



SOCIAL WORK  
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2022-2023

Tarleton State University  
Master of Social Work (MSW)  
Field Practicum Handbook

MSW Field Director  
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## **Welcome to Field!**

The Master of Social Work (MSW) field placement and accompanying seminar is the signature pedagogy of the Tarleton State University's (TARLETON) MSW social work program. Throughout your placement, you are encouraged to assume increasing levels of responsibility with the expectation that, at completion of placement, you demonstrate readiness for employment as an advanced social work practitioner.

In selecting potential placements, we are able to draw upon the resources of social service agencies located in Stephenville, Fort Worth, Waco and Central Texas. These settings provide a wide range of client populations confronting diverse life challenges. The social work program is indebted to the agencies and agency Field Supervisors for contributing a vital component of our students' professional and academic preparation.

Upon graduation, students will be positive agents of change and assume leadership and employment positions.

You are strongly encouraged to take your field placement very seriously. Not only will you be fulfilling partial requirements for earning your degree, this is the venue through which you will sharpen the skills necessary to be an outstanding social work practitioner. Engage. Ask questions. Stretch beyond what you think is possible for yourself. Become an integral part of the team you will be working with at your agency. Your active participation in your learning will greatly enhance your ability to integrate material and graduate prepared to be advanced practitioners.

### **About Tarleton State University**

Tarleton State University (Tarleton), a member of the Texas A&M University System, is accredited by the Southern Association of Colleges and Schools Commission on Colleges. Tarleton awards associate, baccalaureate, master, and doctoral degrees. Programs are accredited by the Accreditation Council for Business Schools and Programs, the National Accrediting Agency for Clinical Laboratory Sciences, Texas Education Agency, the Accreditation Board for Engineering and Technology Inc., the National Association of Schools of Music, the Texas State Board of Nursing, the Commission on Collegiate Nursing Education, and the Council on Social Work Education. The University is in compliance with the National Collegiate Athletic Association.

For additional information, visit:

<http://www.tarleton.edu/about/accreditations.html>

### **Equal Opportunity Institution/Non-Discrimination**

Tarleton State University provides equal opportunity to all employees, students, applicants for employment, and the public regardless of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Tarleton State University will promptly and thoroughly investigate all complaints of discrimination, sexual harassment, and related retaliation in accordance with applicable federal and state laws *A&M System Policy 08.01* and *Regulation 08.01.01*, and the university rules and/or procedures.

## **Tarleton State University Mission Statement**

Tarleton State University provides an academically challenging education where learning is grounded in real-world experiences and effective teaching, research, scholarship and service. As a member of the Texas A&M University System, Tarleton is rich in history and tradition while being committed to student success and diversity. Tarleton strives to develop moral and ethical thinkers, scholars, and leaders who demonstrate civility and integrity, while contributing meaningfully and responsibly to a global society.

## **Vision Statement**

Tarleton State University will be the premier student-focused university in Texas and beyond. We will transform generations by inspiring discovery, leadership, and service through exceptional teaching and research in vibrant learning communities.

## **Core Values**

Tarleton promotes and practices the following core values:

- Integrity
- Leadership
- Tradition
- Civility
- Excellence
- Service

## **MSW Student Handbook Overview**

The *MSW Student Handbook* contains information about the mission and goals of the program, the generalist and specialized practice competencies, the curriculum, application processes for the MSW program, admission requirements, student academic rights and responsibilities, student support services, appeal processes, professional development, and participation in student organizations. The handbook outlines the criteria for dismissal from the program for both academic and non-academic (i.e., professional) reasons and outlines how to reapply if dismissed from the program. Also included is basic information relevant to the required field internship(s), although most field policies and procedures are outlined in this Field Practicum Handbook.

## **Additional Information**

Included in the appendices is a copy of the Rubric for Assessing Professional Behaviors (RAPB) (See Appendix B), which provides a list of expected professional behaviors. Additionally, a link to the recently updated *NASW Code of Ethics* is included (see Appendix A); every student is expected to comply with these standards for the profession. Finally, a *Code of Conduct* outlines expectations.

This handbook is supplemented by the MSW Program Handbook, which is available to each student upon entering the MSW Program. Students are responsible for being aware of and complying with all policies and procedures outlined in both the MSW Student Handbook and the MSW Field Practicum Handbook. Additional expectations include complying with the policies of Tarleton State University and the College of Graduate Studies.

The Tarleton MSW website can be found at <http://www.tarleton.edu/degrees/masters/msw-social-work/>

The Tarleton Code of Student Conduct can be found at <http://www.tarleton.edu/studentrules/code-of-conduct.html>, and a printable version is available.

The College of Graduate Studies is online at <http://www.tarleton.edu/graduate/index.html>

Other general information relative to graduate studies can be found at <http://catalog.tarleton.edu/grad/>

### **Mission Statement**

The **mission** of the Tarleton State University, MSW Program, is to holistically prepare versatile advanced integrative social work practitioners, leaders, and advocates equipped to address and impact dynamic social problems, including health disparities and social inequalities, through inclusive, contemporary, and integrative approaches.

- Prepare competent and effective advanced social work practitioners, leaders, and advocates by providing appropriate knowledge, values, and skills to serve individuals, families, groups, organizations, and communities.
- Develop advanced social work practitioners, leaders, and advocates who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence, and service; and,
- Produce advanced social work practitioners, leaders, and advocates who promote and lead in policy development and service delivery for human rights and social, economic, and environmental justice within a global context.

### **MSW Program Goals**

#### **Goal 1**

To create a positive environment that cultivates diversity of people, ideas, and supports professional development.

##### *Objectives*

Recruit and retain diverse faculty, staff, and students by providing educational and mentoring opportunities designed to nurture an integrative approach to pedagogy.

#### **Goal 2**

To create a positive environment that cultivates diversity of people, ideas, and supports professional development.

##### *Objectives*

Promote and support innovative instructional strategies designed to introduce new ideas, cultivate community partnerships, and advance the field of social work.

#### **Goal 3**

To deliver accessible and individualized educational experiences that develop ethical and critical thinkers capable of interprofessional and reflective social work practice.



### *Objectives*

Provide integrative curriculum and field practicum experiences, based on individual needs and goals, that fosters the development and mastery of social work competencies as defined by CSWE.

### **The Context of the MSW Program**

There are two pathways to earning an MSW degree at Tarleton State University. Students with an undergraduate degree in anything other than social work, or a BSW, can apply to the Generalist program option. Students with a baccalaureate degree in social work (BSW) from a CSWE-accredited program within the last ten years (with a minimum 3.0 GPA) can apply to a specialized program option. Students applying to the MSW program prior to fall 2022 will select one of the two specialized program options: Advanced Direct Practice or Administration and Leadership Practice. Students applying to the MSW program beginning, and beyond, fall 2022 will be admitted to the Advanced Integrative Practice program option. Generalist students, admitted into the MSW program during the fall 2021 semester will automatically transition to the Advanced Integrative Practice program upon successful completion of the generalist program requirements. The following section details the curriculum sequence for each program option. However, students, whether in their generalist or specialized year of study, have a single outcome: to become versatile advanced social work practitioners, leaders, and advocates equipped to address and impact dynamic social problems through inclusive, contemporary, and integrative approaches.

### **Social Work Curriculum**

The Tarleton MSW program is a cohort program; students are admitted only during the fall semester and must follow the schedule of courses closely to avoid getting off-track. Courses are only offered once per year; therefore, if a student misses a course, he or she may not take that course until the following year. A part-time option is available.

### **CSWE Core Competencies and Practice Behaviors**

Associated with each competency are identified practice behaviors: it is the expectation that graduates have mastered these competencies, as evidenced by their ability to engage in and perform related practice behaviors at the generalized and specialized levels. The competency is included below, and the associated practice behaviors follow.

### **Generalist Competencies**

#### **Competency 1: Demonstrate ethical and professional behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the professions' history, its mission, and the roles and responsibilities of the profession. Social Workers also

understand the role of other professionals when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure that they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of 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.

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

### **Competency 2: Engage diversity and difference in practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

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

### **Competency 3: Advance human rights and social, economic, and environmental justice**

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

- engage in practices that advance social, economic, and environmental justice.

#### **Competency 4: Engage in practice-informed research and research-informed practice**

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

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

#### **Competency 5: Engage in policy practice**

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

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

#### **Competency 6: Engage with individuals, families, groups, organizations, and communities**

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

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

**Competency 7: Assess individuals, families, groups, organizations, and communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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

**Competency 8: Intervene with individuals, families, groups, organizations, and communities**

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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

### **Specialized Competencies: Advanced Integrated Social Work Practice**

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

Advanced Integrated Social Work Practitioners differentially use theories, evidence-based practice knowledge social work skills and use an ethical reasoning framework to inform decisions related to ethical tensions and challenges. They apply the values base of the profession, its ethical standards as well as relevant laws, and regulations to their practice while using a self-reflective stance and initiating use of consultation and supervision. The advanced integrated social work practitioner uses practice interventions to enhance the well-being of individuals, families, groups, communities, and organizations in an ethical manner and recognize the importance of the therapeutic and collaborative relationship, the person-in-environment, and strengths perspectives. Social Workers:

- Integrate and demonstrate social work values, ethics, and professional behaviors with personal beliefs, demonstrating professional use of self with peers, supervisors, and client/constituents within their specialized area of practice
- Differentially identify and effectively navigate professional roles and boundaries related to varied practice populations in multiple levels of social work practice. Initiate and effectively use supervision and consultation while maintaining a self-reflective stance
- Manage personal values and maintain therapeutic and collaborative relationships with client/constituents/constituents' systems, supervisors, peers and interprofessional teams

- Effectively and ethically, integrate and communicate professional judgments to other social workers and to professionals from other disciplines in oral, written, and electronic formats and demonstrate professionalism in behavior, appearance, communications, punctuality, time management and attendance.
- Participate in professional development through the use of purposeful reflection and insight, using supervision, and participating in professional organizations, conferences, and staying current with evidence-based literature.

