BSW FIELD MANUAL

A Profession of Service…Inspiring Hope, Strengthening Lives, Promoting Change

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PURPOSE OF THIS MANUAL

The purpose of this manual is to provide instruction, guidance and expectations of the connection, integration and application of classroom learning and behaviors in social work practice. Expectations of the Director of Field Education, students in field, field educators, and agency settings are described in order to make an optimal learning experience for the student in field.

The manual also provides other pertinent information such as diversity, equity and inclusion, statements and nondiscrimination policy, resources such as counseling and disability services when needed.

Policies and procedures are addressed surrounding circumstances that may occur in field and are necessary to address accordingly. The main purpose of the manual is to ensure all areas have been addressed to provide professional experience, not only for the student, but for the field educator, agency, and University.

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Dear Student,

Congratulations! You have been admitted to the Social Work Field Placement at Mississippi College. Now you begin the most exciting, challenging and difficult part of your educational experience. The content from your course work will come alive for you as you apply the knowledge, values, and skills of the generalist social work practitioner in the field setting to which you have been assigned.

The faculty of the Social Work Program again commends you on your commitment to a career in helping, and your decision to take the path less traveled! Please know that we are confident in your abilities and that we look forward with great expectations to sharing the experiences before you. In the same vein, we will be available to assist you as needed throughout the semester.

Have a wonderful semester!

Mary T. Johnston, LMSW
Assistant Professor and Director of Field Placement

Non-Discrimination Statement

Within the university's structure as a faith-based university, the Social Work Program faculty makes continuous efforts to promote, demonstrate professional behavior and maintain a strong value base with regard to diversity, equality, and social justice. Students are admitted to MC and the Social Work program without regard to race, ethnicity, gender, age, creed, physically challenging conditions, political philosophy, or sexual orientation. The Social Work Program embraces the University's policies on non-discrimination as exemplified in the online *2022-2023 Mississippi College Undergraduate Catalog:*

Mississippi College is a Christian University affiliated with the Mississippi Baptist Convention. The Mississippi Baptist Convention elects all members of the Board of Trustees of the University. In accordance with applicable federal and state laws, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act, and the Americans with Disabilities Act and ADA Amendments, the University does not unlawfully discriminate on the basis of race, color, national or ethnic origin, sex, age, genetic information, veteran status, or disability in its education policies, programs, and activities, in its admissions policies and in employment policies and practices. As a religiously affiliated university, Mississippi College is exempt from provisions of certain nondiscrimination laws and regulations.

CURE MISSION STATEMENT

Christians Understanding Race and Equity (CURE) is committed to helping the Mississippi College community pursue a kingdom-oriented vision where all of God's children have equal value, dignity, and worth as made in God's image. We seek to acknowledge the past to improve our present and our future as we pursue a radical Christlike-ness in loving our neighbor as ourselves in a beloved community.

In addition to the University's nondiscrimination statement and stance on CURE, the Social Work Program recognizes that every faulty member or student does not share the same religious belief as does the statements found in CURE. The Program also adopted the NASW Diversity Equity and Inclusion and the Profession of Social Work statement:

The Social Work profession has historically prided itself on helping community members reach their full potential, by addressing the inequities of poverty and social upheaval while helping individuals connect to resources. Social work education reinforced this narrative but glided over the complex and controversial aspects of the profession. Like many disciplines, social work is not without its own problematic narrative when it comes to issues of oppression and racism.

The Social Work Program makes every attempt to provide a safe space for student concerns in diversity, equity, and inclusion processes. Students are provided the opportunity in the classroom among peers and professors, as well as separately, to share any concerns they may have, not only within the Program, but concerns about the challenges recognized within the University.

University ADA Policy

The mission of the Office of Student Accessibility Services is to create an environment that fosters academic excellence, personal responsibility, and growth in students with disabilities. The University strives to create an environment of equal access for students with disabilities. MC is committed to meeting the needs of the campus community. This commitment is demonstrated by the University's dedication to providing qualified students access and opportunity to academic courses, programs, and activities.

Disability Services

Mississippi College has a tradition of providing assistance to students with disabilities. In addition to moral responsibility and the university's commitment to access, there is a legal imperative which is embodied in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

To comply with these mandates, Mississippi College ensures that comparable educational programs and services offered to other qualified students are available to qualified students with disabilities. A "qualified student with disabilities" is one who, with reasonable accommodation, can meet all of an educational program's requirements notwithstanding the disability.

To accomplish this goal, both physical and programmatic access is provided. This means that reasonable accommodations are made in the instructional process to ensure appropriate educational opportunity. This principle applies to teaching strategies and modes, as well as to institutional and departmental policies. It does not mean, however, that essential elements of a course or program will be deleted or substantially altered because of the disability. The objective is to assist the student in meeting established academic standards, not to provide a program different in substance from that provided to other qualified students. For more information, visit https://www.mc.edu/offices/accessibility-services/

Confidentiality and Mandated Reporting

As social workers and educators, your instructors are bound by law to uphold your rights to confidentiality under FERPA law. In certain circumstances we are also ethically, if not legally, obligated to report suspected abuse and threats of harm to self or others. Free and confidential counseling is available to all students on the main campus at the Student Counseling Services in Alumni Hall Room #4 or they may be contacted via email at christia@mc.edu or rward@mc.edu. You may also reach them by phone at **601-925-7790,** or on the website, MS College Counseling Center. Further instructions and explanations regarding disability services can be accessed through the Disability Handbook.

Mental Well-Being - Individual Counseling

The MC counseling center educates and counsels students by providing various services and programs. Services include short-term individual counseling, group counseling, couples counseling, crisis intervention, referral services, and outreach programs.
All counseling services are confidential and free of charge for Mississippi College students. The counseling center is staffed by licensed professional counselors, provisional licensed professional counselors, and psychology and counselor interns. We provide brief or short-term therapy for a variety of presenting problems. Concerns that require long-term treatment may be best served by referral to an outside community provider.

Our primary goal is to provide students with the services, support, and skills needed to grow, develop, learn, and thrive at Mississippi College. Please call 601.925.7790, email scds@mc.edu, or stop by our office on the 4th floor of Alumni Hall during regular business hours to set up an appointment.

THE PURPOSE OF FIELD

The purpose of field education is to provide learning opportunities for and expectations from students, field instructors, and the field liaison. Field provides generalist practice opportunities for students to demonstrate the integration and application of theories, social work competencies with individuals, families, groups, organizations, and communities under the guidance and supervision of field educators and under the direction of the Social Work Program Director of Field Education.

Students are provided opportunities to demonstrate the nine social work competencies, through the dimensions of knowledge, skills, values, cognitive and affective processes, and competency behaviors learned in the classroom and other experiential learning.
Students are provided the opportunity to integrate course learning, along with the generalist intervention process model steps taught and utilized throughout the course curriculum, preparing students for different skills and behaviors in field settings with all systems. Field education opportunities are expected to promote social and economic justice, enhancing functioning on all system levels.

The relationship formed between the Director of Field Education and community-based agencies is vital to the success of field placement opportunities for students. Having professionals who are willing to give of their time and expertise helps to produce competent professional social work practitioners, continuing the growth and commitment to the social work profession.

FIELD EDUCATION

The Director of Field Education manages all aspects of field placement, which include the following:

1. Ensure compliance with Council of Social Work Education (CSWE) educational policy and accreditation standards (EPAS) requirements.
2. Consult with faculty, students, field instructors, and agency administrators (when applicable) regarding field policies and procedures.
3. Recruit and assess social service agencies as field instruction sites, maintaining cooperative relationships between the Program and the agencies.
4. Obtain and renew agency affiliation agreements.
5. Initiate contact with the Field Instructor and the student.
6. Assist with student interviews and placement activities as need.
7. Assign students to field placements.
8. Provide training for field instructors during field educator orientation. Includes:
   Program's goals, social work competencies, and curriculum
   Agency expectations
   Communication
   Important Dates
   Code of Ethics
   Mandated Reporting
   Concerns

9. Learning Agreement
10. Midterm and Final Evaluations
11. Revise field instructor training materials to keep current.
12, Review and sign the learning plan.
13, Conduct at least one agency site visit or make one agency contact during the semester.
14, Review the mid-semester evaluation.
15. Review the end-of-semester evaluation.
16. Assess and monitor the quality of supervision provided to the student.
17. Consultation with field liaisons, advisors, field instructors and students in situations involving student performance concerns.
18. Be available to the Field Instructor and the student to deal with problems that may occur during the course of the placement.
19. Mediate if problems arise between students and field instructor or between student and other agency staff.
20. Maintain all records pertaining to agencies, field instructors, and students.
21. Conduct on-going evaluation of the field curriculum.

Social Work Field Curriculum

The Field Practicum curriculum is composed of the following courses taken the last semester prior to graduation from the Program:

SWK 448 - Senior Seminar
SWK 450 - Social Work Practicum

NOTE: Senior Seminar and the Social Work Practicum experience are open ONLY to social work majors who have been accepted into the social work program and completed all required social work courses.

Each social work course is built on foundation courses that provide content necessary to maximize the learning process. The sequence in which courses are taken is critical, and to facilitate the order, a guideline for course completion is provided for successful matriculation through the program. The complete curriculum sheet that further supports the rationale is also demonstrated.

SWK 448: Senior Seminar is an extension of the field instructional process and is dependent upon the field instructional learning experiences for considerable teaching content. This seminar serves as the bridge between the educational process and entry- level professional social work practice.

The course is designed to facilitate the integration of knowledge from previous courses with the practicum experience. Additionally, the course will address current social work issues such as ethical dilemmas, integrating personal faith with professional practice, current practice trends, and specialized case study reviews, and the use of appropriate research methods to evaluate practice in the practicum placement. This course provides information for students who wish to pursue graduate professional education. It provides a forum for the discussion of practice-related

issues and the integration of social work knowledge, skills, and values and ethics. The seminar also emphasizes the importance of the evaluation of one's own practice and the use of research skills in program evaluation.

