



**FIELD EDUCATION
PROGRAM MANUAL for
FIELD INSTRUCTORS
2022-2023**

Administration

Trent Gould, Dean, College of Education and Human Sciences
Jerome Kolbo, Director, School of Social Work
Denise Brown-Rouse, Coordinator of Field Education

School of Social Work Web Address:
[HTTP://WWW.USM.EDU/SOCIAL-WORK](http://www.usm.edu/social-work)

This manual is for information purposes only and is not an official publication of The University of Southern Mississippi. For official rules and regulations, please refer to the bulletins which can be obtained from the Registrar, <http://www.usm.edu/registrar>.

Our Expectations

LEARNING
NEEDS
ADDRESSED IN
& OUT OF
CLASSROOM

THE DIVERSITY
THAT STUDENTS
BRING WILL BE A
RESOURCE,
STRENGTH &
BENEFIT

Courteous
Behavior &
Responses (we
can disagree
w/out being
disagreeable

CIVILITY &
RESPECT FOR
THE OPINIONS
OF OTHERS

University Nondiscrimination Policy
USM offers to all persons equal access to
educational, programmatic and employment
opportunities without regard to age, sex, sexual
orientation, religion, color or national origin.
Office of Affirmative Action/ Equal Employment Opportunity
McLemore Hall #310 Phone: 601-266-6618

University of Disability Accommodations

If a student has a disability that qualifies under the American with Disabilities Act and requires accommodations, he/she should contact the Office for Disabilities Accommodations (ODA)

Hattiesburg Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Gulf Coast Address:

The University of Southern MS on the Gulf Coast
Office of Disability Accommodations
730 East Beach Blvd
Long Beach, MS 39560

Voice Telephone: 601.266.5024 or 228.214.3232 Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the Mississippi

Relay Service at 1.800.582.2233 (TTY) or email ODA at oda@usm.edu.

TABLE OF CONTENTS

Field Practicum Guiding Principles	4
Purpose of Field Practicum	5
Introduction to the Field Office	5
List of BSW/MSW Courses	8
Selection Process for Affiliated Agencies and Field Instructors.....	10
Field Agency Responsibilities	10
Field Instructor Responsibilities.....	11
Task Coordinator Defined.....	12
Employment-Based Field Practicum Guidelines.....	13
Background Check Requirements.....	14
Changes and Interruptions in Field Practicum	14
Performance Improvement Plan Guidelines	15
Transfer to Another Agency Requests	15
Student Withdrawal	15
Agency Affiliation Criteria.....	16
Field Agency Process.....	17
Field Instructor Criteria	17
Documentation and Evaluation	17
Field Practicum Software-TEVERA	18
Forms and Evaluations	19
Appendix	21

FIELD PRACTICUM GUIDING PRINCIPLES

The field practicum is guided by a few important principles pertaining to social worker education.

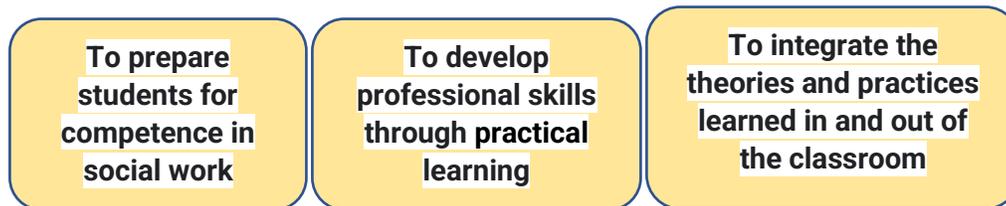
1. Knowledge, values, and skills first defined and learned in the classroom are reinforced and refined through professionally supervised practice.
2. Curriculum content areas are, further, most effectively and most fully absorbed under conditions of planned and supervised integration and synthesis.
3. Undergraduate and graduate students alike bring with them to the field practicum varied social, cultural, educational, and experiential qualities, about which they must become critically aware if they are to flourish as competent and effective practitioners following graduation.
4. Educational opportunities and resources provided by field instruction must, moreover, address the promotion of social justice and institutional change, as well as the enhancement of social functioning of individuals, groups, organizations, and communities.
5. Field practica also provide students with an initiation into the traditions of the social work profession and the practice of the social work community. It provides students an intermediate space (Schon, 1987) between the “real” practice world and the academy. In this place they can learn particular ways of seeing, thinking, and doing that are consistent with social work practice and increase their professional social work confidence.



The educational activities which support the field component of the curriculum are the responsibility of the Field Education Office. A key element for

the field program is the interaction between the community-based field sites and the field liaisons who monitor the students' progress in their placements. Approximately 200 social service agencies serve the Field Education Office by providing diverse placement sites and day-to-day field teaching and supervision by qualified field instructors. These agencies are a critical component of the field curriculum and carry a large share of responsibility for the education of students in the field.

THE PURPOSE OF FIELD PRACTICUM/EDUCATION



INTRODUCTION TO THE USM FIELD EDUCATION OFFICE

The Field Education Office serves both the undergraduate and graduate programs. A full-time Field Education Coordinator manages all aspects of field placement and serves on the school's administrative team. Additionally, a Field Education Specialist is dedicated to assisting with the management and organization of the field education office. The field education office also employs Graduate Assistants to assist in recruiting potential sites and with other administrative needs of the field office.

The responsibilities of this team include the following:

1. Orientate students to the field practicum expectations
2. Assign students to field placements.
3. Review agency and field instructor applications.
4. Obtain and renew agency affiliation agreements.
5. Ensure compliance with Council of Social Work Education (CSWE) educational policy and accreditation standards (EPAS) requirements.
6. Consult with faculty, students, field instructors, field liaisons, and agency administrators regarding field policies and procedures.
7. Conduct on-going evaluation of the field curriculum.
8. Provide field instructor training on the school's curriculum, field supervision, practice behaviors, and other relevant content.

Responsibilities of the Field Education Coordinator

1. Recruit and assess social service agencies as field instruction sites;
2. Establish and maintain cooperative relationships between the school and social service agencies;

3. Consult with agency administrative personnel on matters involving the provision of adequate field instruction, selection and training of field instructors and maintenance of field instruction standards;
4. Interpret the School's mission, goals, objectives, and philosophy of education and field education standards to the community and community agencies;
5. Develop seminars and staff development experiences for field agencies and field instructors;
6. Approve assignment of students to specific agencies following consultation with students, advisors, field office personnel, and field instructors; and,
7. Consultation with field liaisons, advisors, field instructors and students in situations involving student performance concerns.
8. Provide training for field instructors;
9. Revise field instructor training materials to keep current;
10. Conduct student interviews and oversee placement activities.
11. Initiate contact with the Field Instructor and the student.
12. Conduct at least one agency site visit or make one agency contact during the semester.
13. Assess and monitor the quality of supervision provided to the student.
14. To be available to the Field Instructor and the student to deal with problems that may occur during the placement.
15. Mediate if problems arise between students and field instructor or between student and other agency staff.
16. Review and sign the learning plan.
17. Review the mid-semester evaluation.
18. Review the end-of-semester evaluation.

