



# Master of Social Work

## Field Manual

2023-2024

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## **Purpose of the MSW Field Manual**

This manual is designed to help students and field instructors understand the Texas A&M University-Texarkana Master of Social Work field practicum program, philosophy, and approach to training the next generation of social workers. We hope it will answer most of the questions you have and that it will help make the field placement experience one that is exciting and productive for the student, the field instructor, and the agency.

This manual contains curriculum, policies, and procedures for the field practicum component of the TAMUT MSW program. The curriculum, field program and policies were designed to align with The Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education which can be found at [www.cswe.org](http://www.cswe.org). Also included are the forms used by our school for agency applications and evaluation.

If, after reading this material, you have any questions about field placement issues, please feel free to contact me.

Best regards,

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## Mission Statement

*The purpose of the Texas A&M University-Texarkana Master of Social Work program is to educate students to address regional problems such as poverty, inequality, and trauma, and to promote community health and wellbeing at the micro, mezzo, and macro levels. The program is designed to accomplish this by creating and maintaining a strong link between the university and the community through field partnerships, service, and research. Students will graduate as competent social workers who are job ready and prepared for the challenges they will encounter as they help strengthen the community and advance opportunities for all of its citizens.*

## MSW Program Goals

The TAMUT MSW program has developed the following program goals:

1. Prepare students to be social work professionals who can intervene with individuals, groups, communities, organizations, and society.
2. Prepare students to promote racial and social justice within micro, mezzo, and macro contexts.
3. Enhance students' classroom learning through experiential and service learning to prepare them to make an impact in their field work and beyond.
4. Engage with the community and work in partnership to address local and regional concerns with evidence-based interventions.
5. Educate students in the importance of the person-in-the-environment and ecological frameworks and how they give context to providing trauma-informed care.

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# Field Education: The Signature Pedagogy of Social Work Education

Field education is considered the “signature pedagogy” in social work education, meaning that it is the central form of instruction and learning in which the profession socializes its students to become practitioners. In the field, students have the opportunity to test what they learn in the classroom and to integrate theory with practice. In accordance with CSWE standards, field education is an integral part of the MSW Program’s academic curriculum, designed to reinforce students’ identification with the purposes, values, and ethics of the social work profession, to foster the integration of empirical and practice-based knowledge, and to promote the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of the core competencies of generalist and specialization social work practice.

The MSW field practicum is founded upon the guidelines provided by the Council on Social Work Education (CSWE) and its Educational Policy and Accreditation Standards (EPAS). The TAMUT MSW Program carefully selects field settings based on their compatibility with the values, purposes, and ethics of the profession, and guides both agencies and students in fostering the integration of theoretical and conceptual knowledge between the classroom and the field setting. The field education program provides ongoing dialogue between the student, agency, and on-campus faculty, and provides a structure for detailed evaluation of the student’s progress in developing social work practice behaviors and demonstrating mastery of the CSWE core competencies. Field internships are tailored under the defined mission, objectives, and educational level of the TAMUT MSW program.

## Generalist Core Competencies of Social Work Practice (First Year)

The Council on Social Work Education identifies nine core competencies with associated practice behaviors that are the building blocks of the MSW program training. The knowledge, values, skills, and cognitive and affective processes of these competencies will be addressed and assessed throughout the program.

### Competency 1: Demonstrate Ethical and Professional Behavior

- a. 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
- b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- d. Use technology ethically and appropriately to facilitate practice outcomes
- e. Use supervision and consultation to guide professional judgment and behavior

**Competency 2: Engage Diversity and Difference in Practice**

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

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

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

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

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

**Competency 5: Engage in Policy Practice**

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

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

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

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

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b. 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;
- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

## **Clinical Specialization Core Competencies of Social Work Practice (Second year)**

The MSW program's area of specialization extends and enhances each of the nine competencies to prepare students for practice in the clinical milieu through an intensive, integrated, and advanced approach to social work practice. Competencies are identified in the elective courses as well, ensuring a focused and consistent social work EPAS-compliant education that is relevant and responsive to community needs.

In the TAMUT MSW program, students gain a broad knowledge base in the generalist year, but then add a discrete set of therapeutic, trauma-informed skills to specifically target micro and mezzo systems for change. These skills include assessment, intervention and evaluation to promote mental and social well-being. To accomplish this, they consider each client system holistically. Specialized practice incorporates all of the core competencies enhanced by the knowledge and skills gained in clinical skill development and practice.

Field practicum is also part of students' specialized year, along with the weekly seminar, in order to facilitate application of theoretical concepts, practice skills, and other advanced clinical skills

that professional social workers need in order to be effective practitioners. Within their specialized-year practicum students are required to demonstrate a more advanced knowledge of each of the nine core competencies refined here to a more clinical focus.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social Workers serving people who have experienced mental health challenges, trauma and/or addiction, practice in a manner that is ethical, respectful, and emphasizes unconditional positive regard for their clients. Social workers honor the dignity and worth of those who are recovering from mental health challenges, trauma and/or addiction by offering sensitive and appropriate interventions in a non-judgmental way. Social workers continually engage in self-reflective and self-regulating activities to monitor and address their own biases. Social workers resolve ethical dilemmas by consulting local and state laws, the NASW Code of Ethics, and utilize supervision and consultation. Clinical social workers:

- a. Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication; to ethically and appropriately guide practice and facilitate a positive clinical experience with clients who struggle with mental health challenges, trauma, or addictive behaviors.
- b. Identify ethical dilemmas encountered in practice with clients with mental health challenges, trauma, or addictive behaviors and make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and ethical conduct of clinical practice.
- c. Ensure the client's right to privacy, confidentiality, autonomy, and self-determination, and to work collaboratively with clients to achieve their desired outcomes.

### **Competency 2: Engage Diversity and Difference in Practice**

Social workers in mental health settings understand and acknowledge how diversity and difference impact the experiences of people with mental health challenges, trauma, and addictive behaviors. Social workers recognize that culture, race, ethnicity, religion, spirituality, class, gender, gender identity, sex, and sexual orientation should be considered in providing appropriate intervention and practice to those requiring mental health services. Social workers tap into the strengths of clients' culture to harness resources and support in treatment and recovery. Social workers recognize and work within the client's culture and views of mental health, trauma, and addiction treatment when considering interventions. Clinical social workers:

- a. Recognize the value of culture and roles, stages, and transitions across the life course, and its influence on the prevention, treatment, and recovery experience and on people who have experienced mental health challenges, trauma and addiction.
- b. Apply self-awareness, cultural humility, and self-regulation to manage the influence of personal biases and values in working with people who struggle with mental health challenges, trauma, and addiction.

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

Social workers in mental health settings understand that every person regardless of economic status has a right to adequate mental health care. They recognize that classism, discrimination, housing, health, and inequitable opportunities can negatively impact accessibility of quality care. Social workers are knowledgeable about advocacy practices and efforts that promote equitable mental health practices and policies to ensure social, economic, and



environmental justice for those for those struggling with mental health challenges, trauma, and addiction. Clinical social workers:

a. Apply their deepening understanding of social, economic, and environmental justice to advocate for equitable and accessible mental health care and recovery efforts for those who are struggling with mental health challenges, trauma, and addiction.

b. Demonstrate advanced understanding of the dynamics of oppression and demonstrate sensitivity to the impact of racism, classism, and other forms of discrimination on the accessibility of quality mental health care.

#### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Social workers in mental health and recovery settings are skilled in utilizing evidence-based interventions in their practice. They understand the importance of using appropriate evaluation tools and techniques to demonstrate effectiveness of their clinical practice and the agencies in which they are housed. They also understand the importance of using evidence-based practice and practice-based evidence in the work with clients. Clinical social workers:

a. Demonstrate skills in designing and carrying out practice evaluation methods in order to monitor the progress of client treatment.

b. Apply current research on the treatment of mental health, trauma, and addiction.

c. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings for clinical practice.

#### **Competency 5: Engage in Policy Practice**

Social workers understand the interrelationship between policy and practice. They understand that the development and implementation of social policies and practice decisions are impacted by local, state, and federal policies. Social workers recognize that social policies impact the client system, the client's presenting problem, and service delivery. Clinical social workers:

a. Identify, critically analyze, and explain social policy at local, state, and federal levels and its impact on people struggling with mental health challenges, trauma, and addictive behaviors.

b. Analyze and advocate for policy changes to improve the prevention, treatment, and delivery of services to people struggling with mental health challenges, trauma, and addictive behaviors.

#### **Competency 6: Engage with Individuals, Families, and Groups**

Social workers in mental health settings utilize engagement skills at the micro and mezzo levels to build trusting relationships that are the foundation of the therapeutic alliance. They understand culturally competent interactions with, and on behalf of, clients improve treatment outcomes. Clinical social workers:

a. Utilize empathy, reflection, listening skills, and other interviewing techniques to effectively engage clients struggling with mental health challenges, trauma, and addiction in the treatment process.

b. Use culturally competent communication and other clinical skills to effectively engage diverse clients.

c. Demonstrate knowledge of trauma-informed practice to engage clients in their recovery from trauma and/or addiction.

**Competency 7: Assess Individuals, Families, and Groups**

Social workers in mental health and recovery settings understand that assessment is ongoing process in social work treatment. They utilize knowledge of human behavior and the social environment and other theories to conduct assessment at the micro and mezzo levels. They use mental health assessment tools that incorporate bio-psycho-social-spiritual factors. Clinical social workers:

- a. Apply knowledge of human behavior and the social environment, person-in-environment, trauma-informed practice, strengths, and other multidisciplinary theoretical frameworks in the analysis of client assessment data.
- b. Demonstrate culturally competent assessment with diverse clients.
- c. Utilize research knowledge, therapeutic models, and various diagnostic tools to conduct differential mental health diagnoses to facilitate selection of appropriate strategies for clinical intervention with clients struggling with mental health challenges, trauma, and addiction.

**Competency 8: Intervene with Individuals, Families, and Groups**

Social workers recognize the importance of using appropriate and evidence-based interventions when providing services to those struggling with mental health challenges, trauma, and addictions at the micro and mezzo levels. They understand the importance of working collaboratively with the client system, encouraging empowerment and self-determination. Clinical social workers:

- a. Select and utilize evidence-based interventions that are appropriately and collaboratively designed to achieve client goals and resolve the challenges of those struggling with mental health challenges, trauma, and addiction.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, trauma-informed practice, and other multidisciplinary theoretical frameworks of prevention, treatment, and recovery with those with mental health, trauma, or addiction challenges.
- c. Select and apply culturally competent interventions with diverse client systems.

