

# **Southern Illinois University At Carbondale**

## **School of Social Work**

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### **Graduate Program Handbook of Field Instruction**

Dr. Mizan Miah, Director

Judith McFadden  
Graduate Field Practicum Coordinator  
School of Social Work  
Quigley Hall  
Mail Code 4329  
Carbondale, IL 62901  
Phone: (618) 453-2243  
Fax: (618) 453-4291

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## **Preface**

This manual is intended to serve as a comprehensive guide to the current graduate field practicum program of the School of Social Work at Southern Illinois University at Carbondale. Practicum students, field instructors, seminar teachers, faculty field liaisons and field committee members are all potential users of this manual. This manual is intended to be a working document which is under periodic review by the office of graduate field instruction. It is regularly revised to reflect program developments in the school and/or field as well as CSWE requirements.

## **The Master's Level Social Work Practitioner: A Working Definition**

The master's level social work practitioner is strengths based, value laden and problem orientated professional change agent who is equipped with broad in-depth knowledge and skills to assess problems, target appropriate intervention levels and utilize a full range of in-depth practice interventions strategies, especially in specific concentration areas. Furthermore, the worker respects and understands social, cultural and human diversity issues as well as demonstrates a special commitment to underserved populations by promoting social justice and equal access to economic opportunities for vulnerable people groups. In addition, the master's level practitioner can analyze, intervene and evaluate in ways that are highly differentiated, discriminating and self-critical. He or she is a highly reflective individual who is also able to synthesize and apply in-depth thinking, knowledge and skills to practice situations, as well as function with a high degree of autonomy in the workplace. Additionally, such a practitioner is able to evaluate, refine and advance his or her practice skills in order to contribute to the larger social work profession.

## **Mission Statement**

The organizing principle of the MSW program is service to individuals, families, groups and communities by enhancing their well being and promoting economic and social justice and human rights. The mission of the Master's of Social Work Program is the educational preparation of graduate students for advanced social work practice in a concentration area (Children, Youth and Families or Mental Health). Student learning is based on competent, ethically responsible, professional practice with disadvantaged and diverse groups within state, nation, international, and global contexts, with a special focus on rural areas. Special emphasis is placed on building scholarship and leadership capacities to serve as change agents within one's area of practice and the larger social work profession

## **Master of Social Work Program Goals and Objectives**

The focus of the Graduate Program is the preparation of human service professionals with advanced skills in practice, practice evaluation, policy, and critical thinking, with an emphasis on specialized training in Children, Youth and Families, with a type 73 School Social Work certifications: and Health/Mental.

### ***Program Goals for the MSW Degree Program***

1. To prepare social workers with advanced knowledge and skills to work with individuals, groups, families, organizations, and communities in rural Illinois, the state, nation, international and global contexts.
2. To prepare advanced level social workers to evaluate the processes and effectiveness of their practice.
3. To prepare social workers with advanced levels of knowledge and understanding of human rights, the forms and mechanisms of oppression and discrimination.
4. To prepare social workers with an advanced knowledge and skills to practice without discrimination with respect to client's age, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
5. To prepare social workers who are able to collaborate across disciplines with advanced knowledge, values and ethics of the profession, to engage in ethical, responsible, and self-critical social work practice, with a clear understanding of the history of the social work profession and its contemporary structures and issues.
6. To prepare social workers with values, ethics and skills in critical thinking and advocacy, in order to analyze, formulate, and influence social welfare policies.
7. To prepare social workers with advanced skills in practice, policy, practice evaluation, and critical thinking within an area of concentration (Children, Youth and Families, Health/Mental Health or School Social Work).
8. To prepare social workers for leadership positions in the social welfare service delivery settings within a specific area of practice (Children, Youth and Families, Health/Mental Health, School Social Work and Gerontology).
9. To prepare social workers to engage in scholarship and professional development that help advance social work knowledge and practice.

### ***Program Objectives for the MSW Degree Program***

The goals of the MSW program are carried out through a series of objectives so that upon completion of the MSW degree graduates will be able to:

1. Demonstrate knowledge which is built upon a liberal arts background and social work values, ethics, history and philosophy and apply it to contemporary social concerns; (2,5)
2. Apply knowledge and skills to practice with rural and diverse populations to promote social and economic justice/human rights that include concerns for age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation through the use of strategies for advocacy and social change; (3)
3. Demonstrate the ability to apply knowledge about the forms and mechanisms of oppression and discrimination and apply advocacy strategies which serve to promote social change, social and economic justice and human rights; (4)
4. Apply the professional use of self and critical thinking skills within professional contexts of practice to include individuals, families, groups, organizations and communities; (1)
5. Analyze, develop programs and impact social welfare policies; (8)
6. Intervene with strength based skills and knowledge of social work practice for service delivery utilizing communication skills with all levels of systems (micro, mezzo, macro) in rural, urban and international levels; (6)
7. Demonstrate the ability to use the knowledge of program evaluation and self evaluation within the context of research based and evidence based practice using both qualitative and quantitative approaches including single system design; (9)
8. Demonstrate the use of communication skills differentially with a variety of client populations, colleagues, and members of the community; (8)
9. Apply the knowledge and skills of advanced practice to function within the structure of organizations and service delivery systems and seek necessary organizational change within micro, mezzo and macro levels; (12)
10. Apply knowledge, values and skills in more breadth, depth and specificity to achieve above objectives (1 through 8) within one's area of concentration (Children, Youth & Families and Health/Mental Health, and in the School Social Work Certification program); (3.1)
11. Apply the knowledge and skills of advanced practice in an area of concentration ( Children, Youth & Families and Health/Mental Health, and in the School Social Work Certification program); (3.1)
12. Analyze, intervene and evaluate in ways that are highly differentiated and self-critical within one's area of concentration (Children, Youth & Families and Health/Mental Health, and in the School Social Work Certification program); (3.1)
13. Synthesize and apply a broad range of knowledge, social work values and skills with a high degree of autonomy and proficiency within one's area of concentration (Children, Youth and Families, Health/Mental Health, School Social Work Certification program); (3.1)

14. Use supervision and consultation appropriate to advanced practice in an area of concentration (Children, Youth and Families, Health/Mental Health, School Social Work Certification program); (9)
15. Refine and advance the quality of one's practice and that of the larger social work profession through leadership, scholarship and professional development within one's area of concentration ( Children, Youth and Families, Health/Mental Health, School Social Work Certification program). (3.1)

## **MSW Field Practicum Rationale**

The Master's of Social Work practicum program is based upon CSWE standards. It directly supports the education mission of the MSW program which is to prepare graduate students for advanced level professional social work practice in their chosen concentration specific area of study. Additionally, the graduate practicum program is based on the assumption that mastery of advanced level competencies for social work practice must include both structured and supervised experiential learning opportunities. In practicum settings students can both apply their knowledge as well as use and develop skills to test, practice and evaluate specific approaches to practice. In addition, students learn to appropriately apply the values and ethics of the Social Work profession to complex situations, especially as they related to underserved populations and issues to economic and social justice.

Field practicum course objectives reflect the belief that graduate students are adult learners who must be actively and openly engaged in the teaching/learning process. It is expected that through the structured experiential learning process of field practicum placement, students will continue to develop and apply the advanced level critical thinking skills that are taught throughout the wider Social Work curriculum. Graduate field practicum placement also provides a context for students to analyze, integrate, synthesize, apply and evaluate their knowledge and skills. In addition, it allows students to use the values and ethics of advanced Social Work practice that is taught throughout the graduate curriculum in both the foundation and concentration years of study.

## **Council of Social Work Education Curriculum Policy Statement For Master's Degree Field Practicum**

The Southern Illinois University at Carbondale School of Social Work is fully accredited by the Council on Social Work Education. The Graduate Field Program is based on CSWE evaluate standards and curriculum policy statements developed for graduate field programs.

