

FIELD PRACTICUM MANUAL

MISSISSIPPI STATE UNIVERSITY
Social Work Program
Department of Sociology, Anthropology and Social Work
Mississippi State, Mississippi, 39762

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The forms (Appendix) were adapted from the College of St. Catherine and University of St. Thomas, St. Paul, MN social work program. Permission to adapt these forms was given by Professor Barbara Shank, Chair, Social Work Department.

PREFACE

The 2001 Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education underscores the importance of the field practicum by designating the field component as one of the foundation areas of social work education.

Students of Mississippi State University complete one-third of their total academic social work hours in the field practicum. It is clear that the field component is a necessary and vital part of the total curriculum of baccalaureate social work students. This reinforces the importance of and need for quality field instructors.

The purpose of this manual is twofold: 1) to give field practicum instructors an overview of the field practicum as an initial orientation guide and 2) to serve as an on-going resource guide throughout the student's field practicum.

Any comments/inquiries regarding information in this manual should be directed to:

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Mississippi State University's Social Work Program is conducted without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political orientation or sexual orientation.

I. INTRODUCTION

Overview

The field practicum is the area of student learning that provides the student with opportunities to apply theories learned in the classroom to the agency setting through a structured and educationally directed environment. All social work majors are required to complete a minimum of 488 hours in the agency setting. The field practicum is the equivalent of 12 semester hours.

In addition to the hours spent in the agency setting, students are required to actively participate in the field practicum seminar that meets every two weeks while they are in placement.

Student Instruction

Although the agency field practicum instructor, the student, and the faculty field liaison are viewed as “partners” for the educational experience of the student, the reality is that the agency field instructor has a major responsibility and opportunity in guiding the student in her/his orientation, assignment of meaningful and stimulating cases, professional role development within the agency, and the modeling and evaluation of the problem-solving method in generalist social work practice. By creating and maintaining an atmosphere for learning, the field practicum instructor will continue to grow as a professional social worker by keeping abreast of the changes in social work practice.

The field instructor is charged with the following ongoing responsibilities of:

- providing weekly instructional conferences & daily instruction
- informing the social work program field liaison of any significant barriers that students demonstrate in service delivery
- attending orientation sessions and workshops provided by the Social Work program for field practicum instructors

Criteria for Agency/Field Practicum Instructor

Field Practicum Instructors

In keeping with the requirements of the Council on Social Work Education Accreditation Standards (4.7 Field Education), as well as Mississippi State University’s mission statement in providing strong generalist social work practitioners, the field instructor must be willing to provide students ongoing instruction and supervision and be willing to participate in training for field instructors. The field instructor must be well versed in agency policies and procedures. Additionally, field instructors must be qualified by at least one of the following criteria:

- M.S.W. degree with a minimum of two years of post-graduate experience
- B.S.W. with a minimum of three years post graduation experience

It is also strongly recommended that the social work practitioner be in his/her current position for a minimum of one year, and that the practitioner is licensed in the state of Mississippi to practice social work.

If the field instructor and the student have had a pre-existing professional or social relationship, this information must be shared with the Field Coordinator so the appropriateness of the placement can be determined

Agency Criteria

It is necessary that the agency has a well-developed professional role for social work practitioners. This is particularly important in those agencies where social workers are not the primary service providers (e.g., hospitals, health departments, schools, etc.). The agency should make adjustment of the field practicum instructor's assignments to allow adequate time for the development and implementation of field practicum instruction with regular access to the field instructor.

The agency is also selected due to its involvement with the social work program in making recommendations in selection of field instructors based upon the field instructor's commitment to the social work profession, demonstrated competency in practice and willingness to learn effective teaching strategies for beginning level generalist practice social work students.

The agency must be an equal opportunity employer.

The social work program welcomes community agencies' interest in becoming approved field sites for social work students. We particularly welcome agencies that serve diverse populations and those that provide the student with social work values, ethics, knowledge, skills and cultural competencies in working with a wide range of clientele. Potential settings are visited by the Coordinator of Field Education, the Social Work Program director, or other social work faculty to determine if the agency is appropriate for providing the type of field instruction that would carry out the objectives of the field education program.

The following criteria are considered in the determination of appropriateness:

- Agencies must be related in their purpose to the mission, goals and objectives of the Social Work Program
- Agency administration supports the philosophy of professional education and is willing to grant staff time to supervise and direct student instruction
- Agency is conducive to learning

- Agency's philosophy of service must be compatible with the philosophy, values, and ethics, of the social work profession
- Agencies must be clear about their programs and methods
- Agencies' programs must offer students a wide range of learning opportunities to work with varying client systems
- Agencies must have qualified field instructors
- Agencies must not depend on students to fulfill basic staffing needs
- Agency maintains and observes policies of nondiscrimination in relation to clients, staff, students, and faculty
- Agencies must make reasonable arrangements for students with regard to space and equipment

II. MISSION STATEMENTS

Mississippi State University

The vision of Mississippi State University is to be an accessible, responsive, and inclusive land grant university engaged with the many constituencies it serves in delivering excellent programs of teaching, research, and outreach that improve the lives and opportunities of the citizens of the state, region, and world.

The mission of Mississippi State University is to provide access and opportunity to students from all sectors of the state's diverse population and to offer excellent and extensive programs in instruction, research, and outreach.

Enhancing its historic strengths in agriculture, natural resources, science, and engineering, Mississippi State entered the twenty-first century with additional strengths in a comprehensive range of graduate and undergraduate programs. These include architecture, the arts, business, education, the humanities, the social and behavioral sciences, and veterinary medicine. The Meridian Campus focuses on meeting the needs of place-bound students and working adults through upper division and graduate programs in education, business, liberal arts, and social work.

The university's educational programs emphasize the exploration of ideas and the discovery, application, and dissemination of knowledge. The university embraces its role as a major contributor to the economic development of the state through targeted research and the transfer of ideas to the marketplace, aided by faculty-industry relationships and by interdisciplinary initiatives. Building on its land-grant tradition, MSU extends its resources and expertise throughout the entire state for the benefit of Mississippi's citizens. Through integration of its programs in learning, research, and service, through traditional scholarship, through statewide extension and outreach, and through engagement with business, industry, government, communities and

organizations, the university is committed to maintaining its tradition as the People's University.