**Competency 9: Evaluate Practice with Individuals, Families, and Groups**

Social workers recognize the importance of engaging in timely, consistent, and accurate practice evaluation when serving clients with mental health, trauma, or addiction concerns. They understand that outcomes of mental health service delivery require monitoring in order to assess their effectiveness. Social workers adjust treatment interventions as needed to promote client safety and success. Clinical social workers:

- a. Use valid and reliable tools to measure the impact of intervention and treatment models that address mental health, trauma, and addiction.
- b. Apply evaluation findings to improve practice effectiveness and service delivery at the micro and mezzo levels for client systems dealing with mental health, trauma, or addictions.

## **Field Practicum Program**

The TAMUT MSW program requires students to complete 900 hours of practicum in two different agencies. This is usually accomplished across two years by a student performing a 400-hour generalist practicum in the first year and a 500-hour specialized practicum in the second year. This model gives working students two separate and distinct field experiences during the course of the program.

## **Eligibility for Field Practicum**

Only students who are already admitted to the MSW Program will be given a social work field placement (also known as Practicum). Students must maintain a 3.0 GPA overall in order to be granted a field placement. Acceptance into Field Practicum will be based not only on a student's academic performance, consideration will also be given to the student's demonstrated reliability, ethical behavior, capacity for self-reflection and empathy, and ability to develop and maintain cooperative and collegial relationships. If there is a concern about placing a student in the field, the Field Director (along with the Program Director and other members of the MSW Program faculty, if appropriate) will meet with the student to discuss the student's suitability to the social work profession and the MSW Program. A final decision regarding the student's eligibility for Practicum will be made by the Field Director, in consultation with the Program Director and other members of the MSW Program faculty. On rare occasions--and only with the explicit consent of the Field Director, the Program Director, and the Field Instructor-- a student on Academic Probation may be allowed to enter or remain in the field on a provisional basis. In such a case, an addendum specifying the agreement will be added to the Field Placement Agreement.

## **Selection and Expectations of Practicum Agencies**

Social service agencies, and departments or programs selected as Practicum placements must meet the following criteria:

- a. The Field Agency's philosophy and standards are compatible with the values and ethics of the social work profession, including a respect for all persons and an understanding of diversity and difference (such as age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, and sexual orientation).
- b. The Field Agency values graduate social work students and is interested in participating in their training and education.
- c. The Field Agency agrees to allow a qualified staff person to use the time and resources necessary to provide appropriate field instruction to each student, as discussed below.

- d. The Field Agency agrees to provide students with a variety of learning experiences that are appropriate to the requirements of Practicum, including:
  - i. An initial orientation to the agency, its services and its policies, including any personal safety issues specific to this field placement.
  - ii. Opportunities to learn about the agency in the broader context of its funding sources and organizational structure.
  - iii. Opportunities to attend staff meetings and in-service staff development programs
  - iv. Regular contact with clients.
  - v. Opportunities to demonstrate the application of the Core Competencies and practice behaviors.

Any questions or concerns should be directed to the Field Liaison, who will maintain regular contact with the student and Field Instructor throughout the academic year, or the MSW Field Director.

## **The Process of Selecting Field Agencies**

Specific procedures are used to identify agencies within the community, (usually within a 60-mile radius of TAMUT). This is accomplished through:

- a. a review of community resource manuals and/or word of mouth.
- b. a pre-screening process which consist of contacting the agency director or other designated person.
- c. exploring the agency's interest in becoming a field site and the types of experiences students could receive in the agency.
- d. determining if MSW workers are available to perform the field instructor duties.

If the pre-screening is successful, then a visit is made to the agency to meet with the director and/or designee and the field instructor. This visit explores the agency's fit with the selection criteria, as well as determining the needs and requirements of the field agency. If the site visit is successful, the agency and field instructor is entered onto the field list of approved field agencies.

## **Selection and Expectations of Field Instructors**

A Field Instructor must possess a MSW degree from a CSWE-accredited institution and at least two years of post-MSW degree practice experience. On rare occasions, a Field Instructor may be selected who has special qualifications for the role but does not have a social work degree or sufficient post-degree practice experience. In such a case, a staff member who holds the MSW degree may assume responsibility for supervision. Otherwise, the TAMUT MSW Program will assume responsibility to provide joint supervision with an appropriate social work perspective, and the specific arrangements and responsibilities will be formalized in writing.

Field Instructor candidates will be interviewed by the Field Director and selected on the basis of their willingness and ability to carry out the following responsibilities:

- a. Plan a diversified range of learning experiences to enable students to achieve the core competencies of generalist social work practice.
- b. Develop and implement a Learning Plan for each student (see Appendix E).
- c. Provide students with regularly scheduled weekly individual and/or small group educationally focused supervision sessions.
- d. Teach students the value and use of agency documentation, and review and provide written feedback on a regular basis.
- e. Assess each student's performance, capacity, learning patterns and needs, to facilitate the individualization of planned learning experiences.
- f. Assist students in learning to critically evaluate their own practice.
- g. Consult with the MSW Program Field Liaison or Field Director regarding educational planning and assignments, student progress, and any problems that result.
- h. Provide timely mid-semester and end-of-semester student evaluations (see Appendix G, H, and I) to the Field Liaison, who will assign the student's grade.

Field Instructors are asked to sign off on students' Field Logs (see Appendix F) on a frequent basis. Students are required to spend a minimum of 200-250 hours per semester in their field placement. In most cases, students will work two full workdays per week throughout the semester to meet this requirement, but alternative scheduling is permitted through a mutual agreement between the student and the Field Instructor. All scheduling agreements must be documented in writing in the student's Learning Plan.

All new Field Instructors will be provided with an orientation to the mission, goals and objectives of the MSW Program at TAMUT. First-time Field Instructors are required to attend a Field Instruction Orientation, which is designed to help new Field Instructors learn how best to educate Practicum students. The orientation will cover the following topics: the role of the Field Instructor; conducting a successful agency orientation, elements of effective supervision, understanding learning styles and stages, core competencies and practice behaviors, integrating theory and practice, ethical issues in field education, cultural competence, and, effective feedback and evaluation. Experienced Field Instructors are invited, but not required, to attend the Orientation. New and Experienced Field Instructors will be invited to attend an annual Training Conference which will offer up-to-date information on an appropriate topic. Continuing Education credit hours will be awarded to Orientation and Training Conference attendees in accordance with the criteria established by NASW.

All Field Instructors will be granted access to a TAMUT social work website maintained by the MSW Program Field Director. This website provides information relevant to Practicum,

including timelines, policies and procedures, educational materials provided during Orientation and Training, and links to other helpful websites.

## **Admissions Procedures for Practicum**

By mid-March, students must submit an Application for Field Practicum (see Appendix C) to the Field Director. On the application, students are asked to provide information about preferences regarding agency placement, transportation concerns, hours of availability, previous employment and/or volunteer experiences, and special needs or concerns. Along with this application, students must submit a current resume. (In preparation for this requirement, students are encouraged to take advantage of the opportunity to meet with TAMUT Career Development Center staff for assistance with resume-writing.

## **Placement Process**

When students submit their application for practicum and their resume, they should set an appointment for an interview with the Field Director. The Field Director will review the application information with the student and confirm the student's site preferences. The Field Director will match a student with an agency on the basis of the availability of appropriate agencies and Field Instructors, the student's general interests and career plans, and the Field Director's assessment of each student's individual learning needs. The Field Director will refer the student to the appropriate agency representative to schedule an interview. The agency representative will notify the Field Director whether or not the student was selected for placement at the agency. If selected, the Field Director will notify the student and forward the Field Placement Agreement (see Appendix D) for signatures. The student will make arrangements to visit the agency again to meet the Field Instructor, and to begin agency-required paperwork and processes such as a background check. If the agency does not select the student, the Field Director will refer the student to another agency, and the student will initiate the process to interview with the agency representative. Students who have not completed the interview process before the end of the spring semester are not guaranteed a field placement. Any questions, concerns, or problems that arise from the field placement interview process should be referred immediately to the Field Director.

Students should be aware that some Practicum agencies may require health screening, drug testing, a criminal background check and/or fingerprinting, and that these results may then be shared with the Field Director. It is the student's responsibility to inform the Field Director of any information that would be reasonably understood to have a direct impact on field placement recommendations (i.e., a felony conviction). Depending on the student's area of interest for field placement, other types of information that would potentially be relevant may include: personal experience with domestic violence or sexual assault, a history or current involvement with DCFS, a history of substance abuse and/or mental illness, or other such issues. If the student or a close family member received services from any local agencies that might be recommended as a field placement, that information should be provided as well. Students are encouraged to make an appointment with the Field Director to discuss any concerns about current issues or past experiences that may impact field placement. Please note that students are asked to share

sensitive personal information only in order to assist the Field Director in determining appropriate field placement recommendations. This information may be disclosed to the MSW Program Director, a potential Field Instructor and/or the Field Seminar Professor/Field Liaison *only if it is relevant to the student's field placement*. Students who have concerns about the release of any specific information should discuss this directly with the Field Director.

## **Employment-based Practicum**

Field placement in an agency at which the student is also employed is strongly discouraged and will be considered only if the student's Practicum responsibilities differ significantly from those associated with the student's employment, and if the Field Instructor is someone other than the student's employment supervisor. In such a case, the student must present the Field Director with a letter from the program supervisor or agency director indicating the agency's support of these criteria, and a proposal clearly delineating the student's work hours and responsibilities and Practicum hours and responsibilities. The Field Director will make the final decision about whether the proposed arrangement can appropriately meet the MSW Program's educational objectives.

## **Field Placement Interview**

It is important to put your best self forward during your interviews with agencies. You are encouraged to utilize resources available through the Texas A&M University Texarkana Career Develop Center to solicit feedback on your resume or interviewing skills. The tips below may also be helpful:

### 1. Demonstrate professional behavior:

- Communicate respectfully via e-mail and/or phone. Return calls if messages are left for you and respond to e-mails you receive from agency personnel.
- Dress professionally for your interview.

2. Take a resume. Resumes should include relevant professional and volunteer experience. You may also want to include information about relevant coursework you have completed to date, as well as professional references.

3. Prepare questions: Take time to consider what you would like to ask agency personnel in order to get an understanding of what field work in their agency might be like. Some sample questions include:

- What is the mission and purpose of your agency?
- Who are your most common clients and what are the problems/challenges they commonly face?

- What learning opportunities / experiences will I be able to participate in at your agency?
- How is social work viewed in your agency? Will I be able to see a variety of social workers in practice?
- What specific social work skills will I have the opportunity to develop in this setting?
- How does your agency support student learning and balance the needs of the student, Agency Field Instructor, and clients?

## **Integrated Seminar**

Students are required to attend the weekly seminars conducted by the Field Director. Students may not have more than two absences. Exceptions and other arrangements are made for students completing field placements out-of-state or internationally.