## **CSWE Curriculum Policy for Field Practicum:**

### ***4.7 Field Education***

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

**2.1.** The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

**2.1.1.** Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

**2.1.2 .** Admits only those students who have met the program's specified criteria for field education.

**2.1.3.** Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

**2.1.4** Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.<sup>2</sup> Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.

**2.1.5** Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

**2.1.6** Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

## **Graduate Field Practicum Overview**

Field instruction is a distinguishing feature of graduate level social work education. It plays a crucial role in the educational preparation of advanced level social work practitioners. Field instruction is the integrating component of the total graduate educational process. Through field work, students translate their theoretical and intellectual understanding of social work into practice. They apply knowledge of social policy, practice skills, research and evaluation techniques to real life practice settings.

Through field's experiential learning opportunities, students are able to deepen their commitment to the ideals, values and ethics of the profession as they apply them in advanced and complex ways to think critically, assess, plan, implement and evaluate over all three (micro, mezzo, macro) practice levels. Practicum students have the opportunity to increase their experience with cultural diversity, human rights issues, the special needs of the poor and oppressed and to understand the special

strengths and challenges of advanced social work practice in rural settings as well as practice on national and international levels.

The graduate field program follows a concurrent field practicum model. Foundation year (1<sup>st</sup> Year) students spend 1 ½-2 days weekly (360 hours total) in practicum placement during both the fall and spring semesters. Advanced year (2<sup>nd</sup> Year/Advanced Standing) students spend approximately 3 days weekly (607 hours total) in practicum placement during both the fall and spring semesters. In addition, all field students are required to attend a weekly two hour integrative seminar.

The foundation year practicum is designed to provide foundation level social work practice experience to first year MSW students. In contrast, the advanced level second year practicum is designed to focus on specialized learning opportunities in the student's chosen area of concentration study or certification.

In coordination with their field instructors, all practicum students must develop an individualized field practicum learning plan, based upon all pertinent field course objectives, that defines the focus of student learning, during the first three weeks of practicum placement each semester. The plan is reviewed, critiqued and approved by the student's field seminar teacher. The field learning plan must include approaches to meet all field practicum objectives by using the resources of the school, experiences provided by the practicum site as well as the wider community and the student's particular area(s) of interest. The student, the agency and the seminar class instructor use the learning plan as an ongoing focus of teaching and evaluation for the student.

Additionally, formal evaluations of the student by the student's field instructor are done twice each semester. Based on formal evaluations of student's performance, the student is awarded a grade of either satisfactory (S) or unsatisfactory (U) Field seminar students are awarded letter grades.

The MSW field practicum coordinator holds a full time faculty appointment in the School of Social Work and has the responsibility for identifying, planning, developing and coordinating graduate student practicum placements. The coordinator and any other faculty member who has at least two years post MSW practice experience may teach seminar classes and/or function as a field liaison between the student practicum site and the school.

Ties between the practice community and the graduate field practicum program are maintained through field instruction meetings, field liaison meetings and community practitioner's membership on the field advisory committee.

The Field Advisory Committee is co- chaired by the graduate field program coordinator. Its purpose is to provide advice and direction to the field program from the perspective of working practitioners. Community practitioners are also members of other School committees, including the Curriculum Committee and School Social Work Certification Committee.

Through both formal and informal methods students, field instructors and faculty are involved in the ongoing evaluation of the graduate field program. They continually strive to evaluate its effectiveness in meeting the needs of the individual students, the objectives of the graduate field program and the objectives of the school.

## **MSW Field Practicum Overall Program Objectives**

Graduate students in the MSW field practicum will:

1. Integrate knowledge taught in the wider curriculum with its practical application.
2. Strengthen their commitment to the values and ethics of the social work profession: especially as they relate to diverse, vulnerable and oppressed populations.
3. Use professional supervision appropriately.
4. Develop advanced level practice and research skills.
5. Learn to collaborate and work effectively and as a professional within an organizational structure.
6. Use well developed critical thinking skills for reflective, self critical social work practice.
7. Understand the challenges and the strengths of social service delivery systems, in state national, international and global contexts.

## **MSW Field Practicum Advisory Committees**

### ***Graduate Field Instruction Advisory Committee***

The MSW field instruction advisory committee membership consists of the MSW coordinator of field instruction, who serves as chair of the committee, area agency field instructors, two student representatives and faculty members who serve as liaisons between the school and field agencies. In addition, the director of the MSW program and the director of the school serve as ex-officio members. The committee meets once during the school calendar and on an as needed basis. The purpose of the advisory committee is to:

1. Facilitate communication between field agencies and the MSW field practicum.
2. Provide advice and consultation to the field program.
3. Provide substantive input regarding any other relevant areas of school, program, community and agency interaction that impacts the quality of the field program.

### ***School Certification Field Instruction Advisory Committee***

The school certification field instruction advisory committee consists of school social field instructors, a school certification program graduate student representative, faculty members (one of whom must hold a type 73 certification) and the MSW coordinator of field instruction, who is the chair of the committee. The director of the MSW program serves as an ex-officio member. The committee meets once during the calendar year. The purpose of the school certification field advisory committee is to:

1. Facilitate communication between schools and the MSW field practicum program.

2. Provide advice and consultation appropriate to the student internship experience.
3. Evaluate the school's program compliance to ISBE requirements.
4. Provide substantive input regarding any other relevant areas of program/school interaction.

### ***Subcommittee of the School Certification Advisory Committee***

Subcommittee members of the school certification advisory committee are the MSW practicum coordinator, the director of the MSW program and a faculty member who holds a Type 73 School Social Work Certificate. The committee meets on an as needed basis to evaluate and then act on petitions for students outside the SIU-C MSW school certification program who are seeking certification preparation through the school.

### **Selection of MSW Field Practicum Program Field Agencies**

Field instruction takes place in selected and approved agencies and centers which represent a wide range of social services throughout the region. These agencies are approved on the basis of the quality of their professional practice and their commitment to partnering with the MSW program to provide quality graduate student education. Agencies must provide educational experiences for the students which are reflective of the mission of the MSW program and meet the objectives of the field practicum course. They must also be able to both provide appropriate student supervision and material resources which are necessary for student support within the agency. Program utilization of any new agency requires an on site assessment of the agency by the MSW coordinator of field practicum (*see Appendix A*). Field agencies are selected on the basis of the following criteria:

1. Acceptance of the professional education of graduate level social work students as part of the philosophy and practice of the agency.
2. Congruence between the agency's policies, procedures, philosophy and objectives with the mission of the school and the objectives of the field practicum program.
3. Ability of the agency to provide a setting in which students can practice professionally competent social work.
4. Availability of quality field instructors.
5. Provision of a learning climate conducive to student learning.
6. The agency's willingness to provide the school with information concerning its program, services and developments in the community which affect field and/or class curricula.
7. The willingness of the agency administration to provide adequate time for the field instructor to fulfill his/her responsibilities to the student and the school.
8. The willingness of the agency to consider the student in the learning role.

9. The availability of adequate physical space and support services for the student.
10. The agency's agreement to treat all information, including student evaluations, as confidential.
11. The agency's willingness to allow the student to use case records, with appropriate confidentiality, for classroom discussion and assignments.
12. The agency's willingness to allow student participation in staff meetings, staff training and any other educational opportunities that may occur within the agency.

## **Selection of MSW Field Practicum Field Instructors**

Field instructors for graduate level practicum students perform dual roles. They model the professional social worker role for the students but are also instructors who must teach and evaluate the students. Field instructors must have a graduate degree in social work; two years of post master's degree experience in the field of social work and at least one year of experience at the current work site (*see Appendix B*).