Responsibilities of the Field Education Specialist

1. Maintain all records pertaining to agencies, field instructors, and students;
2. Facilitate communication between students, agencies, field instructors, and faculty;
3. Maintain current information on agencies approved as field instruction sites;
4. Assist with preparation for field instructor training and field-related workshops; and,
5. Assist with field interviews as needed.
6. Assist with student interviews and placement activities as needed.
7. Assist with agency and field instructor recruitment.
8. Assist with agency site visits.

Field Setting Contact

- The field office staff initiates **all** contact of potential field instructors to make ensure field instructors meet qualifications and to ensure that required agency paperwork is current and completed.

- Once field placement has begun the field office staff are responsible for contacting field agencies by face-to-face site visits, phone calls, emails, or zoom. During these visits the field office staff along with the field instructor, task coordinator and student communicate what the student is accomplishing during the field placement and supervision. If there are any areas of concern during placement, these can also be addressed during this time.
- The field office offers continuing education opportunities to field instructors to keep them aware of what the student is learning in the classroom.

FIELD COURSES

BSW Program

Undergraduate students enroll in SWK 430, Field Education, and SWK 431, Field Seminar, during their final semester. Students in SWK 430 must complete a minimum of 420 hours. STUDENTS attend field placement 32 hours per week. This is usually accomplished by students being in a field placement setting 4 days a week for 8 hours each day.

SWK 430. Field Education (9 hrs.) Prerequisites: Must have completed the required university general education curriculum, the social work core, and the professional foundation courses. The student must have at least a 2.5 cumulative GPA to enter field education. Co-requisite: SWK 431. This internship in a social service agency provides experience in direct service to client systems and enhances and develops generalist practice skills. This course is the only one in the social work curriculum where students earn a Pass/Fail grade.

SWK 431. Field Seminar (3 hrs.) Co-requisite: SWK 430. The seminar enables students to further develop generalist practice skills and integrate professional knowledge, values, skills and theory with practice.

Please refer to the Undergraduate Bulletin and the BSW Program Handbook for more detailed information on courses and degree plans.

MSW Program

Graduate students' field courses depend on the students' enrollment status: full time, part time, or advanced standing. All graduate students must have 900 field hours in order to graduate. Advanced standing students must provide documentation of undergraduate field hours that will be used toward the 900 required hours.

Requirements for entering MSW Field Education Practicum

Graduate students must.....

MSW Full Time Students

First Year

SWK 659. (2 hrs.) Full Time Field Education I. Students attend field placement three days per week. Students attend bimonthly group sessions that process field experiences to assist with developing a professional identity. Students should complete a minimum of 300 field hours.

Second year and Full Time Advance Standing

SWK 661. (1 hrs.) Full Time Field Education II. Students begin field at a different agency, attending three days per week. Students complete 300 field hours.

SWK 662. (1 hrs.) Full Time Field Education III. Students continue at the same agency as SWK 661, attending three days per week. Students complete 300 field hours.

MSW Part -Time Students First Year

SWK 626. (1 hr.) Part Time Field Education I. Students attend field placement two days per week. Students attend bi-monthly group sessions that process field experiences to assist with developing a professional identity. Students complete 225 field hours.

SWK 627. (1 hr.) Part Time Field Education II. In the semester following SWK 626, students continue at the same agency for two days each week. Students continue to attend field placement three days per week. Students attend bi-monthly group sessions. Students complete 225 field hours.

By the end of SWK 626 and SWK 627, students need to have accumulated a total of 450 field hours.

Second Year and Part Time Advanced Standing

SWK 641. (1 hrs.) Part Time Field Education III
Students attend a new field placement two days each week.

SWK 642. (1 hrs.) Part Time Field Education IV
Students attend a new field placement two days each week.

By the end of SWK 641 and SWK 642, students need to have a total of 450 hours.

*Please refer to the Graduate Bulletin and the MSW Program Handbook for more information on courses and degree plans.

Advanced Standing

Students with a BSW degree and meeting other requirements may matriculate the MSW program in the second year. Students are required to provide proof of the number of hours successfully completed for undergraduate field. The undergraduate hours and the graduate hours must total a minimum of 900 hours. Adjustments to normally required field hours may be necessary in order to meet this requirement.

No Credit for Life Experience

Academic credit for life experience and previous work experience shall not be given in lieu of the field placement or any other required social work course.



IN NO CASE MAY A STUDENT SEEK TO ARRANGE A FIELD PLACEMENT OR EXPLORE A PLACEMENT POSSIBILITY WITHOUT FIRST INVOLVING THE COORDINATOR OF FIELD EDUCATION.

SELECTION OF AFFILIATE FIELD AGENCIES AND FIELD INSTRUCTORS

The School of Social Work is always willing to have community agencies express interest in becoming field instruction sites. We welcome new agencies that reflect the diverse populations they serve. We seek affiliations with agencies and field instructors that prepare and provide the student with social work values, ethics, knowledge, skills and cultural competencies in working with a wide range of clientele. Exploration may be initiated by either the agency or by the school to assess whether an agency would be appropriate for providing the type of field instruction that would carry out the objectives of the field education program.

Field Agency Responsibilities

Eligible agencies are those that provide social work practice opportunities for students and employ social workers who meet field instructor requirements. Students may be considered for agencies that do not have social workers only if a qualified off-site field instructor agrees to provide weekly supervision and an experienced person holding a degree in a related profession (e.g., psychology, recreational therapy) provides daily onsite supervision.

***A field agency/organization enters into an affiliation agreement with the University of Southern Mississippi before a student is placed.**

Responsibilities of the agency per the affiliation agreement are listed below.

1. Field Education experience facilities will be provided without regard to age, race, color, creed, national origin, or gender of the parties involved.
2. Provide available space, instructional materials and social work experience to the student(s) for learning purposes.
3. Provide adequate orientation of said agency to the student(s).
4. Provide a planned educational experience to the social work student(s) in accordance with the Field Education Manual of the School of Social Work.
5. Honor student class attendance and school requirements.
6. Inform the geographical faculty liaison of any changes in policy and/or procedures, which may affect student learning experiences and/or opportunities. Inform the geographical faculty liaison of any changes in the employment status or assignment of the assigned field instructor, which may affect student learning experiences and/or opportunities.

7. Inform field coordinator immediately of any inappropriate conduct of the student.
8. Allow social work field instructor time to meet with the student(s) on a weekly basis. Allow social work field instructor to complete and submit in TEVERA mid-term evaluation and an end-term evaluation for each semester a student is placed within the agency.
9. Allow social work field instructor to attend Field Education training.
10. Retain full responsibility for the care and welfare of all clients when students are in training.
11. Honor the University and School of Social Work policy that prohibits students from transporting clients in the student's personal vehicle.

The Field Instructor

The School of Social Work uses the title of field instructor to designate those individuals who supervise the activities of social work field students. Field Instructors need to have an MSW from an accredited school of social work and at least two years practice experience. For BSW students, a field instructor may hold a BSW from an accredited school of social work plus two years practice experience. Exceptions to this requirement are made on a case-by-case basis. For example, the School of Social Work and the Field Education Office value many grandfathered social workers who have the knowledge and skills from years of practice experience.