College of Arts & Sciences

The educational mission of the College of Arts and Sciences is two-fold: to provide students with a liberal education which will facilitate intellectual development and stimulate a life-long pursuit of knowledge, and to give students an in-depth education in at least one specialized area necessary to prepare them for a career or for advanced study.

The College offers curricula in the fine arts, the humanities, the sciences and the social sciences. The curricula are designed to introduce students to the basic methods of inquiry in diverse disciplines, to develop their analytical abilities, to improve their skills in writing and speaking, and to broaden their perspectives on humanity and culture in the natural and technological worlds. Additionally, they provide intensive preparation in one or more academic disciplines.

A liberal education attained in this context should ensure that graduates of the College have gained an understanding and appreciation of human culture. They should have examined the social, historical, political, philosophical and economic dimensions of the human condition and mankind's perception of the world as it is expressed through the fine arts, language, and literature. They should have learned the use of quantitative and scientific methods and should have participated in the universal quest to comprehend natural phenomena and to utilize this knowledge beneficially and ethically.

Department of Sociology, Anthropology & Social Work

The Department of Sociology, Anthropology and Social Work, is a traditional liberal arts academic, social science department which takes as its broad purpose the identical three purposes of the University--learning, research, and service. Given the disciplinary foci of our programs, these map directly into the University's, and the Department's, fundamental purpose "...to develop knowledgeable and skilled people who engage in the pursuit of intellectual truth, help constitute an informed electorate, and contribute to economic growth and prosperity."

In the area of learning, we embrace the two-fold mission of the College of Arts and Sciences with sociology and anthropology squarely within the liberal arts tradition. Moreover, all of our programs provide the opportunity for an in-depth education in a specialized area, which prepares them for either a career or advanced study. And, we embrace the University's educational philosophy as it "...seeks to inculcate in its students a lifelong love of learning, an appreciation of the cultural, intellectual, and historical impact of the search for truth and

knowledge...to master the skills ...to communicate clearly...to understand their cultural heritage and that of others...to develop ...the ability to think independently, to accept responsibility to interact with people different from themselves, to assess ideas, to challenge orthodoxies, and to criticize opinions in order to achieve the intellectual, ethical, and aesthetic maturity expected in educated citizens.”

In the area of research, the faculty engages in both basic research in the pursuit of fundamental knowledge about the manner in which societies grow, flourish and operate and in applied research with immediate application of research results to the community. In the area of service, while not directly engaged in extension activities, the faculty is much involved with providing service to institutions and organizations. Once again, the departmental disciplinary foci are congruent with, even basic to the University’s four identified focus areas: Economic and Community Development, Environmental Quality, Human Resources Development and, of course, Science and Technology. Looking to the future, the departmental disciplinary foci are predominately congruent with the University’s first three major priorities: leadership in undergraduate instruction, national prominence in research, and the promotion of economic development.

The broad mission of the Department of Sociology, Anthropology, and Social Work, then is to support and contribute to the University mission and the College of Arts and Sciences mission by:

*Providing quality baccalaureate and graduate educational programs within each of our disciplines emphasizing their particular strengths and disciplinary perspectives especially in the areas of:

the study of humans as diverse biological and cultural beings;

the scientific study of social life and its interrelationships including economic, community and global development and the social impact of the environment;

the social order, its maintenance, functions and societal strains, with special attention to the impact of the basic institutions of society such as the family, the justice system, religion, education, the health care system, politics and the economy; and

the organization and delivery of social service, and the development of human resources and associated support structures and institutions;

*Providing an environment and infrastructure conducive to scholarly achievement by both students and faculty whereby they may "...engage in the pursuit of intellectual truth" and thereby "...extend the present limits of knowledge and bring deeper insight."

*Encouraging the application of the "...knowledge and the fruits of research to the lives of people" through service to the State, to the academy and to society through service to their institutions and organizations.

III. SOCIAL WORK PROGRAM

Program's Mission Statement

The mission of the Social Work program is to prepare students for entry-level generalist social work practice. The program is grounded in the liberal arts perspective, the social work profession's history, purposes, and philosophy, and is based on social work knowledge, values, and skills.

The mission of the Social Work Program is congruent with the missions of the University and the College in that it seeks to offer excellent educational opportunities in instruction, research, and outreach, while fostering a commitment to the life long pursuit of knowledge.

Program's Goal

The Social Work Program goals derived from the mission statement are:

1. To provide an educational environment that models social work values, ethics, and ideals thus fostering a positive learning environment for students.
2. To provide a curriculum that promotes competent baccalaureate generalist social work practice and is responsive to the changing political, social, cultural, economic, and global influences.
3. To prepare competent entry-level social work practitioners for generalist practice with diverse populations and client systems of various sizes and types.

Program Objectives

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organization and service delivery systems and seek necessary organizational change.

Social Work Nondiscrimination Policy

The Social Work Program is conducted without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political orientation or sexual orientation.

IV. FIELD PRACTICUM LEARNING EXPERIENCE

The field placement is a partnership of learning. This learning experience links the knowledge, skills and values learned in the academic setting to the practice setting. In order for the most positive outcomes of the field placement to occur there must be an understanding of each person's role in this process. The key people involved are: the student, the field agency instructor and the field/faculty coordinator. Therefore, it is most important that each person understand their respective roles and responsibilities, as well as the role of the other individuals.

Student Responsibilities:

Participate in planning their field practicum experience; completion of necessary forms at least three months prior to their placement.

Complete registration and payment of fees prior to beginning field practicum, at beginning of semester to include graduation fees.

Development and use of self as a beginning-level social work practitioner in all aspects of the field practicum.

Initiate the learning agreement with the field instructor and faculty instructor, as well as coordinating time to discuss.

Follow the policies and procedures of field placement agency to include observing agency hours, dress codes, completion of agency time sheets.

Participate in the weekly instructional conferences with field instructor.

Participate in the bi-weekly field seminar conferences held on campus.

Completion of the course requirements for field practicum and field seminar, including seminar presentations, weekly logs, any other assignments, and agency-based research that contributes to the agency.