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

Advanced Integrated Social Work Practitioners apply knowledge of diversity and difference in understanding the intersectionality's of power, privilege, oppression, discrimination, marginalization, disparities, and their impact on human experiences. Social workers practice using a cultural humility framework, incorporating self-reflection and discovery to build positive relationships while also challenging power imbalances. Social workers engage in multidimensional understanding in policy, practice to promote institutional accountability. Social workers recognize that no single solution may work equally well for all client/constituents and therefore seek and integrate many facets of difference in planning interventions. Social workers know about the ways in which various dimensions of diversity impact social problems, including health disparities and social inequalities. Social workers:

- Engage with and ensure participation of diverse constituents by identifying and accommodating perspectives from different voices to build inclusive organizations and communities. Understand the cultural humility framework and its impact on social work practice. Demonstrate cultural humility
- Recognize one's own experience with power and privilege by engaging in continual self-assessment to recognize and set aside personal and professional biases in order to serve diverse populations.
- Identify and articulate strengths and vulnerabilities in diverse practice populations, using knowledge of how systemic oppression, discrimination, and marginalization impacts individuals and/or the communities with which they identify.
- Critically evaluate the strengths and limitations of theoretical perspectives in order to integrate diverse and culturally responsive perspectives for guiding practice within multilevel and multi-professional systems.
- Assess for relevant social problems, including health disparities and social inequalities.

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

Advanced Integrated Social Work Practitioners advocate for inclusion of client/constituents and collaborating with partners to plan and develop programs, policies and laws related to serving client/constituents. To effect advocacy and needed change, social workers communicate effectively with partners. Advanced Integrated Social Work Practitioners understand the discrimination and marginalization associated with disorders, diagnoses, and help-seeking behaviors across diverse populations. Social workers:

- Identify and use knowledge of relationship dynamics including power differentials to advocate at multiple levels for social, economic, employment, health, education, housing, and human rights.
- Apply knowledge and employ advocacy strategies to address the causes and impacts of oppression, discrimination, and historical trauma within multiple levels of practice

- Understand the potentially challenging effects of economic, social, environmental, and cultural factors in the lives of client/constituents and client/constituents' systems and
- Engage in practices to positively impact social determinants of health and promote wellbeing.
- Demonstrate leadership through varied social work roles and functions that advance or protect civil, political, environmental, economic, social, and cultural human right

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

Advanced Integrated Social Work Practitioners consult the empirical and evidence-based forms of evidence to inform their understanding and guide practice decisions. Advanced Integrated Social Work Practitioners use critical thinking to examine the applicability of the research and evidence to diverse populations and obtain feedback from client/constituents' systems using a cultural humility framework. In considering interventions, the social worker is able to select, implement, and evaluate appropriate assessment, intervention, and evaluation tools for use with various target populations and use research findings to improve practice, policy and social service delivery.

Social workers:

- Identify, analyze and synthesis evidence to inform social work practice. Use observations from practice to identify questions for future critical inquiry.
- Demonstrate how evidence informs understanding of the multi-dimensions of integrated practice and social problems, including health disparities and social inequalities.
- Critically evaluate and use the evidence-base of social work to select appropriate intervention strategies for diverse client systems at all levels and with all constituencies
- Demonstrate the knowledge of program evaluation in achieving intended outcomes and use research including evidence-based practice to evaluate and enhance the effectiveness of social work practice. Use evidence-informed research to develop, implement, and evaluate programs to effect organizational and community change.

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

Advanced Integrated Social Work Practitioners analyze, formulate, and advocate for policies that advance social well-being, and are knowledgeable and use advocacy methods to contribute to policies in promoting human rights and social justice. Advanced Integrated Social Work Practitioners collaborate and partner with client/constituent systems of all sizes to promote effective policy action. Social workers:

- Identify the connection of policy on client/constituent systems and practice.
- Identify, explore, and analyze multidimensional aspects of social and organizational policies and their impact to constituents on multiple levels
- Demonstrate collaboration with practice populations, colleagues, and other constituents to participate in policy assessment aimed at developing new or modifying existing policy at the agency, local, state, or federal level where there is an impact on practice of social work and delivery systems.
- Develop advocacy skills to influence policy change at multiple levels using multidimensional frameworks

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

Advanced Integrated Social Work Practitioners engage client systems and constituencies by understanding and applying a range of appropriate theories. To foster this engagement, social workers recognize the dynamic, interactive and reciprocal process of engagement with diverse populations. Advanced Integrated Social Work Practitioners apply principles of relationship building and collaboration to facilitate engagement. Integrated social workers consider the contexts of those experiences using a cultural humility perspective. Advanced Integrated Social Work Practitioners also recognize how their own life trajectory influences their engagement with diverse client/constituent systems and are self-reflective about their own reactions.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other theoretical frameworks to engage with client and constituencies.
- Use empathy, reflection, interpersonal skills, and cultural humility to engage diverse client/constituents and constituencies.
- Manage the dynamics and contextual factors that both strengthen and potentially threaten the relationship and
- Develop rapport that encourages client/constituents(s) to be equal participants in the working relationship
- Develop a culturally responsive professional relationship using engagement skills appropriate to diverse individuals, communities, and settings in order to cultivate cooperative relationships.
- Understand the conceptual basis of the engagement approach used to work with diverse individuals and communities and collaborate with practice populations to establish treatment goals and desired outcomes
- Engage with constituents at multiple system levels that allow all parties to be equal participants in the change process with mutually agreed-upon goals and desired outcomes.

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

Advanced Integrated Social Work Practitioners have the knowledge and skills to conduct comprehensive biopsychosocial-spiritual assessments. Assessment includes an understanding of intersectionality issues as they impact the client/constituent's experience. Social workers understand that assessment is an ongoing process and includes input from client/constituents and others. Social workers select appropriate methods for assessment based on client/constituents need and specific context. Social workers consider multiple sources of data and actively collaborate with others in the assessment process. Social workers:

- Apply bio-psycho-social-spiritual frameworks and multiple assessment tools to collect and organize data in order to utilize an integrative approach using data from varied sources to complete comprehensive assessments.
- Continually assess/reassess practice population circumstances to select and modify appropriate multidimensional intervention strategies based on the integrated assessment and on client/constituents need and changing circumstances.
- Engage with constituents at multiple levels that allow all parties to be equal participants in the change process with mutually agreed-upon goals and desired outcomes
- Develop mutually agreed upon goals and intervention strategies based on continuous assessment and,



- Ensure that social work perspectives are present in interprofessional team meetings.

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

Advanced Integrated Social Work Practitioners use empirical and theoretical knowledge to develop assessment-based interventions. In working with client/constituent systems, Advanced Integrated Social Work Practitioners draw from multiple modalities and strategies and can match the intervention to the assessed need and client/constituents' goal. Advanced Integrated Social Work Practitioners are skilled at choosing and implementing interventions to achieve client/constituent goals and enhance capacities of client/constituent systems. Social workers develop intervention plans in collaboration with client/constituent systems, interprofessional teams and partners using a strengths-based approach. Social workers:

- Identify best practices of evidence-based interventions appropriate for a client or client system and demonstrate a sound rationale for the intervention selection
- Plan and implement culturally responsive interventions for a range of concerns identified in the integrated assessment, with an emphasis of attention on client values and desires, organizational capacities, practitioner expertise, and professional collaboration
- Apply critical thinking and understanding of theoretical frameworks in identifying interventions; using evidence, choose interventions that match the assessed need and client/constituent goal.
- Develop appropriate intervention plans with measurable objectives and outcome.
- Modify interventions as needed, based on evaluation findings
- Effectively collaborate with others to achieve practice outcomes and
- Mobilize resources and assets to enhance client/constituent system capacity

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

Advanced Integrated Social Work Practitioners apply skills to establish evidence-based evaluations founded on measurable goals, objectives, and outcomes. Whether working collaboratively with or independently of other practitioners, social workers aim to ascertain the intended and unintended effects of interventions. Advanced Integrated Social Work Practitioners regularly evaluate the effectiveness of chosen interventions and modify them as needed.

Advanced Integrated Social Work Practitioners communicate and disseminate evaluation results to intended audiences. Social workers:

- Regularly evaluate the effectiveness of chosen interventions
- Demonstrate the knowledge of practice evaluation in achieving intended outcomes and based upon the results of practice evaluation, adjust intervention plans on a continuing basis
- Develops culturally responsive and relevant evaluations based upon multi-disciplinary theories of practice and applies evaluative data to adjust and/or terminate services
- Leads and uses participatory methods to involve constituents in multi-professional settings evaluating the effectiveness of interventions and programs, which includes effectively communicating findings to stakeholders
- Appropriately disseminate findings.

- Uses self-reflective techniques and strategies to continually evaluate one's own professional practice

### **Roles and Responsibilities in Field Education**

Field education consists of six primary roles: The MSW Field Director, Field Liaison, Field Instructor, Task Supervisor, the agency, and the student. These roles synergistically collaborate to guide and direct student learning. The classroom knowledge, field placement, and integrative seminar prepares students with knowledge, professional values and core skills to become effective advanced social work practitioners.

#### **MSW Field Director**

The MSW Field Director is administratively responsible for the configuration, management, implementation, and evaluation of field education.

The MSW Field Director will:

1. Establish university-community partnerships for agency field placements;
2. Ensure that Field Agency Supervisors are trained about their role and responsibilities;
3. Determine that students are prepared to enter field and are strategically matched with a field agency;
4. Execute field education policies and procedures; and
5. Obtain feedback and collect data with the intention to ensure CSWE compliance to sustain the field program.

The MSW Field Director's responsibilities include but are not limited to:

- Conduct Field Agency Supervisor, liaison, and student orientation and trainings.
- Create and manage the development of all written and electronic field placement materials (i.e. field handbook, student and agency forms, Canvas curriculum, marketing materials, affiliate agreements, etc.).
- Establish and maintain university-community partnerships with field agencies and Field Agency Supervisors.
- Coordinate student placement planning, agency interviews, and confirm field placement locations.
- Determine continuity and congruence between the MSW Curriculum, CSWE accreditation standards, Tarleton mission, and the field education program.

#### **Field Liaisons**

The Field Liaison is an experienced faculty member and/or representative that functions as a resource to the student and the field placement agency. The overall responsibility of the Field Liaison is to confirm that Field Agency Supervisors and students are meeting the Field Learning Contract expectations and fulfilling CSWE core competencies and practice behaviors.