Qualifications:

All agency field instructors must:

- be experienced (six months or more) in the job,
 - complete field instructor training,
 - and agree to provide one hour of supervision each week.
- AND
- complete the learning agreement, evaluations, and, as necessary, improvement plans.

Off-Site Field Instructor must be:

1. USM School of Social Work Faculty/Staff or;
2. A Social Worker who meets **all** the requirements for Field Instructor

The Field Instructor's responsibilities include the following:

1. Adhere to the NASW Code of Ethics, especially section 3.02, Social Workers' Ethical Responsibilities in Practice Settings, Education and Training. (See appendix.)
2. Interpret the field instruction program to other members of the agency staff in order to create a climate conducive to learning and facilitate the use of agency resources which will help meet the learning needs of the students.
3. Orient the student to the agency.
4. Provide a minimum of one hour of individual supervision per student per week and select appropriate learning assignments for the student.
5. Assist the field student in adding responsibilities or assignments to the learning plan. The field liaison will serve as a consultant in the procedure and should always receive a copy of the plan and confer with field instructor regarding the plan, as needed.
6. Provide opportunities to develop practice behaviors. Establish a plan of reviewing and evaluating student's progress to assess adequately.
7. Complete the mid-semester evaluation of the student and review with the student.
8. Complete the end-of-semester evaluation of the student and review with the student.
9. Report concerns to the field liaison or the field office in a timely manner. *Field instructors have the option of implementing performance improvement plans as they deem necessary.*
10. Understand that field instructors function as both professional social workers and as educators. By being part of the adjunct faculty corps of the School of Social Work, boundaries appropriate to these roles are encouraged.

Task Coordinator Defined

Some agencies may use a Task Coordinator in addition to a Field Instructor. A Task Coordinator is under the direction of the Field Instructor and may provide instruction and supervision regarding the daily tasks at the agency. The Task Coordinator is usually a social worker but may have a degree from a related profession. The Task Coordinator may provide feedback to the student and field instructor but does not conduct weekly supervision meetings or formally evaluate the student.



Helpful attributes for field instructors include:

1. Solid record of successful practice and a willingness to participate in refining existing skills and develop new ones to model for students.
2. High standard of professional ethics and values and the ability to incorporate those values and ethics with students in practice
3. Imaginativeness and creativity in developing field experiences related to field instruction course objectives.

4. A willingness and ability to organize time for instructing students, meeting with field coordinator, and attending meetings for field instructors.

EMPLOYMENT-BASED FIELD PRACTICUMS

The field education program is designed with the belief that a more meaningful and integrated learning experience can take place if students are provided with a wide variety of field learning experiences. However, the School does recognize that expenses and the extremely limited amount of student financial aid are contributing factors in allowing some students to pursue graduate education. It is believed that agencies which have an on-going investment in a valued employee may be willing to make further commitment to the employee's professional development if the student is allowed to remain in employee status while in field placement within the agency.

This arrangement is possible only if planned learning experiences are sufficiently different from the job responsibilities that the student has been performing. The new and different learning experiences must be educationally focused; must be in keeping with the student's specific educational needs; must meet the requirements of the School and the Council on Social Work Education; and can in no way diminish the educational quality of the field learning experience.

The student must be placed within a different unit of the agency and with an MSW field instructor who has never functioned as that student's supervisor in any work setting. A student already employed in a social service agency or an agency that provides social work services may, under the following circumstances, be allowed to complete the field practicum at the place of employment. The following conditions must be met before an arrangement of this type can be considered:

The agency must be formally affiliated as an approved placement site with the USM School of Social Work.

The student's field assignment duties and responsibilities must be significantly and qualitatively different from his or her employment duties and responsibilities and must be in a different department, division or program of the agency.

The student must be granted an appropriate amount of employment release time to complete the required number of clock hours for the semester.

A qualified, approved Field Instructor who is an employee of the agency but not the student's employment supervisor must supervise the student's practicum activities.

*A student wishing to do a field placement at their place of employment must state this intent on the application to field. At the field office individual planning

meeting with the student requirements will be discussed. The student will be given an Employment-based Field Placement application to complete and have signed by appropriate staff of the employer. **Each consideration for this type of placement is reviewed on a case-by-case process. The Field Education Coordinator will have final approval.**

Rationale for the field instructor being an MSW other than the employment supervisor is that a field instructor who is not the employment supervisor is more likely to concentrate on learning objectives and processes rather than on the completion of agency tasks and can be more objective about a student's performance. Standards and scheduling for this placement must be the same as for any placement: the setting must be able to provide the required types of learning experience to meet the expectations of a field placement.

REQUIREMENTS FOR BACKGROUND CHECKS

The School of Social Work does not require background checks of its students. Field Sites may request students to complete background checks. Students understand that the expense if not covered by the agency is their responsibility. Any issues with student backgrounds should be immediately reported to the field office.

CHANGES AND INTERRUPTIONS IN FIELD

Sometimes it is necessary to consider the removal of a student from a field placement after the start of the semester. A student may be removed from a site for the following reasons:

Agency Request

Documentation of:

- Failure of the student to abide by NASW and/or State of Mississippi Codes of Ethics.
- Failure of the student to abide by agency and/or accrediting body policies, procedures, rules, or regulations.
- Lack of satisfactory demonstration of the learning plan practice behaviors.
- Repeated, unexcused tardiness and/or absence of the student.
- Lack of student's progress in correction of identified deficiencies.

**A student who is asked to leave a site under any of the above conditions will be subject to removal from the program and forfeiture of all completed hours at the discretion of the Field Coordinator in consultation with the School's Administrative Team and other relevant persons.*

Field Education Office Request

- Evidence that the field site is not providing adequate learning experience and/or adequate supervision for the student.
- Agency closure, agency restructuring that does not support internship requirements, and/or resignation or termination of the Field Instructor (departure of a Field Instructor will result in removal of a student only if

satisfactory alternative arrangements for qualified supervision cannot be made).

**In the above instances the student, the Field Instructor, and the Field Coordinator will consider the needs of clients as transition plans are made. The student may be given credit for some, or all completed hours at the discretion of the Coordinator of Field Education. Credit will be granted, however, only if it is determined that the quality and integrity of the learning experience at the new site will not be compromised.*

- Failure of the student to abide by USM School of Social Work field policies and procedures.

**A student who is removed from a placement for this reason will be subject to a failing grade and forfeiture of all completed hours depending on the circumstances and at the discretion of the Field Coordinator, the appropriate program coordinator, and other relevant persons.*

The Performance Improvement Plan

If at any point in the practicum a student's performance falls below an acceptable level, a Performance Improvement Plan should be completed. This plan is a tool designed to address problematic behaviors and/or situations that may arise. This allows the student the opportunity to correct the identified behavior(s) and successfully complete the practicum. This plan should be implemented as soon as a need for change is identified to allow time for the student to address concerns and successfully complete the internship.

Transfer to another Agency

A request by a student to be moved from the assigned field agency to another agency (after the start of the semester) for any reason other than those cited above will be considered on a case-by-case basis.

In all cases, transfer of a student from one agency to another during a semester (regardless of circumstances) is dependent on the availability of an appropriate alternate site and cannot be guaranteed.