The seminar serves as an avenue through which students share their field experiences for discussion and analysis. This discussion bridges the connections between classroom-based and field learning and extends student understanding of the wide range of settings in which generalist social workers practice. In the process, students gain further understanding of the integration and application of social work knowledge, skills, and values and ethics in work with diverse client systems. The course reinforces the ways in which generalist social work practice enhances human wellbeing and promotes justice while exploring social work issues and trends in a global context. The seminar also emphasizes the importance of the evaluation of one's own practice and the use of research skills in program evaluation. Prerequisites include completion of the social work sequence. Corequisites include SWK 099 and SW 450, Social Work Licensure Exam and the Social Work Practicum.

SWK 450: Social Work Practicum provides the student with the "final" opportunity to demonstrate commitment to social work values and ethics and competence in beginning generalist practice skills. Students are assigned to a social service agency four days (32 hours) each week. While in the agency, the student will be exposed to a diverse populations and experiences with systems of all sizes. The student will participate in discussion and processing this experience with his/her peers in group meetings facilitated by the Director of Field (or other Program faculty) in SWK 448, Senior Seminar, therefore both courses are required to be taken concurrently.

Within the placement agency, students focus on implementing knowledge from previous courses with practice skills, as well as learning the structure, function, and policies of the placement agency. This course demonstrates the culmination of all competencies, including the dimensions, knowledge, skills, values, cognitive affective processes, and behaviors.

No Credit for Life Experience

It is the practice of the Social Work Program that credit is not **granted** in the Social Work Program for life experiences or previous work experience. Applicants are informed of this policy through the *Social Work Student Handbook*, and *the Field Manual.*

Framework of Field Placement

Educational outcomes and competencies of the beginning level social work generalist practitioner are achieved by planned and sequential learning experiences, culminating with direct experiential practice through field education during the spring semester of the senior year. Generalist social work practice will provide the model of which students practice within the framework of an ecological systems perspective, the bio-psycho-social-structural and cultural factors which impact the function and development of systems.

It provides students with an opportunity, under the supervision of a practicing social worker, to demonstrate social work values, ethics, knowledge, and skills, with diverse client systems of all sizes.

Prerequisites for Field Placement

Prerequisites for Social Work Field Placement are the following courses and their prerequisites: Completion of all degree requirements, a grade of "C" or better in all social work program required courses, and approval of the Director of Field Education and other full-time social work faculty.

Policies and procedures for admittance to the field education program are found in the Social Work Field Manual and Social Work Student Manual. The student will have completed the following three clusters of course work before enrollment in the placement:

- Seventy-five percent of the core curriculum including Human Biology, Introduction to Psychology, Sociology: An Introduction in Global Context;
- All interdisciplinary courses including Social Work Research Methods, State and Local Government, and,
- All Social Work courses, except SWK 099, The Social Work Licensure Exam, SWK 450, and Senior Seminar, of which they take concurrently with the Field Practicum.

Admission to Field

Criteria for admission to field education include the following:
- submission of an application to field to the program's director of field education
- interview with the program's director of field education program director
- completion of all degree requirements; (all social work required courses)
- a grade of "C" or higher (on a seven-point grading scale) in all social work program required courses, except for SWK 099, *The Social Work Licensure Exam*, SWK 450, *Senior Seminar*.
- field orientation that includes review and acknowledge adherence to the professional code of ethics and the program's professional standards, and the field manual.
- review of agency and other program expectations
- completion of pre-field learning guide (in-person)

The program's director of field and program director verify that all criteria are met to enter field by reviewing student records to ensure criteria is met. Students are granted admission into field by the director of field and the program director.

Selecting Field Settings

The selection of field settings for social work field experiences is based on the following procedures:

- a potential field setting representative contacts the director of field or program director or are contacted by the director of field, program director or student concerning possible placement for competency-based learning.
- the expectations are shared with the field setting representative about the social work supervisory qualifications and experiences within the field setting.
- an overview agreement to the conditions and mutual responsibilities outlined in the Mississippi College Social Work Program Memorandum of Understanding and/or Field Education Agreement are reviewed and signed by the proper field setting representative.
- the student interested in completing field at the field setting makes contact and schedules an interview with the appropriate field setting representative.
- the field setting representative contacts the director of field with an affirmative or non-affirmative response of accepting the student for field education at the field setting.

The selection of field settings for social work field experiences is based on the following criteria: Field settings are expected to:

- have a staff member with social work supervisory qualifications and experiences available to supervise competency-based learning.
- provide opportunities for student learning of competency-based generalist practice with individuals, families, groups, communities, and organizations.
- agree to the conditions and mutual responsibilities outlined in the Mississippi College Social Work Program Memorandum of Understanding.
- have a representative attend field orientation.

Out-of-State and International Field Settings Criteria

In the event a student is interested in out of state and/or international field settings, the Director of Field Education verifies that those settings can offer competency-based field experiences.

Monitoring Students

The procedures for placing and monitoring students are as follows:

- eligible students are provided a list of potential field settings during the spring semester of their junior year.
- eligible students submit their top three choices for placement to the director of field education. Students' interests, motivations, and aptitudes are given serious consideration in the placement process. Every effort is made to find a field placement that promotes opportunities that match the student's capacities, learning needs and goals.
- students apply for field education fall semester of their senior year.
- a field interview is scheduled with the director of field and program director.
- the student contacts the field setting representative for an interview.
- students complete the interview with the field setting representative.
- the field setting representative contacts the director of field with an affirmative or non-affirmative response of accepting the student for field education at the field setting.
- students attend a mandatory orientation for field education including

- the field setting representative contacts the director of field with an affirmative or non-affirmative response of accepting the student for field education at the field setting.
- students begin field education in spring semester of their senior year.
- students attend seminar once a week to discuss their field experience and engage in other activities and complete other assignments.
- students and the field-setting representative submit an agreed upon field setting contract demonstrating competency-based generalist practice learning, which is submitted to the field educator.
- students and the field-setting representative meet once/week (minimum 1 hours) for student supervision.
- the field educator conducts two agency visits to field-settings
- a midterm and final evaluation are conducted by the field-setting representative and submitted to an evaluation portal and results are forwarded to the field educator and program director.

Criteria for Placing and Monitoring Students

Placing and monitoring students for social work field experiences is based on the following criteria:

- place students in an approved field-setting following criteria set by the university and program.
- require learning agreement with competency-based learning agreed upon by the field-setting representative, student, and field educator.
- require submission of midterm and final evaluations from the field-setting representative.
- two agency visits per student by the field educator.
- addressing challenges experienced by the student and/or field-setting
- assigning an alternate field-setting placement for a student where there are challenges that cannot be resolved.
- assign the appropriate grade earned by the student based on their adherence to competency-based learning in the learning agreement.

Student Safety

The procedures for student safety are as follows:

- Student safety is addressed in classes and field orientation, which covers areas of student safety and expectations using the NASW guidelines for workplace safety, including discrimination and harassment, process of mandated reporting and reporting criminal activity, transporting clients, and conducting home visits and other safety issues.
- Students review and are trained using the field-setting policies and procedures manual.
- In case of communicable disease outbreak (or similar occurrence) the program and field-setting have a contingency/continuity plan to prepare for times of disruption to the learning environment.

- Self-care is addressed through weekly journaling, self-care exercises in seminar and field-settings, necessary one-on-one check-ins with program faculty and/or field-setting educator(s)
- In case of an emergency, the proper emergency agencies are contacted to ensure immediate safety of the student and emergency procedures are followed.
- Student safety is reviewed by the program field educator during field-setting educators' orientation and agency visits.

Criteria for supporting student safety is as follows:

- Student safety is addressed in classes and field orientation, which covers areas of student safety and expectations using the NASW guidelines for workplace safety, including discrimination and harassment, process of mandated reporting and reporting criminal activity, transporting clients, and conducting home visits and other safety issues.
- Training on procedures for student safety is completed at the field-setting and in seminar.
- In case of communicable disease outbreak (or similar occurrence) the program and field-setting have a contingency/continuity plan to prepare for times of disruption to the learning environment.
- Self-care is addressed through weekly journaling, self-care exercises in seminar and field-settings, necessary one-on-one check-ins with program faculty and/or field-setting educator(s)
- Limited liability insurance is provided for each student in field education.

Evaluating Student Learning

The procedures for evaluating student learning and field setting effectiveness congruent with the social work competencies are as follows:

- students and field-setting educators agree on competency-based learning in the learning agreement.
- students submit the learning agreement to the field educator.
- field-setting educators submit a midterm and final evaluation on competency-based learning electronically.
- students submit a competency-based evaluation on the field setting.
- students and field-setting educators submit a competency-based evaluation on the program electronically.
- evaluations are reviewed, evaluated, and analyzed with the purpose of further improvement to the program and field settings.

The criteria for evaluating student learning and field setting effectiveness congruent with the social work competencies are as follows:

- completion and submission of competency-based learning agreement and completing components on the learning agreement.

- completion and submission of midterm and final evaluation on competency-based learning from the field-setting educator.
- completion and submission of field-setting evaluation by students.
- completion and submission of program evaluation by student and field-placement educators.

Maintaining Director of Field Education Contacts with Field Education Settings

The director of field education makes initial contact with the field-setting educator and maintains contact throughout the semester via telephone contact, email, videoconferencing and in person during agency visits. Upon a mutual agreement between the director of field education, field-setting supervisor and student concerning the suitability of the placement, the student is assigned to the agency for field placement. A field-setting orientation is held with field-setting representatives prior to the student learning experience. Agency visits are made by the director of field at least once during the semester of placement - more often if there are challenges experienced by the student or if the field-setting supervisor requires additional training. Field visits, involve meeting with the field-setting educator alone, with the student and then with both. The field-setting educator submits a mid-term and final evaluation on competency-based learning fulfillment after reviewing with the student. An evaluation on field -setting effectiveness is completed by the student and shared with the field liaison by the director field. Field -setting educators complete a competency-based evaluation of the program.