The Field Liaison must monitor their assigned field student and Field Agency Supervisor by the following forms of communication:

1. Periodic telephone contact;
2. Video conference;
3. Random emails; and

4. A minimum of one agency site visit with the Field Agency Supervisors and student each semester.
5. Additional meetings are scheduled if there is an identified need.

The Field Liaison is the strategic link between the classroom and the field. Their responsibilities include but are not limited to:

- Serve as a bridge between the MSW program, the Field Director, the agency and the student.
- Provide support in the connection of classroom theory, practice knowledge, and research consultation to Field Agency Supervisor and students.
- Ensure field education policies, procedures, and expectations are being executed.
- Provide recommendations to the student and Field Agency Supervisors regarding field learning activities.
- Work in collaboration with the Field Director to address field placement grievances.
- Provide field instruction support for students who do not have a social worker at their placement.
- Provide a Field Liaison Report to the Field Director.
- Recommend potential field placement sites to the Field Director.

### **Field Agency**

The field agency is strategically selected to provide field experiences based on the following qualifications:

1. The agency mission and goals align with Tarleton's field education objectives;
2. The availability of qualified professionals that have a MSW;
3. Opportunity to provide students with hands-on learning with multicultural children, individuals, families and groups; and
4. Provide students with opportunities to be engaged in clinical, community organization, an agency research and macro level advocacy.

Tarleton is requesting from the field agency to fulfill the following responsibilities:

- Accept students without regard to age, gender, race, ethnicity, religion, sexual orientation, physical ability, or veteran status.
- Provide Field Agency Supervisors with time and students with appropriate resources to fulfill learning assignments (i.e. office space, access to adequate records and documents, etc.).
- Provide students appropriate experiential learning to fulfill learning contract and CSWE competencies.
- Provide students the opportunity to participate in staff orientations, trainings, meetings, agency research, and sponsored conferences.
- Provide timely information to the Field Director such as written descriptions of agency's services and learning opportunities for students, acceptance of field students, and staff/policy/program changes affecting field education.
- Have sufficient staff to develop and maintain agency service delivery without dependence on students.

## **Field Instructors**

The Field Instructor serve as the agency's representative and the student's guide to the learning. To be eligible as a MSW Field Agency Supervisor, the following criteria must be met:

1. A MSW degree from an accredited school of social work;
2. At least two years of post-MSW experience in an agency/institutional setting;
3. At least one year's experience with the field agency; and
4. May volunteer to support a student who does not have a MSW Field Instructor at their field placement
5. Attend MSW Field Instructor Orientation.

The Field Instructor perform the following responsibilities:

- Orient the student to the agency, staff members, and agency policies and procedures;
- Attend the Field Supervisor mandatory training;
- Schedule a minimum of one-hour, weekly face-to-face supervision with the student;
- Develop and implement the Field Learning Agreement in collaboration with the student;
- Provide generalist practice and specialized learning activities to fulfill the Field Learning Agreement and CSWE benchmark practice behaviors and objectives;
- Support students to gain access to additional learning experiences outside of the agency;
- Collaborate and communicate with the Field Liaison to plan, review, and evaluate student's field placement;
- Sign off on all field related forms: time sheets, Field Learning Agreement, midterm evaluation, and final evaluation, and
- In the event an agency does not have staff to meet the criteria, the university will determine if an exception can be made by seeking a volunteer Field Instructor and/or selecting a faculty member to provide MSW supervision. Additionally, an agency task Supervisor would need to be assigned to the student.
- If the Field Instructor is volunteering for an agency that does not have a MSW on site, the Field Instructor will review and sign off on field forms.

## **Task Supervisors**

A Task Supervisor is an agency appointed representative that works directly with the student when a Field Instructor is not available. Typically, a Task Supervisor is assigned to work with a student when an agency does not have a MSW on staff or when the MSW Field Instructor wants the student to have additional learning with a skilled agency representative.

The Task Supervisor perform the following responsibilities:

- Orient the student to the agency, staff members, and agency policies and procedures;
- Attend the Field Supervisor mandatory training;
- Meet weekly for supervision with the student;
- Develop and implement the Field Learning Agreement in collaboration with the student;
- Sign off on all field related forms: time sheets, Field Learning Agreement, midterm evaluation, and final evaluation, and
- Shape the student's field experiences on a day-to- day basis.
- Offer a variety of experiential activities to facilitate learning.

- Be prepared to model practice behaviors, observe student performance, and provide feedback toward achieving competencies.
- It is expected that the Task Supervisor, MSW Field Instructor and the student consistently communicate.

### **Field Students**

Students are expected to actively engage in transferring classroom learning to their field placement experiences. Students are encouraged to be proactive in scheduling weekly supervision sessions with their Field Instructor and/or Task Supervisor. It is essential that students be intentional with their learning by being prepared with an agenda to guide supervision sessions (see Appendix G). Students are responsible for communicating with the Field Agency Supervisor, Task Supervisor, and Tarleton faculty about successes and challenges they experience in field.

The primary responsibility of the field student is to acquire the knowledge, skills and values of the social work profession that will prepare them to be advanced practitioners upon graduation.

The field student is expected to carry out the following responsibilities:

- Maintain and submit all required field documentation in a timely manner;
- Attend all required field orientation seminars;
- Participate in background checks, physical examinations, and acquiring liability insurance at their own expense;
- Collaborate with the Field Instructor and or Task Supervisor to complete field learning contract and end of semester evaluation;
- Report to the faculty liaison of field challenges and successes;
- Prepare for weekly Field Instructor conference (See Appendix G) to enhance professional development; and
- Maintain a professional demeanor that abides by the NASW Code of Ethics, The Tarleton Social Work Program and agency policies.

## **Agency Field Placement Policies and Procedures**

### **Selection of Field Agencies**

The MSW Field Director is administratively responsible for finding, processing and maintaining field placements agencies and Field Instructors for the MSW Program. The Field Director must identify a variety of settings to serve students' diverse needs and interests to fulfill CSWE's and Tarleton's MSW Program competencies, goals and objectives.

The determination and criteria for agency selection for MSW students includes the following:

1. The agency must be willing to learn and provide educational experiences using the CSWE core competencies;
2. The agency program and mission fits with the overall learning for the MSW program goals and learning objectives;
3. The agency will provide students with a suitable workspace and client contact;

4. The agency will be able to provide a Field Instructor who holds an MSW Degree from a CSWE accredited program with two years of post-Master's social work practice experience; and
5. In the event an agency meets the criteria but does not have a MSW/MSSW on staff, an agency Task Supervisor may be assigned to provide daily guidance and Tarleton will identify a qualified MSW Field Instructor to provide weekly supervision for the student.

### **Agency Application Process**

The following procedures are used to determine a new field placement location:

1. The MSW Field Director will contact the agency to inquire of their interest and availability to have a MSW student;
2. The MSW Field Director will visit with agency personnel to learn more about agency programming initiatives and a tour of the facility to discuss university-community partnerships. Additional discussion during the meeting may include:
  - a) Review of Tarleton's MSW program initiatives;
  - b) Discuss Field Education roles and responsibilities (i.e. student, Field Instructor, Field Liaisons, Task Supervisors, and Field Director);
  - c) Discuss the criteria for selecting a Field Instructor;
  - d) Distinguish between BSW and MSW student activities; and
  - e) Discuss field education logistics, policies, and benefits (i.e., agency hours, student supervision, etc.).
3. The MSW Field Director will provide a copy of the affiliate agreement to Tarleton's legal department to establish the university-community partnership;
4. The MSW Field Director will email approval or denial notification.
  - a) If approved, the MSW Field Director will provide to the field agency a copy of the affiliate agreement.
  - b) If denied, the agency will be contacted with reasons for denial and steps that can be taken to obtain approval.
5. Field Instructor and Task Supervisors must attend the Field Supervisor training.

### **Selection and Training of Field Instructors**

The Department of Social Work values the work of the Field Instructor.

The following are guidelines in the selection of Tarleton's Field Instructor:

1. The Field Instructor must have a MSW/MSSW from a CSWE-accredited program and two years post-Master's social work practice experience;
2. The Field Instructor must be willing to complete the Field Agency Supervisor orientation and/or training;
3. The Field Instructor must be committed to Master's level social work education and be willing to supervise students with diverse learning needs.
4. The Field Instructor must be available to the student and/or provide a Task Supervisor. A minimum of one hour of supervision must be conducted each week.
5. The Field Instructor should have an attitude of collaboration to interface with the agency staff, Tarleton faculty and students to promote a quality field placement experience.

## **Benefits for Agencies and Field Instructors**

Tarleton State University is indebted to Field Agency Supervisors and agencies due to the amount of time and expertise provided to prepare students to be competent advanced social work practitioners. The following is a list of benefits for agencies to host students:

- *Access of support for Field Agency Supervisor* - the agency and Field Agency Supervisor have wraparound support from professors (i.e. providing grant resources, research collaborations and partnerships with and agency an initiatives).
- *Field and Task Instructor Training*-The purpose of Field Supervisor training is to prepare supervisors to assume their role effectively. The MSW Field Director conducts the Field Supervisor Training for Field Instructors and Task Supervisors. It is held prior to the start of the semester and/or as needed. The Field Instructor and Task Supervisor must retake the training every two years.
  - Information shared is to prepare the Field Instructor and Task Supervisor with the tools (i.e. field manual, learning contract, evaluation, etc.) and logistic information (i.e. academic calendar, field schedule) to support field student learning.
- *Continuing education hours for roles*- Field Instructors receive .5 continuing education hours for their supervision role each semester.

## **Student Field Placement Process, Policies and Procedures**

### **Student Selection into Field Placement (Pre-Field Placement)**

These are the following steps for Pre-field placement:

- Step 1: Admission into MSW Program
- Step 2: Complete MSW Student Field Placement Application
- Step 3: Pre-Placement Interview with MSW Field Director
- Step 4: MSW Field Director identifies an agency to match with student interest
- Step 5: MSW Field Director refers to the student Field Agency requesting an interview
- Step 6: Student attends field placement interview with Field Agency Supervisors
- Step 7: Confirmation or declination of field placement
- Step 8: Prepare for field placement

### **Step 1: Requirements for Admission to Field Education**

Students admitted to the MSW program are eligible for field placement upon successful completion of course prerequisites. Advanced standing students are in field placement their first year during fall and spring semesters. Generalist students enter field placement during their first-year spring and summer semesters with a generalist field placement location. During the generalist students' second year, a specialized placement is identified after meeting with the student to discuss their interest. Once an specialized placement has been identified, students will be placed in an appropriate advanced field placement during fall and spring of their second year.