Student Request Withdrawal from Field Course

A student who wishes to withdraw from field after the start of the semester must first consult with the Field Education Coordinator. Once it has been determined that withdrawal is appropriate, University procedures regarding dropping courses must be followed (refer to the current University undergraduate or graduate Catalog and/or the current Registrar's Bulletin for specific procedures and grading policies).

A student may have legitimate extenuating, personal circumstances (as determined by Field Education Coordinator in consultation with other appropriate persons) that preclude completion of the placement in the semester for which the student is registered in the course. In such an instance, the student may be given a grade of "I" if late enough in the semester and will be required to re-enroll in the field course the following semester to complete the remaining hours at the same

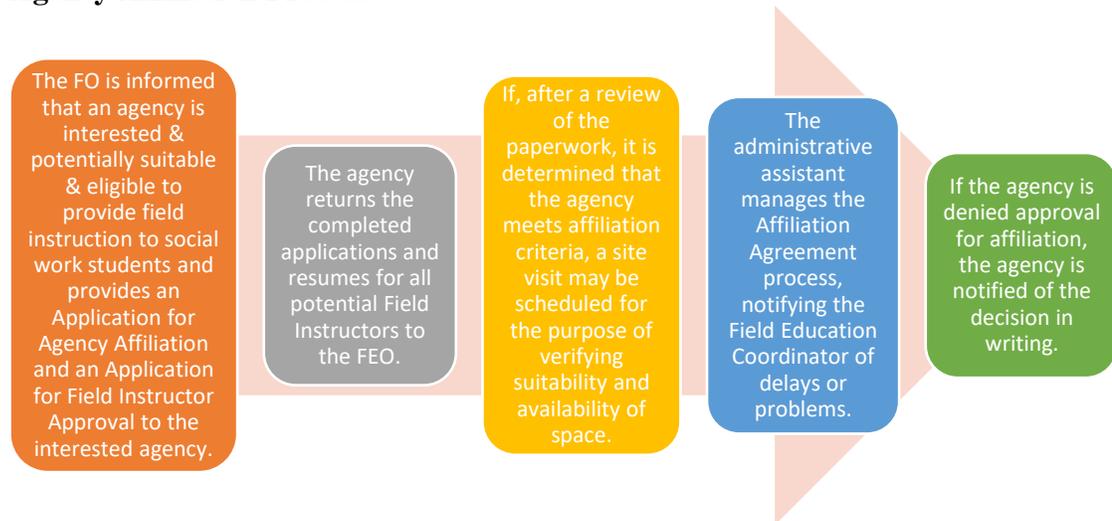
agency (if possible). In all such instances the integrity of the field experience must be a primary consideration.

Agency Affiliation Criteria

Potential settings are visited and carefully reviewed by the Field Education Coordinator or designee. To be approved for affiliation by the School of Social Work for the purpose of providing field instruction, agencies must meet the following criteria:

1. Agencies must be related in their purpose and function to the mission, goals, and objectives of the School of Social Work.
2. The agency administration supports the philosophy of professional education and is interested in and willing to commit staff time to student instruction
3. The agency offers a professional climate conducive to learning; staff relationship and morale contribute to a favorable climate for professional development.
4. Agencies' philosophy of service must be compatible with the philosophy, values, and ethics of the Social Work profession.
5. Agencies must be clear about their programs and services offered.
6. Agencies' programs must offer students a wide range of learning opportunities to work with client systems (individuals, groups, families, communities and organizations from various cultural, ethnic, social, religious, and sexual orientation backgrounds).
7. Agencies must have qualified Field Instructors or be willing to allow outside field instructors to work with their personnel.
8. Agencies must have been in operation for at least two years at the time of affiliation
9. Agencies must not be dependent on students to fulfill basic staffing needs.
10. The agency maintains and observes policies with respect to nondiscrimination in relation to clients, staff, students, and faculty.
11. Agencies must make reasonable arrangements for students with regard to space and equipment.
12. Agencies must agree to the execution of a written School/Agency Affiliation Agreement between the University of Southern and the agencies' representative duly authorized to enter into contractual agreements.
13. Agencies must be willing to provide some release time for field instructors to attend field orientation sessions and field instruction continuing education seminars and workshops.

Agency Affiliation Process



Updating Agency Information

The Field Education Office at the University of Southern Mississippi is consistently updating agency records. The Agency Update Information form is available to those agencies that have a current affiliation agreement on file with the University and the School of Social Work.

We strive to keep agency information current, so this will help maintain an open relationship between the University and the Agency. If at any time your agency information changes, please contact the Field Education Office, so necessary revisions can be made.

Field Instructor Criteria

Field Instructors are social workers who are employed in social agencies or other institutions and have some experience in supervision and recognition for competence in their work. There must be a willingness to accept and apply the educational objectives of the curriculum of the School of Social Work. They are considered adjunct faculty by the school even though their time and expertise are donated. In a few instances, field instructors are members of the school faculty who are assigned the responsibility for field instruction. They are required to spend at least one hour per week with each student in individual supervision. **New field Instructors must attend training prior to supervising a student.**

In the relatively uncommon circumstance that no properly credentialed social worker is available within the agency to provide field instruction, the program assumes responsibility for reinforcing a social work perspective by asking a faculty member to serve as field instructor.

DOCUMENTATION AND EVALUATION

The field education experience involves various forms of documentation: orientation to field, learning agreement, mid-term evaluation, final evaluation, and contact hours. The School of Social Work uses TEVERA software as an online tool to manage these field documents.

TEVERA

Students are assessed a one-time fee associated with TEVERA and will have lifetime access to their TEVERA. Field instructors will submit time sheets, learning agreements, and evaluations through TEVERA. TEVERA training is included in all field instructors training. For more information, please contact the field education office. To learn more about TEVERA, please visit their website at <https://usm.tevera.app>

Orientation to Field

The student is responsible for making arrangements through the field instructor to complete orientation to the agency. The student uploads the Orientation to Field Form (copy included in the appendix) to TEVERA.

Learning Agreement

The Learning Agreement is uploaded into TEVERA by the student and consists of two parts: (1) the agency's social worker job description and (2) the field course practice behavior list. The purpose of including the job description is to identify the social work tasks and responsibilities the student will be learning.

Some field instructors may want to circle those items that directly pertain to the student. In lieu of an agency job description, the field instructor may create a list of social work tasks and responsibilities to guide the internship. The Learning Agreement (see copy in appendix) has a section for adding other learning tasks the field instructor and/or student wish to include. An example is the student who has an interest in understanding the agency's grant process.

The field course practice behavior list presents the focus for student development. These are the competencies that the field instructor will use to evaluate the student. Both the student and the field instructor should use the list as a guide for weekly supervision discussions:

1. What opportunities did the student have during the week to demonstrate the practice behaviors?
2. What opportunities need to be created in order for the student to use the knowledge and skills associated with the practice behaviors?
3. Feedback from the field instructor on student's performance on particular practice behaviors.
4. Questions from the student regarding practice behavior challenges.

Evaluations

Each field course requires a mid-term and a final evaluation. All evaluations use a 10-point scale for five descriptions (2 points per description) of each practice behavior. The field instructor completes the evaluation and reviews with the student. The School of Social Work encourages field instructors to accurately rate the students and avoid the natural tendency to inflate a rating. The school believes that ratings in the 'highly achieved' category (ratings of 9 and 10) are exceptional and, thus, be reserved for exceptional performance. Also, the School's experience is students value and want honest feedback. All involved with

field education – field instructors, USM School of Social Work, and students – have an obligation to our profession to develop or become competent social workers.