## **Student Responsibilities**

Students are asked to check the MSW program website and their Ace email regularly for communications from the Field Director. The Integrated Seminar will maintain a Blackboard site for all students registered for Practicum, and students should also check this on a regular basis for information relevant to Practicum including timelines, policies and procedures, and links to other helpful websites.

Students should submit Practicum Field Logs (see Appendix F), signed by their Field Instructor, during Integrated Seminar classes. Students are required to spend a minimum of 200-250 hours per semester in their field placement. In most cases, students will work two full workdays per week throughout the semester to meet this requirement, but alternate scheduling will be permitted through a mutual agreement between the student and Field Instructor, which must be documented in writing in the student's Learning Plan. Unexpected absences from the field placement, whether due to illness or other emergencies, must be made up. A passing grade for Field Placement will not be granted until the student has met the 225-hour requirement. Please note that students are not allowed to end the field placement each semester prior the 15<sup>th</sup> week of classes without the special permission, in writing, of the Field Instructor and Field Director.

Students in a field placement act as representatives of both their Field Agency and of the TAMUT MSW Program, and they are required to present themselves in a professional manner. Students are expected to:

- a. Arrive at the field placement on time, as scheduled, and end at the scheduled time. Note that students are responsible for their own transportation.
- b. Carefully plan for any absences from the field placement. Students do have a right to all federal and state holidays recognized by TAMUT; however, students should be aware that fall and spring breaks and holidays from classes at TAMUT do not necessarily correspond with Practicum agency holidays. It is the student's



responsibility to discuss in advance *all* absences from field with the Field Instructor. In the case of an absence because of illness or other emergency, the student must notify the Field Instructor *prior to* the first scheduled hour of work.

- c. Abide by norms of dress appropriate to their particular field setting.
- d. Use time at the field agency for Practicum work only.
- e. Complete all agency paperwork carefully and in a timely manner.

Throughout the year of Practicum, students are expected to demonstrate a commitment to, and responsibility for, their own learning both in the field and in the classroom. Students must therefore:

- f. Participate in the identification of their learning needs.
- g. Prepare for supervision sessions with the Field Instructor.
- h. Make use of supervision to identify client needs and determine appropriate intervention techniques.
- i. Evaluate their own practice.

All students are required to complete appropriate agency documentation, which are to be discussed with the Field Instructor during supervision sessions. Students are also required to maintain a field journal which will include the student's reflections on his/her learning experiences. Journal entries, along with sample agency documentation, will be reviewed by the Field Liaison.

Practicum students are required to behave in accordance with the NASW Code of Ethics; a link to the Code is available on the MSW website. This includes the expectation that students in field placement will appropriately identify themselves as students, as well as the mandate that they will respect clients' rights to confidentiality. If the student uses client-related material in class, the agency's permission must be secured and the information must be carefully disguised so that the identity of the client is protected. If, at any time during field placement, a student has questions or concerns about a potential ethical dilemma, s/he has a responsibility to discuss the matter with the Field Instructor, the Field Liaison/Seminar instructor, and/or the Field Director.

## **Risks Associated with Practicum**

Certain risks are inherent in any activity. Students entering Practicum should be aware of the following:

### Health Risks

Some settings require specialized health screenings or immunizations. Students should consult with their Field Instructor regarding health issues, and precautions and policies specific to the placement setting.

### Working with Clients

Social workers sometimes encounter clients whose behavior is aggressive and/or unpredictable. Students should discuss such matters with their Field Instructor during orientation to the field placement. Students should be made aware of agency policies and procedures related to safety. If students feel uncomfortable with a client, they should inform their Field Instructor. It is acceptable for students to ask that a staff member be present when meeting with such clients.

### Home Visits

In many field placement settings, it is common for social workers to meet with clients in the clients' homes. Students should be informed of agency policies and procedures related to home visits and know in advance whom to call or what steps to take in the event of car trouble. Students should exercise care when on a home visit. In most cases, the Field Instructor or another staff member should accompany students on a home visit. The Field Instructor must have full knowledge of any home visits students make, including time of departure, planned activities, and estimated time of return. Students should be attentive to their surroundings, for example, beware of dogs or other pets that might be a threat. It is important for students to take note of whether anyone in the household appears to be under the influence of drugs or alcohol. If a student feels uncomfortable or threatened in the situation, s/he should return to the agency and report the experience to the Field Instructor.

### Automobile Use and Liability Insurance

The MSW Program at TAMUT strongly recommends that students should not use their personal vehicles to transport clients. If clients are to be transported, an agency vehicle should be used. Students should be informed of agency policies and procedures regarding transporting clients. If students are to use their personal vehicle in the field, they should check with their Field Instructor for the mileage reimbursement rate and recommended vehicle coverage. Students should check with their insurance company for a clear understanding of their vehicle coverage.

### Professional Liability Insurance

While the risk is relatively small, students and Practicum agencies should recognize the possibility that students in field placement can be sued for malpractice. For this reason, TAMUT carries liability insurance for all MSW students enrolled in Field Placement. This insurance is administered through the campus Risk Management and Compliance office.

## **Field Liaison Responsibilities**

At TAMUT, a student's Practicum professor also fulfills the role of Field Liaison, serving as a bridge between the Practicum agency and the MSW Program. Field Liaisons often are adjunct faculty who are clinically licensed social workers and who are also currently employed in a Field Agency. This arrangement is designed to give students a dual academic and agency perspective of the integration of their practicum experience and coursework. Field Liaisons are expected to have a minimum of two phone or email contacts with each student's Field Instructor, and to

make one site visit to each field placement, per semester. In this process, Field Liaisons may assist Field Instructors in developing appropriate learning activities, maintaining an educational focus in supervision, and evaluating student progress and problem-solving any issues that may arise. (If the Field Liaison is unavailable to visit a Practicum agency within an appropriate timeframe, the Field Director will do so.) The Field Liaison assigns the student's Pass/Fail course grades for Integrated Seminar and Field Placement, in consultation with the student's Field Instructor. No student will be assigned to a Field Liaison who is employed by the Field Agency where the student is placed.

## **Agency and Field Instructor Responsibilities**

The agency may decide to interview and/or to accept or reject students proposed by the Field Director. When the student has been accepted, the agency will then assign a qualified in-agency field instructor to direct the student's field learning experience within the agency. The field instructor will evaluate the student's field work and provide feedback on each student's skills, knowledge, and performance in the agency.

The Field Instructor should properly orient the student to the agency. This includes the provision of written material as well as discussions related to the agency's history, philosophy, goals, eligibility requirements, and administrative structure. It is also the field instructor's responsibility to help the student perceive and understand the agency as it relates to and complements other community social welfare services. The Field Instructor should arrange for adequate working space, access to secretarial help, parking spaces, and generally provide satisfactory working conditions.

It is important for Field Instructors to provide an opportunity for the student to participate in the agency's staff meetings, conferences, and consultations, both within and outside the agency. It is also critical to discuss the role and responsibilities of the student as an official representative of the agency. This includes an agreement as to the times the student will be available to be in the agency.

Field Instructors should provide a balanced and meaningful experience that will facilitate the student's development of Social Work practice behaviors and mastery of CSWE core competencies. It is also expected that the instructor will utilize the field manual and make certain that each student experiences the full range of educational objectives. It is essential that all case and specific task assignments be given only after careful consideration of the feelings, abilities, and skills demonstrated by the student at a given point in time. To the maximum degree possible, students should be given opportunities to work with clients of diversity and minority groups. Field instructors should assist students to understand relevant dynamics and applicable intervention strategies and to assure the student an opportunity to work in collaboration with a variety of other social services in the community.

Field Instructors are required to set apart and protect supervision time for the student of at least one hour per week. Supervision may be conducted in small groups by a qualified agency employee when the task field instructor does not have a MSW degree. Field Instructors are to complete mid-semester and final evaluations of the student's performance in the agency. This

should be done after the evaluation has been carefully discussed with the student and/or Field Liaison.

## **Learning Plans** (see Appendix E)

At the start of the semester in both Generalist and Specialized Practicum, a formalized written plan is developed for each student. The purpose of a Learning Plan is to clearly structure learning goals and activities that will form the basis for ongoing supervision and evaluation, so it is helpful for each plan to be as specific as possible. The Field Instructor (with the assistance of the Field Liaison or Field Director) should identify most of the learning activities before the student begins Practicum. Soon after the student begins work at the field placement, the Field Instructor and the student should review the learning goals and activities together. In this process, the plan can be altered and adjusted to address any special needs, interests and abilities of the student. Once this individualized Learning Plan has been created, it should be signed and dated by both the Field Instructor and the student, who should each keep a copy for their records. Students are asked to submit their Learning Plans to the Field Liaison for review no later than the third week of the semester. A new Learning Plan should be developed for the second semester in the field. Though the identified learning activities may be similar, there is an expectation that the student will demonstrate an increased level of knowledge and skills. Field Instructors should gradually increase a student's responsibilities during the course of the placement, but under no circumstances should a student be given responsibilities that are inconsistent with his/her level of training and competence.

Specific learning activities will, of course, be chosen with consideration of the agency's particular setting and the individual student's interests and abilities. Some general guidelines are as follows:

- a. To the extent possible, students should be given the opportunity to interact with a range of diverse clients and client systems.
- b. An effort should be made to provide students with the opportunity to engage in a sustained, ongoing relationship with at least one client or client system.
- c. Students must have the opportunity to participate in both micro- and macro-oriented activities in order to learn about practice with individuals and families, and to gain an understanding of social work in the context of groups, organizations, and communities. The following examples may assist Field Instructors in selecting appropriate learning activities:
  - i. Social work with individuals: Students may review case records, outreach to clients by telephone or in writing, observe and/or conduct intake interviews, gather data for assessment, draw eco-maps and genograms, identify clients' strengths and vulnerabilities, create service plans,; and provide concrete services, advocacy, case management and/or social work counseling.

ii. Social work with families – Students may review case records, observe and/or conduct intake interviews, gather data for assessment, prepare genograms to assess family patterns, assess impact of family dynamics on individuals, create service plans, and provide concrete services, advocacy, case management and/or social work counseling.

iii. Social work with groups – (Note that group work may include a variety of educational, socialization, recreational and task-focused groups.) Students may review meeting minutes and group reports, review group membership criteria, participate on a committee, and prepare a needs assessment questionnaire to determine client interest in a group. They may also interview potential group members, observe a group and identify the facilitator's role, the stages of the group's development, roles of group members, etc., participate in a presentation to a group, facilitate a group activity, and co-facilitate a group with a licensed social worker present.

iv. Social work with organizations – (Note that organizations may include both the Field Agency and outside organizations.) All students should become familiar with their Practicum agency's mission and goals, organizational structure, and policies and procedures. In addition, students may assist with a variety of program coordination and assessment activities. They may help design an orientation program for newly hired employees, help to design an agency-wide cultural competence plan, and design and implement an in-service training program on a specific topic of concern to the agency. They may research funding sources for a specific project, participate in the planning, development and implementation of fundraising activities, write descriptive materials such as flyers, pamphlets or brochures about the agency's services or programs, and prepare press releases about agency activities for newspapers or newsletters.

v. Social work with the community – Students should become familiar with the community's demographics and characteristics and should identify community resources. They may interact with community residents and members in a variety of ways, participate in outreach activities and/or community education programs, assist in the coordination of resources or participate on a task force or consumer interest group.