Agency visits are made by the director of field at least once during the semester of placement - more often if there are challenges experienced by the student or if the field-setting supervisor requires additional training. Field visits, involve meeting with the field-setting educator alone, with the student and then with both. The field-setting educator submits a mid-term and final evaluation on competency-based learning fulfillment after reviewing with the student. An evaluation on field -setting effectiveness is completed by the student and shared with the field liaison by the director field. Field -setting educators complete a competency-based evaluation of the program.

Required Field Instructor Credentials

Credentials and Practice Experiences of Field Instructors:

When an agency is identified as a placement for field education and is within the guidelines of the Council on Social Work Education, the director of field education contacts the agency executive or designee to discuss B.S.W. degree requirements and expectations of the competency-based field education experience. Field-setting educators are expected to:

- have earned a baccalaureate or master's degree in social work from an institution accredited by the Council on Social Work Education. Credentials are verified by the director of field education through a curriculum vitae, resume during the affiliation agreement process.
- have a minimum of two years post baccalaureate or master's social work practice experience.

- be open to the unique differences in students' needs, learning styles, and maturation levels.
- be able to design appropriate competency-based student learning opportunities as demonstrated in social work competencies.

Degree Credentials for Field Instructors

Field-setting educators must hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. Credentials are verified by the director of field education through a curriculum vitae, resume during the affiliation agreement process.

Field Instructor(s) not Holding A CSWE-Accredited Degree

The Mississippi College Social Work Program does not approve field instructors who do not hold a CSWE-accredited social work degree. If students work closely with a field-setting educator who does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a competency-based social work perspective through other avenues such as utilizing a qualified individual in the community to provide alternative field instruction. They meet with the student for supervision in person a minimum of one hour/week. Other ways of communication throughout the supervisory process are encouraged between the field instructor and student.

Description of Reinforcement Process with Students

In the event that students work closely with agency representatives who do not hold a CSWE-accredited social work degree, the program consults with a social worker who has a baccalaureate or master's degree in social work from a CSWE accredited program to function in that position. The student meets with the alternative field instructor a minimum of one hour/week, following the same guidelines as other field-setting instructors, including competency-based student learning is taking place in field. Other ways of communication throughout the supervisory process are encouraged between the field instructor and student.

Orientation and Field Instruction Training

The program combines orientation and field instruction training, held on an annual basis in January prior to the students beginning field. It is held via zoom with a synchronous design and is facilitated by the director of field. Plans have been made to record the training in the future. All field instructors are invited, whether new or returning for a refresher. When instructors are not able to attend, a representative of the agency is asked to attend in their stead. Although attendance is not required, it is strongly recommended. Continued dialogue occurs via emails, videoconferences when needed, site visits, and one-on-one conferences when requested.

Orientation and field instruction training may include an overview of:

- Program Mission and Goals
- Competency-based social work education
- Responsibilities of field instructors
- Student safety
- Field setting calendar
- Evaluations
- Questions and Answers

The Program Field Manual is distributed to students and field supervisors and includes the Responsibilities of field instructors, Program-Agency Agreement, Field Placement Evaluation Forms, and Curriculum Policy Statement of the Council on Social Work Education. Additional training sessions may be planned in response to field supervisor's input as well the social work program's perceived needs. Continuing education credit for social work licensure is awarded to field instructors in attendance. (1 SWU/CEU for every-one contact hour)

Continuing Dialogue with Field Settings and Field Instructors

Continued dialogue is made with field instructor or field representative – especially if there are questions and/or concerns. Agency visits are made by the Director of Field at least once during the semester of placement - more often if there are challenges experienced by the student or if the field supervisor requires additional training. The Director of Field is in constant communication with field instructors via phone and/or email. Field visits, involve meeting with the field supervisor alone, with the student and then with both the student and the field supervisor. The field liaison submits a mid-term and final evaluation with input from the student. An evaluation on field setting effectiveness is completed by the student and shared with the field liaison by the Program Director of Field. Field instructors are provided an appreciation luncheon following the student colloquium at the end of the semester.

Field Placements in Employment Settings

While field placements in an organization in which the student is also employed are rarely approved, there are exceptions. Student field assignments and employment tasks may be the same or different; however tasks have clear links to the nine social work competencies with behaviors related to each competency in generalist practice.

When the field instructor and employment supervisor of the student are the same, supervision time for field education learning must be separate from supervision time for employment. Paid field placement in any form (salary, stipend) are permitted and may include both field and/or employment hours.

Temporary Disruption to Students' Social Work Field Placement

In the event that there is a temporary disruption to students' field instruction placement/clinical learning experiences due to national or local events such as communicable diseases, natural disaster, and/or civil unrest, a detailed written plan shall be discussed and put in place on how hours may be successfully completed. This plan may include adjusted hours as approved by the

Council on Social Work Education (CSWE). Alternative learning activities must satisfy potential practice behaviors within CSWE Educational Competencies, and may include (but are not limited to) virtual sessions/meetings with supervisor, clients, patients, and/or participants, virtual agency and other online trainings, literature reviews/research, etc. The alternative plan will be submitted to the Director of Field as part of the Learning Contract. Students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of Agency clients, patients, and/or participants. All alternative plans and adjusted required hours for students' field instruction placement/clinical learning experiences due to national or local events such as communicable diseases, natural disaster, and/or civil unrest, must be officially approved by the Council on Social Work Education.

Other Field Supervisor-Student Concerns

Should there be a concern of the field supervisor and/or the student for reasons other than those described for termination of students from the social work major, the field supervisor and/or the student will notify the Director of Field Placement. The field supervisor, student, and Director of Field Placement will consult and collaborate to seek a solution to the concerns expressed and clarify conditions for continuance in the placement. Other possible placements may be sought by the Director of Field Placement if the concerns cannot be resolved. However, the expectation of 450 clock hours spent in a field agency remains.

Agency Orientation for Students

Each field supervisor is expected to provide a period of agency orientation within the first week of placement for the Mississippi College social work student. The orientation can include but is not limited to:

1. introduction to agency staff;

2. discussion of the philosophy and objectives of the agency;

3. introduction to policies and procedures of the agency; and,

4. introduction to the organization and structure of the agency.

Student Evaluation of Practice

It is important that professional social workers be able to evaluate their practice interventions. Practice research knowledge will enable students to improve and change methods of intervention. The importance of evaluating practice is introduced in the first social work course - *Introduction to Social Work and Social Welfare* - and addressed in all *Policy, Practice, and Human Behavior in the Social Environment* courses. Content on evaluation of practice and program evaluation is more intensely studied in one *Social Work Research* course. The Social Work Director of Field is available for consultation and collaboration with field work agencies and supervisors in this regard.

Practice with Diverse Systems

To be a generalist entry-level social worker, students must develop knowledge, skills, and values related to intervention with varied systems: micro (individuals), mezzo (families and small groups), and macro (organizations and communities). Therefore, in planning students learning activities and experiences the Director of Field Placement, field site, and field educator are expected to provide opportunities to the student to work with clients on every level when possible.

SOCIAL WORK PROGRAM APPLICATION TO FIELD PLACEMENT

I. General Personal Data

1. Name _____

2. Home Address_____ Telephone_____

3. School Address_____ Telephone_____

4. Do you commute?_____From (place)_____

5. Birthdate_____Age_____

6. Are you married? _____ If you have children, how many? _____

9. Give an estimate of your grade point average:

     Overall _____   In Social Work_____

II. Work Experience

List previous work experiences including summer and part-time and length of experience (i.e., 1 month; 2 months; 1 year; etc.).

_____

_____

_____

III. Experiences related to helping and counseling

     1. Of the outstanding good helper you recall, what characteristic made them so? _____

     2. Of the outstanding poor helper you recall, what characteristic made them so? _____

     3. List newspapers and magazines that you read with regularity. _____

4. What books have had a significant influence on your life or your thinking? _____

5. What part do the fine arts play in your life? _____

_____

6. What church activities do you engage in? _____

_____

7. Have you been on active duty in military service? _____

_____

8. Describe any other employment that you consider has contributed to your qualifications for social work. _____

9. Below, check area in which you have had experience:

_____ Caring for children and youth

_____ Working as teacher (substitute or regular)

_____ Teaching in church school

_____ Working as counselor (youth camp, conference, etc.)

_____ Typewriting - if checked how many words per minute?

_____ Shorthand - if checked how many words per minute?

10. Record activities, memberships, offices, and honors below if not specified elsewhere in this resume.

a. Activities _____

_____

b. Honors _____

_____

c. Memberships _____

_____

IV. Please check the top five preferences of the following social work interest areas.

_____ health care	_____ probation and parole
_____ social services	_____ veterans' services
_____ foster care	_____ military social work
_____ group homes	_____ employee assistance program
_____ mental retardation	_____ parent-adolescent counseling
_____ private practice	_____ alcohol and drug rehab
_____ medical social work	_____ unwed mothers service
_____ pediatric social work	_____ travelers aid
_____ aging	_____ Christian counseling
_____ families and children	_____ Salvation Army
_____ psychiatric social work	_____ mental health centers
_____ industrial social workday care	
_____ school social work	_____ halfway houses
_____ adoptions	_____ substance abuse programs
_____ church related social work	_____ Bureau of Indian Affairs
_____ family services	_____ crisis intervention
_____ occupational vocational	_____ suicidal prevention services
_____ play therapy with children	_____ marital mediation
_____ adult services	_____ advocacy
_____ oncology	_____ consultation
_____ clinical social work	_____ supervision
_____ marriage counseling	_____ child abuse
_____ parent-child counseling	_____ spouse abuse
_____ single parent services	_____ sex abuse
_____ social work education	_____ criminal delinquency
_____ research	_____ prisons
_____ administration	_____ hospital social services
_____ group work	_____ family life education
_____ community organization	_____ corrections
_____ group childcare	_____ rural social work
_____ grief counseling	_____ hospice
_____ therapeutic camping	_____ vocational rehabilitation
_____ juvenile probation	_____ adult probation
_____ private inpatient psychiatric hospital	_____ public outpatient psychiatric hospital
_____ other: please list	

Appendix B

Mississippi College Social Work Program

Student Release of Information Form

I authorize the Mississippi College Social Work Program Director of Field and/or Social Work Program Director to consult with field agencies in the development of the student's field instruction placement. I release from any liability any and all individuals and organizations who provide information in good faith and without malice concerning my professional competence, values, legal history, oral and written communication skills, ethics, character, student records and other related information in the development of a field instruction assignment placement, and I hereby consent to the release of such information.