Sometimes circumstances are such that a student has not had the opportunity to exercise knowledge and skills for a particular practice behavior. In such circumstances, the field instructor needs to leave the item blank, i.e., no rating is given. The field instructor can make a remark on this item in the comments section of the evaluation.

The following is an example of an evaluation of one practice behavior. The complete evaluations can be found in the appendix.

	Not Achieved	Minimally Achieved	Moderately Achieved	Achieved	Highly Achieved
	Score of 1 or 2	Score of 3 or 4	Score of 5 or 6	Score of 7 or 8	Score of 9 or 10
1. (PB 1.1) Make ethical decisions by applying the standards of the NASW Code of Ethic, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	No evidence that the student understands the concept or knows how to apply ethical decisions using any of the following: the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, or additional codes of ethics as appropriate to context	In supervision, the student discusses the need for making ethical decisions by appropriately applying one or more of the following: the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, or additional codes of ethics as appropriate to context	Student demonstrates making ethical decisions by appropriately applying one or more of the following on at least one occasion: the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, or additional codes of ethics as appropriate to context	Student demonstrates making ethical decisions by appropriately applying one or more of the following on at least three occasions: the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, or additional codes of ethics as appropriate to context	Student demonstrates making ethical decisions by appropriately applying one or more of the following consistently: the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, or additional codes of ethics as appropriate to context

Contact Hours

Field Instructors need to document contact hours in TEVERA on a weekly basis. All persons involved need to monitor hours to ensure completion of the required number.

Student Evaluation of Field Experience

At the end of the semester, the student will complete a Student Evaluation of Field Experience in TEVERA. This evaluation is intended to provide feedback to the field office on the learning opportunities at the field agency. Evaluation information is not shared with the field agency or field instructor without permission from the student.

APPENDIX

Table of Contents

Important Information from the School of Social Work.....	22
Field Instructor Guide.....	24
Safety for Social Work Interns.....	26
Overview of field instructor methods.....	27
Student confidentiality agreement.....	28
Official Agreement.....	30
Student release of information form.....	31
Employment-based Field placement agreement.....	32
Orientation Checklist for Social Work Interns.....	34
Field Education Learning Agreement Instructions.....	35
Performance Problems of Students in Field Placement.....	37
Student Evaluation of Field Placement Experience.....	39
Field Placement Confirmation Form.....	41
Safety Tips for Students in Field.....	45

Important Information from School of Social Work

School of Social Work Diversity, Equity, and Inclusion Statement

We are committed to fostering, sustaining, and **strategizing toward racial inclusion, diversity, and equity** (S.T.R.I.D.E.). As a school, we will adhere to this commitment by taking strong positions, taking action, providing help, and being clear on expectations from all affiliated with the School of Social Work at the University of Southern Mississippi (USM). This statement is couched within the National Association of Social Workers (NASW) Code of Ethics. Lastly, this statement is intended to offer our position, plans of action, and expectations for students, staff, faculty, and field partners.

What is Our Position?

All students, staff, and faculty are welcome in any School of Social Work setting. We disavow all racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others. We recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. Expressions or actions that disparage a person are contrary to the mission of S.T.R.I.D.E. and the school and will not be tolerated.

How do we Implement Action behind our Position?

We are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment. We will work to promote an anti-discriminatory environment where everyone should feel welcome. During class, your instructors will not shy away from the uncomfortable. The faculty urge you to have the courage to be uncomfortable in class discussions. In exchange for your courage, we will work to ensure a classroom environment that supports your taking these intellectual and emotional risks.

What does Providing Help Look Like?

If you feel that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with your instructor, staff, or administrator. Your instructors will always be in the process of learning about diverse perspectives and identities. If something was said or done that made you feel uncomfortable, please talk to an instructor, administrator, or university partner about it. Alternatively, you may file a Statement of Complaint with the **Office of Affirmative Action & Equal Employment Opportunity** in person or online at: <https://forms.usm.edu/human-resources/view.php?id=13153>. You may also contact the **Office of Multicultural Programs and Services (Hattiesburg Campus)** to

submit complaints in person or online at: <https://www.usm.edu/student-affairs/cares.php#report>.

University ADA Policy

If a student believes that they have a disability which is covered by the Americans with Disabilities Act (ADA) and makes them eligible to receive classroom or housing accommodations, they should contact the Office for Disability Accommodations (ODA) for information regarding the registration process. Disabilities covered by the ADA may include but are not limited to ADHD, learning disabilities, psychiatric disabilities, physical disabilities, chronic health disorders, temporary illnesses or injuries and pregnancies. Students should contact ODA if they are not certain whether their documented medical condition qualifies for ODA services. Students are only required to disclose their disability to the Office for Disability Accommodations. All information submitted to ODA by the student is held with strict confidentiality.

Mental Well-Being Statement

USM recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academic or personal success, consider contacting Student Counseling Services on campus at 601-266-4829. More information is also available at [HTTPS://WWW.USM.EDU/STUDENT-COUNSELING-SERVICES](https://www.usm.edu/student-counseling-services). All students are eligible for free, confidential individual or group counseling services. *In the event of emergency, please call 911 or contact the counselor on call at 601-606-HELP (4357).*

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create and maintain a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USM's campus with certain University officials responsible for the investigation and remediation of sexual misconduct. The information will remain private and will only be shared with those officials necessary to resolve the matter. If you would like to speak in confidence, resources available to students include Confidential Advisors with the Shafer Center for Crisis Intervention, the Counseling Center, Student Health Services, and Clergy. More information on these resources and University Policies is available at <https://www.usm.edu/title-ix/index.php>

FIELD INSTRUCTOR GUIDE

The First Week:

- Introduce the student to staff at key meetings
- **Explain protocols regarding risk reduction and worker safety**
- Take student on tour of the agency
- Show the student his/her workspace and how to use equipment and technology
- Identify clerical/support staff and explain their role(s)
- Give student an organizational chart, agency manual(s) and other pertinent documentation
- Provide ID badge/name tag
- Explain procedures regarding parking, meals and break times, dress codes, etc....
- Explain agency hours and schedule expectations
- Explain procedures for signing in and out of agency, notification, re: absences
- Provide a schedule of meetings and activities for the first 3-4 weeks
- Establish weekly meeting time for field instruction hour
- Discuss daily routine for your role and the student

Preparing for Task Assignments

Generally, students do not assume primary responsibility for clients or projects until the three-to-four-week orientation is complete. Three to four weeks is the average amount of time expected for a first-year student to complete orientation to an agency and the setting. It is important to note that this may take longer if the agency system is very large and/or complex or depending on the student.

ORIENTATION TASKS

Explaining how to perform task assignments

Arranging opportunities for the student to observe performing the various tasks

Viewing examples of various protocols or work products i.e... intake documentation, assessments, case notes, evaluations, etc....