## **Guidelines for Problem Resolution in Practicum**

In general, problems in the field should be attended to sooner rather than later. Many concerns can be addressed easily once they are openly identified and discussed.

In rare cases, a field placement may be discontinued through no fault of the student. If, for example, an agency closes unexpectedly, a qualified Field Instructor becomes permanently unavailable, or a student's personal safety is jeopardized by remaining in the placement, the Field Director will make every effort to reassign the student to another field placement as quickly as possible.

A student who is experiencing problems in the field should first discuss them with the Field Instructor. If additional assistance is needed, the problem should then be brought to the attention of the Field Liaison and/or the Field Director. When appropriate, the Field Director will facilitate a conference which may include the student, Field Instructor, and Field Liaison to discuss and resolve the problem. If a conference has been required, the Field Director will closely monitor the situation by maintaining regular contact with the parties involved for the remainder of the semester.

A Field Instructor who has concerns about the student's performance in the field placement should follow the same process. First, the Field Instructor should discuss the problem with the student directly. If additional assistance is needed, the problem should then be brought to the attention of the Field Liaison and/or the Field Director. When appropriate, the Field Director will facilitate a conference which may include the student, Field Instructor, Field Liaison and/or the Program Director to discuss and resolve the problem. If a conference has been required, the Field Director will closely monitor the situation by maintaining regular contact with the parties involved for the remainder of the semester.

Throughout the process of addressing problems in the field, documentation should be maintained by all involved, including a notation of the date or dates of contact, and a clear description of any plans or corrective actions agreed upon. Whenever possible, students should be given an opportunity to correct mistakes or deficiencies and to demonstrate improvement. However, please note that Field Instructors are not expected to tolerate inappropriate behavior that is disruptive to the functioning of the agency or potentially harmful to clients or colleagues.

In order to remain in Practicum, students are required to maintain the standards of behavior established by the college, the MSW Program, and the social work profession. A student whose inappropriate behavior constitutes a significant violation or pattern of violations of professional standards (for example, failure to adhere to the NASW Code of Ethics), may be dismissed from the field placement, thereby earning a failing grade in Practicum. In such a case, the Field Director and the Program Director will meet with the student to discuss the student's status in the program. A decision regarding the student's termination from the program will be made by the MSW Program Director, in consultation with the Field Director, the Field Liaison, and the Field Instructor.

## **Evaluation of Student Performance in Practicum**

An evaluation of the student's progress will be completed twice each semester. Ideally the student and Field Instructor will meet together to complete both the mid-semester and final semester evaluations as it is a helpful learning opportunity for the both. However, time and other circumstances may necessitate the need for evaluations to be completed separately. The mid-term evaluation form (see Appendix G) will be completed by the Field Instructor and discussed with the student prior to submitting it to the Field Liaison. At the end of the semester, the student will complete a self-evaluation using the End of Semester Evaluation form (see Appendix H & I) and share their own rating of their performance with the Field Instructor. The Field Instructor should use the student's self-evaluation to inform their own evaluation, preferably meeting to

discuss it together before the Field Instructor completes the final version. Both the student and Field Instructor submit their evaluations to the Field Liaison who will assign the student a grade of Pass or Fail. If a student is not meeting the minimum standards of Practicum, the Field Instructor will first meet with the student to resolve the problem. If additional assistance is needed, the problem should be brought to the attention of the Field Liaison and/or the Field Director. When appropriate, the Field Director will facilitate a conference which may include the student, Field Instructor, Field Liaison and/or the student's Advisor.

Students who do not meet the minimum standards of field placement will fail Field Practicum and be placed on academic probation with the MSW Program. If a Practicum agency declines to allow a student to continue in a field placement on the basis of the student's performance and/or if the Field Liaison expresses concern about the appropriateness of allowing a student to continue in a field placement, the Field Director will facilitate a conference which may include the student, Field Instructor, Field Liaison, and/or the Program Director to discuss the student's suitability to the social work profession and the MSW Program. On the recommendation of the Field Director, the Program Director may give students permission to apply for a second field placement the following year. Any student who is unable to pass Practicum again will be terminated from the program.

## **Evaluation of Field Education**

The Field Liaison (or Field Director) will make a minimum of two site visits to the field placement each academic year. As Field Seminar instructor, the Liaison will also evaluate the quality of the field placement by monitoring students' work on their field assignments. The Field Liaison and/or Field Director will share with the Field Instructor any significant concerns or observations regarding the field placement.

At the conclusion of the Field Practicum, each student will be asked to evaluate their experience (see Appendix J). These evaluations will not be shared with Field Instructors but will be reviewed by the Field Director and used for the purposes of program evaluation.

At the conclusion of the academic year, all Field Instructors will also be asked to evaluate their experience in working with the field education program for the purposes of program evaluation (see Appendix K).

## **Counseling Services**

College life is full of opportunities, but it can also be a stressful time. Even the most self-reliant student might have difficulties negotiating academic, or interpersonal and emotional concerns, and would benefit from speaking with a professional. Social work students are not exempt from these concerns, even with the best of training. Student Counseling Services (SCS) works directly with students in overcoming difficulties that may interfere with defining and accomplishing educational and personal goals. The staff is available for consultation to students, faculty, and staff who are concerned about the well-being of students. SCS is located on the fourth floor of the University Center in UC 420.

Counseling for Individuals: Individual counseling sessions may be scheduled at the Counseling Center while school is in session. Appointments are available during office hours and some evenings and can usually be made to accommodate the student's schedule.

Educational Outreach Programs: Psycho-educational programs and groups are scheduled regularly throughout the academic year on a variety of topics including depression, anxiety, grief and loss, suicide prevention training, and eating disorders. Please check with SHS for up-to-date listings.

Referrals: SCS staff maintains a network of referrals to outside mental health professionals and other helpful resources.

Crisis Assistance: The professional staff of the SCS is available to respond to mental health emergencies during school hours. For emergencies during office hours, please call extension 8276. After hours, please contact the closest hospital emergency room.

For more information on any of the above services, or for an appointment, contact the SCS at (903) 334-6613.

## **2023-2024 Field Practicum Calendar**

### **August / September**

Seminars in Field Instruction – Orientation for new Field Instructors and CEU training for continuing Field Instructors

Monday, August 28: First day of fall semester classes; MSW Program Fieldwork Orientation for students

Note that the specific start date and schedule for Fieldwork students will be determined by mutual agreement between the Field Instructor and student. In most cases, students' first day in the field should coincide with the first week of classes.

*Field Instructors: Please remember to check and sign students' time sheets on a weekly basis.*

First two weeks of semester: Field Instructors should orient students to the Fieldwork agency and finalize students' individualized Learning Plans. Students are asked to submit signed Learning Plans to the Field Liaison no later than the third week.

First three weeks of semester: The Field Liaison will contact each Field Instructor to determine how the student is settling in, address any problems or concerns raised by the Field Instructor, and to arrange for the first site visit. (The Field Liaison will visit each field placement at least once during the fall semester, preferably at a time when the student is present.)

### **October**



Mid-Semester Student Evaluations should be completed by the Field Instructor and reviewed with students by mid-October. Students are required to submit the completed and signed evaluation form to the Field Liaison no later than Wednesday, October 11.

### **November**

The Field Liaison will contact each Field Instructor to follow up on any questions or concerns, and to review the evaluation process. The second fall semester site visit can be arranged as needed.

### **December**

Practicum Final Evaluations should be completed by the Field Instructor and reviewed with students no later than Friday, December 1. The Field Liaison must receive Final Evaluation forms no later than Wednesday, December 6. (Students can submit evaluations in a sealed envelope signed by the Field Instructor, or Field Instructors may choose to fax or mail evaluations to the Field Director.) Please remember that a passing grade for Field Placement will not be granted until the student has met the 200/250-hour requirement.

Texas A&M University-Texarkana is on Winter Break from Friday, December 15 through Monday, January 15. Unless special arrangements are made by mutual agreement between the Field Instructor and student, students are not expected to work at their field placement during the Winter Break. Please be aware that the MSW Program Field Liaison, and the Field Director and Program Director may not be available for consultation during this time period.

### **January**

Tuesday, January 16: First day of spring semester classes

*Field Instructors: Please remember to check and sign students' time sheets on a weekly basis.*

Weeks one and two: Fieldwork II Learning Plans should be finalized. Students are asked to submit signed Learning Plans to the Field Liaison no later than the third week.

### **February**

The Field Liaison will contact each Field Instructor to discuss any problems or concerns and to arrange for the spring semester site visit. (The Field Liaison will visit each field placement at least once during the spring semester, preferably at a time when the student is present.)

### **March**

Mid-Semester Student Evaluations should be completed by the Field Instructor and reviewed with students by early March. Students are required to submit the completed and signed evaluation form to the Field Liaison no later than March 11.

TAMUT observes fall and spring breaks. Unless special arrangements are made by mutual agreement between the Field Instructor and student, students are not expected to work at their field placement during the break. Please be aware that the MSW Program Field Liaison, and the Field Director and Program Director may not be available for consultation during this time period.

## **April**

Please note that students are not permitted to complete field placement hours prior to Friday, May 3.

*Friday 5/8 – Wednesday 5/10: Final Exam Week*

Practicum Final Evaluations should be completed by the Field Instructor and reviewed with students no later than Friday, May 3. The Field Liaison must receive Final Evaluation forms no later than Friday, May 10. (Students can submit evaluations in a sealed envelope signed by the Field Instructor, or Field Instructors may choose to fax or mail evaluations to the Field Director.) Please remember that a passing grade for Field Placement will not be granted until the student has met the 200/250-hour requirement.