Inform faculty liaison instructor immediately of any practices that are in violation of the NASW Code of Ethics.

Maintain confidentiality of agency records and client system.

Complete an evaluation of the field practicum instructor, the agency, and the field liaison on forms provided by the Social Work Program.

Field Instructors' Responsibilities:

Complete necessary forms for field placement agencies prior to acceptance of any field placement student(s).

Attend training opportunities provided by the social work program.

Interpret the role of the field practicum student to the agency staff.

Provide student with thorough orientation to agency.

Schedule time to allow for a weekly instructional conference to give feedback and evaluation of progress to students.

Provide input to student's learning agreement; evaluate tasks in completing said goals.

Complete mid-term and final evaluation of student(s) in a timely manner.

Select and monitor cases, 3 minimally, that will serve to incorporate classroom learning with practice through the various systems (e.g., individual, family, small groups, community, and organizations) and levels of practice.

Contact field liaison faculty concerning any significant barriers in students' ability to effectively work with client system.

Field Coordinator's Responsibilities:

Assist in orientation of field instructors regarding the social work program's mission and educational objectives for a generalist social work practicum.

Provide students with opportunities for input in selecting agencies that are congruent with generalist social work practice.

Clarify for both students and field instructors the course objectives, required assignments, and expected educational outcomes of the field practicum.

Serve as a consultant and resource to the field instructor.

Plan and make provisions for integrative field practicum seminars.

Maintain documentation of each student's involvement and participation in the field practicum.

Meet with the field instructor and the student during each semester.

Participate in the learning agreement with the field instructor and the student.

Serve as a mediator if problems arise between student and field instructor in the teaching/learning relationship.

Advisory Board

The advisory board for the social work program is comprised of professional social workers, community leaders, academic representatives, social work alumni, and student representative. The purpose of the advisory board is to promote the social work program to the university and to the practice community. Additionally, the board provides feedback to the social work program on curriculum areas. The advisory board meets two times per year. Refer to Student Handbook for a complete listing of advisory board members.

Integrating Theory with Practice:

The integration of class and field learning begins the semester prior to students entering field through the pre-practicum learning laboratory in SW 4713: Senior Seminar. Their students are engaged in hands-on experiences in

operationalizing generalist practice principles and values/ethics. They leave the course with an increased awareness of their strengths and needs for improvement. Consequently, upon entering field, they begin discussing their learning goals, based on that pre-practicum experience and self evaluation, with their field instructors. The integrative process continues through students' reflections in their field journals, participation in the field seminar, conferences with their field instructors, and their agency-based research projects. Although there has been much preparation in the classroom setting to simulate social work practice through role plays, interviews, as well as increasing self-awareness of diversity, ethics and values, it is through the FIELD PRACTICUM that opportunities present themselves to integrate the theoretical content to practice. Therefore, the role of the field instructor is critical to the students' successful completion of the course. The relationship between the field instructor and the field liaison is vitally important to assure that the student is provided opportunities to integrate social work theory with social work practice.

Key Concepts of Social Work Field Practicum

The integration of the following key concepts must occur for the student to successfully complete their field practicum.

Utilize systems theory in assessing client interaction with individuals, families, groups, organizations, and communities.

Application of the problem-solving method in working with client systems.

Demonstrate self-awareness in generalist social work practice.

Demonstrate an understanding and appreciation of working with diverse and oppressed populations.

Demonstrate a professional identity, as well as an understanding of professional values and ethics.

Identify and evaluate unmet needs within various systems and serve as a catalyst in assisting systems to be more responsive.

Understand and demonstrate knowledge of empowerment as opposed to fostering dependence of client system.

Demonstrate an ability to evaluate one's own practice.

FIELD PRACTICUM
(SW 4916/26 Social Work Field Practicum Seminar I and II)

Catalogue Description:

SW 4916/4926. Social Work Field Practicum/Seminar. (12 hours) Prerequisites: SW 3513, SW 3523, SW 3533. The course provides students opportunities to apply generalist social work practice methods by completing a minimum of 500 supervised hours in a social work agency. See the course syllabus, Appendix-.

The objectives of the field practicum are:

To provide students with a supervised learning experience in an agency setting in order to apply and integrate theoretical learning with practice experience.

To analyze the structure and function of resource and delivery systems within the agency and community.

To develop the ability to utilize professional social work supervision as a mechanism to improve one's own practice.

To understand one's own values and ethics and how these affect working with different client systems.

To develop and implement a plan for improving the well being of people based on the program assessment and exploration of obtainable goals and options

To evaluate the extent to which the objectives of an intervention were achieved.

To apply knowledge, values, and skills with diverse populations including people of color, women, children, aged, physically and mentally challenged, socially and culturally diverse groups, the oppressed and populations at risk.

To apply research methods in evaluating one's own practice and client service delivery.

Other Social Work Course Descriptions

SW 2303. Social Welfare Policy I. (3) Three hours lecture. This course assesses the workability of current social welfare policies related to the strategies for change that advances social and economic justice for groups, organizations, and communities.

SW 2313. Introduction to Social Work/Social Welfare. (3) Three hours lecture. A study of professional social work and the historical and philosophical development of social work and social welfare.

SW 2323. Social Welfare Policy II. (3) (Prerequisite: SW 2313). Three hours lecture. The course provides an analysis and evaluation of social welfare policies as institutional responses to social and economic injustice, as well as social problems confronting individuals, groups, organizations, and communities.

SW2990. Special Topics in Social Work. (1-9) Credit and title to be arranged. This course is to be used on a limited basis to offer developing subject matter areas not covered in existing courses. (Courses limited to two offerings under one title within two academic years).

SW3003. Social Work with At-Risk Populations. (3) Three hours lecture. Examines the role and interaction of social workers with vulnerable groups. Includes concepts of racism, sexism, homophobia, oppression, affirmative action, and xenophobia.

SW 3013. Human Behavior and the Social Environment I. (3) Three hours lecture. Examines biological, psychological, social-structural, and cultural aspects of human development from conception through young adulthood from a social systems perspective, emphasizing diversity and oppression.