Review agency emergency procedures 12

Helping student reflect on his/her observations

AGENCY RISK REDUCTION GUIDELINES

The USM School of Social Work focuses on preparing social workers to serve disadvantaged clients within our community. The school recognizes that these settings often serve clients who are in serious crisis. In this context, social workers experience many risky and threatening situations as a routine occupational hazard. The school recognizes that students in field practicum cannot be completely insulated from the realities of professional life, nor should they be, if field education is to be a hands-on learning experience. Students often lack experience, judgement and skills that help seasoned social work professionals assess danger, take appropriate precautions, and remain safe. We recognize the school's responsibility to provide classroom content on safety and to prepare students with knowledge to handle potentially dangerous situations. It is our strong recommendation that Field Instructors reduce, when possible, risks in the field setting and/or discuss agency protocols to promote safety and reduce risks.

PROHIBITED INTERN ACTIVITIES

Students in field education placements may not be assigned the following activities:

- Physical restraint of clients;
- Transportation of a client in the student's private vehicle;
- Treatment of a client with a history of violence toward staff;
- Work in the agency at times when other staff are not present
- Distribution or handling of medications;
- Clinical responsibility for a client at high risk for suicide without reviewing if the student possesses the requisite, skills, knowledge and supports to manage the client;
- Other activities that go beyond the scope of social work practice or the capacity of the assigned intern or may place the intern or client at risk for harm.

DEBRIEFING CRITICAL INCIDENTS

During field placement it is not uncommon for students to directly witness, hear about or be party to a critical incident including a patient death, an incident of violence, involuntary hospitalization, the arrest of a client, or other incidents that could be considered traumatic or highly distressing. As social workers we know that reactions to these incidents can vary among individuals. We highly encourage all Field Instructors to proactively inquire about student intern reactions to adverse events in the placement agency. We further recommend students to debrief incidents with their assigned Field Liaison or during field seminar.

REQUIRED REPORTING TO USM SW FIELD OFFICE

Agencies are required to immediately report any incidents involving student safety, client safety, or privacy violation to the Field Office.



INTRODUCTION

USM School of Social Work has adopted the following procedures regarding safety of SSW student interns. We believe issues of safety are relevant in all communities and settings. We encourage students to become familiar with safety procedures regardless of your field placement.

PROCEDURES

If an incident occurs in which a student is personally threatened or hurt it's the student's responsibility to notify the FI immediately. The FI should then contact the USM field office. The SSW will take steps to ensure the student's well-being and provide follow-up as needed.

AGENCY PROTOCOLS

- During orientation the FI should provide the agency's safety protocols to student to review and then discuss.
- This discussion is not limited to discussion of what to do in case of bad weather, but should also include information regarding safety during home visits, direct client contact, health safety, and other possible situations.



SUGGESTIONS

- Security of Belongings
- Safety issues related to working with clients
- Safety Guidelines for home visits

FRIENDLY REMINDERS

- Prevention is Key
- If an incident  does occur, debrief student.



OVERVIEW OF FIELD INSTRUCTOR METHODS

Supporting	Nurtures, encourages, grows strengths, contains anxiety, and provides emotional support	Reduce anxiety, enables risk-taking, encourage honest reflection and introspection, allow for external confidence and support to be internalized
Instructing	Directly supplies knowledge and skill and directly and indirectly models purposefully and consistently	Provide clear guidance, course of action, and rationale in advance
Coaching	Conducts observations at scheduled intervals and provides effective feedback to improve performance	Establish authentic appraisal of actual practice, provide behaviorally specific clarity about what to continue doing, how to improve and why
Thought Developing	Invites discovery, inquiry, and problem-solving; opens up new line of inquiry; asks exploratory questions; facilitates connections to ethics, theories, evidence, and professional knowledge base	Promote reflection and integration of new perspectives or ways of thinking; link to professional knowledge base; develop independent judgement
Administrating	Assigns work, sets goals and sets standards; provides summative evaluation feedback that is fair, reasonable and accurate; reviews and completes documentation	Plan out the time arc of development from orientation to assessment, to evaluation; monitor progress and development over time
Confronting	Helps to point out discrepancies, contradictions, and/or areas of concern which need attention; addresses unprofessional conduct	Develop supervisee insight when self-reflection fails; asserts standard of care and practice; protects consumers of services

Adapted from Stoltenberg in Chapter 3 of Casebook for Clinical Supervision: A Competency-Based Approach (eds. Carol A. Falendar and Edward P. Shafranske, 2004).

STUDENT CONFIDENTIALITY AGREEMENT

For Social Work Students Entering Field Education

As a student in the School of Social Work, you will be exposed to personal and private information of clients' lives both in your classes and your Field Education placements. The confidential nature of the relationship between client, student worker, and agency is a fundamental privacy right of the client and an ethical and legal responsibility for the student, social worker, and the agency. Confidentiality is the basic means through which social workers protect their clients' privacy. Responsibility for confidentiality resides with the social worker and is supported by the ethics of the profession as established in the NASW Code of Ethics (1996).

Use of clients' private information from case records and from student contact with clients is supported for teaching/learning purposes only by Field Education placement agencies. However, students must understand and adhere to the agency limitations for use of such records and client information. The School of Social Work and Field Education agencies expect students in Field Education placements to adhere to the following policies:

1. Client records should not be physically or electronically taken from the agency.
2. Placement Field Instructor approval is necessary for use of client records/information in the classroom or in Field Education seminars.
3. All identifying information must be deleted from the client record using pseudonyms or "whiting out" identifying information brought into class.
4. Any client information used for teaching/learning purposes in the classroom or Field Education seminars shall be kept confidential and shall not be discussed outside those two approved-for-use settings.
5. Any client information used for research in course work shall assure privacy for the client by nonuse of any identifying information at any point in the research.
6. Prior agency approval shall be obtained before using any client information resulting from research done while in a Field Education placement.

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

OFFICIAL AGREEMENT

For Social Work Students Entering Field Education

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

1. I will adhere to the Codes of Ethics of the National Association of Social Workers and the Mississippi State Board of Social Work Examiners.
2. I will follow all the laws of the State of Mississippi.
3. I will comply with all agency policies and procedures. I agree to review all agency policies and procedures within two weeks of beginning the practicum.
4. I will adhere to the USM Student Code of Conduct and abide by the Academic Dishonesty policy.
5. I will come fully prepared and participate actively in all scheduled meetings with the Agency Field Instructor. I agree to meet at least weekly with the Field Instructor for supervision and notify the Field Instructor if I must miss any supervision sessions. I understand that it is my responsibility to arrange supervision meetings.
6. I will submit all seminar assignments to the Agency Field Instructor prior to the date these assignments are due in seminar. I understand the Field Instructor must approve and sign all seminar assignments before the seminar instructor accepts them. Late papers will be penalized based on the USM School of Social Work policies.
7. I will come fully prepared and participate actively in all scheduled seminar classes and will complete all seminar assignments and turn them in on the due date.
8. I will comply with the USM policy for not using my vehicle for transporting clients.
9. I will always conduct myself in a professional manner. This includes being punctual, reliable, and responsible in all field education assignments, as well as interacting in a professional manner with all clients and co-workers.
10. I will set a schedule of my hours at the agency and adhere to the schedule. I will submit the schedule to my seminar instructor by the second seminar meeting.
11. I will negotiate a learning contract with my Field Instructor and submit it in writing to the seminar instructor.
12. I will comply with all policies, procedures, expectations, and consequences set forth in the "Social Work Field Education Manual."
13. I understand that I must maintain a Cumulative Grade Point Average of 2.5 with BSW and 3.0 with MSW programs. I must also make a Social Work "Passing" Grade throughout my enrollment in the field program.