# APPENDIX A

## MSW Program Curriculum Guide

## MSW Curriculum Guide

Course Title	Cr Hours
SOCW 500 Writing, Documentation, and Interview Skills	3
SOCW 501 Practice I: Social Work with Individuals	3
SOCW 520 Social Welfare Policy and Analysis	3
SOCW 530 Diversity and Social Justice	3
SOCW 551 Generalist Field Practicum I	4
Semester total:	16

Course Title	Cr Hours
SOCW 502 Practice II: Social Work with Families and Groups	3
SOCW 510 Human Behavior and the Social Environment	3
SOCW 540 Research Methods in Social Work	3
SOCW 552 Generalist Field Practicum II	4
SOCW 562 Mental Health Assessment and Diagnosis	3
Semester total:	16

Course Title	Cr Hours
SOCW 541 Practice and Program Evaluation	3
SOCW 560 Trauma-Informed Practice	2
SOCW 553 Specialization Field Practicum	4
SOCW 521 Practice III: Advanced Macro Practice	3
Social Work Elective*	3
Semester total:	15

Course Title	Credit Hours
SOCW 563 Advanced Practice with Groups and Complex Cases	3
SOCW 564 Clinical Issues in Addictions	3
SOCW 554 Specialization Field Practicum II	4
Social Work Elective*	3
Semester total:	13

## APPENDIX B

### Field Agency Contract with Texas A&M University-Texarkana



## Master of Social Work Field Placement Agreement

<b>Student Name:</b>		<b>UV ID:</b>	
<b>Organization:</b>			

This is an agreement among four parties: the student in TAMUT’s MSW Program, the TAMUT MSW Program, the Field Instructor/Supervisor (a host organization staff member who meets the qualifications for this role as detailed in the TAMUT *MSW Program Field Education Manual*), and the Field Agency. The respective roles and responsibilities of these parties are detailed in the *MSW Program Field Education Manual*, with which each party agrees they have reviewed and will consult when questions arise.

The purpose of this is to formalize an agreement among the parties as to the arrangements for the field placement, including required credentials, hours, and arrangements for supervision, evaluation, and linkage with the social work program. The signatures of the parties below affirm the following agreements:

<b>The Student agrees to:</b>
a. Provide hours of time to the organization. This time will begin on approximately _____ and end on approximately _____.
b. Be accountable for their actions and take ownership of their learning process.
c. Conduct her/himself in a professional manner including, but not limited to, bring on time, dressing in accordance to agency policy, and immediately informing Field Instructor and Field Liaison of unforeseen changes in their schedule.
d. Notify Field Instructor of any absence prior to the regularly scheduled field work day. If a student is absent for any reason, including sickness, arrangements must be made to make up those hours. If an agency has approved a professional training and requests the student to attend those hours may count towards the practicum requirement.
e. Complete all university requirements in relation to field placement.
f. Communicate with the Field Instructor and the Field Liaison in a timely manner any conflicts that have arisen or might arise and be open to discussing strategies and problem solving techniques to minimize any potential or ongoing conflicts in their field placement.
g. Establish and maintain a positive, courteous, and professional working relationship with the agency staff, Field Instructor, Field Liaison, and Director of Field Education.
h. Adhere to the mission, policies, and procedures of the field agency and notifies the Field Liaison or Field Director in a timely manner if there are any discrepancy between agency policy and professional ethics.
i. Work with the Field Instructor to prepare and implement a learning plan in their field agency.

j. Take responsibility for being an active participant in supervision with the Field Instructor by preparing for an participating in weekly supervision meetings.
k. Complete a time sheet and obtain the signature from the Field Instructor and provide a copy to the Field Liaison in a timely manner.
l. Follow all policies and procedures of the agency, including those governing the use and disclosure of individually identifiable health information under federal law, specifically the Patient Confidentiality and the Health Insurance Portability and Accountability Act (HIPAA).
m. Have dependable transportation to the field agency.
n. Look for ongoing ways to apply classroom knowledge to field experience activities.
o. Have a firm understanding of the NASW Code of Ethics and apply these principles to the practice setting at all times.
p. Complete all field hours over the course of the complete semester and be present at the agency throughout the entire academic semester as outlined by the MSW Program Calendar.
q. Complete a minimum of 200-250 hours each semester during what are considered normal working days and hours (Monday-Friday 8am to 5pm).
<b>The Field Instructor agrees to:</b>
a. Provide an educationally focused practicum experience as outlined in the Field Manual.
b. Anticipate remaining in the field agency for the duration of the student's practicum.
c. Assign someone at the agency to oversee the student's learning in the case of their absence.
d. Provide educational supervision. The expectation is to meet with the student for a minimum of one hour per week to review and provide feedback to work performed, allow opportunities for the student to ask questions, and promote the integration of classroom and field learning experiences.
e. Develop a Learning Plan with the student by appropriate deadlines.
f. Monitor the student's performance when they are assigned to work with other agency staff as a part of their practicum experience.
g. Provide an orientation to the student of agency policies and procedures including but not limited to, dress code, attendance, record keeping, practice procedures, and agency safety protocol.
h. Attend and participate in the Field Instructor Orientation organized by the MSW program.
i. Provide times of availability to the student during the student's practicum hours.
j. Complete the student's evaluation at the end of the practicum.
k. Inform the Field Liaison or Director of Field Education immediately in the event concerns arise in the student's performance.
l. Communicate periodically with the Field Liaison. This includes allowing opportunities and providing agency space to meet with the student and the Field Liaison at least once each semester.
m. Provide assignments which will enhance the student's learning and professional growth as a generalist practitioner.
n. Review the student's hours in the practicum setting and insure the student has completed their required hours prior to the final evaluation.

<b>The Texas A&amp;M University-Texarkana Master of Social Work program agrees to:</b>
a. Develop and maintain cooperative relationships between the social work program and field agency.
b. Build a positive working relationship with the student, Field Instructor, and field agency representatives by being available on a reasonable basis and having a working knowledge of the MSW field policies and procedures.
c. Coordinate the field placement process with the student and selected agency representative.
d. Oversee the implementation of field education policies and procedures in the field education setting by providing consultation and necessary materials to the student and field agency.
e. Empower students' professional growth and development in the field agency and support the student and field agency in the event difficulties arise in the field placement.
f. Monitor student learning in field placement by reviewing and approving the Learning Plan and providing feedback on assignments.
g. Meet with Field Instructors and students during the semester to discuss the student's field experiences, assignments, and progress.
h. Provide a field orientation training workshop at the beginning of each fall semester.
i. Keep documentation of required placement forms and student's reported time.
j. Assign a final grade for the student's field experience.
<b>The Field Agency agrees to:</b>
a. Provide learning opportunities for the students that allow demonstration of (CSWE) core competencies and practice experiences which are consistent with the philosophy and values of social work.
b. Demonstrate a commitment to high quality services to the client in an atmosphere compatible with the NASW Code of Ethics.
c. Offer opportunities for students to take part in staff meetings, in-service training, interagency conferences, and other available learning opportunities.
d. Provide adequate physical space, if needed, to meet with clients, write reports, have supervisory conferences, and to complete any other necessary work activities.
e. Orient the students to policies, forms, schedules, and organizational structure of the agency.
f. Develop and maintain records and reports on the student's performance.
g. Commit to allow the Field Instructor time away from their normal duties for the amount of time necessary to plan and oversee the student's learning experience.
h. Designate a Field Instructor, mutually agreed upon by the Field Agency and the Director of Field Education, who possesses a MSW degree and who will provide weekly supervision of at least one-hour duration for each student to discuss student's assigned tasks and activities.
i. Allow time for the Field Instructor to attend MSW program meetings, orientations, etc., in conjunction with the placement.
j. View participation in the education of MSW students as a worthwhile activity and agree to support the goals and objectives of the social work program.



<b>Signatures</b>			
Student:		Date:	
Field Instructor:		Date:	
Director of Field Education:		Date:	
Field Agency Representative:		Date:	

## APPENDIX C

### Application for Field Placement



## Master of Social Work Application for Field Placement

Complete the following Application for Field Practicum and turn in your application package at UC 201.

1. Completed and signed Application for Field Instruction form.
2. Current résumé.
3. Personal/Professional Narrative.

**Incomplete application packets will not be processed.**

### PART I – Student Information & Advisor Approval

#### Student Information

<p><b>Name:</b></p> <p><b>Local Address:</b></p> <p><b>Phone Number:</b></p> <p><b>Are you at least 21 years of age?</b></p> <p><b>Sex:</b></p> <p><b>Race:</b></p> <p><b>Expected Month &amp; Year of Graduation:</b></p> <p><b>Are you planning to take any non-MSW courses during your field experience?</b></p> <p style="padding-left: 20px;"><b>If so, what courses do you plan to take and why do you plan to take those courses (i.e. required minor, second major, etc.):</b></p> <p><b>Are you fluent in a second language (including ASL)?</b></p> <p style="padding-left: 20px;"><b>If yes, please specify which language:</b></p> <p><b>Will you be employed during your field placement?</b></p> <p style="padding-left: 20px;"><b>If yes, indicate planned commitment:</b></p> <p><b>Do you have a <u>valid</u> Texas or Arkansas driver's license?</b></p> <p><b>Will transportation be a concern for you during field practicum?</b></p> <p style="padding-left: 20px;"><b>If yes, please explain:</b></p>	<p><b>Eagle ID:</b></p> <p><b>Email:</b></p> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><input type="checkbox"/> Female</td> <td><input type="checkbox"/> Male</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><input type="checkbox"/> Full-time</td> <td><input type="checkbox"/> Part-time</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> </table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Female	<input type="checkbox"/> Male	 	 	<input type="checkbox"/> Yes	<input type="checkbox"/> No	 	 	<input type="checkbox"/> Yes	<input type="checkbox"/> No	 	 	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time	 	 	<input type="checkbox"/> Yes	<input type="checkbox"/> No	 	 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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**Briefly describe your ideal field placement (in what setting(s) are you interested?):**

**Do you have any special considerations of which we should be aware when planning your field placement?**

Yes

No

**If yes, please briefly list concerns. You will be asked to describe your situation more fully in the attached narrative:**

**Have you ever been convicted of a felony?**

Yes

No

**Indicate any social service agency experience you have had, both paid and volunteer:**

This application form is intended to convey information that will be helpful in determining fieldwork placements. Although the experiences and interests of the applicants are taken into consideration, educational needs take precedence over all other factors involved in the assignment of students to fieldwork agencies. The information on this application may be shared with an agency internship coordinator, field instructor, and/or field liaison.

Applying for a placement is a competitive process. Once applications are received by the Field Director, the placement process begins. Similar to a job interview, all students must interview for field placements. The student's application is reviewed and a referral is made to an agency or agencies for a phone screening and interview. Students are not guaranteed specific placements since the field placement process is competitive. Students often compete with fellow TAMUT students as well as students from other schools.

Please note that a background check, including but not limited to criminal history and fingerprinting, immunizations and health screening may be required for placement in certain settings. Note that these may be at student's expense. Please discuss this with the Field Director if you have questions or concerns regarding these requirements.

All elements of this field application and attachments are true and complete to the best of my knowledge.

**Student Signature:**

**Date:**

### **PART I: Résumé**

Attach your current résumé to your MSW Application for Field Practicum.