SW 3023. Human Behavior and the Social Environment II. (3) (Prerequisite: SW3013). Three hours lecture. Examines biological, psychological, social-structural, and cultural aspects of human development from middle adulthood to death from a social systems perspective, emphasizing diversity and oppression.

SW 3213. Research Methods in Social Work. (3) (Prerequisite: ST 2113). Three hours lecture. A survey of research methodology in social work practice, including an examination of the various types of research design, techniques, and procedures.

SW 3513. Social Work Practice I. (3) (Prerequisites: SW 2323, and SW 3013). Three hours lecture. The course emphasizes problem solving methods utilizing communication theories and skills working with individuals, families, groups, and communities in preparation for generalist social work practice.

SW 3523. Social Work Practice II. (3) (Prerequisites: SW 3023, and SW 3513). Three hours lecture. The course focuses on processes involved in engaging client system(s) in data collection, assessment, intervention, evaluation, and termination in preparation for generalist social work practice.

SW 3533. Social Work with Communities and Organizations. (3) (Prerequisite or Co-requisite: SW 3523). Three hours lecture. The course focuses on processes involved in problem solving with emphases upon groups and larger systems in generalist social work practice.

SW4533. Substance Abuse in Social Work Services. Examines the role/interaction of social workers with people who use alcohol/drugs (AOD). Concepts of use, abuse, and dependence. Emphasis on the impact of AOD use on families/children.

SW 4000. Directed Individual Study (Prerequisites: Six hours of social work, junior standing, and consent of instructor). Hours and credit to be arranged. Independent research of problems related to social work.

SW 4613. Child Welfare Services. (3) (Consent of Instructor). Three hours lecture. Assessment of parental and society's responsibilities in meeting physical, social, psychological, and legal needs of children and examining service delivery policies, systems, and services. (Elective)

SW 4623. Social Work with the Aged. (3) (Consent of Instructor). Three hours lecture. Assessment of social, psychological, physical, and economic needs of aging individuals; their utilization of services, conjoint planning, and creation of new community-based resources. (Elective)

SW 4633. Social Work in Health Care. (3) (Consent of Instructor). Three hours lecture. Examination of social work knowledge, values, and skills in understanding psychosocial aspects of illness, medical terminology, recording, discharge planning, ethics, team disciplines, and community resources. (Elective)

SW 4643. Social Work Services in Schools. Three hours lecture. Assessment of the development, concepts, policies, planning, implementation, and evaluation of social work services in primary and secondary schools.

SW 4713. Social Work Senior Seminar. (3) (Prerequisite: SW 3523). Critical evaluation of current issues in social work practice, examination of career opportunities, and assessment of personal educational preparation for practice.

SW 4990. Special Topic in Social Work. (1-9) Credit and title to be arranged. This course is to be used on a limited basis to offer developing subject matter areas not covered in existing courses. (Courses limited to two offerings under one title within two academic years).

Other courses: In addition to the liberal arts foundation core courses, and in keeping with Mississippi State University's educational objective to communicate effectively, all students must complete a computer literacy course and a writing course. The Department of Sociology, Anthropology & Social Work is fortunate to have its own computer lab for student use.

Computer Literacy Course:

Each student is required to complete a course in computer literacy. Basic concepts of computing using large-scale and microcomputers. This includes: introduction to operating systems commands, applications software (word processing, spreadsheets, communications, etc.) and rudimentary BASIC programming.

Writing Course:

MSU requires a writing course either as a specific course offering or by strong evidence that the requirements are met through “writing across the curriculum.” The social work program believes that writing serves as an impetus to clearer-thinking, more critical analysis, more precise interpretation of assessment, and increased self-awareness. Because social work is a professional degree, it is imperative that social work students are trained to communicate effectively. It is the social work program’s belief that using a “writing across the curriculum” more effectively meets this goal. The social work curriculum maintains a minimum of two (2) major writing requirements in each class with numerous minor writing assignments.

Field Placement Purpose & Learning Objectives

Purpose

The purpose of the field placement is two-fold:

to give students practice opportunities to apply social work theories and methods in a practice learned in academic classes to actual social work situations and

to share these experiences with social work students through planned seminars on campus.

Learning Objectives

Upon completion of the field practicum, students will be prepared to:
demonstrate an ability to work in a professional manner as a beginning- level generalist social worker to work within a social work agency

utilize a problem-solving approach to social work interventions

demonstrate an understanding of the organizational context of the field practicum agency, to include overall mission, goals, objectives, array of services, eligibility requirements, and the role of the social worker in developing services and policies that are responsive to client population’s needs

demonstrate use of self by identifying the importance of value and an appreciation in working with the special needs of women, minorities of color, and various ethnic and cultural groups

apply research methods in evaluating one's own practice and service delivery

analyze, understand, and model appropriate social work values and ethics in working with various systems in the social work agency

effectively communicate with individuals, groups, families, and organizations

understand the relationships among field placement agency and delivery systems of other social work and community agencies utilized by the client system utilizes

analyze barrier(s) that impede service delivery to client systems.

Professional Development

attend weekly instructional conferences for feedback on improving delivery of services

demonstrate the ability to plan and organize workload effectively

work collaboratively within and without the agency to facilitate the problem-solving method with client

demonstrate the ability to write and communicate effectively one's own learning goals and objectives

demonstrate the ability in instructional conferences to think critically in analyzing a particular context of social work intervention

demonstrate professionalism in social work values and ethics, confidentiality, supervision and accountability to clients, agency and social work program

Knowledge

demonstrate the ability to relate the practice of social work to theories learned in classroom

utilization of community resources on behalf of client systems

demonstrate the ability to utilize the problem-solving process to include: assessment, goal setting, contracting, intervention strategies, and evaluation

demonstrate an understanding of the role of the social work agency to clients, within the community

demonstrate an understanding of the mission, goals, purpose of the agency, and its relationship to other agencies and organizations within the community

Skills

demonstrate an ability to utilize the problem-solving process with assigned cases to include: problem identification, assessment (data collection and analysis), planning, intervention, evaluation, and termination

demonstrate an ability to clearly and concisely document case records, case assignments, and other professional correspondence

demonstrate an ability to interview client system effectively

demonstrate an ability to plan, initiate, and implement organizing resources for and with the client system, as well as modeling/teaching these methods to client

demonstrate an ability to effectively work with the following client systems: women, minorities of color, various ethnic and cultural groups

demonstrate an ability to evaluate self in the helping process and to evaluate practitioner roles within the agency setting