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

STUDENT RELEASE OF INFORMATION FORM

I authorize the School of Social Work, School Field Personnel and Coordinator of Field Education to consult with field agencies in the development of the student's field instruction placement.

I release from any liability any and all individuals and organizations who provide information in good faith and without malice concerning my professional competence, values, legal history, oral and written communication skills, ethics, character, student records and other related information in the development of a field instruction assignment placement, and I hereby consent to the release of such information.

The University of Southern Mississippi
School of Social Work
Employment-based Field Placement Agreement

Revised 4/08

Please print information.

I. STUDENT INFORMATION

Name _____ Student ID# _____

E-Mail _____ Primary Phone _____

Other Phone _____

II. AGENCY INFORMATION

Agency Name _____

Address _____

Agency Phone _____ Agency Fax _____

Agency Director _____

Director Phone _____ Director E-Mail _____

III. STUDENT'S CURRENT EMPLOYMENT INFORMATION

Position Title _____ Hire Date _____

Department _____ Supervisor _____

Supervisor Phone _____ Supervisor E-Mail _____

Provide brief description of student's CURRENT job duties

IV. STUDENT'S PROPOSED FIELD PLACEMENT INFORMATION

Position Title _____ Department _____

Work Supervisor Name _____

Phone _____

Field Instructor Name _____

Credentials _____

Field Instructor Job Title & Department _____

Field Instructor Phone _____

Field Instructor E-Mail _____

Provide brief description of student's PROPOSED FIELD PLACEMENT job duties

Provide a proposed weekly schedule, indicating what days/hours will be regular work responsibilities (mark with “W”) and what days/hours will be field placement responsibilities (mark with “F”).

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Comments

This agreement meets the approval of the Current & Proposed Work Supervisors, Field Instructor, and Student.

Current Work Supervisor: _____ Date _____
 Proposed Work Supervisor _____ Date _____
 Proposed Field Instructor: _____ Date _____
 Student: _____ Date _____

This agreement meets the criteria established by the School of Social Work.

Y Approved
 Y Not approved, reason:

 Coordinator of Field Education

 Date

**The University of Southern Mississippi
School of Social Work
Field Education Office**

ORIENTATION CHECKLIST FOR SOCIAL WORK INTERNS

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

Agency Overview

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

Agency Policies

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

Field Instructor/Student Responsibilities

- Supervision schedule
- Student preparation for supervision
- Methods of assessing student performance
- Time sheet review

**THE UNIVERSITY OF SOUTHERN MISSISSIPPI
SCHOOL OF SOCIAL WORK
FIELD EDUCATION LEARNING AGREEMENT INSTRUCTIONS**

The Field Education Learning Agreement consists of two parts:

1. Part 1. A job description from the field agency
 - a. Job duties
 - b. Job responsibilities
 - c. Other tasks assigned
2. Part 2. Practice Behaviors
 - a. Provides information about expected outcomes
 - b. Provides structure to field supervision sessions

How Part 1 works

A field student is expected to learn and perform the agency job duties and responsibilities assigned to the student by the field instructor. Together, the field instructor and student should add to the agency's job description to ensure the student duties align with the core competencies and practice behaviors.

NOTE: Please be sure that specific tasks, activities, and responsibilities are listed; avoid generalities.

How Part 2 works

Both the student and the field instructor will be given a list of the practice behaviors which the student is expected to learn and/or demonstrate during the performance of the assigned tasks at the agency. It is these behaviors (i.e., the demonstrated knowledge and skills) upon which the student will be evaluated. A detailed plan that shows how each practice behavior will be demonstrated and evaluated should be included in Part 2.

During the performance of the assigned job, the student can refer to the listed practice behaviors and reflect upon what has been learned or performed. During weekly supervision, the field instructor and student will use this list as a basis for their discussion of how, where, why, and to what extent the student is progressing toward achieving the outcomes.

The agency job description and receipt of the Practice Behaviors Worksheet represent the agreement entered into by the Student and the Field Instructor during a specific semester for the express purpose of social work education in a human service agency setting. These learning agreement documents are part of the contractual agreement between the Agency and the School of Social Work. The signatures of Student, Field Instructor, and Faculty Liaison indicate that this learning agreement will give collaborative direction to the work and progress expected of and with the student during this semester.

**THE UNIVERSITY OF SOUTHERN MISSISSIPPI
SCHOOL OF SOCIAL WORK
FIELD EDUCATION LEARNING AGREEMENT**

Please complete and return by the end of the first week of placement.

Student _____

Agency _____

PERFORMANCE PROBLEMS OF STUDENTS IN FIELD PLACEMENT

Field Education is unique in that the internship placement involves educational objectives for the student, as well as professional responsibilities to clients, organizations, and the community. A student's educational responsibility is to utilize ongoing feedback from their Field Liaison and Field Instructor. Students providing services are expected to fulfill ongoing professional, educational and ethical responsibilities.

Successful Field Education requires a commitment from the student, the Field Instructor and Field Education Faculty. Thus, it is important to recognize and respond early to performance problems of students, particularly those of a serious nature.

Examples of Performance Issues

- Inadequate concern and sensitivity for human needs, inflexibility, inappropriate attitudes toward diversity and/or inclusivity.
- Failure to demonstrate professional assertiveness.
- Failure to recognize and resolve ethical conflicts and dilemmas within social work practice.
- Failure to prioritize duties, responsibilities, and complete assignments.
- Advocating change in a non-productive manner and outside of the internship site's policies.
- Unsatisfactory progress towards completing learning objectives and insufficient development and demonstration of social work competencies.
- Lack of professional behavior, such as not arriving to work on time and staying until the designated end time, lack of initiative and preparedness, inappropriate use of cell phone at work.
- Violation of NASW Code of Ethics.

Review Process

1. Field Instructors are expected to bring the concerns to the student's attention and to attempt to resolve the issue through conversation with the student.
2. Field Instructors should notify the Field Liaison of any issues related to the student's performance in the Field Placement and the plan to address the identified problem.
3. If deemed necessary, the Field Liaison will assist the Field Instructor in addressing the

problem directly with the student.

4. When appropriate, a Performance Improvement Plan (PIP) will be developed which will include:

- Description of the performance areas of concern
- Competencies that are not being adequately developed
- Strengths the student exhibits
- Specific activities to remediate the deficiencies
- Available resources within the internship site to assist the student
- A timeframe for review of the student's progress
- Steps to be taken if the student does not meet the progress requirement within the specified timeframe

5. It is the Field Instructor's responsibility to document the student's progress and performance.

6. There will be a follow-up meeting(s) with the Field Liaison, Field Instructor and the student to review the student's progress, and to discuss the steps to be taken, contingent upon the progress made by the student.