### **PART II: Personal/Professional Narrative**

Your 2-3 page narrative should be typed and double-spaced, with 1" margins, top, sides and bottom of each page. Prepare your statement to include the following:

- A. There are some practicum situations, given specific vulnerabilities of an individual student or circumstances of work with a given client population or in a particular agency, which might place you, the student, at either physical or emotional risk.
- Describe any settings and/or populations where you have a reluctance to serve
  - Describe personal issues which may impact your choice of possible practicum sites; i.e., substance abuse, no car or a suspended driver's license, caretaking responsibilities for a family member, etc.
  - Please disclose whether you have any personal or family involvement with an agency with which you desire to be placed.
  - Briefly disclose pertinent information involving previous, existing, or continuing health/medical conditions or other issues that may impact placement
- B. Discuss your particular interests in social work. (Reasons for choosing the field; your educational pursuits; populations you would like to serve; and your eventual social work goals; etc.)

NOTE: Such issues need to be presented to the Field Director in advance to assist with planning for your field placement. It is your responsibility to apprise the Field Director of this information. Failure to disclose may result in denial of admission to field or termination of field placement. The Field Director will consider your special needs and circumstances and will try to make accommodations when and where necessary. In recognizing the importance of the field placement, however, please make arrangements for child care, caretaking duties for parents, etc. The field placement is a graded, professional practice experience that must meet the criteria of the field instruction program and the professional development needs identified for the program, the profession and you, the student.

## APPENDIX D

### Field Placement Agreement



## Master of Social Work Field Placement Agreement

**Student Name:**

**ID:**

**Organization:**

This is an agreement among four parties: the student in TAMUT's MSW Program, the TAMUT MSW Program, the Field Instructor/Supervisor (a host organization staff member who meets the qualifications for this role as detailed in the TAMUT *MSW Program Field Education Manual*), and the Field Agency. The respective roles and responsibilities of these parties are detailed in the *MSW Program Field Education Manual*, with which each party agrees they have reviewed and will consult when questions arise.

The purpose of this is to formalize an agreement among the parties as to the arrangements for the field placement, including required credentials, hours, and arrangements for supervision, evaluation, and linkage with the social work program. The signatures of the parties below affirm the following agreements:

### **The Student agrees to:**

- r. Provide hours of time to the organization. This time will begin on approximately \_\_\_\_\_ and end on approximately \_\_\_\_\_.
- s. Be accountable for their actions and take ownership of their learning process.
- t. Conduct her/himself in a professional manner including, but not limited to, bring on time, dressing in accordance to agency policy, and immediately informing Field Instructor and Field Liaison of unforeseen changes in their schedule.
- u. Notify Field Instructor of any absence prior to the regularly scheduled field work day. If a student is absent for any reason, including sickness, arrangements must be made to make up those hours. If an agency has approved a professional training and requests the student to attend those hours may count towards the practicum requirement.
- v. Complete all university requirements in relation to field placement.
- w. Communicate with the Field Instructor and the Field Liaison in a timely manner any conflicts that have arisen or might arise and be open to discussing strategies and problem solving techniques to minimize any potential or ongoing conflicts in their field placement.
- x. Establish and maintain a positive, courteous, and professional working relationship with the agency staff, Field Instructor, Field Liaison, and Director of Field Education.
- y. Adhere to the mission, policies, and procedures of the field agency and notifies the Field Liaison or Field Director in a timely manner if there are any discrepancy between agency policy and professional ethics.
- z. Work with the Field Instructor to prepare and implement a learning plan in their field agency.

- aa. Take responsibility for being an active participant in supervision with the Field Instructor by preparing for an participating in weekly supervision meetings.
- bb. Complete a time sheet and obtain the signature from the Field Instructor and provide a copy to the Field Liaison in a timely manner.
- cc. Follow all policies and procedures of the agency, including those governing the use and disclosure of individually identifiable health information under federal law, specifically the Patient Confidentiality and the Health Insurance Portability and Accountability Act (HIPAA).
- dd. Have dependable transportation to the field agency.
- ee. Look for ongoing ways to apply classroom knowledge to field experience activities.
- ff. Have a firm understanding of the NASW Code of Ethics and apply these principles to the practice setting at all times.
- gg. Complete all field hours over the course of the complete semester and be present at the agency throughout the entire academic semester as outlined by the MSW Program Calendar.
- hh. Complete a minimum of 200-250 hours each semester during what are considered normal working days and hours (Monday-Friday 8am to 5pm).

**The Field Instructor agrees to:**

- o. Provide an educationally focused practicum experience as outlined in the Field Manual.
- p. Anticipate remaining in the field agency for the duration of the student's practicum.
- q. Assign someone at the agency to oversee the student's learning in the case of their absence.
- r. Provide educational supervision. The expectation is to meet with the student for a minimum of one hour per week to review and provide feedback to work performed, allow opportunities for the student to ask questions, and promote the integration of classroom and field learning experiences.
- s. Develop a Learning Plan with the student by appropriate deadlines.
- t. Monitor the student's performance when they are assigned to work with other agency staff as a part of their practicum experience.
- u. Provide an orientation to the student of agency policies and procedures including but not limited to, dress code, attendance, record keeping, practice procedures, and agency safety protocol.
- v. Attend and participate in the Field Instructor Orientation organized by the MSW program.
- w. Provide times of availability to the student during the student's practicum hours.
- x. Complete the student's evaluation at the end of the practicum.
- y. Inform the Field Liaison or Director of Field Education immediately in the event concerns arise in the student's performance.
- z. Communicate periodically with the Field Liaison. This includes allowing opportunities and providing agency space to meet with the student and the Field Liaison at least once each semester.
- aa. Provide assignments which will enhance the student's learning and professional growth as a generalist practitioner.
- bb. Review the student's hours in the practicum setting and insure the student has completed their required hours prior to the final evaluation.

**The Texas A&M University-Texarkana Master of Social Work program agrees to:**



- k. Develop and maintain cooperative relationships between the social work program and field agency.
- l. Build a positive working relationship with the student, Field Instructor, and field agency representatives by being available on a reasonable basis and having a working knowledge of the MSW field policies and procedures.
- m. Coordinate the field placement process with the student and selected agency representative.
- n. Oversee the implementation of field education policies and procedures in the field education setting by providing consultation and necessary materials to the student and field agency.
- o. Empower students' professional growth and development in the field agency and support the student and field agency in the event difficulties arise in the field placement.
- p. Monitor student learning in field placement by reviewing and approving the Learning Plan and providing feedback on assignments.
- q. Meet with Field Instructors and students during the semester to discuss the student's field experiences, assignments, and progress.
- r. Provide a field orientation training workshop at the beginning of each fall semester.
- s. Keep documentation of required placement forms and student's reported time.
- t. Assign a final grade for the student's field experience.

#### **The Field Agency agrees to:**

- k. Provide learning opportunities for the students that allow demonstration of CSWE core competencies and practice experiences at all five levels of intervention (individual, family, group, organization, and community), which are consistent with the philosophy and values of social work.
- l. Demonstrate a commitment to high quality services to the client in an atmosphere compatible with the NASW Code of Ethics.
- m. Offer opportunities for students to take part in staff meetings, in-service training, interagency conferences, and other available learning opportunities.
- n. Provide adequate physical space, if needed, to meet with clients, write reports, have supervisory conferences, and to complete any other necessary work activities.
- o. Orient the students to policies, forms, schedules, and organizational structure of the agency.
- p. Develop and maintain records and reports on the student's performance.
- q. Commit to allow the Field Instructor time away from their normal duties for the amount of time necessary to plan and oversee the student's learning experience.
- r. Designate a Field Instructor, mutually agreed upon by the Field Agency and the Director of Field Education, who possesses a MSW degree and who will provide weekly supervision of at least one-hour duration for each student to discuss student's assigned tasks and activities.
- s. Allow time for the Field Instructor to attend MSW program meetings, orientations, etc., in conjunction with the placement.
- t. View participation in the education of MSW students as a worthwhile activity and agree to support the goals and objectives of the social work program.

#### **Signatures**

Student:

Date:

Field Instructor:

Date:

Director of Field Education:

Date:

Field Agency Representative:

Date:

## APPENDIX E

### Learning Agreement (Generalist Year)



## Generalist Field Practicum Student Learning Agreement

*The student learning agreement provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. This learning agreement outlines each competency and practice behavior that all accredited social work programs are required to measure. Each learning practice behavior below must have at least one student task which relates directly to the behavior. Each task must identify an assessment method that will be used to assess that the task is completed, as well as the date achieved.*

Student: \_\_\_\_\_ Agency: \_\_\_\_\_  
 Field Instructor \_\_\_\_\_  
 Instructor: \_\_\_\_\_ Email: \_\_\_\_\_

Semester:  Fall  Spring Year: \_\_\_\_\_

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	
<p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</p>	
<b>Task + Assessment Method + Date Completed</b>	
<p>a. 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</p>	<p>Task: _____</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.) _____</p> <p style="text-align: right;">Date Complete: _____</p>
<p>b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	<p>Task: _____</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.) _____</p> <p style="text-align: right;">Date Complete: _____</p>
<p>c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</p>	<p>Task: _____</p>

	Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
d. Use technology ethically and appropriately to facilitate practice outcomes	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
e. Use supervision and consultation to guide professional judgment and behavior	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

<p><b>Competency 2: Engage Diversity and Difference in Practice</b>  Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</p>		
a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>  Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of</p>		
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human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:	
a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>
b. Engage in practices that advance social, economic, and environmental justice	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>

<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>	
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:	
a. Use practice experience and theory to inform scientific inquiry and research	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>
b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>
c. Use and translate research evidence to inform and improve practice, policy, and service delivery	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>

<b>Competency 5: Engage in Policy Practice</b>	
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also	

knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:	
a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>
b. Assess how social welfare and economic policies impact the delivery of and access to social services	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>
c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>

<p><b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:</p>	
a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>
b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>

<p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</p>	
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<p>Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:</p>		
<p>a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p>Task:</p>	
	<p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p>	<p>Date Complete:</p>
<p>b. 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</p>	<p>Task:</p>	
	<p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p>	<p>Date Complete:</p>
<p>c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p>	<p>Task:</p>	
	<p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p>	<p>Date Complete:</p>
<p>d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p>	<p>Task:</p>	
	<p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p>	<p>Date Complete:</p>

<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, and inter-organizational collaboration. Social workers:</p>		
<p>a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</p>	<p>Task:</p>	
	<p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p>	<p>Date Complete:</p>



b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
e. Facilitate effective transitions and endings that advance mutually agreed-on goals	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b> Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:		
a. Select and use appropriate methods for evaluation of outcomes	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Task:  Assessment Method:	Date

	(Direct Supervision, Discussion, Documentation, etc.)	Complete:
d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

I, \_\_\_\_\_, have reviewed this learning agreement and will work toward the satisfactory completion of each task. If a conflict or issue arises preventing me from continuing or completing any task(s), I will immediately discuss the issue with my field instructor to determine a suitable alternative. I acknowledge that failure to complete any of these tasks by the end of the indicated semester may negatively impact my field evaluation.