Values

demonstrate an understanding of individual worth and human dignity

demonstrate an understanding of individual's right to self-determination

demonstrate an understanding of the social worker's responsibility to promote social justice in making social institutions more responsive and humane to individual needs

demonstrate a respect for the unique characteristics of diverse populations

demonstrate an understanding of the individual responsibility that social workers have for their own ethical conduct, for the quality of their practice, and for maintaining continuous growth in the knowledge and skills of their profession

V. THE FIELD PRACTICUM PROCESS

Importance of Orientation

It is well documented that changes in role and uncertainty of role expectation(s) increase stress and anxiety. The anxiety that students initially experience can be decreased by having a formal orientation to the agency. See Orientation checklist for specific tasks.

Orientation Checklist

The following checklist is a guide for field instructors for specific tasks as a part of the students' orientation to the agency.

- _____ Develop written orientation schedule.
- _____ Overview of agency goal, mission and programs.
(Specifics may be conducted by various staff persons)
- _____ Establish a physical work space for each student.

- _____ Circulate memo to staff introducing student intern(s).
- _____ Introduction to clerical and receptionist staff.
- _____ Schedule meeting to meet with supervisory and
administrative staff.
- _____ Tour of the agency.
- _____ Provide map of geographic area served.
- _____ Meet the staff.
- _____ Provide instructions for completing agency reports,
forms, outlines for use in recording, dictating equipment,
etc.
- _____ Specify agency expectations on rules of behavior and
appropriate attire to the student.
- _____ Provide student with current job description detailing the
function of the intern and the responsibilities of the
agency.
- _____ Provide organizational charts and agency manuals.
- _____ Arrange for student to observe each step of process
(from intake to termination) and observe individual staff
members' responsibilities.
- _____ Develop list of reference materials and agency language
(acronyms, abbreviations, agency jargon, etc.) that are
integral to understanding agency functioning.
- _____ Provide a bibliography of suggested reading materials.
- _____ Set specific learning goals.
- _____ Discuss the instructor process and schedule weekly
instructional sessions.
- _____ Orientation of student to community resources.

_____	Assist student in identify problems and fears of the field practicum expectations.
_____	Assist students in increasing individual self-awareness.
_____	Review academic curriculum with the student.
_____	Assist student in evaluation of his/her own practice.
_____	Negotiate agency learning agreement.

Understanding Your Student

Although each student will have successfully completed the required social work courses, prior to entering the agency, there is a wide range among students' experiences and learning styles. Therefore, just as assessment is key to effective intervention with clients, so is the assessment of students an integral component of a successful field practicum.

The field instructor's role is most important both in understanding and working with students who have limited social work experience as well as working with nontraditional students who may have a great deal of social work experience. Being responsive to each type of student requires a great deal of skill, knowledge, and patience.

The learning contract is the initial step in evaluating where the student is as well as agency expectations.

Initial Contract

It is important that the student understand from the very beginning of the placement specific duties and responsibilities are expected from the student. This is particularly important prior to the completion of the field practicum learning contract.

Although the initial contract remains in effect throughout the field practicum, the field practicum learning contract delineates specific tasks in meeting the overall responsibilities of the initial contract.

Field Practicum Time Sheet

The time sheets will assist in documenting both the number of hours spent in the field practicum and activities conducted during the field practicum. The instructions for completing the time sheet are on the reverse side of the time sheet.

Guides for Field Instructors

Student's first few cases should be very task-oriented. The reason for the client's involvement with the agency should be clear and specific. Case assignments should be typical of tasks performed by staff that have a B.S.W. degree.

Avoid overwhelming the student by requiring that the student learn all the agency policies, procedures, and forms prior to actually seeing clients. Instead, assign initial tasks that do not require knowledge of specific agency policies or that permit the learning on a step-by-step basis.

Understand that the student is being trained as a generalist social worker (entry-level practitioner), not necessarily as a prospective social worker for your agency. Decrease the student's anxiety level by assuring the student that it is OKAY to say, "I don't know, but I will try to find out and get back to you," if the client asks questions that the student does not know the answer to.

Foster creative thinking, by thinking creatively. Students are not under constraints that would prohibit them from making longer, perhaps more supportive visits to aging clients or clients with small children. Perhaps you could poll the agency social workers prior to determine if a special project such as a clothes closet, food bank, etc. might be beneficial to the agency, but workers have not had time to follow through.

Preparing the Student to Work with Client Systems

It is generally accepted that most social workers remember their "first case." Most recount this experience by sharing their initial anxiety as well as the type of supervisor that either increased or decreased the feelings of anxiety. Your role as a field instructor affords you the opportunity to assist in this critical time of a student's professional development.

CASE ASSIGNMENTS

The assignment of actual cases occurs after the student has received orientation and the learning contract has been developed. The anxiety for students can be reduced by the type of cases that the field instructor assigns. The initial assignments and the student's success with concrete tasks of cases will go a long way in increasing the student's self-confidence. The level of difficulty in cases can gradually be increased. NEVER should a field instructor assign "the most difficult case" to a student because no one else in the agency has been successful, neither should the field instructor utilize the student for additional support staff.

INSTRUCTIONAL CONFERENCES

The field instructor's role is most important in facilitating an educationally directed field practicum. The supervisory conferences play an integral role in reaching the "objective of the practicum to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker." (Curriculum Policy Statement Field Practicum).

The field instructor and student are required to schedule a time each week for a conference. This is in addition to on-going interactions between the field instructor and student during the week. This time is set aside for feedback and on-going assessment, exchange of ideas and plan(s) of action to facilitate reaching the goals of the learning contract.

VI. GENERAL INFORMATION

Field Practicum Requirement

Each student is required to complete field practicum. NO exceptions are made based on prior work experience. This is consistent with Council on Social Work Education (CSWE) evaluative standard 5.2, "Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the field practicum or of the courses in the professional foundation areas specified in the Curriculum Policy Statement." Although the program recognizes the importance of practice wisdom, it is the program's strong belief social worker must possess a conceptualization of practice that is theoretically grounded and must also possess the knowledge to effectively evaluate one's own practice. This results from the successful completion of the curriculum.