_____   _____

Student's Signature   Date

_____   _____

MS College Social Work Program Representative   Date

OFFICIAL AGREEMENT
between
Mississippi College Social Work Program
and
Social Work Students Entering Field Education

I understand that participation in Field Education requires adherence to certain professional standards. I agree that while participating in Field Education:

1. I will adhere to the Codes of Ethics of the National Association of Social Workers and the Mississippi State Board of Social Work Examiners.

2. I will follow all laws of the State of Mississippi.

3. I will comply with all agency policies and procedures. I agree to review all agency policies and procedures within two weeks of beginning the practicum.

4. I will adhere to the Mississippi College Student Code of Conduct and abide by the Academic Dishonesty policy.

5. I will come fully prepared and participate actively in all scheduled meetings with the Agency Field Instructor. I agree to meet at least weekly with the Field Instructor for supervision and notify the Field Instructor if I have to miss any supervision sessions. I understand that it is my responsibility to arrange supervision meetings.

6. I will submit all seminar assignments to the Agency Field Instructor prior to the date these assignments are due in seminar. I understand the Field Instructor must approve and sign all seminar assignments before the seminar instructor will accept them. Late papers will be penalized based on the Mississippi College Social Work Program.

7. I will come fully prepared and participate actively in all scheduled seminar classes and will complete all seminar assignments and turn them in on the due date.

8. I will comply with the MS College policy for not using my vehicle for transporting clients.

9. I will conduct myself in a professional manner at all times. This includes being punctual, reliable, and responsible in all field education assignments, as well as interacting in a professional manner with all clients and coworkers.

10. I will set a schedule of my hours at the agency and adhere to the schedule. I will submit the schedule to my seminar instructor by the second seminar meeting.

11. I will negotiate a learning contract with my Field Instructor and submit it in writing to the seminar instructor.

12. I will comply with all policies, procedures, expectations, and consequences set forth in the "Social Work Field Education Manual."

13. I understand that I must maintain a Cumulative Grade Point Average of 2.5 with the BSW program. I must also make a Social Work "Passing" Grade throughout my enrollment in the field program.

14. I understand that failure to comply with this agreement could negatively affect my standing in Field Education and the Social Work Program. Any violation of this agreement could result in dismissal from the program. I understand that dismissal from an agency for poor performance or inappropriate behavior could result in my having to repeat Field Education or other consequences.

15. Refusal to sign this agreement will preclude participation in Field Education.

_____   _____
Student's Signature   Date

_____   _____
MS College Social Work Program Representative   Date

Appendix D

Mississippi College Social Work Program

Responsibilities and Expectations of Field Education Sites

1. The Agency will retain responsibility for the care of and service to clients, patients, and/or participants and will maintain administrative and professional supervision of students insofar as their presence and clinical assignments affect the operation of the Agency and its care, direct and indirect, of clients, patients and/or participants.

2. To the extent the Agency's resources may accommodate the students' participation, the Agency will provide competency-based generalist practice with the five system levels – individuals, families, groups, organizations, and communities – for participating students in accordance with the generalist practice and/or clinical objectives developed through cooperative planning by the Institution's departmental faculty and Agency's staff.

3. The Agency's designated administrator, social work supervisor and/or clinical coordinator shall assist the Institution in the evaluation of the learning and performance of participating students.

4. The Agency shall provide for the orientation of assigned students as to the facilities, philosophies, rules, regulations, policies and practices of the Agency.

5. The Agency will provide a written health and safety protocol (appropriate to the Agency setting) to enhance the safety of Agency personnel, students completing field placement, clients, patients, and/or participants. Action (according to the written protocol) will take place to ensure student safety when the occurrence deems necessary.

6. All medical or healthcare (emergency or otherwise) that a student receives at the Agency will be at the expense of the student involved unless otherwise covered by the Agency.

7. The Agency shall reserve the right to dismiss a student from the assigned generalist practice and/or clinical experience when the student's generalist practice and/or clinical performance is unsatisfactory or the student's behavior fails to comply with the responsibilities owed to the Agency, clients, patients and/or participants.

8. The Agency will provide a staff member designated as the Agency Field Instructor who will: Provide the student with a formal orientation of the Agency, promote the Agency's understanding of the Institution's Social Work Program and acceptance of the student, and enable the student to feel a part of the Agency. Provide a copy of the orientation schedule to the student and the Social Work Faculty Liaison at the beginning of the practicum.

9. Assist the student in identifying goals/desired outcome and learning objectives for the field placement experience commensurate with the educational objectives of the Social Work Department.

10. Select and make appropriate Agency assignments that take into consideration, as much as possible, the student's past experience, learning patterns, career expectations, and the social work program's educational objectives.

11. Suggest written materials for the student to examine during the course of field experience. Provide on-the-job instruction and supervision of the student.

12. Hold a regular one-hour weekly conference with the student, sign the student's weekly time form verifying the hours and tasks completed that week, and hold additional conferences with the student as deemed necessary.

13. Complete a written, formal, Mid-term and Final evaluation of the student's performance, utilizing the Mississippi College Practicum Evaluation Form.

14. Attend a final evaluation conference with the student and Social Work Field Liaison, where the midterm and/or final evaluation will be discussed.

15. Contribute knowledge and suggestions to Mississippi College's Social Work Program for upgrading the Field Instruction Program as needed.

16. Complete an evaluation of Mississippi College Social Work Program at the completion of the student's field instruction placement/clinical learning experiences.

17. Immediately consult with the Social Work Field Liaison regarding any problems or concerns noted with a particular field placement experience.

Appendix E

Mississippi College Social Work Program

Responsibilities and Expectations of Field Instructors

To be a generalist entry-level social worker, students must develop knowledge, skills, and values related to intervention with varied systems: micro (individuals), mezzo (families and small groups), and macro (organizations and communities). In planning students' learning activities and experiences the Director of Field Placement, field work agency and field work supervisor should make every effort to ensure that student competency is increased in working with diverse systems.

The Field Instructor's responsibilities include the following:

1. Adhere to the NASW Code of Ethics.
2. Be familiar with CSWE nine social work competencies, dimensions, and behaviors.
3. Explain and orient field education to other members of the agency staff in order to Create a climate conducive to learning and facilitate the use of agency resources which will help meet the learning needs of the students.
4. Provide the student with a formal orientation of the agency, promote the agency's understanding of the Institution's Social Work Program and acceptance of the student, and enable the student to feel a part of the Agency.
5. Assist the student in identifying goals/desired outcome and learning objectives for the field placement experience commensurate with the educational objectives of the Social Work Department.
6. Hold a regular one-hour weekly conference with the student, sign the student's weekly time form verifying the hours and tasks completed that week, and hold additional conferences with the student as deemed necessary.
7. Assist the field student in adding responsibilities or assignments to the learning plan. The Field liaison will serve as a consultant in the procedure and should always receive a copy of the plan and confer with field instructor regarding the plan, as needed.
8. Provide opportunities to develop practice behaviors. Establish a plan of reviewing and evaluating student's progress in order to assess adequately.
9. Complete a written, formal, Mid-term and Final evaluation of the student's performance, utilizing the Mississippi College Practicum Evaluation Form.
10. Complete the end-of-semester evaluation of the student and review with the student.
11. Report concerns to the field liaison or to the field office in a timely manner. Field instructors have the option of implementing performance improvement plans as they deem necessary.
12. Understand that field instructors function as both professional social workers and as educators. curriculum as an active participant in an agency setting.
13. Suggest written materials for the student to examine during the course of field experience.
14. Provide on-the-job instruction and supervision of the student.
15. Attend a final evaluation conference with the student and Social Work Field Liaison, were the midterm and/or final evaluation will be discussed.
16. Contribute knowledge and suggestions to Mississippi College's Social Work Program for

upgrading the Field Instruction Program as needed.

17. Complete an evaluation of Mississippi College Social Work Program at the completion of the student's field instruction placement/clinical learning experiences.

18. Immediately consult with the Social Work Field Liaison regarding any problems or concerns noted with a particular field placement experience.

Appendix F

Mississippi College Social Work Program

Responsibilities and Expectations of Students

The student's responsibilities include the following:

1. Assist in developing and implementing the learning plan.
2. Ensure the learning plan is signed and submitted to the Director of Field Education.
3. Adequately prepare for weekly supervision,
4. Follow agency policies and procedures, especially confidentiality.
5. Abide by the NASW and State of Mississippi Codes of Ethics.
6. Adhere to standards and/or guidelines of the agency's monitoring or accrediting bodies.
7. Comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of Agency clients, patients, and/or participants.
8. Accept supervision and feedback from the Field Instructor and agency staff.
9. First consult with the Field Instructor if problems occur in the placement; notify field liaison if a resolution cannot be reached.
10. Complete the required minimum contact hours.
11. Complete evaluations of field agency and field instructor.
12. Complete evaluations of the Social Work Program utilizing SWEAP instrument.

Appendix G

Mississippi College Social Work Program

Student Confidentiality Statement

Students entering field will be exposed to personal and private information of clients' lives both in classes and field education placements. The confidential nature of the relationship between client, student worker, and agency is a fundamental privacy right of the client and an ethical and legal responsibility for the student, social worker, and the agency.