In certain situations, where valuable learning experiences exist in a setting which does not have an on site MSW field instructor, an off site MSW field instructor or another person acting in a social work capacity on site may be considered as a field instructor. In these situations, the school will take an active role in providing consultation to the field instructor.

In addition to the above listed professional requirements, the following criteria are considered when selecting field instructors for graduate level practicum students.

The prospective field instructor's ability to:

1. Practice sound advanced level social work.
2. Demonstrate personal and professional commitment to the values and ethics of the social work profession.
3. Explicate the concepts, principles, theories, knowledge and skills which underlie his/her practice.
4. Show a strong commitment to teaching and preparing aspirants to the profession.

## **Responsibilities of the MSW Faculty Field Practicum Liaison**

The role of the faculty field liaison is to facilitate a good working relationship between the school and the graduate student in practicum placement. The specific responsibilities of the faculty field liaison are:

1. To maintain communication with the field instructors and students.

2. To clarify educational and program expectations to the student and/or the agency.
3. To assist the student and the agency in the integration of academic study with practice.
4. To review and evaluate the student's field learning plan.
5. To provide the student and the field instructor with criteria for positive student performance in field placement.
6. To consult with field instructors regarding their evaluation of the practicum student's performance.
7. To consult with the coordinator of the MSW instruction about student problems and/or anticipated/potential difficulties arising either from the student or the agency.
8. To visit the placement site at least once each semester and/or when requested to do so by the agency, the student or the coordinator of field instruction.
9. To provide written documentation of all site visits or other pertinent interactions with the field student and/or agency for inclusion in the student's folder (*see Appendix I*).

### **Responsibilities of the MSW Program Agency Field Instructor**

Approved field instructors for graduate level practicum students are considered by the field program to be educators and supervisors of students as well as role models of the professional social work practitioner. The specific responsibilities of the MSW field program agency field instructors are as follows:

1. To orient students to agency operations, culture, policies, procedures and expectations.
2. To collaborate with students to develop an individualized plan of student learning based on MSW field practicum course objectives at least once each semester (*see Appendix F*).
3. To meet on a regular basis with students, at least one hour weekly, for individual and/or group professional supervision.
4. To participate in formal evaluation of the practicum students twice each semester.
5. To notify the faculty field liaison of any problems or anticipated problems arising from student performance and/or agency and community changes which may impact the student's practicum experience.
6. To provide student supervision from a strengths perspective.
7. To consult with the faculty field liaison about student progress and performance.
8. To attend all field related meetings sponsored by the school.

9. To model the role of professional social worker to the student.
10. Certify the number of practicum hours the student has completed by signing a monthly MSW practicum time card (*see Appendix H*).

## **Responsibilities of the MSW Student**

The MSW student has a major role in the field learning process and is expected to participate in all MSW field practicum activities. The MSW field practicum student's specific responsibilities are as follows:

1. To attend all pre-placement meetings.
2. Arrange and implement, with permission from the field coordinator, placement interviews with field practicum agencies.
3. Complete all paperwork, related to selecting, entering, maintaining and evaluating the field instruction practicum in a timely manner.
4. To develop and implement an individualized field learning plan which meets all practicum objectives in cooperation and coordination with his/her agency field instructor (*see Appendix F*)
5. To meet the ethical standards of the profession.
6. To participate actively in an ongoing evaluation of his/her performance, including the constructive and appropriate use of supervision.
7. To adhere to agency personnel policies, regulation and procedures.
8. To assume a professional role as a representative of the agency when in contact with clients, colleagues and the community.
9. To be proactive in finding learning opportunities in their field practicum placement.
10. To utilize procedures established by the school to resolve learning difficulties in their field placement.
11. To adhere to all field practicum policies, meet all course objective requirements and submit all placement paper by assigned due dates.

## **MSW Field Program Evaluations**

### ***Evaluation of Students***

The field learning plan (*see Appendix F*) which is developed in the first three weeks of each semester, defines the focus, goals and objectives of the student's learning. The plan is then to be signed by the student, the field instructor and then reviewed and signed by the faculty field liaison. It is designed to meet the educational needs of the student for the whole semester, but during that time may be renegotiated and modified to meet the changing needs of the student and/or agency. The extent to which the goals and objectives are met is an ongoing form of evaluation of the learning process for the student, field instructor and faculty field liaison.

Along with weekly supervision conferences, the field instructor must conduct two formal evaluations of student progress each semester: a. MSW Mid Semester Progress Evaluation (*see Appendix J*) and b. MSW Field Practicum Evaluation (*see Appendix K*). Evaluations are reviewed by the faculty field liaison and then entered into the student's file. Students may receive copies of all evaluations.

### ***Evaluations by the Student***

Students are expected to formally evaluate their field placement experience at the end of each semester (*see Appendix J*). This information is used by the MSW field practicum coordinator and by the faculty liaison to both address problems and support strengths over all components of the graduate field program. Additionally, as a requirement of spring semester field seminars, students must write a paper which critically analyzes their year long practicum experience.

### ***Evaluation of Faculty Field Liaisons***

Field instructors and students complete an assessment of the faculty field liaison (*see Appendix M*). These are used by the MSW field practicum coordinator and the faculty liaison for professional development.

## **Professional Foundation Year One Practicum**

SOCW 541a&b and 542a&b provide first year MSW students with an opportunity for foundation level experiential learning in selected human service agencies and integrative seminars. It is an educationally directed and supervised professional experience that allows students to apply social work values, ethics and foundation level knowledge across all client systems. The year long field experience (360 hours), focuses on the development of students' professional identity consistent with social work's values and ethics as well as its special concern for human rights issues, diversity and equal access to social and economic justice opportunities for oppressed populations. In addition, it promotes student acquisition of knowledge about agency structure and functioning within the context of the community and the larger social service systems. It emphasizes the application of theory and foundation level practice skills as students assume various roles to assess, plan, intervene and evaluate over all levels of social work practice.

The field practicum experience in the foundation year is offered through:

**SOCW 541a: Foundation Practicum Seminar I- 2 credit hours**

**SOCW541b: Foundation Practicum I – 2credit hours**

**SOCW 542a: Foundation Practicum Seminar II- 2 credit hours**

**SOCW542b: Foundation Practicum II- 2 credit hours**

## Catalog Course Descriptions

### **SOCW 541a-2 Foundation Practicum Seminar I**

Seminar which is taken concurrently with foundation Practicum I. The seminar emphasizes the relationship between the practicum experience, social work practice, policy, human behavior and the social environment and research curricula. Prerequisite: admission to the program.

### **SOCW541b-2 Foundation Practicum I**

Field practicum which is taken concurrently with Foundation Seminar I and is structured and supervised on site field practice in a selected agency. Practicum is equivalent to 12 hours per week for 15 weeks ( a total of 360 hours over two semesters). Prerequisite: admission to the program and concurrent registration in SOCW541a. Grade S/U

### **SOCW 542a-2 Foundation Practicum Seminar II**

Seminar which is taken concurrently with Foundation Practicum II and serves as a continuation of SOCW 541a. The seminar emphasizes the relationship between the practicum experience, social work practice, policy, human behavior and the social environment and research curricula. Prerequisite: admission to the program.

### **SOCW 542b-2 Foundation Practicum II**

Field practicum which is taken concurrently with Foundation Seminar II and serves as a continuation of SOCW 541b, which is a structures and supervised on site field practicum in a selected agency with concurrent seminar. This is the second on site field practicum with concurrent seminar. Continuation of 541b. Prerequisite: 541a,541b and concurrent registration in 542a.