If the student is currently working in a social service agency, it is strongly encouraged that said student complete his/her field practicum in another field practicum agency. It is required that the field practicum agency be one the approved roster of field agencies. If in the rare case that the student must remain employed in the agency, there must be clearly written objectives and the student must complete field practicum hours in different unit and with a different supervisor than the one that the student is currently working.

Confidentiality

All records, interviews, and any other identifying information will remain in the strictest confidence by the student. Daily logs, group seminars, and any required papers relating to the agency must not include names of clients or contain any information that could identify the client system.

Registration

Each student is responsible for completing the MSU registration and applying for graduation.

Paid Field Practicum

There should be no expectation of a paid field practicum. The field practicum is a learning experience and is preparation for entry-level social work practice. However, there are some placements that carry a student stipend. See the Field Education Coordinator for information.

Holidays

It is understood by the social work program and the student that the student's first responsibility is to the client system. The social work program further recognizes that the social work student is in a student, (not an employee) role; therefore, the social work program will not require students to work during university holidays. It will be understood that the agency may request that students work during university holidays and the student will work if the nature of the placement is such that the responsibility to the client system requires this.

Time Sheets

Each student will be responsible for maintaining a daily log of activities and completion of weekly time sheets. The student may also be required to complete a time sheet as required by the agency.

Transportation

Each student is responsible for transportation to and from the field practicum agency. In the vast majority of field practica, students are required to have personal transportation. In these cases the social work program requires that the student maintain a current driver's license. Adequate insurance should be maintained by the student.

Leave

On any occasion that the student will be absent from the agency, the student should notify the agency field instructor. If the absence is due to illness, there should be a physician's excuse if student is absent for three consecutive days. The student is responsible for working out missed hours with the field instructor.

Malpractice Insurance

Students are expected to have either personal or NASW malpractice insurance in effect no later than the first day of the field placement.

APPENDIX

Social Work Program Advisory Board
 Required Curriculum for Social Work Degree
 Practicum Forms

Resume/Field (Form B)

Field Practicum Learning Contract and Instructions (Form C)

Agency Field Instructor Evaluation of Student (Form D)

Student Evaluation of the Field Practicum Experience (Form E)

Field Time Sheet and Instructions (Form F)

SOCIAL WORK ADVISORY BOARD
2006-2007

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<p>Mrs. William Smith 1200 Meadowbrook Road Jackson, MS 39206</p>	<p>Mrs. William C. Reeves 2496 North Cheryl Drive Jackson, MS 39211</p>
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<p>Dr. Armando de la Cruz 212 Hiawassee Drive Starkville, MS 39759 Phone: (662) 324-1424 Email: aad1@msstate.edu</p>	

See the revised field practicum application at the back of manual.

SOCIAL WORK PROGRAM
DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY AND SOCIAL WORK

Required Curriculum for Social Work Degree (BSW)

Freshman Year		Second Semester	
First Semester			
EN 1103 English Composition	3	EN 1113 English Composition	3
FL 1113 Elem. Foreign Language	3	FL 1123 Elem. Foreign Language	3
MA 1313 College Algebra	3	----- Natural Science	3
SO 1003 Intro. to Sociology	3	PSY1013 General Psychology	3
PS 1113 American Government	3	SW 3003 Populations at Risk	3
Total Credit Hours	15	Total Credit Hours	15

Sophomore Year		Second Semester	
First Semester			
EC 2113 Prin. of Macroeconomics	3	SW 2323 Social Welfare Policy II	3
AN 1103 Intro. to Anthropology	3	----- Fine Arts Core	3
or AN 1143 Cultural Anthropology		EN----- Literature Core	3
BIO 1004 Anatomy & Physiology/Lab	4	----- Physical Science Core/Lab	4
SW 2313 Intro. Social Work/Social Welfare	3	SW 3013 Human Behavior in the Social Environment I	3
SW 2303 Social Welfare Policy I	3		
Total Credit Hours	16	Total Credit Hours	16

Junior Year		Second Semester	
First Semester			
TKT 1273 Microcomputers in Education	3	CO 1003 Fund. of Public Speaking	3
ST 2113 Intro to Statistics	3	SW 3213 Social Research	3
SW 4613 Child Welfare Services	3	PHI 1103 Intro. to Philosophy	3
HI ----- History Core	3	EN----- Literature Elective*	3
SW 3023 Human Behavior in the Social Environment II	3	----- Humanities Elective*	3
SW 3513 Social Work Practice I	3	SW 3523 Social Work Practice II	3
Total Credit Hours	18	Total Credit Hours	18

Senior Year		Second Semester	
First Semester			
HI____ History Elective*	3	SW 4916 Field Practicum Seminar	6
SW 4713 Senior Seminar	3	SW 4926 Field Practicum Seminar	6
----- Social Work Elective**	3		
SW 3533 Social Work Practice III	3		
----- General Elective	2		
Total Credit Hours	14	Total Credit Hours	12

* courses approved by Social Work Advisor
Degree

Total Number Credit Hours for B.S.W.

124

**SW4533 Substance Abuse in Social Work Services, or SW4323 Social Work with the Aged, or SW4633 Social Work in Health Care, or SW4643 Social Work Services in Schools.

Form C

MISSISSIPPI STATE UNIVERSITY
SOCIAL WORK PROGRAM
FIELD PRACTICUM LEARNING CONTRACT

Student Name _____ Field Practicum _____

Field Instructor _____ Telephone _____

Address _____ City/State _____ Zip Code _____

Beginning Date ___/___/___

Ending Date ___/___/___

Please Check One: Initial _____ Revised _____ Date

This learning contract form has been developed to facilitate planning between the field instructor and from the student regarding goals for the field experience. This contract should include input from both the student and field instructor with approval by the field coordinator/liaison.