### **Step 2: Complete MSW Student Field Placement Application**

The MSW Student Field Placement Application assists the MSW Field Director with matching students to appropriate field sites. Students complete the Student Field Placement Application online. The application requests specific information about student populations of interests (see Appendix C).

By completing the Field Placement Application, students acknowledge the following:

- Generalist students must complete a total of 400 hours (200 hours each semester) and advanced students must complete a total of 500 hours (250 hours each semester). This will equate to 14 to 18 hours per week.
- Understand that acceptance into the field education program is determined by Tarleton Social Work faculty. Satisfactory completion of the placement is a graduation requirement for the master's in social work degree.
- Understand that students must abide by the NASW Code of Ethics, and the Texas Code of Conduct as required by the profession and Texas State licensing regulations.
- Understand that due to state and federal law, criminal convictions and/or arrests may limit future employment and social work licensure. Students understand that the field placement may be redirected to appropriate options if past convictions and/or arrests create a conflict with field placement agency requirements. It is highly encouraged that you request a background review from the licensing board.
- Understand that personal affairs, psychosocial distress, substance abuse history, and/or mental health difficulties must not interfere with field placement performance. If personal issues interfere with field placement performance, the placement may be terminated, and a failing grade may result.

### **Employment-Based Policy**

Under certain circumstances, the MSW advanced standing student may complete their field placement at their place of employment. This is considered on a case-by-case basis by the Field Director. The standards and requirements for this type of field placement are:

1. Agency Eligibility: The agency meets the regular criteria for an Affiliated Agreement.
2. The proposed Field Instructor should be someone other than the student's immediate employment supervisor.
3. The Field Instructor should have a MSW/MSSW degree with two years post-graduate employment experience.
4. The Field Instructor should have at least one year with the Agency.
5. The Field Instructor should be able to offer the student a minimum of one hour per week of individual supervision.
6. The field assignments should be different from any employment activities and must be educationally focused.
7. Practice Opportunities Related to Practice Behaviors: The social work program has specified achievable practice behaviors that are based on the nine core competencies of social work as promulgated by CSWE ([https://cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\\_Web\\_FINAL.pdf.aspx](https://cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx)).
8. The practice behaviors are MSW level specific and may be viewed in TSU MSW Field Instruction Manual. The practice behaviors are divided between the two semesters of field, and the entire year of field work and projects selected should reflect the totality of the practice behaviors for the student's level of social work education.



9. Designated Hours: The hours designated for the field practicum must be clearly differentiated from the student's regular work hours and documented. Students have the same required number of field hours as those students who are not simultaneously employed. The school does not grant credit for previous work or life experience.
10. *\*Termination of Employee: The student should be aware that termination from their employment may also initiate termination of their MSW Field Placement. In this event, termination of a student procedures may be followed from the TSU MSW program.*
11. Application Submittal: The student submits the "Employment-Based Field Placement Application" in a timely fashion, according to the time designated by MSW Field Director

Students interested in completing their field placement experience at their place of employment are required to discuss their interest at their Pre-placement interview with the MSW Field Director and submit the Employment-Based Placement Application to the Field Director when advised (see Appendix D). Each case is reviewed on a case-by-case basis. The MSW Field Director will provide an email notification to the student on the approval status.

### **Title IV-E Stipend Program**

The Title IV-E stipend is available to MSW students who live in region 7 through the Department of Family & Protective Services (DFPS).

Phase I: Application process-

- Student who are DFPS employees will communicate to the Field Director and Title IV-E Director their interest in the Title IV-E Program and complete the Title IV-E online application. Applications are reviewed for eligibility by the Title IV-E Director. Then reviewed with DFPS Regional Operations Support Administrator for approval.

Phase II: Contract signing-

- If approved, the student information sheet will be sent to the CPS Contract Program Specialist to facilitate the contract signing. Stipends are processed after classes have begun.

Phase III: Field-

- MSW Advanced Integrative students who are also DFPS Employees must complete field hours at an agency outside of CPS. Employees are expected to complete their regular duties while they are in Field and must work with their direct supervisor to facilitate their work schedule. Employees cannot complete field internship at their current employment due to a conflict of interest and being placed at a different location broadens their skill, practice, knowledge of resources, and networks.
- Generalist Students: Non-Employees who apply for the Title IV-E Stipend will complete their Generalist placement at a child-welfare related agency and with the (DFPS) for their Advanced Integrative placement. They must complete their course work at the time of completing their internship and are eligible for up to two stipends during their field placement.

- After completion of the student's degree program: The Student will repay the Department or SSCC four (4) full calendar months of employment for each academic unit received by the student.

### **Step 3: Pre-placement interview with MSW Field Director**

Students are required to interview with the MSW Field Director. The purpose of the interview is to prepare students for their official field agency placement interview. An invitation will be sent to the student to sign up for a video interview. This interview will do the following:

- Review the Student Field Placement Application submission;
- Discuss field agency preferences;
- Explain the agency selection process;
- Conduct a mock interview;
- Clarify logistical issues and concerns.

### **Step 4: MSW Field Director identifies an agency to match with student interest**

After the MSW Field Director reviews the MSW Student Field Placement Application and conducts the interview, the matching of students to field agencies begins. The setting in which the student is matched is a reflection of student input from the Student Field Placement Application, the video interview with the MSW Field Director, student's professional interests, and the availability of resources approved as field settings.

During the video interview, the MSW Field Director will discuss the following:

- The need for evening and weekend hours;
- Student agency preference type, population served, programming initiatives, and location; and
- Student preference for a specific agency.

When the MSW Field Director has identified a suitable placement, the MSW Field Director will contact the agency to determine if they are interested and have the availability to supervise a student intern for two semesters.

### **Step 5: MSW Field Director refers student to Field Agency requesting an interview**

Once an agency Field Agency Supervisor agrees to interview the student, the MSW Field Director contacts the student via email referral with detailed information about the agency, Field Agency Supervisor's contact information, and preparation strategies for the interview.

Additionally, the matched Field Agency Supervisor receives an email indicating student's information, preparation strategies for the official field placement interview with the student, follow up next steps, and a link to the Field Placement Confirmation Form. (If applicable)

### **Step 6: Student attends field placement interview with Field Agency Supervisor**

Advice for students for the field placement interview are as follows:

- Be professional;
- Dress in appropriate business/business professional attire;
- Familiarize yourself with the agency;

- Review the agency website to understand about the agency mission, program modalities, community outreach approaches, and history of the agency;
- Be prepared to ask questions and to answer questions that may be asked;
- Bring a copy of your resume;
- Bring a copy of your tentative field placement work hour schedule; and
- Inquire about prerequisites for placement (i.e., HR paperwork, criminal history check, drug and health, certifications, etc.)

Students should confirm requirements with the agency during the interview. If any of these requirements present an obstacle to placement, students should discuss this with the MSW Field Director as soon as possible. Tarleton State University does not cover the costs or reimburse student for any expenditure for field placement requirements. Therefore, students should clarify with the agency any out-of-pocket expenses and if agency reimbursement is available.

### **Step 7: Student and Field Agency Supervisor Complete Confirmation of Field Placement Form**

No placement is considered final until both the student and agency have interviewed and mutually agreed to work with each other. An agreement is only confirmed with submission of the Field Placement Confirmation Form (see Appendix E).

In some cases, the agency may offer the placement to the student during the interview. In other cases, this may occur after the interview. Please note that the Confirmation of Field Placement Form needs to be submitted to the MSW Field Director.

Confirmation of the placement indicates a commitment by the student to follow policies and meet any prerequisites of the agency. Field agencies offering placement to a student should also notify the MSW Field Director.

On occasion, a student may not be accepted by the field agency. The field director will meet with the agency and student separately to discuss the interview and concerns. If concerns were identified, the student may be referred to the Tarleton Career Services to receive mock interview assistance before being assigned another interview. If the student is not accepted for the second time, the field director will consult with the program director and assess if the student may need to delay field placement to address concerns first.

### **Declination of Placement**

If a student wishes to decline the placement, the student must inform the MSW Field Director before the student discusses this with the agency.

Please Note: It is not acceptable for a student to decline a placement at the placement location. In addition, any student who remains without a confirmed placement after three interviews must make an appointment with the MSW Field Director prior to any further attempts.

### **Step 8: Prepare for the Field Placement**

Close to the start of field placement, all students will be required to attend the Field orientation. Information about field education will be discussed at that time. Students should collaborate

and. Reach out to their Field Liaison (typically your Field Seminar instructor) and/or MSW Field Director if they have any questions or concerns.

## **During Field Placement: Student Experience in Field Placement**

### **Student Schedule in Field Placement and Time Sheets**

It is expected that **advanced integrative students must fulfill 250 hours each semester (total of 500 hours)** and **generalist students must fulfill 200 hours each semester (total of 400 hours)** in the field agency. The student, in collaboration with the Field Instructor or Task Supervisor are responsible for setting up a regular field schedule, (i.e. the days and hours each week) to be in the placement setting. The student is expected to spend at least 12 to 18 hours each week in the field agency in blocks of no less than 3 or 4 hours. The student is also responsible for keeping a count of the cumulative number of field hours completed.

It is the student's responsibility to keep up with their field time sheets. The Field Instructor or Task Supervisor must sign the time sheet each month and the student must upload the time sheets on Canvas in their field seminar class (see Appendix F).

### **Weekly Supervision Forms**

Students are required to participate in a formal supervision meeting with their Field Instructor (this is different from the Task Supervisor) for a minimum of one hour every week to discuss the student's progress and performance in field. To ensure that student and Field Instructor are having meaningful weekly supervisory sessions, the student is required to complete the Weekly Supervision Conference Form. The purpose of this form is to support the conversation between the Field Instructor and student. This form should be concurrently used with the learning agreement and end-of-semester evaluation to support student's field placement learning goals, activities, and objectives (see Appendix G).

### **The Learning Agreement**

The Field Learning Agreement is to be completed by the student and their Field Instructor or Task Supervisor. It is an instrument used to facilitate professional goals, learning activities and educational objectives. This document should be referred to throughout the semester and used in association with the End of Semester Evaluation (see Appendix H).