## **Foundation Year Placement Process**

Once a student is admitted into the program, the MSW field program coordinator reviews the student's application, which includes information about their long term and short term professional development goals. Prior to the first semester of field, students are asked to complete a field standing information form which gives the field office more information about the student's experience and professional direction (*see Appendix C*). First year MSW student pre-placement activities are completed in practicum seminars during the first two weeks of the fall semester. Practicum assignments are based on the educational objectives of foundation year practicum, the student's needs and professional goals. Practicum placements must be approved by the MSW field practicum coordinator. The practicum becomes valid once the student, the agency, the field instructor and the MSW practicum coordinator have all signed the field learning center agreement (*see Appendix D*).

### ***Professional Foundation Year Practicum Objectives***

1<sup>st</sup> Year MSW students in their foundation year practicum will be expected to:

1. Show professional behavior in meeting work related expectations appropriate to the agency setting.
2. Use supervision appropriately.

3. Demonstrate, in the context of the agency, foundation level knowledge and skills over all levels of social work practice.
4. Apply social work values and ethics in agency related practice.
5. Apply critical thinking skills within the context of professional social work practice.
6. Relate positively to diverse and oppressed populations, especially around issues of social and economic justice.
7. Use the strengths perspective and the process of empowerment in the problem solving process.
8. Understand and address issues of social service delivery in rural settings.
9. Evaluate his/her practice at a beginning level of competence.
10. Assume professional social work roles at a foundation level of competence.

### ***Course Requirements***

Foundation year students complete concurrent placements. Students are in a single field practicum placement during the entire academic year. The year one foundation practicum course requires successful completion of 360 clock hours in the field, or 180 hours each semester. Weekly student supervision conferences with field instructors are also required. In addition, field instruction for 1<sup>st</sup> year MSW students is supported by an integrative field seminar which meets 2 hours each week. Regular seminar attendance is required to receive a passing grade. More than 2 unexcused absences from seminar may result in an unsatisfactory grade for the foundation year practicum course.

Foundation year practicum grades are based on the student's successful completion/submission of the following:

1. The required number of clock hours (360 total, 180 per semester) for foundation level practicum placement.
2. An individualized field learning plan which defines the focus, goals and objectives of student learning during the semester.
3. Regular attendance and participation in field seminar.
4. Required seminar assignments.
5. All evaluations and other required practicum paperwork.

### ***Major Course Divisions***

The major course divisions of foundation year practicum are the following:

1. Pre-placement activities.
2. Contract completion.
3. Introduction to agency culture and norms.
4. Orientation to practicum agency's mission.
5. Orientation to practicum agency's target clients, organizational structure and funding sources.
6. Development of a learning plan which incorporates all foundation field objectives.
7. Application of the field learning plan.
8. Orientation to professional social worker roles within the agency.
9. Ongoing positive use of supervision and evaluation of the experience.
10. Exposure to a variety of professional social worker roles within the agency.

## **Advanced Level Year Two Practicum**

The advanced level year two practicum provides second year and advanced standing MSW students an opportunity for specialized experiential learning in social work practice through placement in selected human service agencies or schools. This year long placement (607 hours) reflects cooperative planning with students for an educational experience which will best prepare them to meet their specialized career goals. The purpose of second year advanced level practicum is to provide a context in which specialized competencies taught to students through the concentration curriculum, are integrated into an educationally directed, summative and advanced level practice experience. The student is expected to use high level critical thinking skills as they assess, deliver and evaluate social services over all levels of practice. They must also use their theoretical and intellectual understanding of advanced level social work practice, social policy, research and values and ethics of the profession to guide their practice interventions. In addition, they must understand the patterns of social service delivery in rural areas, plus learn to both implement and evaluate positive change to meet the needs of rural populations, especially those of diverse and oppressed people groups.

This advanced practice practicum experience provides students with an opportunity to focus their training into specialized areas of professional interest. In addition, it supports the educational objectives of the chosen area of emphasis or certification: Health/Mental Health, Children, Youth and Families or School Social Work Certification. Agencies or schools in which concentration area field education occurs must have a primary and focused effort to serve clientele who are part of that group. Field instructors must have practice expertise in the specific concentration practice area.

The advanced level year two practicum experience is offered in the curriculum through the following courses:

**SOCW 543a: Advanced Practicum Seminar I**

**SOCW 543b: Advanced Practicum I**

**SOCW 544a: Advanced Practicum Seminar II**

## **SOCW 544b: Advanced Practicum II**

### **Catalog Course Descriptions:**

**SOCW 543a-2 Advanced Practicum Seminar I.** Concentration specific field practicum seminar with concurrent field practicum, SOCW 543b. Practicum seminar focuses on the application of advanced generalist theory, knowledge, and skills covered in the curriculum within the specific concentration area (Children, Youth and Families, Health/ Mental Health).

Graded S/U. Prerequisites: completion of foundation or transition courses.

**SOCW 543b-4 Advanced Practicum I.** On site concentration specific field practice in an approved agency with appropriate supervision equivalent to 20 hours per week for 15 weeks ( a total of 607 hours is required to be completed in two semesters) with a concurrent seminar. The practicum focuses on the application of advanced concentration theory, knowledge and skills covered in the curriculum. Graded S/U. Prerequisite: completion of foundation or transition courses and concurrent registration in 543a.

**SOCW 544a-2 Advanced Practicum Seminar II.** A continuation of the concentration specific practicum seminar with concurrent field practicum SOCW 544b. Continuation of 543a. Prerequisites: 543a & 543b.

**SOCW 544b-4 Advanced Practicum II.** A continuation of the concentration specific practicum of 20 hours per week in the field for 15 weeks with a concurrent seminar, SOCW 544a. Graded S/U. Continuation of SOCW543b. Prerequisite: 543b and concurrent registration in 544a.

### ***Advanced Level Year Two Placement Process***

During the spring and/or summer prior to the advanced level year of study, students must attend and participate in pre-placement activities. These activities include pre-placement meetings with both the MSW field practicum coordinator and agency personnel in order to focus clearly on learning needs and career goals. Along with personal interviews, student field standing information (*see Appendix C*) and resumes are required by the field office.

Based on this information, students collaborate with the MSW field coordinator in order to find a quality field practicum placement in the students chosen concentration area: Health/Mental Health; Children, Youth and Families; or School Social Work Certification. The student's then arrange interviews at targeted agencies and schools. The practicum placement becomes valid once the student, agency/school and field instructor agree to the practicum placement and all sign a filed learning agreement (*see Appendix D*).

## **Overall Student Learning Objectives for MSW Advanced Level Second Year Practicum**

Upon successful completion of SOCW 543 and SOCW 544, the student will have met advanced level course objectives by demonstrating the following:

- A. Advanced level understanding of social work's professional knowledge base including

including identification with its values and ethics

- B.** Understating and awareness of self as a social work professional.
- C.** Ability to analyze critically and apply from a strengths perspective social work theory, knowledge and practice skills.
- D.** Ability to apply research methods and to evaluate practice over all levels.
- E.** Ability to assume advanced practice professional social work roles.
- F.** Ability to use professional supervision constructively.
- G** Movement toward value laden, self critical, self evaluative, autonomous social work practice based on complex critical thinking skills.
- H.** Ability to work at an advanced level of expertise with culturally divers and/or oppressed populations, especially around issues of economic and social justice.
- I.** Skill in meeting the challenges and opportunities of delivering advanced level social work practice in rural areas.
- J.** Completion of all specific practicum objectives for his/her concentration area of study.

### ***Health/Mental Health Concentration Objectives for Second Year Practicum Placements***

Upon successful completion of the second year concentration practicum in the Health/Mental Health concentration, students will have shown advanced level professional level competence in the Health/Mental Health field of practice by demonstrating the following:

1. Advanced level knowledge of laws, policies and programs relevant to social work practice in health/mental health settings and their application in rural areas.
2. In depth knowledge and understanding of the impact a physical and/or mental handicap condition can have on the coping strategies of individuals, families and communities.
3. Advanced level ability to apply concentration specific interventions to all practice levels, challenging formal and informal barriers to care and using both the formal and informal resources for care available in rural settings.
4. Appropriate use of concentration specific supervision for continuing professional development.

