: _____	Sun. Mth: _____ Date: _____
Client Contact(s)							
• Office Visit							
• Home Visits							

• Phone Calls							
• Referral(s)							
• Recording(s)							
• Court							
Professional Development							
• Conferences/Training							
Activities							
• Orientation							
• Agency & In-Service							
• Observation(s)							
• Evaluation(s)							
• Research/Resources							
• Supervision							
Total daily hours							
Total weekly hours							

Field Instructor Comments: _____
 Field Instructor signature: (Red/Blue Ink ONLY) _____ Date: _____

Students complete the following before submission:

	Yes/No	Date provided
Copy provided to field instructor		
Student retained copy for records		
Original provided to field director		

Student signature: _____ Date: _____

 Honor Code

Instructions on Completing Time Sheets

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

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 original 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: _____

MSU Student ID Number: _____

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: _____

MSU Student ID Number: _____

Agency: _____

Agency Address: _____

Field Instructor: _____

Agency Phone Number: _____

Student's Placement Title: _____

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.

Agency Learning Goals:

Tasks or Strategies

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

1. _____

a) _____
b) _____
c) _____

2. _____

a) _____
b) _____
c) _____

3. _____

a) _____
b) _____
c) _____

Personal Learning Goals:

Tasks or Strategies

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

1. _____

a) _____
b) _____
c) _____

2. _____

a) _____
b) _____
c) _____

Professional Learning Goals:

Tasks or Strategies

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

1. _____

a) _____
b) _____
c) _____

2. _____

a) _____
b) _____
c) _____

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.

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

- | | | | |
|----|---|----|---|
| 2. | To become familiar with Safe Haven's agency-based research. | 2. | Board orientation
(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 |
|----|---|----|---|
-

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

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

(b) Co-facilitate the group beginning in January and through May

(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

(b) Obtain and familiarize self with printed materials.

(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 Social Work Program 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: _____

MSU Student ID Number: _____

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 nine 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 (0) - 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
2	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 Demonstrates Ethical and Professional Behavior						
Makes ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	0	1	2	3	4	n/a
Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	0	1	2	3	4	n/a
Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;	0	1	2	3	4	n/a
Uses technology ethically and appropriately to facilitate practice outcomes;	0	1	2	3	4	n/a
Uses supervision and consultation to guide professional judgment and behavior	0	1	2	3	4	n/a

Comments:

Competency # 2: Student Engage Diversity and Difference in Practice						
Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	0	1	2	3	4	n/a
Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies;	0	1	2	3	4	n/a
Presents themselves as learners and engages clients and constituencies as experts of their own experiences.	0	1	2	3	4	n/a

Comments:

Competency # 3: Student Advance Human Rights and Social, Economic, and Environmental Justice						
Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	0	1	2	3	4	n/a

Engages in practices that advance social, economic, and environmental justice.	0	1	2	3	4	n/a
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Comments:

Competency # 4: Student Engages In Practice-informed Research and Research-informed Practice						
Uses practice experience and theory to inform scientific inquiry and research;	0	1	2	3	4	n/a
Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	0	1	2	3	4	n/a
Uses and translates research evidence to inform and improve practice, policy, and service delivery.	0	1	2	3	4	n/a

Comments:

Competency # 5: Student Engages in Policy Practice						
Identifies social policies at the local, state, and federal level that impact well-being, service delivery, and access to social services;	0	1	2	3	4	n/a
Assesses how social welfare and economic policies impact the delivery of and access to social services;	0	1	2	3	4	n/a
Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	0	1	2	3	4	n/a

Comments:

Competency # 6: Student Engages with Individuals, Families, Groups, Organizations, and Communities

Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;	0	1	2	3	4	n/a
Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	0	1	2	3	4	n/a

Comments:

Competency # 7: Student Assesses Individuals, Families, Groups, Organizations, and Communities						
Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies;	0	1	2	3	4	n/a
Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	0	1	2	3	4	n/a
Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	0	1	2	3	4	n/a
Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	0	1	2	3	4	n/a

Comments:

Competency # 8: Student Intervenes with Individuals, Families, Groups,

Organizations, and Communities						
Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies;	0	1	2	3	4	n/a
Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	0	1	2	3	4	n/a
Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	0	1	2	3	4	n/a
Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies;	0	1	2	3	4	n/a
Facilitates effective transitions and endings that advance mutually agreed-on goals.	0	1	2	3	4	n/a

Comments:

Competency # 9: Student Evaluates Practice with Individuals, Families, Groups, Organizations, and Communities						
Selects and uses appropriate methods for evaluation of outcomes;	0	1	2	3	4	n/a
Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	0	1	2	3	4	n/a
Critically analyzes, monitors, and evaluates interventions and program processes and outcomes;	0	1	2	3	4	n/a
Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	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.

Comments:

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:



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 nine 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

Form L

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

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, creed, sex, or national origin.
3. Notify faculty members and students that each must abide by all existing rules and regulations of _____
4. Provide a faculty member to 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. Assign to the director of field education the responsibility to assume responsibility for submitting the student's final grade.
8. Inform the student of University and Program's 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. The student will furnish a copy of the certificate and the University will retain a copy of the certificate on file.
9. Assign a faculty member the responsibility of clearing 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 will inform each and each participating student of the necessity of shall complying 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:

David R. Shaw, Provost and Executive Vice President

Authorized Signature

Date

Date

Terry Dale Cruse, Associate Vice President and Head of Campus

Date

Richard V. Damms, Division Head, Arts and Sciences

Date

Council on Social Work Education-Educational Policy and Accreditation Standards

Social Work Competencies (EPAS 2015)

The nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1–Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

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

Competency 2 –Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression

and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4 –Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

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

Competency 5 –Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

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

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities

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

Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

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

Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

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

Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration.

Social workers:

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

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

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

groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.

Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

Revised/updated 01/06/2020