Confidentiality is the basic means through which social workers protect their clients' privacy. Responsibility for confidentiality resides with the social worker and is supported by the ethics of the profession as established in the NASW Code of Ethics (1996). Use of clients' private information from case records and from student contact with clients is supported for teaching/learning purposes only by field education placement agencies. However, students must understand and adhere to the agency limitations for use of such records and client information. Students in Field Education placements are expected to adhere to the following policies:

1. Comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of Agency clients, patients, and/or participants.
2. Successfully complete the Agency's HIPAA Training Course (if applicable) prior to entrance into field instruction placement. While performing field instruction placement/clinicals, students are required to act in accordance with and apply all HIPAA privacy and security rules to such activities.
3. Participating students shall be bound by any confidentiality requirements imposed by the Violence Against Women Act regarding information which may tend to identify a victim of domestic violence and any applicable state laws with regard to confidentiality of any personally identifying information related to victims of interpersonal violence. Participating students will comply with any mandatory reporting requirements imposed by state law.
4. Client records should not be physically or electronically taken from the agency.
5. Placement Field Instructor approval is necessary for use of client records/information in the classroom or in field education seminars.
6. All identifying information must be deleted from the client record using alias or deleting identifying information brought into class.
7. Any client information used for teaching/learning purposes in the classroom or field education seminars shall be kept confidential and shall not be discussed outside those two approved-for-use settings.
8. Any client information used for research in course work shall assure privacy for the client by nonuse of any identifying information at any point in the research.
9. Prior agency approval shall be obtained before using any client information resulting from research done while in a field education placement.

As a student in the Mississippi College School Work Program, I understand that any breech of this Student Confidentiality Agreement will result in my being requested to appear before the Mississippi College Social Work faulty for consideration of disciplinary action and may result in my dismissal from the Program.

_____   _____

Student's Signature   Date

_____   _____

Mississippi College Social Work Program Representative

Appendix H

Mississippi College Social Work Program

Orientation Checklist for Social Work Interns

As you go through orientation at your agency, check the items below after you have read or discussed them with your field instructor. It is the student's responsibility to know and understand the agency and its policies and procedures applicable to interns. Please discuss questions of any of the following with your field instructor.

Agency Overview
__ Review agency mission/purpose statement
__ Tour of agency
__ Introductions to colleagues, support staff, and administration
__ Review organizational structure
__ Review the role of the agency within the community
__ Review emergency, safety, and security procedures

Agency Policies
__ Work schedule, including lunch and breaks
__ Office procedures including use of equipment and supplies
__ Telephone and communication/computer utilization
__ Intake/admissions/eligibility
__ Client record/charting
__ Confidentiality, release of information
__ Client emergency protocol
__ Child or elder abuse reporting protocol
__ Agency policy regarding harassment
__ Agency policy regarding discrimination
__ Agency policy regarding Americans with Disabilities Act

Field Instructor/Student Responsibilities
__ Supervision schedule
__ Student preparation for supervision
__ Methods of assessing student performance
__ Time sheet review

Mississippi College Social Work Program

Student Learning Contract Instructions

The Learning Contract serves several purposes. First, it provides objective, tangible criteria by which a student's performance in the field can be evaluated and a grade assigned. Second, the Contract serves as a way for the student to ensure that the agency will make available the types of experiences the student is particularly interested in. Third, the Contract serves as guidance for an alternative to continue the field placement learning process in case of the outbreak of a natural disaster or pandemic that interrupts face to face interchange, thus moving to virtual learning and service delivery when possible. Additionally, the Contract serves as a guide for supervisory consultation and conversation over the semester. Finally, the contract plays an important role in our Program evaluation activities. The Learning Contract serves to operationalize the BSW field competencies and practice behaviors by looking at the aggregate ratings of students in these areas. Using this aggregate data, we can identify content areas that are strengths of the program as well as areas that need strengthening.

These instructions are provided to help students and Field Instructors get an idea of the types of tasks that appropriately demonstrate achievement of each of the core competencies and practice behaviors. However, please remember that the tasks presented here are EXAMPLES. Actual tasks on Learning Contracts should be individualized to each student and each placement. Remember that the Field Instructor and Faculty Liaison serve as partners in this process and are available to offer suggestions and give feedback.

The body of the Contract consists of 9 core competencies. These 9 core competencies are further divided into specific practice behaviors. Each of the practice behaviors must be addressed with specific learning activities during the semester. At the beginning of the semester the student and Field Instructor should identify which tasks, duties and responsibilities (learning activities) the student will complete relative to each of the practice behaviors.

We highly recommend that over the course of the semester the contract be reviewed as a part of supervision. This allows for more considered discussion and integration of the Contract's learning activities and can anticipate issues or concerns during the semester.

At the end of the semester when each practice behavior is formally reviewed, the student is asked to comment on the activity. This reflection can include what the student found useful, what was not useful, what they learned relative to the practice behavior and the learning activity. The student is also asked to evaluate herself on the given scale.

The Field Instructor is asked to also rate the student's progress on the given evaluation rating scale:

1=Unacceptable progress;
2=Insufficient progress;
3=Emerging progress;

4=Sufficient progress;
5=Advanced progress.

A remedial plan is needed for a practice area receiving a score of "1=Unacceptable progress" or "2=Insufficient progress".

Mississippi College Social Work Program Field Placement Learning Contract

Date: _____

Student's Name: _____

Agency Name: _____

Address: _____

Field Instructor: _____

Telephone number (s): _____

Email: _____

Learning Contract

By the end of the internship, the student will have demonstrated CSWE competency in each of the following arenas of performance as a generalist social worker. Each student will choose at least one objective as already indicated in the Learning Contract from each competency. Students also have the choice of creating their own objective in any competency. No less than two objectives in each competency are required. At the end of the semester each competency will be evaluated by the student and Field Instructor.

Rating Scale
1=Advanced competency
2=Competency
3=Emerging competency
4=Insufficient progress
5=Unacceptable progress

Social Work Competency 1: Demonstrate Ethical and Professional Behavior.

- 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.

INTERNSHIP ACTIVITY

BEGIN/END

HOW WILL LEARNING OBJECTIVES BE EVALUATED?
(i.e.: progress notes, process recordings, supervision logs, etc.)

Social Work Competency 2: Engage Diversity and Difference in Practice

- 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.

Social Work Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- 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.

- Social Work Competency 4: Engage in Practice-informed Research and Research-informed Practice

- 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.

INTERNSHIP ACTIVITIES

 BEGIN/END

 HOW WILL LEARNING OBJECTIVES BE EVALUATED?

Social Work Competency 5: Engage in Policy Practice

- 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

INTERNSHIP ACTIVITIES

<u>BEGIN/END</u>

<u>HOW WILL LEARNING OBJECTIVES BE EVALUATED?</u>

Social Work Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

1. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. Competency 6-Engage in research-informed practice and practice-informed research.

<u>INTERSHIP ACTIVITES</u>

<u>BEGIN/END</u>

<u>HOW WILL LEARNING OBJECTIVES BE EVALUATED?</u>

Social Work Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- 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.

INTERNSHIP ACTIVITIES

BEGIN/END

HOW WILL LEARNING OBJECTIVES BE EVAUALTED

Social Work Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- 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.

INTERNSHIP ACTIVITIES

BEGIN/END

HOW WILL LEARNING OBJECTIVES BE EVALUATED?

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

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

INTERSHIP ACTIVITIES

BEGIN/DATE

HOW WILL LEARNING OBJECTIVESBE EVALUATED?

Signatures

Student: _____**Date:**

Field Instructor: _____**Date:**

Appendix J

SWEAP
Social Work Education Assessment Project

Confidentiality Statement

The information you provide to SWEAP is valuable to the social work program that sent you this survey and educators nationally. Your feedback informs program improvement efforts.

Information collected through this instrument will be combined with similar information from social work programs around the country and maintained in a confidential database by SWEAP. Returning this survey indicates that you consent to have your data collected. Your participation to improve Social Work education is appreciated and voluntary.

Thank You.

Student's Name

[   ]

Field Practicum Supervisor Education

Please indicate your education background (Mark all that apply)

☐ BA or BS in Human Services field

☐ BA or BS in Social Work

☐ BS

☐ MA in Liberal Arts field

☐ MA in Human Services field

☐ MSW or MA/MS in Social Work

☐ MS

☐ PhD in Human Services field

☐ PhD or DSW in Social Work

☐ Other

Please base your assessment of how well the Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please select your answer. Thank you.

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	**Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.**
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	**Superior:** "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	**Competent:** "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	**Inadequate:** "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	**Lacking:** "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

Competency 1 - Demonstrate Ethical and Professional Behavior

	1	2	3	4	5
Intern makes ethical decisions by applying professional standards (i.e. 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	○	○	○	○	○
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	○	○	○	○	○
Intern demonstrates professional demeanor in **behavior**	○	○	○	○	○
Intern demonstrates professional demeanor in **appearance**	○	○	○	○	○
Intern demonstrates professional demeanor in **oral** communication	○	○	○	○	○
Intern demonstrates professional demeanor in **written** communication	○	○	○	○	○
Intern demonstrates professional demeanor in **electronic** communication	○	○	○	○	○
Intern uses technology ethically and appropriately to facilitate practice outcomes	○	○	○	○	○
Intern uses supervision and consultation to guide professional judgment and behavior	○	○	○	○	○

Comments

Show the scoring guide

Competency 2 - Engage Diversity and Difference in Practice

	1	2	3	4	5
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the **micro** level	○	○	○	○	○
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the **mezzo** level	○	○	○	○	○
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the **macro** level	○	○	○	○	○
Intern presents themselves as learners to clients and constituencies	○	○	○	○	○
Intern engages clients and constituencies as experts of their own experiences	○	○	○	○	○
Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	○	○	○	○	○

Comments

Show the scoring guide

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

	1	2	3	4	5
Intern applies their understanding of social justice to advocate for human rights at the individual and system levels	○	○	○	○	○
Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels	○	○	○	○	○
Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels	○	○	○	○	○
Intern engages in practices that advances **social** justice	○	○	○	○	○
Intern engages in practices that advances **economic** justice	○	○	○	○	○
Intern engages in practices that advances **environmental** justice	○	○	○	○	○