5. Advanced level ability to function as a professional team member or leader on agency, interagency and/or interdisciplinary levels.
6. Advanced level application of concentration specific interventions to assess, implement and evaluate health and mental health services over all practice levels.
7. Identification with the philosophy, values and ethics of advanced level social work practice with populations who have health and/or mental health challenges.
8. In-depth understanding of the impact of discrimination against persons with mental and/or physical challenges, which is based on conditions of class, age, gender, sexual orientation or ethnicity, especially around issues of economic or social justice.
9. Conscious use of self as a professional health/mental health advanced level social work practitioner who is able to use critical thinking skills in advanced and complex ways to implement, assess and evaluate practice on all levels.
10. The ability to give back to the social work profession.

### ***Children, Youth and Families Concentration Objectives for Second Year Practicum Placements***

Upon successful completion of the second year concentration practicum in the Children, Youth and Families concentration, students will have shown advanced level professional level competence in the child welfare field of practice by demonstrating the following:

1. Advanced level knowledge of the laws, policies and programs relevant to social work practice with children, youth and families particularly in rural areas.
2. Appropriate use of concentration specific supervision for continuing professional development.
3. Conscious use of self as a professional child, youth and families advanced social work practitioner who is able to use critical thinking skills in advanced and complex ways to assess, implement and evaluate over all levels of social work practice.
4. Identification with the philosophy, values and ethics of advanced level social work practice with children, youth and families.
5. Advanced level ability to conduct and use research for intervention planning over all levels of social work practice.
6. Advanced level ability to apply appropriate, concentration specific models of practice to plan, intervene and evaluate services related to children, youth and families.
7. Advanced level ability to function professionally as an agency, interagency and/or interdisciplinary team member.
8. Advanced understanding of the impact of discrimination against children, youth and families based on conditions of class, gender, sexual orientation, ethnicity and age, especially around issues of social and economic justice.

9. Ability to use critical thinking skills in advanced and complex ways to assess, implement and evaluate practice on all levels.
10. The ability to give back to the social work profession.

### ***School Social Work Certification Objectives for Second Year Practicum Placements***

Upon successful completion of the second year concentration practicum in the school social work certification concentration, students will have shown advanced level professional level competence in the school social work field of practice by demonstrating the following:

1. Ability to employ selectively, models of practice for interventions with student and parents across all practice levels.
2. The ability to apply knowledge and skills in assessing the educational needs of children of different racial, cultural and ethnic backgrounds and/or children with challenging physical or mental conditions.
3. Knowledge of the laws and regulations which shape school social work practice in Illinois and the nation.
4. An appreciation of the dynamics of the school as a system, in particular the rules and regulations under which it fulfills its societal mandate and the unique contributions of social work and other professions in that setting.
5. Identification with the philosophy, values and ethics of social work practice as applied in school settings.

### ***Course Requirements***

Second year and advanced standing MSW students complete concurrent field practicum placements in which students are in a single field practicum placement during the entire academic year. The year two advanced practicum course requires successful completed of 607 clock hours in the field, or 305.5 hours each semester. In consultation with the field instructor, a field learning plan that incorporates both the general and specific learning objectives for the student's chosen area of concentration must be developed by the student during the first three weeks of placement each semester. One hour weekly supervision conferences with field instructors are also required. Field instruction for the second year MSW practicum is supported by integrative field seminars, which meet two hours per week. Regular field seminar attendance is required. More than two unexcused absences from seminar may result in an unsatisfactory grade for the course.

Advanced level practicum grades are based on the student's successful completion/submission of the following:

1. The required number of clock hours for advanced level practicum placement.
2. An individualized practicum learning plan based on course objectives.
3. Regular attendance and participation in field seminar.

4. Required seminar assignments.
5. All evaluations and other required practicum paperwork.

### ***Major Course Divisions***

The major course divisions of the advanced year practicum are the following:

1. Pre-placement activities.
2. Orientation to practicum agency.
3. Development of an individualized learning plan to include overall course objectives and concentration specific objectives.
4. Implementation of the individualized learning plan.
5. Supervision by field instructor.
6. Integrative practicum seminars.
7. Evaluation of the practicum experience.

## **Field Practicum for Certification in School Social Work**

Field education for school social work certification (Type 73 Certificate) requires second year MSW graduate students to successfully complete a 9 month internship in a school setting. Practicum supervision must be done by an MSW school social worker holding a Type 73 Certificate who also has at least 2 years postgraduate experience in the school system.

Since the primary purpose of the internship is to develop the intern's ability to integrate theory to practice, comprehensiveness is the foundation for school social work internship experiences. In this context, comprehensiveness means the intern is exposed to the following:

1. A variety of intervention approaches including work with individuals, groups (small groups and classroom size groups) and consultations.
2. School social work practice with regular and special education student populations.
3. School social work practice across all grade levels.
4. School social work practice with culturally and linguistically diverse populations represented in the host district.

### ***Procedure for Obtaining a School Social Work Internship***

1. The candidate selects an approved school social work program.
  2. Approved program requirements: The approved program evaluates the candidate’s educational and experiential needs then provides the educational course work to complete the requirements for school social work certification.
  3. Selection of Site: The approved university program liaison and the approved intern select a site and a supervisor.
  4. Eligibility for Internship: When the candidate is eligible for the internship experience, the approved program provides an authorized copy of “Notification of School Service Personnel Internship Eligibility Statues” (ISBE Form 73-44)
    - a. The candidate and the approved program complete the form and submit it to the host school district, who submits it to the Regional Superintendent, along with the “Request for Approval of Other Special Education Personnel”, within the first 30 days of the internship year.
    - b. The Regional Superintendent submits the forms to the Illinois State Board of Education, Certification and Placement Section.
1. Internship Plan: The approved university program supervisor, the school social work intern supervisor and the intern establish an internship plan in accordance with the approved university program.
  2. Eligibility for Certification: When the candidate has successfully completed the internship and any other university requirements, the approved program notifies the Certification and Placement Section of Illinois State Board of Education of the candidate’s eligibility to apply for a certificate. Then the candidate is provided with an Application for Certificate (ISBE Form 73-02).

3.

### **SIU-C School of Social Work School Social Work Requirements**

In order to receive SSW Type 73 Certification, applicants who do not hold an MSW degree must successfully complete the following:

1. All requirements for the MSW degree, *in addition to the following:*
2. School Social Work Courses:
  - a. SOCW 533: Social Work Practice in Schools (2 credit hours)
  - b. SOCW 567: Seminar in School Social Work (2 credit hours)
3. Education Courses:

- a. EAHE 501: Educational Administration: Tasks and Processes (3 credit hours) **OR**
- b. EAHE 503: Educational Administration: Introduction to Theory (3 credit hours)

**AND**

- c. SPED 400: Introduction to Special Education (3 credit hours) **OR**
  - d. SPED 408: Integrating Children and Youth with Disabilities in Normalized Environments (3 credit hours)
4. Field placement internship in a school setting for two consecutive semesters (81 days), during the final year of the student's graduate program.

If a social worker already holds an MSW degree from an accredited program and has a sufficient background in the school systems, the school social work advisory committee may consider recommending the individual challenge the education course requirements (EAHE 501/503 and SPED 400/408). Modifications may be made in the course requirements and the length of field placement if the applicant demonstrates sufficient mastery of the academic material and possesses the skills required to be recommended for Type-73 Certification.