I, \_\_\_\_\_, have reviewed this learning agreement and will meet regularly with the student to support his/her success in the satisfactory completion of each task. If I become aware of an issue or conflict preventing the student from completing any task(s), I will work with the student to determine a suitable alternative. I will refer to this document to provide a full and accurate field evaluation for the student.

**Student signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Field Instructor signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

## APPENDIX F

### Learning Agreement (Specialization Year)



## Specialized Field Practicum Student Learning Agreement

*The student learning agreement provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. This learning agreement outlines each competency and practice behavior that all accredited social work programs are required to measure. Each learning practice behavior below must have at least one student task which relates directly to the behavior. Each task must identify an assessment method that will be used to assess that the task is completed, as well as the date achieved.*

Student: \_\_\_\_\_ Agency: \_\_\_\_\_  
 Field Instructor: \_\_\_\_\_ Field Instructor  
 Email: \_\_\_\_\_  
 \_\_\_\_\_  
 Semester:  Fall  Spring Year: \_\_\_\_\_  
 \_\_\_\_\_

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	
<p>Social Workers serving people who have experienced mental health challenges, trauma and/or addiction, practice in a manner that is ethical, respectful, and emphasizes unconditional positive regard for their clients. Social workers honor the dignity and worth of those who are recovering from mental health challenges, trauma and/or addiction by offering sensitive and appropriate interventions in a non-judgmental way. Social workers continually engage in self-reflective and self-regulating activities to monitor and address their own biases. Social workers resolve ethical dilemmas by consulting local and state laws, the NASW Code of Ethics, and utilize supervision and consultation. Clinical social workers:</p>	
<b>Task + Assessment Method + Date Completed</b>	
<p>a. Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication; to ethically and appropriately guide practice and facilitate a positive clinical experience with clients who struggle with mental health challenges, trauma, or addictive behaviors.</p>	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p style="text-align: right;">Date Complete:</p>
<p>b. Identify ethical dilemmas encountered in practice with clients with mental health challenges, trauma, or addictive behaviors and make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and ethical conduct of clinical practice.</p>	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p style="text-align: right;">Date Complete:</p>
<p>c. Ensure the client's right to privacy, confidentiality, autonomy, and self-determination, and to work collaboratively with</p>	<p>Task:</p>

clients to achieve their desired outcomes.	Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
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**Competency 2: Engage Diversity and Difference in Practice**  
 Social workers in mental health settings understand and acknowledge how diversity and difference impact the experiences of people with mental health challenges, trauma, and addictive behaviors. Social workers recognize that culture, race, ethnicity, religion, spirituality, class, gender, gender identity, sex, and sexual orientation should be considered in providing appropriate intervention and practice to those requiring mental health services. Social workers tap into the strengths of clients’ culture to harness resources and support in treatment and recovery. Social workers recognize and work within the client’s culture and views of mental health, trauma, and addiction treatment when considering interventions. Clinical social workers:

a. Recognize the value of culture and roles, stages, and transitions across the life course, and its influence on the prevention, treatment, and recovery experience and on people who have experienced mental health challenges, trauma and addiction.	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
b. Apply self-awareness, cultural humility, and self-regulation to manage the influence of personal biases and values in working with people who struggle with mental health challenges, trauma, and addiction.	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**  
 Social workers in mental health settings understand that every person regardless of economic status has a right to adequate mental health care. They recognize that classism, discrimination, housing, health, and inequitable opportunities can negatively impact accessibility of quality care. Social workers are knowledgeable about advocacy practices and efforts that promote equitable mental health practices and policies to ensure social, economic, and environmental justice for those for those struggling with mental health challenges, trauma, and addiction. Clinical social workers:

a. Apply their deepening understanding of social, economic, and environmental justice to advocate for equitable and accessible mental health care and recovery efforts for those who are struggling with mental health challenges, trauma, and addiction.	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
b. Demonstrate advanced understanding of the dynamics of oppression and demonstrate sensitivity to the impact of racism, classism, and other forms of discrimination on the accessibility of quality mental health care.	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**  
 Social workers in mental health and recovery settings are skilled in utilizing evidence-based interventions in their practice. They understand the importance of using appropriate evaluation tools and techniques to demonstrate effectiveness of their clinical practice and the agencies in which they are housed. They

also understand the importance of using evidence-based practice and practice-based evidence in the work with clients. Clinical social workers:	
a. Demonstrate skills in designing and carrying out practice evaluation methods in order to monitor the progress of client treatment.	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:
b. Apply current research on the treatment of mental health, trauma, and addiction.	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:
c. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings for clinical practice.	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:

<b>Competency 5: Engage in Policy Practice</b> Social workers understand the interrelationship between policy and practice. They understand that the development and implementation of social policies and practice decisions are impacted by local, state, and federal policies. Social workers recognize that social policies impact the client system, the client’s presenting problem, and service delivery. Clinical social workers	
a. Identify, critically analyze, and explain social policy at local, state, and federal levels and its impact on people struggling with mental health challenges, trauma, and addictive behaviors.	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:
b. Analyze and advocate for policy changes to improve the prevention, treatment, and delivery of services to people struggling with mental health challenges, trauma, and addictive behaviors.	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:

<b>Competency 6: Engage with Individuals, Families, and Groups</b> Social workers in mental health settings utilize engagement skills at the micro and mezzo levels to build trusting relationships that are the foundation of the therapeutic alliance. They understand culturally competent interactions with, and on behalf of, clients improve treatment outcomes. Clinical social workers:	
a. Utilize empathy, reflection, listening skills, and other interviewing techniques to effectively engage clients struggling with mental health challenges, trauma, and addiction in the treatment process.	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:

	Documentation, etc.)
b. Use culturally competent communication and other clinical skills to effectively engage diverse clients.	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>
c. Demonstrate knowledge of trauma-informed practice to engage clients in their recovery from trauma and/or addiction.	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>

<p><b>Competency 7: Assess Individuals, Families, and Groups</b>  Social workers in mental health and recovery settings understand that assessment is ongoing process in social work treatment. They utilize knowledge of human behavior and the social environment and other theories to conduct assessment at the micro and mezzo levels. They use mental health assessment tools that incorporate bio-psycho-social-spiritual factors. Clinical social workers:</p>	
a. Apply knowledge of human behavior and the social environment, person-in-environment, trauma-informed practice, strengths, and other multidisciplinary theoretical frameworks in the analysis of client assessment data.	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>
b. Demonstrate culturally competent assessment with diverse clients.	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>
c. Utilize research knowledge, therapeutic models, and various diagnostic tools to conduct differential mental health diagnoses to facilitate selection of appropriate strategies for clinical intervention with clients struggling with mental health challenges, trauma, and addiction.	<p>Task:</p> <p>Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p> <p>Date Complete:</p>

<p><b>Competency 8: Intervene with Individuals, Families, and Groups</b>  Social workers recognize the importance of using appropriate and evidence-based interventions when providing services to those struggling with mental health challenges, trauma, and addictions at the micro and mezzo levels. They understand the importance of working collaboratively with the client system, encouraging empowerment and self-determination. Clinical social workers:</p>	
a. Select and utilize evidence-based interventions that are appropriately and collaboratively designed to achieve client goals and resolve the challenges of those struggling	<p>Task:</p>

with mental health challenges, trauma, and addiction.	Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
b. Apply knowledge of human behavior and the social environment, person-in-environment, trauma-informed practice, and other multidisciplinary theoretical frameworks of prevention, treatment, and recovery with those with mental health, trauma, or addiction challenges.	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
c. Select and apply culturally competent interventions with diverse client systems.	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

<b>Competency 9: Evaluate Practice with Individuals, Families, and Groups</b> Social workers recognize the importance of engaging in timely, consistent, and accurate practice evaluation when serving clients with mental health, trauma, or addiction concerns. They understand that outcomes of mental health service delivery require monitoring in order to assess their effectiveness. Social workers adjust treatment interventions as needed to promote client safety and success. Clinical social workers:		
a. Use valid and reliable tools to measure the impact of intervention and treatment models that address mental health, trauma, and addiction.	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
b. Apply evaluation findings to improve practice effectiveness and service delivery at the micro and mezzo levels for client systems dealing with mental health, trauma, or addictions.	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

I, \_\_\_\_\_, have reviewed this learning agreement and will work toward the satisfactory completion of each task. If a conflict or issue arises preventing me from continuing or completing any task(s), I will immediately discuss the issue with my field instructor to determine a suitable alternative. I acknowledge that failure to complete any of these tasks by the end of the indicated semester may negatively impact my field evaluation.

I, \_\_\_\_\_, have reviewed this learning agreement and will meet regularly with the student to support his/her success in the satisfactory completion of each task. If I become aware of an issue or conflict preventing the student from completing any task(s), I will work with the student to determine a suitable alternative. I will refer to this document to provide a full and accurate field evaluation for the student.



**Student signature:** \_\_\_\_\_ **Date**\_\_\_\_\_

**Field Instructor signature:** \_\_\_\_\_ **Date**\_\_\_\_\_

# APPENDIX G

## Field Log



## Master of Social Work Field Log

<b>Student Name:</b>		<b>Student ID:</b>	
<b>Semester (Fall, Spring, Summer):</b>		<b>Year:</b>	
<b>Field Agency:</b>			
<b>Field Instructor:</b>			

Date	Time In	Time Out	Total Hours
<b>Total Hours for Period:</b>			

<b>Student Printed Name:</b>		<b>Date:</b>	
<b>Student Signature:</b>			
<b>Field Instructor Printed Name:</b>		<b>Date:</b>	
<b>Field Instructor Signature:</b>			

# APPENDIX H

## Mid-Semester Evaluation Form



**Master of Social Work  
Mid-Semester Evaluation  
(For reference only – evaluation is completed online)**

Student Name:

Student Email:

Agency:

Field Instructor Name:

Field Instructor Email:

The following is an evaluation of the student’s professional behaviors in the practicum setting. Please rate the student using the following scale:

4 – Exceeds Expectations    3 – Meets Expectations    2 – Needs Improvement    1 - Unacceptable

How well does the student demonstrate the following?

1. Arrive on time for work, appointments, and meetings

4      3      2      1

2. Engage in effective and appropriate written and oral communication with colleagues and supervisors

4      3      2      1

3. Maintain professional relationships and appropriate boundaries with clients

4      3      2      1

4. Build and maintain strong, positive working relationships with colleagues and supervisors

4      3      2      1

5. Collaborate effectively with others including clients and their families, colleagues and supervisors

4      3      2      1

6. Listen carefully to others, including clients and their families, colleagues and supervisors

4      3      2      1

7. Take responsibility for actions and quality of work

4      3      2      1

8. Approach tasks and responsibilities with a positive attitude

4      3      2      1

9. Exhibit maturity and self-control in situations involving conflict or stress

4      3      2      1

10. Take initiation to perform tasks and responsibilities with little to no supervision or assistance

4      3      2      1

11. Display resilience in the face of challenging situations

4      3      2      1

12. Seek and accept feedback to improve quality of work

4      3      2      1

13. Treat colleagues, supervisors, clients and their families with fairness and respect

4      3      2      1

14. Demonstrate honesty, trustworthiness, and high personal standards in all aspects of work

4      3      2      1

15. Demonstrate self-awareness, including impact of communication and behavior on others

4      3      2      1

# APPENDIX I

## Student Evaluation Form (Generalist Year)

Master of Social Work  
**Generalist Practicum Evaluation**  
(For reference only – evaluation is completed online)

Student Name:

Student Email:

Agency:

Field Instructor Name:

Field Instructor Email:

Please rate the student using the following scale. Ratings at the beginning and moderate levels are expected for students during any given semester. Ratings at the advanced and mastered levels are rare but may be given if/when the student is highly experienced and/or skilled beyond the level seen in a newly licensed social worker.

Evaluation Key:

5 – Mastered: The student demonstrates mastery of this practice behavior and performs at a level comparable to professional colleagues

4 – Advanced: The student independently and routinely demonstrates the practice behavior as an integral part of daily work

3 – Competent: With regular supervision, the student is demonstrating the practice behavior into daily work

2 – Beginning: Under close supervision, the student is consciously and consistently working to develop and demonstrate the practice behavior

1 – Unacceptable: The student has not developed or does not satisfactorily demonstrate the practice behavior

**Competency 1: Demonstrate Ethical and Professional Behavior**

- a. 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.

5      4      3      2      1

- b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

5      4      3      2      1

- c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.



5      4      3      2      1

d. Use technology ethically and appropriately to facilitate practice outcomes.

5      4      3      2      1

e. Use supervision and consultation to guide professional judgment and behavior.

5      4      3      2      1

**Competency 2: Engage Diversity and Difference in Practice**

a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

5      4      3      2      1

b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.

5      4      3      2      1

c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

5      4      3      2      1

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

a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

5      4      3      2      1

b. Engage in practices that advance social, economic, and environmental justice.

5      4      3      2      1

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

a. Use practice experience and theory to inform scientific inquiry and research.

5      4      3      2      1

b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

5      4      3      2      1

c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

5      4      3      2      1

**Competency 5: Engage in Policy Practice**

a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

5      4      3      2      1

b. Assess how social welfare and economic policies impact the delivery of and access to social services.

5      4      3      2      1

c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

5      4      3      2      1

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

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

5      4      3      2      1

b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

5      4      3      2      1

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

a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

5      4      3      2      1

b. 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.

5      4      3      2      1

c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

5      4      3      2      1

d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

5      4      3      2      1

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

a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

5      4      3      2      1

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

5      4      3      2      1

c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

5      4      3      2      1

d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

5      4      3      2      1

e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

5      4      3      2      1

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

a. Select and use appropriate methods for evaluation of outcomes.

5      4      3      2      1

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

5      4      3      2      1

c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

5      4      3      2      1

d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

5      4      3      2      1

## APPENDIX J

### Student Evaluation Form (Specialization Year)

Master of Social Work  
**Clinical Practicum Evaluation**  
(For reference only – evaluation is completed online)

Student Name:

Student Email:

Agency:

Field Instructor Name:

Field Instructor Email:

Please rate the student using the following scale. Ratings at the beginning and moderate levels are expected for students during any given semester. Ratings at the advanced and mastered levels are rare but may be given if/when the student is highly experienced and/or skilled beyond the level seen in a newly licensed social worker.

Evaluation Key:

5 – Mastered: The student demonstrates mastery of this practice behavior and performs at a level comparable to professional colleagues

4 – Advanced: The student independently and routinely demonstrates the practice behavior as an integral part of daily work

3 – Competent: With regular supervision, the student is beginning to integrate the practice behavior into daily work

2 – Beginning: Under close supervision, the student is consciously and consistently working to develop and demonstrate the practice behavior

1 – Does not demonstrate: The student has not developed or does not satisfactorily demonstrate the practice behavior

**Competency 1: Demonstrate Ethical and Professional Behavior**

- a. Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication; to ethically and appropriately guide practice and facilitate a positive clinical experience with clients who struggle with mental health challenges, trauma, or addictive behaviors.

5      4      3      2      1

- b. Identify ethical dilemmas encountered in practice with clients with mental health challenges, trauma, or addictive behaviors and make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and ethical conduct of clinical practice.

5      4      3      2      1

c. Ensure the client’s right to privacy, confidentiality, autonomy, and self-determination, and to work collaboratively with clients to achieve their desired outcomes.

5      4      3      2      1

**Competency 2: Engage Diversity and Difference in Practice**

a. Recognize the value of culture and roles, stages, and transitions across the life course, and its influence on the prevention, treatment, and recovery experience and on people who have experienced mental health challenges, trauma and addiction.

5      4      3      2      1

b. Apply self-awareness, cultural humility, and self-regulation to manage the influence of personal biases and values in working with people who struggle with mental health challenges, trauma, and addiction.

5      4      3      2      1

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

a. Apply their deepening understanding of social, economic, and environmental justice to advocate for equitable and accessible mental health care and recovery efforts for those who are struggling with mental health challenges, trauma, and addiction.

5      4      3      2      1

b. Demonstrate advanced understanding of the dynamics of oppression and demonstrate sensitivity to the impact of racism, classism, and other forms of discrimination on the accessibility of quality mental health care.

5      4      3      2      1

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

a. Demonstrate skills in designing and carrying out practice evaluation methods in order to monitor the progress of client treatment.

5      4      3      2      1

b. Apply current research on the treatment of mental health, trauma, and addiction.

5      4      3      2      1

c. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings for clinical practice.

5      4      3      2      1

**Competency 5: Engage in Policy Practice**

a. Identify, critically analyze, and explain social policy at local, state, and federal levels and its impact on people struggling with mental health challenges, trauma, and addictive behaviors.

5      4      3      2      1

b. Analyze and advocate for policy changes to improve the prevention, treatment, and delivery of services to people struggling with mental health challenges, trauma, and addictive behaviors.

5      4      3      2      1

**Competency 6: Engage with Individuals, Families, and Groups**

a. Utilize empathy, reflection, listening skills, and other interviewing techniques to effectively engage clients struggling with mental health challenges, trauma, and addiction in the treatment process.

5      4      3      2      1

b. Use culturally competent communication and other clinical skills to effectively engage diverse clients.

5      4      3      2      1

c. Demonstrate knowledge of trauma-informed practice to engage clients in their recovery from trauma and/or addiction.

5      4      3      2      1

**Competency 7: Assess Individuals, Families, and Groups**

a. Apply knowledge of human behavior and the social environment, person-in-environment, trauma-informed practice, strengths, and other multidisciplinary theoretical frameworks in the analysis of client assessment data.



5      4      3      2      1

b. Demonstrate culturally competent assessment with diverse clients.

5      4      3      2      1

c. Utilize research knowledge, therapeutic models, and various diagnostic tools to conduct differential mental health diagnoses to facilitate selection of appropriate strategies for clinical intervention with clients struggling with mental health challenges, trauma, and addiction.

5      4      3      2      1

### **Competency 8: Intervene with Individuals, Families, and Groups**

a. Select and utilize evidence-based interventions that are appropriately and collaboratively designed to achieve client goals and resolve the challenges of those struggling with mental health challenges, trauma, and addiction.

5      4      3      2      1

b. Apply knowledge of human behavior and the social environment, person-in-environment, trauma-informed practice, and other multidisciplinary theoretical frameworks of prevention, treatment, and recovery with those with mental health, trauma, or addiction challenges.

5      4      3      2      1

c. Select and apply culturally competent interventions with diverse client systems.

5      4      3      2      1

### **Competency 9: Evaluate Practice with Individuals, Families, and Groups**

a. Use valid and reliable tools to measure the impact of intervention and treatment models that address mental health, trauma, and addiction.

5      4      3      2      1

b. Apply evaluation findings to improve practice effectiveness and service delivery at the micro and mezzo levels for client systems dealing with mental health, trauma, or addictions.

5      4      3      2      1

## APPENDIX K

### Student Evaluation of Field Experience



## Master of Social Work Student Evaluation of Field Experience

**Dates of Field Placement:**

**Field Placement:**

**Field Instructor:**

To the Student in Field Practicum:

This evaluation form is to be completed by you toward the completion of your field internship in any agency.

### Rating Scale

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Somewhat Disagree
- 4 = Somewhat Agree
- 5 = Agree
- 6 = Strongly Agree
- N/A = Not Applicable

### Evaluation by Student

	1	2	3	4	5	6	N/A
1. The field placement provided an opportunity to integrate classroom theory and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The staff of the agency communicated an attitude of acceptance and helpfulness conducive to a positive learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I believe that my field placement offered a good opportunity for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I received a minimum of one hour of supervision each week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. This field experience stimulated the use of critical thinking (i.e. analysis, synthesis, problem solving, and evaluation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The placement provided the opportunity to be appropriately involved and busy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I was given the opportunity to demonstrate skills at all five levels of intervention:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

individual, family, group, organization, and community).

- 8. The work load expected by the agency was appropriate.
- 9. Because of my experience in the agency, I am able to better understand what it means to be a generalist practitioner.
- 10. I would recommend this agency placement to other students.
- 11. I would recommend this field instructor to other students.
- 12. I feel like I was treated as valuable, professional colleague in the agency.
- 13. Are there any unique requirements relating to this agency that should be known to students before being placed here?
- 14. What improvements should be made in this placement?
- 15. Other comments:

## APPENDIX L

### Field Instructor Evaluation of Field Education Program



## Master of Social Work Field Instructor Evaluation of Field Education Program

Field Instructor Name:

Agency:

In order to continually improve our program, your feedback is requested. Please rate the following on a scale of 1 (low) to 5 (high).

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. The Field Director provided direction and guidance with regards to the purposes and objectives of the practicum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Early contacts with the Field Director were clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communication with the Field Liaison throughout the practicum was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The Field Manual helped me fulfill my responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The Field Director made clear to me my roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The Field Liaison was responsive to my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The site visits promoted a practicum that was educationally driven.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The student was well-prepared educationally for this practicum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The annual Field Instructor Orientation helped me better understand the program and provided meaningful instruction to Field Instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I would recommend this field practicum program to a colleague.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. How could we improve the Field program to make it meet your agency's needs better?					
12. What is a strength of our program that we should continue?					
13. Please share any other comments you have.					