STUDENT RESPONSIBILITIES

I. Briefly describe the responsibilities and types of assignments given to student:

Individual and family experiences:

At-Risk and Oppressed Populations:

Families and Small Groups:

Organizations and Communities:

Policy and Systems Analysis:
Networking Collaboration:

Advocacy, Social Action:

Other Responsibilities and Assignments:

II. LEARNING SKILLS

TASKS/STRATEGIES TO ACHIEVE

Professional Conduct and Comportment:

Professional role Within Agency:

Application of Social Work Problem-Solving Methods with Individuals and Families:

Communication and Interviewing Skills:

Organization and Community Skills

a. Practicum agency and other agencies in the community

b. Community

Professional Development: (Student must attend at least two professional meetings/conferences during the semester.)

- 1.
- 2.

III. Comments:

Signatures:

Date:

Field Practicum Instructor

Student

Approved:

Field Coordinator

Form D

MISSISSIPPI STATE UNIVERSITY
SOCIAL WORK PROGRAM
EVALUATION OF FIELD PRACTICUM STUDENT

Student Name _____ Field Practicum _____

Telephone _____ Agency Supervisor _____

Beginning Date ___/___/___ Ending Date ___/___/___ Total Hours Completed _____

Please Check One: Midterm Evaluation _____ Final
Evaluation: _____**INSTRUCTIONS:**

This evaluation form has been developed to facilitate feedback from the field instructor and from the student to the social work field coordinator regarding the field experience. The evaluation should include both student input and field instructor's assessment of student's learning.

The evaluation is comprised of three sections:

Student Responsibilities

Rating by field instructor

Narrative-student and field instructor

1. STUDENT RESPONSIBILITIES

Briefly describe the responsibilities and types of assignments given to students:

Individual and family experiences:

At Risk and Oppressed populations:

Families and Small Groups:

Organizations and Communities:

Policy and Systems Analysis:

Networking, Collaboration:

Advocacy and Social Action:

Other Responsibilities and Assignments:

II. FIELD INSTRUCTOR'S RATING:

The following rating scale should be used for Section II:

- 0 _____ No opportunity to perform in this area
- 1 _____ Unsatisfactory; Unacceptable
- 2 _____ Performs only with supervision and specific instructions
- 3 _____ Performs with supervision and minimal instruction and meets required standards
- 4 _____ Demonstrates initiative and usually exceeds required standards

Evaluation Criteria	Rate 0 1 2 3 4
Professional Conduct and Comportment:	
Demonstrates behavior fitting and proper for social worker on duty	_____
Demonstrates thoughtful consideration client concerns and avoids jumping to conclusions	_____
Demonstrates nonjudgmental attitude	_____
Demonstrates a conscious flexible approach to problem solving	_____
Dresses appropriately	_____
Demonstrates ability to maintain balance and separation between time at work and private time	_____
Professional Role Within Agency:	
Understands agency policies, purposes, funding	_____
Initiates and completes learning agreement	_____
Organizes and plans work/task activities to carry out assigned responsibilities	_____

Utilizes instructor conferences for professional growth, in relating theory to practice _____
 Complete assigned tasks in timely manner _____

Application of Social Work Problem-Solving Methods with:
 Individuals and Families

Engagement:

Ability to make client at ease and feel comfortable sharing information _____

Easily establishes rapport with clients _____

Ability to ask salient and relevant questions _____

Assessment: _____

Ability to analyze and synthesize information into clear and concise statement of the situation(s), concerns, and/or needs _____

Ability to help client prioritize and prioritize situation(s), concerns, and/or needs _____

Intervention:

Ability to help client identify appropriate services to address situation(s), concerns, and/or needs _____

Evaluation:

Ability to assess the effectiveness of work with client _____

Ability to identify areas for self improvement _____

Termination:

Ability to identify termination issues with clients _____

Ability to identify and address clients' emotional reactions to termination _____

Communication and Interviewing Skills:

Ability to clearly express ideas orally _____

Ability to write clearly and concisely _____

Easily establishes rapport with clients

Demonstrates ability to clearly document records _____

Demonstrates genuineness and respect in working with members of culturally diverse and oppressed groups _____

Organization and Community Skills

Organization:

Understanding of agency policies & procedures _____

Awareness of agency resources available to clients _____

Ability to implement appropriate agency policies and procedures _____

Ability to utilize agency resources to assist client needs _____

Knowledge of power and authority in agency _____

Shows initiative and ability to make decisions _____

Ability to identify gaps in agency services _____

Ability to identify and propose strategies or needed agency changes to fill gaps _____

Demonstrates ability to work collaboratively with social work and agency staff; gives input _____

Attends staff meetings and training on a regular basis _____

Community:

- Knowledge of public and private social services _____
- Knowledge of common components of agencies/
organizations/systems in community _____
- Initiates contacts with agencies to refer clients for
assistance _____
- Ability to network within and between systems _____
- Engages in inter-system change processes _____

Professional Development:

- Demonstrates professional social work identity _____
- Demonstrates beginning competence in evaluating
own practice _____
- Utilizes instructor expertise in for professional
developments _____
- Understands and adheres to the professional Code
of Ethics _____

III. NARRATIVE: (Discuss your assessment of student's overall performance based the learning goals)

Field Instructor's Comments about Student's Progress:

Student's Self-Evaluation and Comments about Progress:

Signatures:

Date:

_____ _____ Agree ___ Disagree
Field Practicum Instructor

_____ _____ Agree ___ Disagree
Student

_____ _____
MSU Faculty Liaison

_____ Semester _____ Year

MISSISSIPPI STATE UNIVERSITY
SOCIAL WORK PROGRAM
STUDENT EVALUATION OF FIELD PRACTICUM EXPERIENCE

Student _____ Date _____

Field Practicum _____ Telephone _____

Practicum Instructor _____

Faculty Liaison _____

Beginning Date ___/___/___ Ending Date ___/___/___

Total Hours Completed _____

PART I: AGENCY LEARNING ENVIRONMENT

Orientation and Training Procedures

1. Did you receive an agency orientation? Yes _____ No _____

2. Check those topics that were covered in the orientation and training period:

- _____ Introduction to staff
- _____ Individual staff responsibilities
- _____ Tour of agency/physical layout
- _____ Your physical work space
- _____ Agency structure
- _____ Agency policies and procedures
- _____ Agency goals, objectives, and philosophy
- _____ Agency programs and services
- _____ Agency client demographics
- _____ Characteristics of community served
- _____ Community resources
- _____ Your roles and responsibilities as an intern
- _____ Observation of staff
- _____ Discussion of supervision process
- _____ In service training sessions

3. Evaluate the extent to which the orientation process was helpful, including recommendations for changes.

Physical Setting

Check as many of the following as apply. I had:

- _____ A place to store materials
- _____ A permanent work desk
- _____ A private office
- _____ An office with other people
- _____ Access to a phone
- _____ Access to get supplies as I needed them
- _____ A place to conduct confidential business
- _____ Access to word processing

4. Comment on the following: to what extent did you feel physically and psychologically part of the agency staff, including availability of other staff for providing assistance to you.