***School Social Work Practicum Competencies (taken from ISBE Manual for School Social Work Internship Programs, 1996)***

Integral to the practicum experience are internship opportunities to learn about the school as a system and to practice the multiple roles of the school social worker. The following list of competencies, along with the overall educational objectives of the MSW program and the school host site, provide the framework for the intern's knowledge and skill development during the practicum:

1. Knowledge of public school organization and operation.
2. Familiarization with school social work roles and functions.
3. Effective use of community resources.
4. The development of evaluation and assessment skills.
5. Development of individual and group counseling skills.
6. Development of communication and consultation skills and teamwork abilities.
7. Skill in education research and evaluation.
8. Professional growth and development through continued in-service training, observation and study, particularly with respect to ethical considerations and legal aspects of school social work.

**Specific Policies Related to MSW Field Practicum Placement**

### ***Field Practicum Time Requirements***

All students must fulfill the clock hour requirements for field education. The practicum agency calendar and schedule take precedence over the University calendar. Any necessary absences from field must be negotiated with the practicum agency. Some approved absences from field practicum may be allowed for attendance at professional conferences and/or meetings, with the approval of the practicum field instructor. Prompt and responsible attendance at field practicum is expected and mandatory. An absence in field without notification to the field instructor can place the student in jeopardy of failing practicum.

### ***Exemption from Practicum***

No exemption from the curriculum practicum requirement will be granted despite prior work experience in the field. Each MSW student must successfully complete all required clock hours of practicum in order to graduate from the program.

### ***Stipend Supported Practicum***

Some agencies offer stipends to MSW practicum students. The assignment of students to interview at these agencies is based on the same criteria as for other field placements. University liability insurance does **NOT** cover students in the field who are being paid a stipend. Verification of insurance status must then be submitted to the field office for student's being paid a stipend.

### ***Practicum in Agency of Employment (see Appendix F)***

Students may be placed in an agency in which they are a salaried employee, but only under the following conditions:

1. The agency must be an approved field learning center.
2. The placement must be a viable educational experience for the student.
3. The student must have an identifiable learning experience that is qualitatively different from previous or present work experiences.
4. The student must change supervisors.
5. Students wishing work-study placements must submit a plan (*see Appendix F*) to the coordinator of field instruction, showing how the practicum experience will meet the above stated criteria. The plan must then be approved by the MSW field practicum coordinator.

### ***Graduate Assistantships***

Graduate assistantships may be used as practicum placements if the conditions for supervision and appropriate learning opportunities are available.

### ***Student Practice Liability***

All practicum students, except those with paid practicum placements, are covered by the university practice liability coverage. Many agencies have “umbrella” malpractice coverage, which usually includes student coverage as well. In addition, NASW has an inexpensive policy available to student members of the organization. Students are encouraged to take advantage of this policy, or any other malpractice insurance, even if they are insured by their agency. Students who have paid practicum placements must submit their proof of liability insurance to the field office.

### ***Travel Expenses***

The school does not assume responsibility for student travel expenses to or from their field practicum placements. Most agencies reimburse students for any mileage accumulated during practicum placement hours, but they do not reimburse students for the costs of traveling from home to the agency. Additionally, all practicum students using their cars must carry adequate car insurance.

### ***Requirements for Ethical Conduct***

All MSW students in field practicum are required to meet the standards of behavior embodied in the NASW Code of Ethics. In addition, all students are required to follow the field seminar statement on confidentiality. Incidences of alleged student ethical misconduct arising from field practicum or seminar will be referred to the school’s Committee on Academic and Professional Standards for disposal.

### ***Conflict Resolution in Field Practicum***

Unless the problem is of a serious nature, students experiencing any difficulty in the practicum site may consult initially with the faculty field liaison for advice, but then attempt to cope with the situation personally. If the student and/or the faculty field liaison are not confident that the problem is resolved or if the problem is of serious nature, the faculty field liaison should be a part of any ongoing discussions or actions in the agency or school. The faculty field liaison will advise the MSW coordinator of field practicum of any serious problems. Should the student be dissatisfied with the action taken by the field office he/she may request the involvement of the graduate program director.

### ***Termination of Field Practicum***

If a placement becomes unsatisfactory, whether the problem arises from circumstances in the agency or from inappropriate behavior or performance from the student, the student may be removed from the field placement. Such a decision will be reached only after joint consultation between the field instructor, the faculty field liaison and the student. The process may also involve other significant persons, such as the agency director, the MSW coordinator of field practicum, the MSW program director or the director of the school. A written statement regarding the circumstances of removal will be prepared by the field instructor, in consultation with the faculty field liaison and given to the MSW coordinator of field practicum to be included in the student’s record. Once the placement has terminated, it becomes the responsibility of the School of Social Work to determine whether or not to place the student in another setting, either during the same semester or in the future.

### ***Grades***

The student's field seminar instructor is responsible for given student practicum grades of (S) Satisfactory or (U) Unsatisfactory. The grade is based on evaluation of student performance in both the field and seminar class. Students who wish to protest practicum grades use the same method of appeal as for other grades. This process is described in the academic grievance policy statement in the MSW student handbook.

### ***General Student Rights***

Students in field practicum are subject to the University policies regarding student's rights as expressed in the MSW student handbook.

### ***Review of Student Files***

Students have the right to review their field file at any time and may do so by making a written request to the MSW coordinator of field practicum.

### ***Sexual Harassment***

If a student in field practicum feels he/she is being sexually harassed, he/she must report this to the field instructor and/or the faculty field liaison and/or the MSW field practicum coordinator and/or the University Ombudsman Office.

### ***Student Practicum Placements on National and International Levels***

Under special circumstances and to take advantage of special learning opportunities, the school will consider practicum placements at national or international sites. In order for such placements to be considered, the student must petition the field office explaining the circumstances of the placement and the learning opportunities available. The MSW coordinator of field practicum will evaluate the request, consult with the MSW program director and/or the director of the School of Social Work and return a decision to the student. Coordination for such a practicum placement will be done by the MSW practicum coordinator.

## **APPENDIX A**

### Field Learning Assessment Summary

**Southern Illinois University at Carbondale  
School of Social Work**

Field Learning Center  
Assessment Summary

**Agency Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Brief Description of Agency:**

<b>Type of Field Learning (circle one):</b>	<b>BSW</b>	<b>MSW</b>	<b>BOTH</b>
Agency is able to provide students with a practice setting in accordance with professional social work standards.			YES NO
Agency is willing to provide the school with information concerning its program, services, and developments in the community which affect field and/or class curricula.			YES NO
Congruency between agency's policies and the procedures, philosophy and objectives of the school including the schools commitment to underserved populations based on race, class, gender, ethnicity, sexual orientation and age.			YES NO
Agency provides a learning climate conducive to student learning.			YES NO
Agency has at least one qualified field instructor.			YES NO
Agency administration is willing to provide adequate time for the field instructors to fulfill his/her responsibilities to the student and the school.			YES NO
Agency is willing to consider the student in a learning role rather than an auxiliary staff member.			YES NO
Adequate physical space and support services are available for the student at the agency.			YES NO
Agency agrees to treat all information about the student's progress as confidential.			YES NO
Agency is willing to allow student to use case records, with appropriate confidentiality, for analysis.			YES NO
Agency is willing to allow student to participate in staff meetings, trainings, conferences, etc..			YES NO



**Southern Illinois University at Carbondale  
School of Social Work  
Field Instructor Application**

PERSONAL HISTORY AND PROFESSIONAL EXPERIENCE

**Full Name:** \_\_\_\_\_ **SS#** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**Agency Name:** \_\_\_\_\_

**Agency Address:** \_\_\_\_\_ **Phone #** \_\_\_\_\_

\_\_\_\_\_ **Fax #** \_\_\_\_\_

**Home Address:** \_\_\_\_\_ **Phone#** \_\_\_\_\_

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**I. Academic Training** (Names of institutions attended and other information specified)