The Field Learning Agreement is due the 5<sup>th</sup> week of the semester. It must be typed and submitted electronically by the student to their field agency instructor, classroom instructor, and field liaison.

A Final Field Learning Agreement is due before the end of the semester where the student notates dimensions used to meet social work competency and an example of their goal.

### **End-of-Semester Evaluation**

The final grade for the semester will be based upon the Field Instructor's or Task Supervisor's end-of-semester evaluation.

The student is recommended to complete a self-evaluation of fieldwork performance at the end of the semester using the End-of-Semester Evaluation. This should be submitted to the Field Instructor or Task Supervisor prior to the evaluation conference. The self-evaluation can provide a basis for discussion in terms of agreement or disagreement about the quality of the student's field performance.

The Field Instructor or Task Supervisor will be sent an electronic version of the End-of-Semester Evaluation. The Field Instructor or Task Supervisor should review the final End-of-Semester Evaluation with the student. If the student does not agree with the grade, the student may submit a written addendum to the evaluation. The addendum must be reviewed and signed by the Field Instructor or Task Supervisor (see Appendix I).

### **Credit for Work Experience**

In keeping with the educational standard of the Council on Social Work Education, the Tarleton State University Social Work program does not grant social work course credit for previous life or work experience in whole or part, in lieu of field practicum, or for courses as specified in the Curriculum Policy Statement of CSWE. Students may not receive academic credit for life experience and previous work.

### **Sick Leave**

In the case of illness requiring absence from field placement, students must notify the Field Instructor or Task Supervisor and take responsibility for canceling and/or rescheduling appointments/meetings. Hours missed must be made up at a time agreed upon by the student and Field Instructor or Task Supervisor. If a student is absent for more than two days of field placement, the Field Liaison and Field Director should be notified.

### **Weather**

In the event of inclement weather that restricts travel, the student must first follow Tarleton procedures. If the university and agency are closed, the student is excused from placement but is still required to make up hours. The student should consider their safety for travel before reporting to their field agency.

### **Holiday Schedule**

Tarleton State University holiday schedule (see Appendix) shows the holidays observed by the University. Students are entitled to observe all university holidays.

- The student is not required to go to field placement on a university holiday. However, if the student wants to go to field placement when the university is closed the student is permitted, except for winter break.
- In the event that an agency office is closed for a holiday and Tarleton is in session, the student may discuss with their Field Instructor or Task Supervisor activities to complete missed hours.
- It is encouraged that student observe university breaks.
- The total clock hours required of students each semester does not vary, regardless of holidays.
- If a holiday occurs and it is a regularly scheduled workday for the student, that time must be made up.

- All hours must be worked in order to count toward the total requirement.

### **Dress Code**

Students are expected to follow the field placement agency dress code. Students are responsible for dressing professionally, considering agency standards, the social work profession and Tarleton State University.

### **Safety**

Within the social work profession, there are potential risks. The social work program will provide students with information and skills to address potentially harmful situations. It is the students' personal responsibility for choosing a profession that carries some risk and recognize that issues of safety are relevant in all communities and settings. Students are expected to strictly follow field agency policies and procedures designed to ensure personal safety and reduce risk to agency employees, students and clients. Students are expected to make any concerns regarding safety known to agency staff and fieldwork faculty.

Tarleton State University agrees to:

- Provide all field students with general written information about safety in field placement; and
- Provide safety information during the student's orientation and seminar class.

Tarleton State University requests for agencies to:

- Orient student interns to the agency safety policies and procedures;
- Provide accommodations to ensure student safety such as provided for agency staff; and
- Contact the Field Liaison and/or MSW Field Director if an incident occurs in which a student is hurting themselves or others.

Tarleton State University requests for students to:

- Abide by all safety instructions given by the University and agency.
- Communicate safety concerns with the Field Instructor or Task Supervisor or Field Liaison.
- If personally threatened or hurt, the student should contact their Field Instructor or Task Supervisor, Field Liaison and MSW Field Director immediately.

### **Liability Insurance and Transporting Clients**

All practicum students are required to purchase a Professional Liability Policy with NASW Assurance Services or another provider prior to starting field placement. Field students must be covered by professional malpractice liability insurance to protect both the agency and the student against malpractice liability claims.

Students **must provide proof of coverage** by submitting a copy of their certificate of insurance to the Field Director and their Field Instructor or Task Supervisor. Students will not be allowed to attend field until the social work program has received the student's Liability Proof of Coverage Certificate.

It is the student's responsibility to secure transportation to and from the field setting. It is also the student's responsibility to provide liability insurance coverage for agency-related travel (if no such cost coverage is provided by the agency). Tarleton State University does not reimburse students for the use of their automobiles or other travel expenses incurred in field placement.

Note: **It is prohibited for students to transport clients.** The use of a personal vehicle for transporting clients is not covered by Tarleton and students are not allowed to transport any client.

### **Social Media Networking Policy**

It is essential that students in field placement maintain professional behavior, ethical standards, confidentiality and appropriate boundaries with the field agencies, clients, social work program, colleagues, instructors, and peers. All online communication should be professional and respectful. The following guidelines are intended to assist students with making appropriate decisions about school, program, and practicum-related online exchanges.

1. Review and adhere to all agency guidelines and policies regarding the use of all means of technology in the agency.
2. Use only your professional (field agency) email address and phone number to communicate with clients. All correspondence should be professional.
3. Do not ask or accept a current or former client as a friend on Instagram, Facebook, Linked-in, Twitter, Snap Chat or any other social networking site.
4. Do not make references or comments about the field agency, Field Agency Supervisor, colleagues, clients or client situations on Instagram, Facebook, Linked-In, Twitter, Snap Chat, blogs or any other social networking sites.
5. Sharing photographs without consent is a breach of confidentiality. Know and adhere to your field agency's policies on photography and use of your own phone camera.
6. If you do communicate with clients by email, be aware that all emails are generally retained in the logs of an agency's internet service provider. While it is unlikely that someone will look at your correspondence, some agencies may monitor your communication and emails.
7. Regardless of how many security settings you have for your social media site(s), remember that social networking sites are public domains and information can be accessed by anyone, including clients, colleagues and agencies. Communication on these sites does not go away.

### **Criminal History**

Due to state and federal law, criminal convictions, arrests or sanctions for unprofessional conduct may impact the student's potential in obtaining field placement (required for graduation), as well as obtaining social work licensure in future employment as a social worker. Students may need to be redirected to appropriate areas of field placement options if past convictions and/or arrests create a conflict with field placement agency requirements. It is the student's responsibility to contact the Texas State Board of Social Work Examiners and submit information about past criminal convictions, arrests or sanction to explore eligibility to sit for the social work license exam. There is a fee levied by the licensing board for this service.

## **Mental Health**

Students should not allow their personal affairs, psychosocial distress, substance abuse history, and/or mental health difficulties to interfere with field placement performance. If the student's personal affairs interfere with field placement performance, field faculty will follow the policy and procedures outlined in the corrective action plan. If the student's personal issues interfere with field placement performance, then the field placement may be terminated (see Premature Termination of Field Placement). Students may be dismissed from the program, depending upon the situation.

## **Policy Regarding Termination of Student's Enrollment in Field Placement for Reasons of Academic and Professional Performance**

Students admitted to the MSW program are expected to demonstrate consistent progress towards completion of the academic program. At the request of a Field Instructor, Task Supervisor or faculty member, a student's academic and professional performance will be reviewed by the MSW Field Director and the MSW Program Director for possible termination from the MSW program for any of the following behaviors:

- Failure to make academic progress;
- Chronic absenteeism from class or field;
- Hostile or resistant attitude toward learning, supervision agency staff and/or clients;
- Alcohol and/or drug dependency;
- Violations of ethical standards of social work, specifically the *NASW Code of Ethics & the Texas Code of Conduct*;
- Violations of federal, state and local laws (a prior conviction that becomes known during the course of study which demonstrates unsuitability for social work practice may also be considered).
- Violations of university regulations, policies and procedures including but not limited to:
  - Academic integrity;
  - Classroom civility;
  - Drugs and alcohol;
  - Disorderly/disruptive behavior;
  - Sexual harassment;
  - Sexual violence;
  - Vandalism; and
  - Theft

Failure to comply with any of the aforementioned may result in termination from field and the MSW program.

## **Premature Termination of Field Placement**

The MSW program agrees to withdraw any student from field placement for reasons of:

- NASW or Texas Code of Conduct ethical violations;
- Violation of agency policies and procedures;
- Violation of field placement agreement.

The MSW Program Director will make the final decision regarding removal from the field with documentation from the MSW Field Director, agency and Field Instructor or Task Supervisor. If a student chooses to appeal, they must follow the University appeal process, which can be found



in the Tarleton Student Handbook. Whether or not a student will be allowed to return to field would depend on the seriousness of the incident and/or the student's ability to work through the problem. The MSW Field Director will have the responsibility to work with the student around the issues and outline conditions for returning to field.

The Field Instructor or Task Supervisor must notify Tarleton's MSW Field Liaison regarding the specific problem by completing the Corrective Action Plan (see Appendix K).

1. The MSW Field Instructor or Task Supervisor and student must complete the Corrective Action Plan.
2. The Field Liaison, Field Instructor or Task Supervisor and student must meet to review the Corrective Action Plan.
3. In the event that the student is not meeting the expectations identified within the Corrective Action Plan, the student must meet with the MSW Field Director to determine the next steps and potential withdrawal from the field agency and/or field placement.
4. A mutual decision regarding the student's academic progress must be discussed and documented (i.e. student, Field Instructor or Task Supervisor, Field Liaison, MSW Field Director and MSW Program Director).
5. Students have a right to submit a written appeal about a termination decision to the MSW Field Director (see MSW Student Handbook).

### **Change of Placement Policy**

Assignment of the student's field placement is made for the duration of the academic semesters. In rare occasions, a change of field placement is necessary. This may be granted for one or more of the following reasons:

- Change in personal circumstances (location, academic, transportation, health);
- Agency not able to provide resources to students with special needs or disabilities;
- Internal matters of the agency;
- Irreconcilable differences between student and Field Instructor or Task Supervisor.