Comments

Show the scoring guide

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

	1	2	3	4	5
Intern uses theory to inform scientific inquiry and research	○	○	○	○	○
Intern uses practice experience to inform scientific inquiry and research	○	○	○	○	○
Intern applies critical thinking to engage in analysis of **_quantitative_** research methods and research findings	○	○	○	○	○
Intern applies critical thinking to engage in analysis of **_qualitative_** research methods and research findings	○	○	○	○	○
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.	○	○	○	○	○

Comments

Competency 5 - Engage in Policy Practice

	1	2	3	4	5
Intern Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	○	○	○	○	○
Intern assesses how social welfare and economic policies impact the delivery of and access to social services	○	○	○	○	○
Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice	○	○	○	○	○
Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice	○	○	○	○	○
Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice	○	○	○	○	○

Comments

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

	1	2	3	4	5
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	○	○	○	○	○
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	○	○	○	○	○

Comments

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

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Intern collects and organizes data, and apply critical thinking to interpret information from clients and constituencies	1 ○	2 ○	3 ○	4 ○	5 ○
Intern 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	1 ○	2 ○	3 ○	4 ○	5 ○
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1 ○	2 ○	3 ○	4 ○	5 ○
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1 ○	2 ○	3 ○	4 ○	5 ○

Comments

Show the scoring guide

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

Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	1 ○	2 ○	3 ○	4 ○	5 ○
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1 ○	2 ○	3 ○	4 ○	5 ○
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1 ○	2 ○	3 ○	4 ○	5 ○
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	1 ○	2 ○	3 ○	4 ○	5 ○
Intern facilitate effective transitions and endings that advance mutually agreed-on goals	1 ○	2 ○	3 ○	4 ○	5 ○

Comments

Show the scoring guide

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

Intern selects and uses appropriate methods for evaluation of outcomes	1 ○	2 ○	3 ○	4 ○	5 ○
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1 ○	2 ○	3 ○	4 ○	5 ○
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1 ○	2 ○	3 ○	4 ○	5 ○
Intern applies evaluation findings to improve practice effectiveness at the **micro** level	1 ○	2 ○	3 ○	4 ○	5 ○
Intern applies evaluation findings to improve practice effectiveness at the **mezzo** level	1 ○	2 ○	3 ○	4 ○	5 ○
Intern applies evaluation findings to improve practice effectiveness at the **macro** level	1 ○	2 ○	3 ○	4 ○	5 ○

Comments

Signatures

Field Practicum Supervisor Signature

By typing your name below, you are "signing" this assessment.

Student Signature

By typing your name below, you are "signing" this assessment.

THANK YOU FOR TAKING THE TIME TO ANSWER THE QUESTIONS.

Submit And Finalize My Responses Above | Save My Choices Above

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

**STUDENT EVALUATION OF FIELD AGENCY AND SUPERVISOR
SOCIAL WORK PRACTICUM - SWK 450**

Student's Name _____

Name of Agency_____

Name of Practicum Supervisor_____ Spring 20_____

1. To what extent did you participate in drafting an individualized contract?

1	2	3	4	5
low				high

    Comment

2. Did your practicum supervisor provide regular (at least weekly) supervisory conferences?

    Yes   No

3. Was supervisory time used constructively?

1	2	3	4	5
low				high

    Comment

4. To what extent did your practicum supervisor help you to integrate practicum experience with the knowledge and skill base in social work?

1	2	3	4	5
low				high

    Comment

5. To what extent did your practicum supervisor help you to increase your understanding of social work values?

1	2	3	4	5
low				high

Comment

6. To what extent did you feel accepted by the staff at your placement?

    1   2   3   4   5
    low   high

Comment

7. To what extent did you feel that your assignments were appropriate for a practicum student?

    1   2   3   4   5
    low   high

Comment

8. Were you given an appropriate orientation to the agency?

    Yes   No

Comment

9. To what extent were you allowed to exercise initiative and creativity?

   1   2   3   4   5
    low   high

Comment

10. Were you given appropriate help in organizing your work?

    Yes   No

Comment

11. Were you given sufficient help in the art of communicating?

    Yes   No

      Comment

12. Were appropriate reading materials made available to you?

    Yes   No

      Comment

13. To what extent do you feel your evaluation reflected your performance?

   1   2   3   4   5
     low   high

      Comment

14. What are two things your practicum supervisor did to aid your learning and you would like to see continued?

     1.

     2.

15. What two things would you suggest the practicum supervisor do to improve the practicum experience for future students?

     1.

     2.

_____
Student's Signature

FIELD SUPERVISOR EVALUATION OF PROGRAM EFFECTIVENESS

Please rate the following statements below regarding Mississippi College Social Work Program's effectiveness in preparing social work students to enter their field work placement, using the following scale:

1 - Strongly Agree
2 - Agree
3 - Neither Agree nor Disagree
4 - Disagree
5 - Strongly Disagree

Areas of Content in the Social Work Curriculum:

1. Students are prepared in the area of social work values and ethics.

1   2   3   4   5

2. Students are prepared in the area of human diversity and the effects of oppression.

1   2   3   4   5

3. Students are prepared in the area of social work practice.

1   2   3   4   5

4. Students are prepared in the area of human behavior and the social environment.

1   2   3   4   5

5. Students are prepared in the area of social research.

1   2   3   4   5

6. Students are prepared in the area of social welfare policies and programs.

1   2   3   4   5

7. Students are prepared to enter the field placement.

1   2   3   4   5

Specifically related to practice, were students prepared to:

8. Relate comfortably with clients who have different values or lifestyles, or who behave in ways that are labeled as deviant by the dominant society

1   2   3   4   5

9. Accurately recognize feelings in client communication

1   2   3   4   5

10. Clarify purposes, role, and agency function and establish a mutual contract

1   2   3   4   5

11. Engage clients in a helping relationship

1   2   3   4   5

12. Gather data related to client needs and concerns

1   2   3   4   5

13. Make appropriate assessments

1   2   3   4   5

14. Help clients select goals

1   2   3   4   5

15. Plan and implement appropriate interventions

1   2   3   4   5

16. Make referrals by linking clients with other appropriate resources

1   2   3   4   5

17. Accept the authority of the professional role and make difficult decisions without abusing power and control over the client

1   2   3   4   5

18. Use research concept in the analysis, planning and evaluation of practice

1   2   3   4   5

19. Handle terminations with clients in an appropriate manner

1   2   3   4   5

20. Question and think critically about programs, theories, and alternative approaches in   intervention efforts

 1   2   3   4   5

<u>Please comment on areas that you see as strengths of the Social Work Program at Mississippi College.</u>

<u>Please comment of areas that you see as in need of improvement in the Social Work Program at Mississippi College.</u>

Signature_____Date: _____

Appendix M

Social Work Program Continuity of Field Education During Emergencies:

Remote Competency Development Plan

Purpose: This tool will help you to develop a plan to meet your social work educational competencies remotely (virtually) should an agency partner restrict services or otherwise reduce student access to its physical site(s) in response to a local, state, or national emergency, including the spread of the novel coronavirus, COVID-19. Please complete it in collaboration with your assigned or prospective field instructor and share questions or concerns with your assigned field coordinator.

General Information

Full name: _____

Address: _____

Home Phone: _____ **Work Phone:** _____

Cell Phone: _____ **MC E-mail:** _____

Agency Information

Field Agency: _____

Address: _____

Phone: _____

Field Instructor: _____

Phone: _____ **Email:** _____

Proposed Schedule

Specify the proposed days and times you will be completing remote competency development:

M T W Th F Sa S Times: _____
M T W Th F Sa S Times: _____
M T W Th F Sa S Times: _____
M T W Th F Sa S Times: _____
M T W Th F Sa S Times: _____

Specify the proposed day and hour you will be supervised (virtually or in-person) by your Field Instructor:

M T W Th F Sa S Time: _____

Remote Competency Development Plan: In detail, please describe below how you will remotely meet the objectives listed in your learning contract. Please make note of the specific, competency-connected activities on which you would like to be evaluated, too.

Supplemental Service Opportunities: In addition to remote competency development with your original agency, you may complete **remote** volunteer/practicum hours at an alternative site should your agency close or otherwise end your placement. Include below the alternative agency's name, point of contact, and a thorough description of your proposed duties.

Agency Name: _____

Agency Contact: Name: _____

Title: _____

Email: _____

Proposed Duties:

Student Signature: _____ **Date:** _____
Collaborative Agreement (Field Instructor and Faculty Liaison):

Please sign below to indicate that you have reviewed and accepted the student's proposed strategy for remote competency development and that you are willing to work with the Faculty Liaison and Field Coordinator in creating and implementing appropriate field assignments and supervision for your assigned student.

Field Instructor Signature: _____ **Date:** _____

Faculty Liaison Signature: _____ **Date:** _____

Adapted from University of Alabama School of Social Work Field Education Program

Mississippi College Social Work Program

Required COVID-19 Education in Preparation for Return to Field Placement

All of the modules below, except for the PPE module, must be completed by all Mississippi College students completing their internship prior to engaging in field placement experiences. The PPE module must be completed by any students who will be engaged in experiences in a healthcare setting. These videos and readings represent minimum requirements related to novel respiratory disease education for students. Some agencies may have additional educational requirements.

Background/Overview of COVID-19 (all students)
Read and Watch: "What is Coronavirus?"
https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus

Hand Hygiene (all students)
Read: "Clean Hands Count for Healthcare Providers"
https://www.cdc.gov/handhygiene/providers/index.html

Watch: https://www.youtube.com/watch?v=seA1wbXUQTs

Personal Protective Equipment (PPE) (for students placed in healthcare settings)
Watch: https://www.health.state.mn.us/diseases/hcid/videos.html

What To Do If You Are Exposed (all students)
Read: "What to do if you are Sick"
https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html

Watch: https://www.youtube.com/watch?v=6nrkthZYkzQ

Please Note: We ask any member of the St. Kate's community who has been given a presumed diagnosis of COVID-19 by a health care provider OR tested positive for COVID-19 to fill out the COVID-19 Diagnosis Notification Form so that we are able to monitor how this is affecting our community. This information is confidential and goes to the Health and Wellness Clinic.