**A. Undergraduate Education**

College or University	Dates Attended (Inclusive)	Major	Degree	Date of Degree

**B. Graduate and/or Post Graduate Education/Training**

College or University	Dates Attended (Inclusive)	Major	Degree	Date of Degree

**C. Professional Certificates/Registration**

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**D. Practice Experience/Expertise** (check all applicable)

Individual \_\_\_\_\_ Family \_\_\_\_\_ Group \_\_\_\_\_ APO \_\_\_\_\_  
Adolescent \_\_\_\_\_ Children \_\_\_\_\_ Adult \_\_\_\_\_ Other \_\_\_\_\_

**II. Employment History**

Employer	Address	Position	Dates	Reason for Leaving

**III. Additional Information**

**A. Scholarships, Awards, Recognition:**

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**B. Major Offices Held in Honor Societies and/or Professional Organizations:**

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**C. Language Proficiency**

Languages (other than English)	Conversational	Fluent	Can read & comprehend college level document	Can compose a college level document.
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No

	<input type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>Yes</b>
	<input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>No</b>

---

**Print Name**

---

**Signature**

---

**Date**

**APPENDIX C**

MSW Student Field Standing Information Form

### MSW Student Field Standing Information

Full Name: \_\_\_\_\_ ID # \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Local Address: \_\_\_\_\_

Local Phone: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

**A.** Student Information (check one):

Standing:    \_\_\_\_\_ Regular (1<sup>st</sup> Year)    \_\_\_\_\_ Regular (2<sup>nd</sup> Year)    \_\_\_\_\_ Advanced

Load: \_\_\_\_\_ Full Time                      \_\_\_\_\_ Part Time                      \_\_\_\_\_ Standing  
Reduced  
Load

B. Area of Concentration (check one)

\_\_\_\_\_ Health/Mental Health                      \_\_\_\_\_ Children, Youth and Families

\_\_\_\_\_ School Social Work

**Specific Area of Interest:**

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**Preferred geographical location for field placement:**

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**Location of MSW 1<sup>st</sup> year or BSW practicum site (N/A for Year 1 Students):**

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**Comments/Suggestions regarding your future Practicum Placement:**

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**For Office Use Only**

Practicum Placement: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

SIUC Faculty liaison: \_\_\_\_\_

## **APPENDIX D**

### **Field Learning Center Placement Agreement**

**Southern Illinois University at Carbondale**  
**School of Social Work**

Field Learning Center Placement Agreement

It is mutually agreed that the following named student will be placed at the following field learning center for field instruction in satisfaction of the field practicum requirements as indicated below.

\_\_\_\_\_  
**Name of Student**

\_\_\_\_\_  
**Field Learning Center/Agency**

\_\_\_\_\_  
**Student ID #**

\_\_\_\_\_  
**Agency Address**

\_\_\_\_\_  
**Specific Program Unit (if applicable)**

\_\_\_\_\_  
**Agency Telephone**

**Field Practicum Requirements (check one):**

\_\_\_\_\_ **Baccalaureate (420 hours) Block**

\_\_\_\_\_ **Advanced Standing MSW (607 hours)**

\_\_\_\_\_ **1<sup>st</sup> Year MSW (360 hours)**

\_\_\_\_\_ **School Social Work MSW Student  
(81 days)**

\_\_\_\_\_ **2<sup>nd</sup> Year MSW (607 hours) Concurrent)**

The student agrees to be in the field in accordance with the School’s policy on required field practicum hours. The Agency Field Instructor agrees to outline field instruction goals, evaluate student performance and complete other related tasks as outlined in the School of Social Work Field Instruction Manual. The Filed Learning Center agrees to provide at least one hour of regular and ongoing supervision per week for the student during regular work hours.

While in the field learning center, the student agrees to abide by the personal and professional rules of conduct in accordance with the regulations of the agency and the NASW Code of Ethics.

As deemed appropriate by the agency, agency holiday may be taken by students, but these hours may not be subtracted form the total practicum hours required by the school.

**Signatures**

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Agency Field Instructor (Printed Name)

\_\_\_\_\_  
Agency Field Instructor (Signature) Date

\_\_\_\_\_  
Agency Administrator and/or Program Administrator Date

\_\_\_\_\_  
School of Social Work Coordinator for Field Instruction Date

\_\_\_\_\_  
Director, School of Social Work Date

\_\_\_\_\_  
Dean, College of Education Date

## **APPENDIX E**

### Guidelines for Requesting a Practicum Placement in Agency of Employment

**Southern Illinois University at Carbondale**  
**School of Social Work**

**MSW Field Program Guidelines for Requesting a Practicum Placement in Your Agency of  
Employment**

The same principles apply to “in-agency” practicum placements as they do to all others. They must be a new, challenging and creative field learning experience under skilled instruction. “In-agency” practicums are negotiated based on a written proposal submitted by the student and his/her agency. The main requirements for a student/employee seeking such an internship are that it meets the above requirements, is in a different program from the student’s regular job and is done under a field instructor who has the proper credentials for MSW supervision but who is not the student/employee’s regular work supervisor. In addition, educational requirements rather than staff service needs must guide the selection of assignments in the student/employee field practicum.

Each student who requests an “in-agency” field practicum must complete and present a written proposal to the MSW Field Coordinator which:

1. Include a description of the student’s present work assignment, identifying those persons responsible for direct supervision of the work and also for the administration of the agency. The proposal should give an outlined account of the student’s present duties, job status (temporary or permanent) and regular hours of employment.
2. Include a clear explanation of how the proposed field experience will differ from the student’s present job in both scope and content. Specifically, the proposal must show how the practicum placement would meet the educational requirements of the MSW program and how practicum hours and assignments will differ from regular job hours and assignments (i.e. different department, different days of the week, etc...) In addition, the proposal must include the name and credentials of the proposed field instructor. (NOTE: The field instructor CANNOT be the student’s current work supervisor).
3. Be signed and dated by the student, the proposed field instructor and the agency administrator.
4. NOT be implemented until the student receives written approval from the MSW Field Coordinator.

## **APPENDIX F**

### Field Learning Plans

## Field Learning Plans

Writing a comprehensive learning plan is not an easy task. First, you must become familiar with your course learning objectives and spend time consulting with your field instructor on the range of learning possibilities available at your practicum site. Then, you must use your skill and creativity to develop a learning plan that will map out an exciting semester of learning for you.

The MSW Field Learning Plan must incorporate all course goals and cover the whole range of learning experiences you will encounter in your field placement during the entire semester. Additionally, it must reflect your own individual learning goals, the special interests you have and/or the professional development challenges you need to meet.

Agencies have different ways of writing plans and you may use the model with which your field instructor is most familiar, as long as it meets the above stated criteria. The learning plan follows the basic format of “treatment plans” or “service plans” that are used in many social service agencies. It incorporates well written objectives, goals, activities or “action “steps” to accomplish those objectives.

Due to the fact that several people will be reading your learning plan and learning plans are not static documents, but are often changed to meet your individual and/or agency’s needs, please use a computer to type your plan. Also, keep saved copy on your computer!

Fill out the cover page (*See Appendix G*) and staple it to your learning plan. Remember, all learning plans must be signed and dated by both you and your field instructor.

## **APPENDIX G**

### Field Learning Plan Cover Sheet

**Southern Illinois University  
School of Social Work**

MSW Field Learning Plan Cover Sheet

**Name:** \_\_\_\_\_

**Level of Placement:** \_\_\_\_\_

**Date of Placement:** \_\_\_\_\_

**Placement Site:** \_\_\_\_\_

**Address:** \_\_\_\_\_  
\_\_\_\_\_

**Phone:** \_\_\_\_\_

**Supervision Time:** \_\_\_\_\_

**Placement Schedule**

Day	Hours	Location

**Signatures**

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Agency Field Instructor Date

\_\_\_\_\_  
Faculty Field Liaison Date

\_\_\_\_\_  
MSW Field Practicum Coordinator Date

## **APPENDIX H**

### Practicum Time Cards



# **APPENDIX I**

## Field Liaison Reports





## **APPENDIX J**

### Mid-Semester Student Progress Evaluation





## **APPENDIX K**

### Field Practicum Evaluation



## 2. Educational Objectives

*Please use the following scale in evaluating the student by circling the appropriate response*

<b>5 Excellent:</b>	Consistently displays professional level of performance.
<b>4 Very Good:</b>	Frequently displays professional level of performance, rare inconsistencies.
<b>3 Good:</b>	Often displays professional level of performance, occasional inconsistencies.
<b>2 Fair:</b>	Occasionally displays professional level of performance with frequent inconsistencies.
<b>1 Poor:</b>	Unable to display professional level of performance.
<b>N/A:</b>	Not applicable to placement.

1. Demonstration of values and ethics consistent with the profession.	1	2	3	4	5	N/A
2. Respect and understanding of racial, gender and cultural/lifestyle diversity.	1	2	3	4	5	N/A
3. Acceptance of appropriate levels of professional responsibility.	1	2	3	4	5	N/A
4. Understanding of personal and/or professional strengths.	1	2	3	4	5	N/A
5. Recognition of areas in which personal and/or professional growth are necessary.	1	2	3	4	5	N/A
6. Ability to organize and manage workload and time.	1	2	3	4	5	N/A
7. Ability to engage in a variety of social work roles.	1	2	3	4	5	N/A
8. Ability to develop appropriate professional relationships.	1	2	3	4	5	N/A
9. Demonstration of initiative toward professional development activities.	1	2	3	4	5	N/A
10. Use of supervision appropriate to one's current level of professional experience.	1	2	3	4	5	N/A

11. Understanding and adaptability to administrative structure.	1	2	3	4	5	N/A
12. Adherence to agency policies and structure.	1	2	3	4	5	N/A
13. Understanding of agency program, purpose, structure and services.	1	2	3	4	5	N/A
14. Recognition of limits of agency functions.	1	2	3	4	5	N/A
15. Communication of agency's purpose, structure and constraints to client system.	1	2	3	4	5	N/A
16. Understanding of the larger context within the organization exists.	1	2	3	4	5	N/A
17. Knowledge of agency policies and their relationship to service delivery.	1	2	3	4	5	N/A
18. Understanding and ability to utilize community resources through linkage and referral.	1	2	3	4	5	N/A
19. Knowledge of client system served by agency.	1	2	3	4	5	N/A
20. Understanding of issues of rural social service delivery and their impact on organizations.	1	2	3	4	5	N/A
21. Ability to understand relationship building and intervention planning over all levels of practice (micro, mezzo, macro).	1	2	3	4	5	N/A
22. Ability to establish productive relationships with client systems.	1	2	3	4	5	N/A
23. Ability to gather relevant data from appropriate sources.	1	2	3	4	5	N/A
24. Ability to identify problems and issues.	1	2	3	4	5	N/A
25. Understanding of the dynamics of presenting problems.	1	2	3	4	5	N/A

26. Ability to articulate comprehensive assessment.	1	2	3	4	5	N/A
27. Ability to develop intervention plans and contracts based on assessments.	1	2	3	4	5	N/A
28. Ability to select appropriate interventions based on client need.	1	2	3	4	5	N/A
29. Ability to involve client system in the development and evaluation of goals and objectives.	1	2	3	4	5	N/A
30. Ability to use appropriate interviewing skills.	1	2	3	4	5	N/A
31. Ability to develop effective written communication skills.	1	2	3	4	5	N/A
32. Ability to maintain purpose and focus with client system.	1	2	3	4	5	N/A
33. Understanding of rural social work practice with client systems.	1	2	3	4	5	N/A
34. Ability to receive, understand and consider feedback.	1	2	3	4	5	N/A
35. Ability to evaluate practice on micro, mezzo and macro levels.	1	2	3	4	5	N/A
36. Ability to accurately evaluate the practicum experience.	1	2	3	4	5	N/A

**3. Field Instructor Elaboration**

A. Briefly discuss specific student strengths.

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B. Indicate any areas in which the student needs to strengthen or develop.

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**4. Student Response**

A. Please comment on the overall content of the evaluation.

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\_\_\_\_\_ I concur with this evaluation.

\_\_\_\_\_ I do not concur with this evaluation for the following reasons:

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**Signatures**

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**Student** **Date**

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**Field Instructor** **Date**

# **APPENDIX L**

## **Student Evaluation of Field Practicum**



E. I am included in all agency activities that professional staff are expected to attend.	1	2	3	4	5	N/A
F. My field instructor is a positive role model for practice with the type of clients served in this agency.	1	2	3	4	5	N/A
G. I have been encouraged to express new and/or different ideas in practicum setting.	1	2	3	4	5	N/A
H. My field agency gives quality services to clients.	1	2	3	4	5	N/A
I. My agency provides adequate physical facilities (i.e. desk, office, supplies) for students.	1	2	3	4	5	N/A
J. I trust my field instructor enough that I can share things that are too hard for me.	1	2	3	4	5	N/A
K. I have been able to been able to meet the expectations of my field placement instructor.	1	2	3	4	5	N/A
L. I have been able to actively participate in designing my field learning experience.	1	2	3	4	5	N/A
M. My field instructor give me a clear sense of what I am doing well and/or unsatisfactory.	1	2	3	4	5	N/A
N. My field work assignments this semester have been relevant to my learning goals and objectives.	1	2	3	4	5	N/A
O. I feel my performance in the field has been successful.	1	2	3	4	5	N/A
P. The role of social worker is respected in my field agency.	1	2	3	4	5	N/A

2. The following questions are concerned with your overall experiences and attitudes about your field placement. For each question, please circle the number which reflects your level of satisfaction or dissatisfaction using the following scale:

<b>5:</b>	<b>Very Satisfied</b>
<b>4:</b>	<b>Somewhat Satisfied</b>
<b>3:</b>	<b>Neither Satisfied nor Dissatisfied</b>
<b>2:</b>	<b>Somewhat Dissatisfied</b>
<b>1:</b>	<b>Strongly Dissatisfied</b>
<b>N/A:</b>	<b>Not applicable</b>

- |   |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| A. All things considered how satisfied have you been with your field agency?                          | 1 | 2 | 3 | 4 | 5 | N/A |
| A. All things considered, how satisfied have you been you're your field supervisor?                   | 1 | 2 | 3 | 4 | 5 | N/A |
| B. All things considered, how satisfied have you been with your field learning experience as a whole? | 1 | 2 | 3 | 4 | 5 | N/A |

## **APPENDIX M**

### Evaluation of Field Liaison



- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| C. The field liaison was available for consultation with field instruction and/or other agency staff for improvement and enrichment of placement for student.  | 1 | 2 | 3 | 4 | 5 |
| D. The liaison was available to field instructor for discussion of concerns or problems.   | 1 | 2 | 3 | 4 | 5 |
| E. The liaison consulted with the student and field instructor regarding integration of major curriculum areas (i.e. policy, human behavior in the social environment, research and practice) into the field placement experience. | 1 | 2 | 3 | 4 | 5 |
| F. The liaison was knowledgeable about learning opportunities available in the field placement.  | 1 | 2 | 3 | 4 | 5 |