Procedures for a change of field placement requires the following:

1. The student must first discuss the desire for Field placement change with their Field Instructor or Task Supervisor.
2. The student must seek consultation for field placement change with the Field Liaison. The Field Liaison should review concerns with the student and Field Instructor or Task Supervisor before making a formal recommendation to the MSW Field Director.
3. If the Field Instructor or Task Supervisor initiates a request for change, the matter first must be discussed with the student then with the Field Liaison.
4. A conference with the student, Field Instructor or Task Supervisor, and Field Director will be scheduled to explore options and requirements for the student to continue in the current field placement or different locations.

### **Post-Placement Responsibility in Field**

#### **Surveys**

Close to the end of the semester, the social work program will require feedback. An assignment during the field's seminar class will involve completing a variety of surveys such as:

- a) Student Review of the Agency;

- b) Student Review of the Social Work Field Program;
- c) Student Exit Survey; and
- d) Agency Review of the Social Work Program.

The forms will be sent electronically and are confidential (excluding the Student Exit Survey). These evaluations assist the MSW Program in the continuous and on-going evaluation required by the CSWE.

## **General University Policies**

### **Categories of Misconduct**

Misconduct for which students or organizations are subject to disciplinary action falls into the following categories although this is not an exhaustive list. The university reserves the right to any conduct disruptive of university programs or that adversely impacts the university community.

### **Acts of Academic Dishonesty**

These include, but are not limited to, the following:

Unauthorized participation in illicit activities: unauthorized use of resources, materials, or technology; collaborating with other individual(s) for an essay or thesis or problem, assignment or other projects submitted or completed for course credit; or any other requirements for non-course credit in an academic setting. This also includes, but it not limited to the following:

- a) Plagiarism, meaning the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work in any academic setting.
- b) Collusion, meaning the unauthorized collaboration with another person in preparing written work in any academic setting.
- c) Abuse of resource materials, meaning the mutilation, destruction, concealment, theft or alteration of material provided.

For further information see Tarleton State University Academic Conduct Policy

### **Sexual Harassment**

Sexual harassment is unwelcome conduct of a sexual nature. It can be sex-based and/or gender-based verbal, written, online and/or physical conduct. Anyone experiencing sexual harassment in any University program is encouraged to report immediately to the Title IX Coordinator or deputy. Remedies, education, and/or training will be provided in response. Sexual harassment may be disciplined when it takes the form of quid pro quo harassment, retaliatory harassment and/or creating a hostile environment. For further information, see the Tarleton State University Sexual Harassment Policy (see the Tarleton website).

## **Appendices**

## Appendix A: Resources

### Association of Social Work Boards

- <https://www.aswb.org/>

### NASW Code of Ethics

- <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

### NASW Guidelines for Social Work Safety in the Workplace

- <https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid>

### Texas Code of Conduct

- [https://www.dshs.texas.gov/socialwork/sw\\_conduct.shtm](https://www.dshs.texas.gov/socialwork/sw_conduct.shtm)

### Texas State Board of Social Work Examiners

- <https://www.bhec.texas.gov/texas-state-board-of-social-worker-examiners/index.html>

## Appendix B: Rubric for Assessing Professional Behaviors

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
1. Attendance: Attends classes and related meetings	Student has missed 20% or more of total class time in one or more classes	Student missed class for reasons that are not related to allowable emergencies but for convenience; Skipped one class to do work for another class	Student attend all classes except in truly rare or unusual circumstances that are considered excusable by the professor	Student attended all classes	
Comments:					
2. Punctuality: Be punctual and engaged	Student has been late to class or left early from class 3 or more times in a semester	Student has occasionally been late to class or left early from class, but no more than once per semester	Student is on time to class and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor	Student is always on time and stays until the end of class	
Comments:					
3. Manage communications and contacts	Student does not usually contact the instructor to inform of tardiness to/absence from class; Student provides no reason for absence	Student contacts the professor to inform of tardiness or absence, but does it after already missing a class or meeting	Student contacts the professor prior to the beginning of class to inform of tardiness or absence except in true emergencies, and then contacts the professor	Student always contacts the professor prior to the beginning of class to inform of anticipated tardiness, illness, etc.	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable  immediately thereafter	4 Outstanding	Score
<p>Comments:</p> <p>4. Demonstrate respect and support in relationships</p>	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty	Student is usually respectful to and supportive of classmates, staff, faculty	Student is always respectful to and supportive of classmates, staff, faculty	
<p>Comments:</p> <p>5. Demonstrate self-awareness</p>	Student rarely shows self-awareness about the impact of verbal and non-verbal communications	Student only occasionally shows self-awareness about the impact of verbal and non-verbal communications	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications	Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications	
<p>Comments:</p> <p>6. Demonstrate awareness and responsiveness to diversity</p>	Student's classroom interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student only occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people	Student's classroom interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student's classroom interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people	
<p>Comments:</p> <p>7. Demonstrate collegiality and collaborative interactions</p>	Student has not demonstrated collaborative skills in work with others and relationships	Student is reluctant to collaborate with others and struggles with maintaining	Student almost always works collaboratively with team members while relating easily	Student always works collaboratively with all team members, while relating easily	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
<p>with classmates have been affected by this</p> <p>Comments: 8. Strive for a high level of oral expression</p>	<p>Student consistently gets feedback from instructor that oral expression is unprofessional. Student never or hardly ever participate in class discussions</p>	<p>Student's professional oral expression is challenging for others to understand. It may contain grammatical errors or excessive slang, or it may be poorly organized. Student only occasionally participates in class discussions</p>	<p>Student is usually articulate and professional in oral expression. Student usually participates in class discussions in ways that significantly add to the quality of the discussion</p>	<p>Student is always articulate and professional in oral expression. Student always participates in class discussions in ways that significantly add to the quality of the discussion</p>	
<p>Comments: 9. Strive for a high level of written expression</p>	<p>Student consistently gets feedback from instructors that written expression is unacceptable or unprofessional. Grades on papers are reduced significantly because of writing</p>	<p>Student's written work lacks clarity and has some errors. When asked to use APA guidelines, Student does this incorrectly on a consistent basis. Grades on papers are reduced somewhat because of writing.</p>	<p>Student almost always expresses ideas or concepts clearly, with very few errors; Student uses APA guidelines when required, making very few errors. Grades on papers are reduced slightly because of writing.</p>	<p>Student always expresses ideas or concepts clearly, with an absence of errors; Student uses APA guidelines accurately. Grades on papers are reduced hardly at all because of writing.</p>	
<p>Comments: 10. Demonstrate self-initiative, reliability and dependability</p>	<p>Student rarely takes initiative to plan work</p>	<p>Student only occasionally takes initiative</p>	<p>Student almost always takes initiative to plan</p>	<p>Student always takes initiative to plan and</p>	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
	and complete it in a timely manner. Student rarely gets the reading done or leaves enough time to turn in best work. Student never proof-reads written assignments and turns them in with major errors on them	to plan work and complete it in a timely manner, resulting in coming to class without having done the reading or not allowing enough time to complete and proof-read	work and complete it in a timely manner. Work is proofread thoroughly before turning in a written assignment	complete work in a timely manner. Work is proofread in its entirety before turning in a written assignment and makes necessary corrections	
Comments: 11. Demonstrate evidence of motivation to improve oneself. Responses to suggestions and feedback are good.	Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, make no effort to adjust performance accordingly	Student is usually receptive to suggestions and feedback, does not adjust performance accordingly	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly	Student is always receptive to suggestions or feedback from others, and adjusts performance accordingly	
Comments: 12. Be knowledgeable about and compliant with the professional conduct policy in the Social Work Program and Field Education Manual	Student is not familiar with the professional conduct policy in the Social Work Program and rarely if ever complies with it	Student is aware that a Professional Conduct Policy exists within the Social Work Program, but does not comply with it	Student is aware of and follows the Professional Conduct Policy in the Social Work Program	Student demonstrates exemplary knowledge of the Professional Conduct Policy in the Social Work Program. Student always conducts self accordingly	
Comments: 13. Show respect and use the NASW Code of Ethics in	Student indicates no awareness of or	Student's knowledge of the NASW	Student respects the NASW Code of Ethics,	Student consistently demonstrates	



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
its entirety, including confidentiality	knowledge about the Code of Ethics	Code of Ethics is not evident in communications or practice-related behavior	which is evident in both communications and practice-related behavior	leadership with colleagues in discussions of ethical issues and compliance with the Code of Ethics	
Comments: 14. Use departmental communications	Student never checks email and/or does not respond to emails sent by fellow group mates or the professor	Student rarely checks email and/or does not respond to emails sent by fellow group mates or the professor	Student consistently checks email looking for correspondence from classmates and the professor and is usually prompt to respond to it	Student always checks email looking for correspondence from classmates and the professor and is always prompt to respond to it	
Comments: 15. Displays professional appearance that does not interfere with professional relationships/responsibilities.	Student's attire and presentation is consistently inappropriate for professional and classroom settings. Hair and body are not clean or well-groomed, and/or often has offensive body odors that are uncorrected when provided feedback and support	Student sometimes has poor hygiene, wears inappropriate clothing, or has distracting body odors. Student rarely self-corrects when provided feedback and support	Student demonstrates routine attention to professional appearance and hygiene	Student demonstrates consistent attention to professional appearance and hygiene	

Comments:

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)

### Appendix C: MSW Application To field

PERSONAL DATA		
Name	UID#	
Street		Phone (    )
City	State	Zip
Tarleton E-mail Address		
PLACEMENT INFORMATION		
Semester	Location	
Track	Interest	
CONCERNS FOR FIELD		
Field Concerns	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Value Conflicts	YES <input type="checkbox"/>	NO <input type="checkbox"/>
PREVIOUS INTERNSHIP		
EMPLOYMENT INFORMATION		
RELIABLE TRANSPORTATION		
BUSINESS CASUAL CLOTHES		
DRUG & ALCOHOL HISTORY		
MEDICAL HISTORY		
MENTAL HEALTH HISTORY		
CPS, APS, CCL HISTORY		

**Appendix D: MSW Employment-Based Application Form**

STUDENT NAME: ADDRESS:  TELEPHONE NUMBER: EMAIL:	DATE:  CONCENTRATION:
--	-----------------------------

INDICATE PROGRAM LEVEL OF FIELD YOU ARE ENTERING:  
                     FOUNDATION            ADVANCED

AGENCY NAME WHERE STUDENT IS EMPLOYED:  
  