> ● A presumed diagnosis means that based on your symptoms, your healthcare provider tells you that it is very likely that you have COVID-19. More people will be getting presumed diagnosis due to the lack of available testing.

Additional Mississippi College resources and information related to COVID-19 may be accessed at: https://www.mc.edu/mcalert/coronavirus/

Adapted from the Henrietta Schmoll School of Health

Social Work Program

Field Education Strategies for Remote Competency Development

Purpose: This plan is designed to address temporary disruption to students' social work field placements due to national or local events such as communicable diseases, natural disasters, and/or civil unrest.

If students are advised by their agency, supervisor, and/or government to not attend their field placement, or if safety concerns warrant a temporary disruption in field placement, students should **immediately** consult with **both** their MC Social Program Director, Director of Field.

In efforts to fulfill the intern's hour requirements and educational competencies during temporary field placement stoppages, we are providing **alternative field learning activities** that can be completed off site.

Alternative Learning Activities

The Director of Field (in conjunction with the Field Supervisor) will assign students off-site alternative field learning activities that the student may complete in the event of a temporary field disruption. Examples of alternative field learning activities are listed below.

•**Supervision:** Weekly supervision using Zoom or other teleconferencing applications.

• **Meetings with individuals, families, and groups** utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone; provided teleconferencing applications meet any agency requirements regarding HIPPA and/or confidentiality.

• **Trainings for Agency**: develop trainings that will benefit the agency (ex- self-care, ethics, etc.)

• **Groups/Workshops for Clients**: develop curriculum for future implementation with clients (ex- life skills, grief, trauma, domestic violence, etc.)

• **Written Materials for Clients or Community**: develop handouts/flyers/brochures (ex- explain voting rights, informed consent policies, etc.)

• **Organizational Policy Review**: review agency policies with suggestions/recommendations where appropriate (ex- safety policies, diversity policies, use of social media, utilization of technology, etc.)

• **Legislative Policy Review**: review relevant laws and policies impacting the population students work with (ex- Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways or prepare advocacy materials (letter to editor, develop key talking points, etc.)

•**Literature Review**: conduct a literature review on a specific topic relevant to field placement (ex- effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)

•**Grants**: research potential grant opportunities and/or prepare aspects of the grant writing.

•**Community Networking/Resource Development**: teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.

•**Complete online trainings**: complete assigned trainings and provide a certification of completion and/or a short-written reflection and/or prepare a presentation to disseminate knowledge gained.

Below you will find potential activities for each competency.

Competency 1: Demonstrate Ethical and Professional Behavior
•Appropriate and timely use of email, virtual supervision, and communication during uncertain times

•Develop new workplan, including due dates, for written products to be submitted to field instructor while working remotely

•Select a standard in the NASW Code of Ethics. Reflect in writing on differences or points of tension between the Code and agency policy/procedure and/or services.

•Read literature on the Code of Ethics and write a summary about how it applies to social work practice

•Review ethics-related case study identified by FI/TS or field faculty, OR reflect on personal experience regarding ethical quandary in field and respond in writing to factors that must be considered

•Review history of NASW Code of Ethics. Reflect on its evolution to address gaps. Identify specific areas where gaps remain
•Review an ethical decision-making model (sample: https://www.naswma.org/page/100/Essential-Steps-for-Ethical-Problem-Solving.htm) and use this to analyze an ethical dilemma from your agency

•Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to agency ethical and professional practice

Competency 2: Engage Diversity and Difference in Practice

•Utilize self-reflection to think about personal identities and biases may show up in practice

•Apply a diversity and difference in practice lens through research and writing to current projects

•Read and write a reflection on current literature related to diversity and difference

•Write a reflection looking at how your own intersecting identities impact your work and relationships within the field agency and with client/community groups being served

•Review the NASW Code of Ethics standards related to oppression, discrimination and marginalization. Suggest improvements

•In writing, identify the unique cultural composition of the client population served by the agency. Identify ways in which the agency meets the needs of the client population and identify how this could be improved

•Research, identify, and complete an online training focused on a population served by the agency. Identify how this information could be used to better advocate for the needs of this population in practice

•Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to diversity and difference in practice

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

•Complete writing assignment about strategies that promote social justice and human rights considering agency mission and practice

•Create list of ways the agency could advocate for social, economic, environmental justice and human rights in the agency's work

• Review advocacy agency website that you would like to learn more about and write a summary of how their work could impact the work completed by your agency

•Research a human rights issue of interest and write a summary how human rights organizations are working to ameliorate the condition

•Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to advancing human rights

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

•Research and write evaluation of articles that inform agency's practice

•Continue research pertaining to current projects

•Develop focus group question or survey instruments related to a need in the agency

•Develop research questions that emerge from work with the client system and agency setting. Discuss with FI and or Field Faculty member and identify resources that inform (or answer) the research question.

Competency 5: Engage in Policy Practice

•Explore local, state and federal policies that impact organization and/or the affected community, write summary

•Write a policy brief

•Write a letter to the editor about a policy issue impacting your agency

•Complete an analysis of a political candidate's plans for policy change

•Read social work voting toolkit (https://votingissocialwork.org/#) and develop a plan for implementation within the agency

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

•Attend virtual meetings

•Reflect in writing about how personal experiences, beliefs and identities impact your relationships in field

•Plan and participate in remote meeting, support group, or other intervention
•Review literature related to culture and cultural humility and write about how it impacts your work in the agency and how services are delivered

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

•Research assessment instruments used by agencies who offer similar services

•Create an assessment instrument (survey, focus group questions, interview questions) to better understand community/client needs

•Review case study for strengths, challenges and systemic factors impacting the clients and/or client group

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

•Review effectiveness of evidence-based practice models and discuss ways that model could be implemented in field placement agency

•Review case study for strengths, challenges and systemic factors impacting the intervention and or implementation of the intervention

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

Assess agency process for seeking client feedback and make recommendations for improvement

•Review literature on termination of relationships within the workplace setting (with agency staff, community partners, clients, etc.)

•Think about and plan discussions for terminations with task groups, community members/clients, and agency staff considering current circumstances

•In writing, identify the structures in place for evaluating the agency's outcomes. Compare and contrast this evaluation mechanism with structures in place for similar agencies (in other counties, states, countries).

Analysis of COVID-19 Through the Lens of the 9 Social Work Competencies
The situation with COVID-19 is extremely dynamic. Many agencies/communities continue to monitor the spread of the virus in order to make proactive decisions necessary to protect community members. The purpose of this assignment is for BSW students to demonstrate integration of the 9 social work competencies to analyze the impact of COVID-19.

Students completing this assignment will receive 45-hours towards their internship hours. This analysis paper should be 12-15 pages and adhere to APA format. Students should submit the final paper to their Field Supervisor and Director of Field.

Confidentiality and the Use of Technology

All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. Students and agencies are encouraged to utilize the standards listed in the Technology in Social Work Practice guide to inform their use of technology. While each agency should develop their own protocols
around the use of technology and confidentiality, the following best practices should be followed by all students:

•Take reasonable steps to maintain appropriate boundaries when using personal phone numbers or other electronic communication. For example, consider temporarily hiding your caller ID when making outgoing calls, through your phone's settings.

•Position web cameras so that others can only see your face- all visible confidential data should be removed from camera view.

•Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of your discussions.

Adapted from UNC Chapel Hill and University of Denver Disruption in Field Policies, and CSWE Handouts

Memorandum of Understanding Between the Program and Field Agencies:

Department of Sociology and Social Work

MEMORANDUM OF UNDERSTANDING FOR MISSISSIPPI COLLEGE SOCIAL WORK PROGRAM FIELD INSTRUCTION PLACEMENT/CLINICAL LEARNING EXPERIECNES

This Memorandum of Understanding is entered into by and between

_____

hereinafter referred to as "Agency", and Mississippi College, Social Work Program, hereinafter referred to as "Institution" for the purpose of providing field instruction placement/clinical learning experiences for students. The parties mutually agree as follows:

1. GENERAL UNDERSTANDING

    a. The purpose of this MOU is to guide and direct the parties respecting their affiliations and working relationship to provide qualifying field instruction placement/clinical learning experiences for students from the Institution while at the same time enhancing the resources available at the Agency for providing social services to the agency's client population.

    b. Neither party intends for the MOU to alter in any way their respective legal rights or their legal obligations to the students assigned to the Agency or to any third party. The parties, and any student participants, will receive no compensation by virtue of this agreement.

    c. The field instruction placement/clinical experiences to be provided will specify the starting and ending date for each experience, as may be mutually agreed upon by the Institution and the Agency. The number of students designated for participation in a clinical experience will be mutually determined by agreement of the parties and may at any time be altered by mutual agreement.

d. There shall be no discrimination by either party on the basis of race, national origin, religion, creed, sex, age, sexual orientation or physical and/or intellectual disability in either the selection of students for participation in the program, or as to any aspect of the field instruction placement/clinical training; provided, however, that with respect to physical and/or intellectual disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude the student's effective participation in the program.