**THE UNIVERSITY OF SOUTHERN MISSISSIPPI
SCHOOL OF SOCIAL WORK
FIELD EDUCATION OFFICE
PERFORMANCE IMPROVEMENT PLAN**

Date: _____

Student's Name: _____

Agency Name: _____

Field Instructor Name: _____

Field Seminar Instructor Name: _____

Identify/Describe area of concern with student's performance in behavioral terms.

Identify/Describe what the student must do to correct the behavior(s) identified above.

Identify the time frame/date by which the corrected behavior(s) is to occur.

Identify/Describe the consequences to the student if the desired behavior(s) change does not occur.

Document any previous discussions with this student that have occurred about this issue.

Student and Field Instructor will meet on (date)_____ to evaluate student progress toward desired behavior(s). (EVALUATIVE CONFERENCE)

Student Signature/Date

Field Instructor Signature/Date

DOCUMENTATION OF EVALUATIVE CONFERENCE

Describe how the student did or did not demonstrate the desired behavior(s).

Student Signature/Date

Field Instructor Signature/Date

Submit the original to the Field Liaison and a copy to the Field Education Office

STUDENT EVALUTION OF FIELD PLACEMENT EXPERIENCE

Student Name _____

Semester _____

Field Agency _____

Course _____

Field Instructor Name _____

Task Coordinator Name _____

Not Applicable

Note: Some placements do not have a task coordinator; if so, then check “Not Applicable”.

Rating scale: 1 = Strongly Disagree 2 = Disagree 3 = Somewhat Disagree
4 = Somewhat Agree 5 = Agree 6 = Strongly Agree

ITEM	RATING
The physical facilities (e.g., office space, telephone, work materials) were adequate.	_____
Agency policies and practices overall were complementary or conducive to social work service delivery and to my learning processes	_____
Other agency staff were friendly and helpful	_____
This has been an appropriate setting for learning opportunities in the INDIVIDUAL system.	_____
This has been an appropriate setting for learning opportunities in the SMALL GROUP system.	_____
This has been an appropriate setting for learning opportunities in the FAMILY system.	_____
This has been an appropriate setting for learning opportunities in the AGENCY system.	_____
I was offered sufficient opportunity to observe the role of the agency in the community	_____
I was offered sufficient opportunity to consider external or environmental factors (in addition to internal or individual, family, or group emotional, cognitive, behavioral factors) as part of assessment processes.	_____

I was offered sufficient opportunity to be able to take part in activities about the process of community planning or change efforts. _____

This agency setting offered appropriate opportunities to learn the practice behaviors for which I was evaluated. _____

I believe this agency setting should be utilized as a field placement for future students:

With little or no changes With only MAJOR changes (*specify in comments*)

At the MSW level only At the BSW level only

Do not use again

Rating scale: 1 = Strongly Disagree 2 = Disagree 3 = Somewhat Disagree
4 = Somewhat Agree 5 = Agree 6 = Strongly Agree

ITEM	FIELD INSTRUCTOR RATING	TASK COORDINATOR RATING
Spend sufficient length of time providing supervision	_____	_____
Provided scheduled, regular supervision conferences	_____	_____
Available (in person or by phone) as needed	_____	_____
Provided clear and adequate training for the responsibilities assigned to me	_____	_____
Helped me relate my field experiences to a theoretical framework, knowledge, and value base	_____	_____
Received guidance for identifying and resolving challenges	_____	_____
Allowed to be an active participant in selecting learning goals	_____	_____

Received timely and constructive
feedback

Overall, a good mentor

Comments:

Please check one box below.

I give permission for any or all of this evaluation to be shared with the agency, field instructor, and task coordinator.

I do not give permission to share any part of this evaluation with the agency, field instructor, and task coordinator.

Student Signature _____ Date _____



Field Office
118 College Dr. #5114
Hattiesburg, MS 39406
601-266-5569
Field Placement Confirmation Form

Form to be completed by student

Student Information

Name: _____

Email: _____

Phone Number: _____

Status (BSW/MSW & FT, PT, Advanced Standing – FT/PT): _____

Agency Information

Agency Name: _____

Agency address: _____

Agency Field Instructor: _____

Email: _____

Phone: _____

Agency Task Supervisor (if applicable):

Email: _____

Phone: _____

Signatures: The signatures below confirm that the student and field instructor agree upon a field placement at the above agency and that the field instructor can provide a minimum of one hour of supervision per week.

Student Signature

Date

Field Instructor/Agency Representative Signature

Date

Safety Tips for Students in the Field

(National Association of Social Workers. (n.d.). Retrieved July 12, 2022 from <https://www.naswma.org>.)

- *Agency Protocol*
 - It is important for students to know the agency's protocol for safety and security. The following are guidelines and suggestions that may be helpful to students, field instructors, and advisors as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc. The agency should know the student's schedule and whereabouts at all times, especially when the student is working outside the building.
- *Security of Belongings*
 - The agency is responsible for providing students with a secure place to keep belongings while at placement. It is preferable that the space be one that can be locked (e.g., a desk drawer or filing cabinet). Students should not leave cell phones, laptops, backpacks, purses, and other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to placement settings. Items of value should not be left in cars and should not be placed out of view just prior to leaving a vehicle.
- *Safety Issues Related to Working with Clients*
 - Social work students work with clients/consumers in a range of settings and situations. Some of these include working with individuals dealing with overwhelming emotions and environmental stressors that result in behaviors that are or appear to be threatening. These behaviors may include (but are not limited to) swearing, yelling, insulting, threatening or acting to cause physical harm, and other out-of-control behavior.

Some individuals may be prone to violence and may possess a weapon. Others may be intoxicated, high on drugs, in withdrawal, or may have other medical, psychiatric, or neurological disorders. Again, we would like to emphasize that students should always consult with agency field instructors regarding preparation for and

handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

- *Safety Tips for Office Meetings*

- When considering the location of an office meeting, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit. When scheduling an appointment, it is helpful to think about whether other people should be around and available at the time of the meeting for help if needed. Also, it is important to have a plan for assistance in the event that a client/consumer becomes agitated. This may include having another staff person in the meeting.

Clothing that is provocative is never appropriate and, in some instances, may impede one's ability to act in an unsafe situation, e.g., high-heeled shoes, tight skirts, long scarves. Jewelry can also be used to injure the worker.

- *Safety Tips for Travel*

- When a student is travelling by car for field education activities, it is advisable to have clear directions and know where he or she is going. In general, it is important to be alert and attentive to one's surroundings, and to lock doors and close windows. Valuables should be placed out of sight in one's vehicle prior to parking at the destination.

When traveling by foot or public transportation, it is advisable that students carry as little as possible. Money, license, keys, and other essentials should be carried in a pocket if possible. If a bag or briefcase is grabbed, it is best to let go of it. It is advisable to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring at or maintaining eye contact.

- *Safety Tips for Home Visits*

- Prior to making a home visit, the student should discuss any issues related to safety with their field instructor. On an initial home visit, it is often advisable to go with another worker. Most agencies will want to know the location and scheduling of the home visits. Some agencies require a

confirming telephone call upon arrival and departure from the home visit. If the student feels unsafe upon arrival or at any time during the visit, s/he should not proceed with the meeting. It might be preferable to meet at a neutral location.