 ADDRESS (precise location where the student is practicing):  
  
 TELEPHONE NUMBER:

EMPLOYMENT SUPERVISOR NAME:  
 CREDENTIALS (DEGREES AND LICENSES):  
 TELEPHONE NUMBER:  
 EMAIL:

PROPOSED FIELD INSTRUCTOR NAME FOR PLACEMENT:  
 CREDENTIALS (MSW, LMSW, LCSW, DEGREES & CREDENTIALS):  
 TELEPHONE NUMBER:  
 EMAIL:

NAME OF DEPARTMENT STUDENT CURRENTLY WORKS WITH AS AN  
 EMPLOYEE:

DESCRIBE THE CURRENT POPULATION STUDENT WORKS WITH AS AN  
 EMPLOYEE:

CURRENT EMPLOYMENT DESCRIPTION (In this box, provide a complete description of  
 the roles and responsibilities that the student performs at the agency as an employee):

Indicate below the days and hours designated for continuing employment:

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
------	-------	------	--------	------	------	------

NAME OF DEPARTMENT STUDENT WILL WORK WITH FOR FIELD PLACEMENT:

DESCRIBE THE POPULATION STUDENT WILL WORK WITH FOR FIELD  
 PLACEMENT:

<p><b>PROPOSED FIELD PLACEMENT DESCRIPTION</b> (In this box, provide a complete description of the proposed projects, activities, and roles for the student’s fieldwork; these must be different from employment responsibilities and congruent with the level-specific practice behaviors):</p>						
<p>Indicate below the days and hours designated for engaging in fieldwork:</p>						
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

**SIGNATURE AND DATES:**

Signature indicates agreement and commitment to the application.

STUDENT:	DATE:
CURRENT EMPLOYMENT SUPERVISOR:	DATE:
PROPOSED FIELD INSTRUCTOR:	DATE:
MSW FIELD EDUCATION DIRECTOR:	DATE:

Adopted from Ohio University Social Work Program, 2020

**APPENDIX E: MSW Field Confirmation Form**

Name of Student: \_\_\_\_\_

- MSW Foundation (Spring/Summer)
- MSW Advanced (Fall/Spring)

Name of Agency: \_\_\_\_\_

Name of Field Instructor & Credentials: \_\_\_\_\_

If no social worker, name of Task Supervisor & Title: \_\_\_\_\_

- I will accept this student for field placement
- I wish to discuss the interview further. Please call me at: \_\_\_\_\_
- I have interviewed this student and I am unable to accept this student for field placement for the following reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Completed confirmation can be emailed to Dr. Veronica Molina, Director of MSW Field Education, [vmolina@tarleton.edu](mailto:vmolina@tarleton.edu)**

**Appendix F: MSW Field Placement Time Sheet**

Student's Name \_\_\_\_\_ Month: \_\_\_\_\_ Semester \_\_\_\_\_

Agency: \_\_\_\_\_

<b>Date</b>	<b>Hours</b>	<b>Date</b>	<b>Hours</b>
-------------	--------------	-------------	--------------

Total Hours for Month \_\_\_\_\_  
Total Hours for Semester \_\_\_\_\_

The student is expected to spend at least 16 hours each week in the field agency in blocks of no fewer than 3 or 4 hours. The student is also responsible for keeping a count of the cumulative number of field hours completed. The Time Sheet must be uploaded on Canvas at the beginning of each month within the Field Seminar Class

Signature of Student: \_\_\_\_\_ Date \_\_\_\_\_

Signature of Field Agency Supervisors: \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_

## APPENDIX G: MSW Weekly Supervision Form

Reflect and answer the questions prior to your weekly supervision session with your agency Field Agency Supervisors. Bring the completed to the weekly supervision session and be prepared to discuss your field placement experiences during the week.

The purpose of this form is to support the conversation between the agency instructor and student. This form should be concurrently used with the learning agreement and end of semester evaluation to support students' field placement learning goals, activities and objectives.

1. What went well during field placement this week?
2. What challenge(s) occurred during field placement this week? What did you do to address these challenges?
3. Discuss social work skills, knowledge, and/or values you've experienced this week.
4. Discuss value conflict(s) you've experienced this week. How did you apply knowledge of the NASW Code of Ethics and/or NASW Core Values?
5. Learning Contract: What learning objectives have you begun working toward or accomplished since the last supervision session?
6. Learning Contract: What learning objectives, activities, and/or goals will you pursue next week?
7. What are your strengths and/or limitations experienced in field placement this week?
8. Additional **student** comments (i.e., areas of concern, case review, topics you want to discuss this week, etc.):

**Social Work Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX H: Field Learning Agreements

### GENERALIST MSW FIELD LEARNING AGREEMENT

Student Name:	Agency Name:
____ Spring Semester ____ Summer	Student Name:  Task Supervisor Name:
Date:	Field Instructor Name:

#### How to use this form:

1. **The document must be TYPED and submitted electronically to your field placement agency instructor, classroom instructor and Field Liaison (typically your Field Liaison is the classroom instructor).** See course syllabus for due date.

#### Foundation Students (complete Spring and Summer semester entries):

- **Spring Semester:** The student and Field Agency Supervisors must identify 1 to 4 learning activities to demonstrate competency of each social work practice behaviors and course learning objectives.
  - **Summer Semester:** The student and Field Agency Supervisors must identify 1 to 3 additional learning activities to build upon fall semester learning to demonstrate competency of each social work practice behaviors and course learning objectives.
2. **Anticipated Date:** The section indicates a tentative goal date to experience learning activities. An acceptable response is ongoing.
  3. This document must be referred to throughout the semester to monitor overall professional progress.
  4. **Reference *The Field Learning Agreement* during the *End of Semester Social Work Field Placement Evaluation***



### CSWE Competency Standards

**Special note:** According to the Council on Social Work Education (CSWE), the field placement experience is recognized as the signature pedagogy in social work education. The senior social work field placement represents the capstone of Tarleton State University social work program. Throughout the field placement, students are encouraged to assume increasing levels of responsibility with the expectation that at completion of placement they demonstrate readiness for advanced professional employment as Master’s degree social work practitioners.

- Competency 1: Demonstrate ethical and professional behavior
- Competency 2: Engage diversity and difference in practice.
- Competency 3: Advance human rights and social, economic, and environmental justice.
- Competency 4: Engage in practice-informed research and research-informed practice.
- Competency 5: Engage in policy practice
- Competency 6: Engage with individuals, families, groups, organizations, and communities.
- Competency 7: Assess individuals, families, groups, organizations, and communities.
- Competency 8: Intervene with individuals, families, groups, organizations, and communities.
- Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

<b>Competency 1: Demonstrate ethical and professional behavior</b>		
<b>Competency behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions: Knowledge, Values, Skills, Cognitive &amp; Affective Processes</b>
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;		
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations		
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;		
Use technology ethically and appropriately to facilitate practice outcomes		
Use supervision and consultation to guide professional judgment and behavior.		

<b>Competency 2: Engage diversity and difference in practice</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions: Knowledge, Values, Skills, Cognitive &amp; Affective Processes</b>
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;		
Present themselves as learners and engage clients and constituencies as experts of their own experiences;		
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		

<b>Competency 3: Advance human rights and social, economic, and environmental justice</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions: Knowledge, Values, Skills, Cognitive &amp; Affective Processes</b>
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and		
Engage in practices that advance social, economic, and environmental justice.		

<b>Competency 4: Engage in practice-informed research and research-informed practice</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions: Knowledge, Values, Skills, Cognitive &amp; Affective Processes</b>
Use practice experience and theory to inform scientific inquiry and research;		
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings		
Use and translate research evidence to inform and improve practice, policy, and service delivery		

<b>Competency 5: Engage in policy practice</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions: Knowledge, Values, Skills, Cognitive &amp; Affective Processes</b>
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services		
Assess how social welfare and economic policies impact the delivery of and access to social services;		
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		

<b>Competency 6: Engage with individuals, families, groups, organizations, and communities</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions: Knowledge, Values, Skills, Cognitive &amp; Affective Processes</b>
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;		
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		

<b>Competency 7: Assess individuals, families, groups, organizations, and communities</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions: Knowledge, Values, Skills, Cognitive &amp; Affective Processes</b>
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;		
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;		

Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		
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<b>Competency 8: Intervene with individuals, families, groups, organizations, and communities</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions: Knowledge, Values, Skills, Cognitive &amp; Affective Processes</b>
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;		
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes		
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;		
Facilitate effective transitions and endings that advance mutually agreed-on goals.		
<b>Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions: Knowledge, Values, Skills, Cognitive &amp; Affective Processes</b>
Select and use appropriate methods for evaluation of outcomes;		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;		
Critically analyze, monitor, and evaluate intervention and program processes and outcomes;		
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		



**Advanced Standing: Advanced Integrative Practice  
MSW FIELD LEARNING AGREEMENT**

Student Name:	Agency Name:
____ Fall Semester ____ Spring Semester	Student Name:  Task Supervisor Name:
Date:	Field Instructor Name:

**How to use this form:**

**1. The document must be TYPED and submitted electronically to your field placement agency instructor, classroom instructor and Field Liaison (typically your Field Liaison is the classroom instructor). See course syllabus for due date.**

**Advanced Direct Practice** (complete Fall and Spring semester entries):

- **Fall Semester:** The student and Field Agency Supervisors must identify 1 to 4 learning activities to demonstrate competency of each social work practice behaviors and course learning objectives.
- **Spring Semester:** The student and Field Agency Supervisors must identify 1 to 3 additional learning activities to build upon fall semester learning to demonstrate competency of each social work practice behaviors and course learning objectives.

**2. Anticipated Date:** The section indicates a tentative goal date to experience learning activities. An acceptable response is ongoing.

3. This document must be referred to throughout the semester to monitor overall professional progress.

**4. Reference the *Field Learning Agreement* during the *End of Semester Social Work Field Placement Evaluation***

### CSWE Competency Standards

**Special note:** According to the Council on Social Work Education (CSWE), the field placement experience is recognized as the signature pedagogy in social work education. The senior social work field placement represents the capstone of Tarleton State University social work program. Throughout the field placement, students are encouraged to assume increasing levels of responsibility with the expectation that at completion of placement they demonstrate readiness for advanced professional employment as Master’s degree social work practitioners.