2. INSTITUTIONAL RESPONSIBILITIES

a. The Institution will use its best efforts to see that students selected for participation in the field instruction placement/clinical experience are prepared for effective participation in the overall program. The Institution will retain ultimate responsibility for the education of its student pursuant to stated objectives of the clinical experience. HIPAA regulations relevant to patient/client and/or participant confidentiality and client records must be included in the stated objectives.

b. The Institution will use its best efforts to see that the clinical experiences at the Agency are conducted in such a manner as to accommodate the Agency's programs for patient/participant care and/or service. Only those students who have satisfactorily completed the prerequisite portion of their curriculum will be selected for participation in a program.

c. The Institution will require all participating students to be in good health. Students will be required to be current in routine vaccinations, and students who will be exposed to blood and body fluids will be required to be vaccinated for Hepatitis B. When appropriate, students may be required to test for tuberculosis prior to being approved to complete their field instruction placement/clinical learning experiences - specifically in medical institutions.

d. The Institution will inform each student participant of his or her requirements concerning the clinical experience and will keep participating students apprised of his or her responsibility:

   (1)   To follow administrative policies, standards and practices of the Agency when student is assigned to the Agency;

(2)   To provide the necessary and appropriate uniforms and supplies, to be responsible for their own transportation, and to be responsible for their own meals;

(3)   To report to the Agency on time and follow all established regulations during the regularly scheduled operating hours of the Agency;

(4)   To conform to the standards and practices established by the Institution while at the Agency; and

(5)   To keep in confidence all medical, health, and participant related information pertaining to client, participant and/or patient in any affiliate site.

e. The Institution will provide a faculty member designated as the Social Work Director of Field, who will:

   i. Enable and expedite the field practicum curriculum.

   ii. Fulfill administrative responsibilities such as: locate and assess new field agencies; assigns students to placements; maintains efficient reporting systems and records of field practicum activities; participate in the preparation and maintenance of a current field placement manual;   and organize a training session for Agency Field Instructors when necessary.

   iii. Initiate and respond to faculty, student, and Agency suggestions for the continuous upgrading of the field practicum curriculum.

f. The Institution will provide a faculty member designated as the Social Work Field Liaison who will: (the below responsibilities may be conducted by the Social Work Director of Field instead of the Liaison)

   i. Conduct periodic evaluations of practicum methodology and outcomes and initiate appropriate changes.

   ii. Maintain regular telephone contact with the Agency Field Instructor regarding the student's progress on at least a monthly basis.

   iii. Have conferences with the Agency Field Instructor regarding the student's progress as deemed appropriate.

iv. Meet with the student weekly in an integrated seminar to discuss the placement, collect assignments and forms related to the Field Practicum experience, and be available to the student if problems arise.

v. Assist the Agency Field Instructor in the designing of learning experiences for the student; assess with the Agency Instructor the adequacy of the student's field performance; and consult with and advise the Agency Field Instructor regarding learning problems which the student may have.

vi. Ensure that the Agency Field Instructor completes appropriate evaluations of the student; attend a midterm and/or final evaluation conference with the student and the Agency Field Instructor; and assign the final grade for the Field Practicum.

3. AGENCY RESPONSIBILITIES

a. The Agency will retain responsibility for the care of and service to clients, patients, and/or participants and will maintain administrative and professional supervision of students insofar as their presence and clinical assignments affect the operation of the Agency and its care, direct and indirect, of clients, patients and/or participants.

b. To the extent the Agency's resources may accommodate the students' participation, the Agency will provide competency-based generalist practice with the five system levels – individuals, families, groups, organizations, and communities – for participating students in accordance with the generalist practice and/or clinical objectives developed through cooperative planning by the Institution's departmental faculty and Agency's staff.

c. The Agency's designated administrator, social work supervisor and/or clinical coordinator shall assist the Institution in the evaluation of the learning and performance of participating students.

d. The Agency shall provide for the orientation of assigned students as to the facilities, philosophies, rules, regulations, policies and practices of the Agency.

e. The Agency will provide a written health and safety protocol (appropriate to the Agency setting) to enhance the safety of Agency personnel, students completing

field placement, clients, patients, and/or participants. Action (according to the written protocol) will take place to ensure student safety when the occurrence deems necessary.

f. All medical or healthcare (emergency or otherwise) that a student receives at the Agency will be at the expense of the student involved unless otherwise covered by the Agency.

g. The Agency shall reserve the right to dismiss a student from the assigned generalist practice and/or clinical experience when the student's generalist practice and/or clinical performance is unsatisfactory or the student's behavior fails to comply with the responsibilities owed to the Agency, clients, patients and/or participants.

h. The Agency will provide a staff member designated as the Agency Field Instructor who will:

   i. Provide the student with a formal orientation of the Agency, promote the Agency's understanding of the Institution's Social Work Program and acceptance of the student, and enable the student to feel a part of the Agency. Provide a copy of the orientation schedule to the student and the Social Work Faculty Liaison at the beginning of the practicum.

   ii. Assist the student in identifying goals/desired outcome and learning objectives for the field placement experience commensurate with the educational objectives of the Social Work Department.

   iii. Select and make appropriate Agency assignments that take into consideration, as much as possible, the student's past experience, learning patterns, career expectations, and the social work program's educational objectives.

   iv. Suggest written materials for the student to examine during the course of field experience.

   v. Provide on-the-job instruction and supervision of the student.

   vi. Hold a regular one-hour weekly conference with the student, sign the student's weekly time form verifying the hours and tasks completed that week, and hold additional conferences with the student as deemed necessary.

vii. Complete a written, formal, Mid-term and Final evaluation of the student's performance, utilizing the Mississippi College Practicum Evaluation Form.

viii. Attend a final evaluation conference with the student and Social Work Field Liaison, where the midterm and/or final evaluation will be discussed.

ix. Contribute knowledge and suggestions to Mississippi College's Social Work Program for upgrading the Field Instruction Program as needed.

x. Complete an evaluation of Mississippi College Social Work Program at the completion of the student's field instruction placement/clinical learning experiences.

xi. Immediately consult with the Social Work Field Liaison regarding any problems or concerns noted with a particular field placement experience.

4. MUTUAL RESPONSIBILITIES

a. The parties will work together to maintain an environment of quality field instruction placement and clinical learning experiences. At the request of either party, a meeting or conference will be promptly held between Institution and Agency representatives to resolve any problems or develop any improvements in the operation of the contemplated field instruction placement/clinical experience program.

b. The parties agree that use and disclosure of client, patient and/or participant health, medical, and/or any other identifying participant information is subject to compliance with applicable state and federal privacy laws. The parties, therefore, agree to take all necessary steps to protect the confidentiality of any client and/or patient health, medical, and/or identifying participant information to which it has access and to comply with state and federal privacy laws. The obligations set forth in this section shall survive the termination or expiration of this MOU.

5. TEMPORARY DISRUPTION TO STUDENTS' SOCIAL WORK FIELD PLACEMENT

a. In the event that there is a temporary disruption to students' field instruction placement/clinical learning experiences due to national or local events such as communicable diseases, natural disaster, and/or civil unrest, a detailed written plan

shall be discussed and put in place on how hours may be successfully completed. This plan may include adjusted hours as approved by the Council on Social Work Education (CSWE). Alternative learning activities must satisfy potential practice behaviors within CSWE Educational Competencies, and may include (but are not limited to) virtual sessions/meetings with supervisor, clients, patients, and/or participants, virtual agency and other online trainings, literature reviews/research, etc. The alternative plan will be submitted to the Director of Field as part of the Learning Contract.

b. Students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of Agency clients, patients, and/or participants.

c. All alternative plans and adjusted required hours for students' field instruction placement/clinical learning experiences due to national or local events such as communicable diseases, natural disaster, and/or civil unrest, must be officially approved by the Council on Social Work Education.

6. OTHER PROVISIONS

a. Each party to this MOU shall be solely responsible for all actions, suits, damages, liability or other proceedings brought against it as a result of the alleged negligence, misconduct, error of omission of any of its employees, officers, or agents. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such claims; and each shall continue to enjoy all rights, claims, and defenses available to it under law.

b. The parties agree and acknowledge that the Agency is a department and agency established by virtue of the State of Mississippi, and that any liability claims against the Agency shall be handled in accordance with the Mississippi Tort Claims Act, M.C.A. Section 11-46-1 et. seq., subject to the Act's limitations. If the participating Agency is located in another state, applicable laws of that state will apply. The parties agree and acknowledge that similar limitation provisions may apply to any liability claims involving the Institution under applicable laws.

c. Unless sooner cancelled as provided below, the term of this affiliation for field instruction placement/clinical experience shall commence upon the approval of this MOU by the Agency and shall continue until _____. This working relationship and affiliation may be renewed by mutual written consent of the parties. It may also be canceled at any time by either party by not less than ninety (90) days written notice in advance of the next scheduled educational term.

d. This MOU shall be governed by and construed in accordance with the laws of the State of Mississippi, except to the extent that remedies against the Institution or the liability of the Institution may be limited, or defenses may be available, under applicable laws of another state. Any modification to this MOU must be in writing and requires the mutual written agreement of both parties.

e. The participating students are required to successfully complete the Agency's HIPAA Training Course (if applicable) prior to entrance into field instruction placement. While performing field instruction placement/clinicals, students are required to act in accordance with and apply all HIPAA privacy and security rules to such activities.

f. Participating students shall be bound by any confidentiality requirements imposed by the Violence Against Women Act regarding information which may tend to identify a victim of domestic violence and any applicable state laws with regard to confidentiality of any personally identifying information related to victims of interpersonal violence. Participating students will comply with any mandatory reporting requirements imposed by state law.

g. The student has liability insurance through the Institution to cover any malpractice involvement by error, negligence, or omission. The Institution shall provide, upon written request by the Agency, proof of insurance and coverage amounts.

h. The representatives of the Agency and/or University, after consultation with the student, may suspend the participation of said student in the educational program if they find that the student's continued participation in the program is not in the best interests of the student, the Agency, and/or the University.

IN WITNESS WHEREOF, acting as authorized representatives of their respective parties, the undersigned have caused this MOU to be executed as of the dates indicated below.

Mississippi College   Agency

_____
Laurie Smith Lawson, PhD, LCSW   Agency Representative
MC Social Work Program Director   Agency Representative's Title

_____   _____
Mary Johnston Nicholas   Agency Representative
MC Director of Field   Agency Representative's Title

_____   _____
Date Approved   Date Approved