Learning Opportunities and Responsibilities

1. Were cases, groups, or projects relevant to your learning needs available for assignment?

_____ Yes _____ No

2. Did the assignments call for a level of skill appropriate to your ability?

_____ Yes _____ Too High _____ Too Low

3. Did you have opportunities to work with other community agencies or on committees or task groups in community? _____ Yes _____ No

4. What proportion of your time was spent in direct work with individuals, families, groups, or community groups?

5. Describe your own growth in this placement (agency, personal, and professional). Describe the extent were you able to integrate and apply the academic knowledge you learned in the classroom with actual social work situations?

PART II: FIELD WORK INSTRUCTION

1. How often were regular, planned instructional conferences held with your field instructor?

- _____ Every week
- _____ Every two weeks
- _____ Every month
- _____ Other (specify)

Specify duration of conferences: _____

2. To what extent were supervisory conferences helpful, and what recommendations do you have for change?

3. Please rate your field instructor (agency) using the following scale.

1= Exceptional; 2= Very Good; 3= Satisfactory; 4 = Unsatisfactory; 5= Not Applicable

- _____ Facilitated the process of integration into the agency system.
- _____ Encouraged & supported responsible decision-making concerning attendance at staff meetings, seminars and conferences.
- _____ Encouraged critical assessment, appraisal & evaluation of my work with clients & understanding and use of agency policy & procedures.
- _____ Facilitated learning of specific practice skills.
- _____ Encouraged identification with professional values & encouraged professional behavior consistent with those values.
- _____ Was clear and consistent about the expectations of this placement.
- _____ Encouraged and engaged in mutual assessment of learning needs, expectations, & progress on an on-going basis.
- _____ Was aware of academic content and helped the integration of class & field experience.
- _____ Provided clear, understandable feedback on an on-going basis.
- _____ Was accessible to answer my questions and concerns.

COMMENTS: Please make any comments or examples which would further clarify or expand on your ratings (e.g., teaching methods, areas of strengths and weaknesses, suggestions for change, etc.

Would you recommend that students be placed in this agency in the future? Why or why not?

PART III: INSTRUCTOR SUPERVISION (Field Seminar and Liaison)

How often were regular, planned field seminars held?

_____ Every two weeks

_____ Every month

_____ Other (specify)

Specify the duration of the seminars: _____

Evaluate the extent to which the field seminars were helpful and include recommendations for change.

Comment on the effectiveness of your contacts with your field liaison. How could this person have been more helpful during your field practicum?

Please rate your field liaison using the following scale:

1= Exceptional, 2= Very Good, 3= Satisfactory, 4= Unsatisfactory, 5= Not Applicable

Clear and consistent about expectations of field practicum. _____

Accessible to students in addition to field seminar _____

Facilitated integration of class and field experience. _____

Provided clear, understandable feedback. _____

Encouraged and engaged in mutual assessment of learning needs, expectations, and progress on an on-going basis. _____

Reinforced professional identification of values and ethics. _____

Field Instructor _____ Date _____

COMMENTS: Please make any comments or cite examples which would further clarify or expand on your ratings (e.g., teaching methods, areas of strengths and weaknesses, suggestions for change, etc.)

Signatures:

Student _____ Date _____

Faculty Liaison _____ Date _____

The following forms must be submitted by the student to the field liaison prior to the submission of any grade:

Learning Contract
Mid-Term Evaluation of Student
Time Sheets
Weekly Logs
Final Evaluation of Student
Student Evaluation of Field Practicum

FORM F - MSU Social Work Program, Time Sheet- Field Instruction

Instructions: Submit a time sheet for each week you are in your field placement.

Student _____ Agency _____

Week _____ (dates) From _____ to _____ Total Hours to date _____

Record activities for each day according to the codes listed below. Divide time segments into ¼ hour increments: ¼ = .25 hours; ½ = .5 hours; ¾ hour = .75 hours; 1 hour = 1.0 hours.

Codes for time segments:

O = Orientation; P = Reading policy/procedure manuals; HV = home visit; OV = office visit; CV = collaborative visit; TC = telephone call; R = recordkeeping/paperwork; S = supervision with your field instructor; SO = supervision with other agency employee;; T = travel; C = Court; NASW = Attendance at National Association of Social Workers Meeting; CE = attendance at other continuing education conference or seminar; L/O = Listening or Observation; I/R = Intake or Referral; DC = Direct Client Contact/Interviews; M = Meeting

(date)		
_____ MONDAY _____		Total _____
_____ TUESDAY _____		Total _____
_____ WEDNESDAY _____		Total _____
_____ THURSDAY _____		Total _____
_____ FRIDAY _____		Total _____
_____ OTHER _____		Total _____

Total Hrs. for Week _____ Total Field Hrs. to Date _____

Comments:

Signatures:

Field Instructor _____ date _____

Student _____ date _____

SEXUAL HARASSMENT POLICY STATEMENT

Mississippi State University, in its efforts to foster an environment of respect for the dignity and worth of all members of the university community, is committed to maintaining a work-learning environment free of sexual harassment. It is the policy of the university that no member of its community shall sexually harass another. Any employee or student who violates this policy is subject to disciplinary action.

DEFINITION OF SEXUAL HARASSMENT

Unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing;
- submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual; or
- such conduct has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive work-learning environment.

Source: The Bulldog Handbook