- Competency 1: Demonstrate ethical and professional behavior
- Competency 2: Engage diversity and difference in practice.
- Competency 3: Advance human rights and social, economic, and environmental justice.
- Competency 4: Engage in practice-informed research and research-informed practice.
- Competency 5: Engage in policy practice
- Competency 6: Engage with individuals, families, groups, organizations, and communities.
- Competency 7: Assess individuals, families, groups, organizations, and communities.
- Competency 8: Intervene with individuals, families, groups, organizations, and communities.
- Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

<b>Competency 1: Demonstrate ethical and professional behavior</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions:</b> Knowledge, Values, Skills, Cognitive & Affective Processes
Integrate and demonstrate social work values, ethics, and professional behaviors with personal beliefs, demonstrating professional use of self with peers, supervisors, and client/constituents within their specialized area of practice		
Differentially identify and effectively navigate professional roles and boundaries related to varied practice populations in multiple levels of social work practice. Initiate and effectively use supervision and		

consultation while maintaining a self-reflective stance		
Manage personal values and maintain therapeutic and collaborative relationships with client/constituents/constituents' systems, supervisors, peers and interprofessional teams		
Effectively and ethically, integrate and communicate professional judgments to other social workers and to professionals from other disciplines in oral, written, and electronic formats and demonstrate professionalism in behavior, appearance, communications, punctuality, time management and attendance.		
Participate in professional development through the use of purposeful reflection and insight, using supervision, and participating in professional organizations, conferences, and staying current with evidence-based literature.		

<b>Competency 2: Engage diversity and difference in practice</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions:</b> Knowledge, Values, Skills, Cognitive & Affective Processes
Engage with and ensure participation of diverse constituents by identifying and accommodating perspectives from different voices to build inclusive organizations and communities. Understand the cultural humility framework and its impact on social work practice. Demonstrate cultural humility		



Recognize one's own experience with power and privilege by engaging in continual self-assessment to recognize and set aside personal and professional biases in order to serve diverse populations.		
Identify and articulate strengths and vulnerabilities in diverse practice populations, using knowledge of how systemic oppression, discrimination, and marginalization impacts individuals and/or the communities with which they identify.		
Critically evaluate the strengths and limitations of theoretical perspectives in order to integrate diverse and culturally responsive perspectives for guiding practice within multilevel and multi-professional systems.		
Assess for relevant social problems, including health disparities and social inequalities.		

<b>Competency 3: Advance human rights and social, economic, and environmental justice</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions:</b> Knowledge, Values, Skills, Cognitive & Affective Processes
Identify and use knowledge of relationship dynamics including power differentials to advocate at multiple levels for social, economic, employment, health, education, housing, and human rights.		
Apply knowledge and employ advocacy strategies to address the causes and impacts of oppression, discrimination, and historical trauma within multiple levels of practice		
Understand the potentially challenging effects of economic, social, environmental, and cultural factors		

in the lives of client/constituents and client/constituents' systems and		
Engage in practices to positively impact social determinants of health and promote wellbeing.		
Demonstrate leadership through varied social work roles and functions that advance or protect civil, political, environmental, economic, social, and cultural human right		

<b>Competency 4: Engage in practice-informed research and research-informed practice</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions: Knowledge, Values, Skills, Cognitive &amp; Affective Processes</b>
Identify, analyze and synthesis evidence to inform social work practice. Use observations from practice to identify questions for future critical inquiry.		
Demonstrate how evidence informs understanding of the multi-dimensions of integrated practice and social problems, including health disparities and social inequalities.		
Critically evaluate and use the evidence-base of social work to select appropriate intervention strategies for diverse client systems at all levels and with all constituencies		
Demonstrate the knowledge of program evaluation in achieving intended outcomes and use research including evidence-based practice to evaluate and enhance the effectiveness of social work practice. Use evidence-informed research to develop, implement, and evaluate programs to effect organizational and community change.		

<b>Competency 5: Engage in policy practice</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions:</b> Knowledge, Values, Skills, Cognitive & Affective Processes
Identify the connection of policy on client/constituent systems and practice.		
Identify, explore, and analyze multidimensional aspects of social and organizational policies and their impact to constituents on multiple levels		
Demonstrate collaboration with practice populations, colleagues, and other constituents to participate in policy assessment aimed at developing new or modifying existing policy at the agency, local, state, or federal level where there is an impact on practice of social work and delivery systems.		
Develop advocacy skills to influence policy change at multiple levels using multidimensional frameworks		

<b>Competency 6: Engage with individuals, families, groups, organizations, and communities</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions:</b> Knowledge, Values, Skills, Cognitive & Affective Processes
Apply knowledge of human behavior and the social environment, person-in-environment, and other theoretical frameworks to engage with client and constituencies.		

Use empathy, reflection, interpersonal skills, and cultural humility to engage diverse client/constituents and constituencies.		
Manage the dynamics and contextual factors that both strengthen and potentially threaten the relationship and		
Develop rapport that encourages client/constituents(s) to be equal participants in the working relationship		
Develop a culturally responsive professional relationship using engagement skills appropriate to diverse individuals, communities, and settings in order to cultivate cooperative relationships.		
Understand the conceptual basis of the engagement approach used to work with diverse individuals and communities and collaborate with practice populations to establish treatment goals and desired outcomes		
Engage with constituents at multiple system levels that allow all parties to be equal participants in the change process with mutually agreed-upon goals and desired outcomes.		

<b>Competency 7: Assess individuals, families, groups, organizations, and communities</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions:</b> Knowledge, Values, Skills, Cognitive & Affective Processes
Apply bio-psycho-social-spiritual frameworks and multiple assessment tools to collect and organize data		

in order to utilize an integrative approach using data from varied sources to complete comprehensive assessments.		
Continually assess/reassess practice population circumstances to select and modify appropriate multidimensional intervention strategies based on the integrated assessment and on client/constituents need and changing circumstances.		
Engage with constituents at multiple levels that allow all parties to be equal participants in the change process with mutually agreed-upon goals and desired outcomes		
Develop mutually agreed upon goals and intervention strategies based on continuous assessment and		
Ensure that social work perspectives are present in interprofessional team meetings.		

<b>Competency 8: Intervene with individuals, families, groups, organizations, and communities</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions:</b> Knowledge, Values, Skills, Cognitive & Affective Processes
Identify best practices of evidence-based interventions appropriate for a client or client system and demonstrate a sound rationale for the intervention selection		
Plan and implement culturally responsive interventions for a range of concerns identified in the integrated assessment, with an emphasis of attention on client values and desires, organizational capacities, practitioner expertise, and professional collaboration		

Apply critical thinking and understanding of theoretical frameworks in identifying interventions; using evidence, choose interventions that match the assessed need and client/constituent goal.		
Develop appropriate intervention plans with measurable objectives and outcome.		
Modify interventions as needed, based on evaluation findings		
Effectively collaborate with others to achieve practice outcomes and		
Mobilize resources and assets to enhance client/constituent system capacity		

<b>Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities</b>		
<b>Competency practice behaviors and course learning objectives:</b>	<b>Goals</b>	<b>Dimensions:</b> Knowledge, Values, Skills, Cognitive & Affective Processes
Regularly evaluate the effectiveness of chosen interventions		
Demonstrate the knowledge of practice evaluation in achieving intended outcomes and based upon the results of practice evaluation, adjust intervention plans on a continuing basis		
Develops culturally responsive and relevant evaluations based upon multi-disciplinary theories of practice and applies evaluative data to adjust and/or terminate services		
Leads and uses participatory methods to involve constituents in multi-professional settings evaluating the effectiveness of interventions and programs,		

which includes effectively communicating findings to stakeholders		
Appropriately disseminate findings.		
Uses self-reflective techniques and strategies to continually evaluate one's own professional practice		

## Appendix I: Final Evaluation Addendum

Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

- MSW Generalist (Spring/Summer)
- MSW Specialized (Fall/Spring)

Name of Agency: \_\_\_\_\_

Name of Field Instructor \_\_\_\_\_

If no social worker, name of Task Supervisor: \_\_\_\_\_

*\*Before completing this form, the student is required to complete the following:*

- Review the final evaluation with their supervisor, get feedback from the supervisor, and discuss their concerns.*
- Meet with their Field Liaison to discuss their concerns*

I \_\_\_\_\_ MSW student, have reviewed my final evaluation with my agency supervisor and do not agree to the final evaluation sections \_\_\_\_\_ provide this addendum to my final evaluation outlining my concerns:

\*A copy of this addendum is given to the Field Liaison, Field Instructor and/or Task Supervisor and Field Director.



### Appendix J: Tarleton State University Holiday Schedule

Dates	Days	Holiday
November 25-26, 2021	2	Thanksgiving
December 24-31, 2021	6	Winter Break
January 17, 2022	1	Martin Luther King Jr. Day
March 11, 2022	1	Spring Break
May 30, 2022	1	Memorial Day
July 4, 2022	1	Independence Day

**APPENDIX K: Corrective Action Plan**

**Student Name:**

**Date of Report:**

**Agency & Program  
Name:**

**Field Instructor and/or  
Task Supervisor:**

**NARRATIVE OF IDENTIFIED CONCERN:** Describe the incident and/or area(s) of concern:

**PREVIOUS ATTEMPTS TO ADDRESS THE CONCERN** (check all that apply):

- Written or verbal feedback provided to student in supervision conference
- Increased supervision
- Changes to the learning plan
- Other:

**OUTCOME OF ATTEMPTS:**

**PLAN FOR RESOLUTION** (Complete the following in concrete, behavioral terms as appropriate)

Student will: \_\_\_\_\_ by (date)

Field Agency Supervisor will: \_\_\_\_\_ by (date)

Faculty Liaison/Director will: \_\_\_\_\_ by (date)

Projected Date of Evaluation

**PLAN FOR EVALUATION** (include concrete indicators of progress/problem resolution):

**I have been provided a copy of the document:**

Student Signature:

Date:

Field Agency Supervisors Signature:

Date:

Field Director/Liaison:

Date:

This form is completed by: