



School of Social Work
University of Missouri

SW 4971
Undergraduate Field Practicum
Field Manual

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MISSION STATEMENT

School of Social Work

University of Missouri

MU School of Social Work Mission Statement

The study of social work at the University of Missouri originated in 1906 as a part of the Department of Sociology. The School has offered the Master of Social Work (MSW) degree since 1948 and the Bachelor of Social Work (BSW) degree since 1974. The Council on Social Work Education accredits both programs. The School became a part of the College of Human Environmental Sciences in 1988.

The mission of the MU School of Social Work is to promote leadership for social and economic justice by preparing students for professional excellence and leadership in practice, research and policy. Within the context of a land grant institution, the mission of the School of Social Work reflects the University of Missouri's tightly interlocked missions of teaching, research, outreach and economic development.

The School fulfills its mission by providing professional education, research and service of such quality as will meet the standards of the University and the Council on Social Work Education (CSWE). The School of Social Work, as a publicly supported institution, has a dual responsibility:

- Provide programs, courses and other related activities for the purpose of staffing social welfare positions throughout the state.
- Demonstrate an educational commitment towards social justice and the support of societal innovations necessary to achieve such goals.

BSW Program Mission Statement

The mission of MU School of Social Work's BSW program is to prepare students for generalist practice within the context of professional values and ethics.

A generalist social worker has the knowledge, skills, values and self-awareness to assist individuals, groups, families, organizations and communities in achieving personal and social change. At Mizzou, those skills in systematic problem solving and the awareness of the influence of individual differences are grounded in our mission of leadership for social and economic justice and provide a foundation for all activities within a generalist social work practice framework.

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Notice of Non-Discrimination

The University of Missouri does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, disability, sexual orientation or status as disabled veteran or veteran of the Vietnam era. Any person having inquiries concerning the University of Missouri's compliance with the regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, is directed to contact the Assistant Vice Chancellor, Human Resource Services, University of Missouri, 1095 Virginia Ave., Columbia, MO 65211, 573-882-4256, or the Assistant Secretary for Civil Rights, US Department of Education.

In addition to the prohibited Discrimination listed above, equal opportunity shall be provided to all regardless of sexual orientation. Any person having inquires concerning the University of Missouri's compliance with this non-discrimination resolution is encouraged to contact the Assistant Vice Chancellor, Human Resource Services, University of Missouri, 1095 Virginia Ave., Columbia, MO 65211, 573-882-4256.

Academic Dishonesty

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest, whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration or any other form of cheating, consult the course instructor.

Learning Needs

The University of Missouri Learning/Student Success Center provides tutoring services for undergraduate students. Graduate students can sometimes find tutoring services at Student Life, A022 Brady Commons, through a resource called Tutors for Hire, call 882-8386 to inquire about their services.

Americans with Disabilities Act

If you need accommodations because of a disability, if you have emergency medical information to share or if you need special arrangements in case the building must be evacuated, please inform your Faculty Liaison and Agency supervisor at your interview and again at the beginning of your practicum.

To request academic accommodations (for example, a note taker), students must also register with the Office of Disability Services (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage, <http://missouri.edu>.

If you have special needs as addressed by the Americans with Disabilities Act and need this publication in an alternative format, notify the School of Social Work at the address or telephone number below. Reasonable efforts will be made to accommodate your special needs.

Address: MU School of Social Work
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For more information and a detailed policy report about Sexual Harassment and Discrimination Grievance Procedures, please see either the School of Social Work's Undergraduate or Graduate Handbooks, contact:

Assistant Vice Chancellor
Human Resource Services
University of Missouri
1095 Virginia Ave.
Columbia, MO 65211
573-882-4256

or the Assistant Secretary for Civil Rights, US Department of Education.

Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the department chair or divisional leader or the director of the Office of Student Rights and Responsibilities (<http://osrr.missouri.edu/>). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Director of Field Education

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COURSE SYLLABUS

School of Social Work
4971 Undergraduate

University of Missouri
(6 hours) Undergraduate Field Practicum I

I. OVERVIEW OF COURSE

The University of Missouri's undergraduate field education program connects the theoretical and conceptual contributions of the classroom with the real world of practice, especially as this connection exemplifies the implementation of evidence-based practice. It provides students with the opportunity to demonstrate the basic competencies they have acquired via assignments in the classroom. Students with a 2.5 grade-point average are able to complete 400 hours of field education within block designs. At the University of Missouri, a 18-week concurrent practicum design is used to allow undergraduate students multiple points of faculty and School resources and supports.

A generalist field practicum is essential in allowing skill development and theory application at the micro, mezzo, and macro levels. All field agencies must meet the School's mission of developing generalist practitioners. The field education program strives to identify and work with agencies that are able to provide a continuum of generalist practice opportunities for the BSW-level student and to continue to develop new and additional opportunities. Through these generalist practice opportunities, each core competency is met.

Practicum settings are selected to provide students with the opportunity to demonstrate their social work competencies by effectively practicing with specific populations disadvantaged in society and developing the potential to be leaders focused on social and economic justice for individuals, families, and communities. Specifically, settings are selected that have the potential to reinforce the salience of generalist practice.

Opportunities will be available to develop skills for professional practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation in a variety of organizational contexts. The course is designed to facilitate the student's assessment of their own strengths and limitations and development of leadership skills and mastery of self-directed social work practice skills.

The field instructor and the field liaison, a representative of the MU School of Social Work, monitor and evaluate students' progress. There will be a minimum of two field instructor and Faculty Liaison conferences during the semester. Through the orientation to the agency, the student will be advised as to the policies, procedures and the expected means of accountability to the agency. The field instructor, Faculty Liaison and student will establish learning goals and the means of accountability the student will have for professional and student performance.

Undergraduate field practicum is held during fall semester for 6 credit hours. Students are expected to work 3 days or 24 hours a week for a total of 400 hours for the semester. In order to fulfill the 400 hours within a seventeen-week semester, students actually begin the practicum a week in advance of the semester starting. Time spent in the field practicum is usually arranged around the 8:00-5:00 workday for 3 days per week. There will be variations depending on the needs of the agency program and clientele. The field program allows flexibility in scheduling to meet the needs of the agency, clients, and students. The course is graded on an S/U (satisfactory/unsatisfactory) basis, with B-level performance being required for a passing grade. The Faculty Liaison, who relies heavily on the recommendation of the field instructor, assigns the grade.

Prerequisites: Senior standing; SocWk 2220, 4710, 4730, 4740, 4750, 4760 and 4720; consent. **Co-requisite:** SocWk 4770 and 4970.

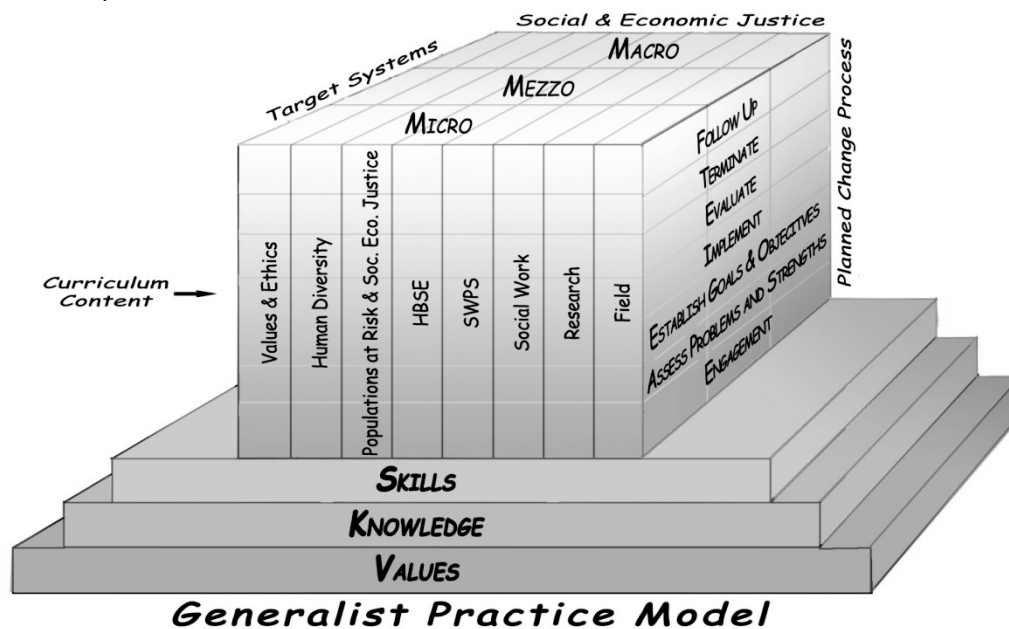
II. GENERAL OBJECTIVES/GENERALIST SOCIAL WORK PRACTICE

The undergraduate field program at MU's School of Social Work is based on a generalist approach with an emphasis on a commitment to social and economic justice. Students in the field education program are asked to use knowledge, skills, values, and self-awareness in assisting individuals, groups, families, organizations, and communities to achieve personal and social change. In becoming social work practitioners, students acquire skills that are transferable among human service settings, population groups, and problem areas, as well as shape practice activities and work at all levels of system intervention, matching the method and level of intervention with the

identified need. Problem solving and identifying solutions as means of empowerment provide a foundation for all activities within a generalist social work practice framework.

The generalist approach involves both the way of knowing (theory) and doing (practice methods). Consequently, the generalist practitioner is the coordinator, the advocate, and the initiator on any team of professionals, the one person who ensures that the team works toward fairness, equity, and social justice in the best interests of the consumer and society. The generalist practitioner uses the appropriate policymaking processes to create social change and improve client system circumstances, helps to build healthier social networks and communities that contribute to equitable and just circumstances for all persons, and acts as an institutional change agent to empower individuals and social groups to create change for themselves in their environment.

In these contexts, the beginning generalist is seen as a practitioner who has broad-based skills, foundation knowledge of persons and environments, and commitment to social work values. The BSW-level beginning general social work practice is thoughtful of planned change activity that is carried out within the framework of professional values and a range of theories. It involves identifying and assessing social and economic phenomena that have ramifications for individual consumers and consumer-systems and to produce legitimate change around private issues and social and economic justice concerns.



III. COURSE OBJECTIVES

- To prepare students for entry-level professional Social Work Practice within the context of the values and ethics described in the NASW Code of Ethics (Competency 1 and 2).

Practice behaviors include:

- Advocate for client access to the services for social work
- Effectively use personal reflection and self-correction to continue to grow as a professional social worker
- Learn to identify, develop and maintain professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning through continuing education
- Use supervision and consultation to develop as a social worker
- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics
- Able to identify ethical conflicts and select best case outcome despite possible multiple strategies of intervention
- Apply strategies of ethical reasoning to arrive at professional decisions

2. To prepare students for leadership in social and economic justice (Competency 5).

Practice behaviors include:

- a) Understand and can identify and articulate the forms and mechanisms of oppression and discrimination
- b) Advocate for human rights and social and economic justice
- c) Engage in practices that advance social and economic practice

3. To prepare the student to utilize theoretical learning, critical thinking skills, research methods and policy while working with diverse populations in the practice setting (Competency 3, 4, 6 and 8).

Practice behaviors include:

- a) Evaluate and integrates multiple sources of knowledge, including research-based knowledge, to inform practice
- b) Analyze models of assessment, prevention, intervention and evaluation
- c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues
- d) Recognize and understand the extent to which a culture's structures and values may marginalize or enhance privilege and power
- e) Recognize and communicate your understanding of the importance of difference in shaping life experiences
- f) Use colleagues as a resource for information and professional support
- g) Use research findings to guide and inform beginning practice
- h) Identify, analyze and advocate for policies and programs that advance social well-being
- i) Collaborate with colleagues and clients for effective policy action

4. To prepare students to utilize knowledge of human behavior and the social environment to engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities (Competency 7 and 10).

Practice behaviors include:

- a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- b) Demonstrate the ability to critique and apply knowledge to understand person and environment
- c) Able to practice professional social work from a generalist perspective

Engagement:

- a) Substantively & effectively prepare for action with individuals, families, groups, organizations, and communities
- b) Use empathy and other interpersonal skills

Assessment:

- a) Collect, organize, and interpret client information
- b) Assess client strengths and limitations in order to be able to effectively intervene
- c) Demonstrate initiative in asking questions, listening to responses and effectively using client information to intervene

Intervention:

- a) Initiate and develop mutually agreed-upon intervention goals & objectives with the client
- b) Select and implement appropriate interventions and prevention strategies that enhance client capacities
- c) Identify if intervention strategies helped clients resolve problems
- d) Negotiate, mediate, and advocate for clients
- e) Facilitate transitions and terminations to ensure client's success

Evaluation:

- Critically analyze, monitor, and evaluate interventions

5. To prepare students to vary practice and approaches in response to changing environmental contexts (Competency 9).

Practice behaviors include

- Engage in promoting sustainable changes in service delivery and practice to improve the quality of social services

IV. PLACEMENT PROCESS AND PROCEDURES

Students who enroll in SW 4971, Undergraduate Field Practicum, must meet the following criteria:

1. Senior standing
2. Have completed all the required coursework in the professional social work curriculum (SW 2220, 4710, 4730, 4740, 4750, 4760 and 4720), except SW 4770 and 4970
3. Consent required
4. Have no incompletes in social work coursework
5. Have at least a 2.5 grade point average on all social work coursework and 2.5 cumulative grade point average

The Director of Field Education, in consultation with the Field Committee or other faculty, such as the student advisor or program director, is responsible for assisting students in arranging field placements. Students should not contact an agency directly without approval from the Field Faculty. Similarly, agencies that may be interested in requesting the placement of students should make their requests known to the Director of Field Education.

The Director of Field Education facilitates four class periods through the course of the spring semester to plan placements and prepare students for the field. During the class periods, topics such as interviewing, professional behavior, field processes and expectations are introduced. A panel of recent undergraduate field students lead a discussion that allows students to ask questions. Following those discussions and after utilizing the database to review choices, students choose three preferred agencies. The Director of Field Education carefully matches students and field instructors based on populations served and preferred by the student, learning style and learning opportunities.

Once the Director of Field identifies potential practicum settings for students, she gives students agency phone numbers, and students then contact the designated field instructors to set up an interview. The field instructor in each setting has agreed to supervise a student and is expecting the phone call. Once interviews are conducted, agencies and students mutually determine the best fit. Placement assignment is confirmed only after the student has been interviewed by the prospective agency. **To confirm the placement, the Agency Placement Agreement form must be returned to the Field Office before the end of the spring semester. All students should be placed by May 20th preceding the fall practicum.**

Once a placement has been accepted, students should discontinue efforts with other agencies. However, if there are questions regarding the placement before it actually begins, the Director of Field Education and the parties involved will review the situation. If questions cannot be addressed, the Director of Field Education will help the student seek a more appropriate practicum setting. If the student is unable to begin the practicum on time, the student will necessarily extend the placement beyond the normal ending date to accommodate the agency's need and/or to meet the practicum learning objectives.

Placement Criteria for Agencies, Practitioners and Community Organizations¹

Field agencies are selected based on their willingness to meet the following requirements:

1. Demonstrate interest and commitment to generalist social work undergraduate education in affiliation with the School of Social Work and University of Missouri;
2. Provide the School access and orientation to the agency/organization's mission, service objectives and client system;
3. Work with faculty to develop appropriate learning opportunities for students through careful selection of students so that there is a good fit with the agency, develop shared supervisory/consultative arrangements, consideration of staff time constraints, and ability to offer office space, telephone, computer and support services for students;
4. Provide students with field instructors who have a BSW or MSW degree and experience to convey social work knowledge and perspective with students, when possible;
5. Attend in-person and/or online educational workshops/orientations sponsored by the School of Social Work; and
6. Agree to treat students as learners versus employees.

If the agency meets the requirements of the program, the agency staff completes an agency profile for our database of agencies. In addition, the School of Social Work, in conjunction with administrative business services on campus,

¹ Adopted from Univ. of Wisconsin-Madison Field Manual, 1992-1993

facilitates the establishment of a contract between each social service agency accepting practicum students and the University. This contract is ongoing unless either party decides to terminate the agreement.

Unsuccessful Placement Interview

While the Field Office attempts to place all students in accordance with placement procedures, it does not guarantee that all students will be successful in the placement interview. Students who are denied a placement by three different agencies or who refuse to accept three different agencies or a combination thereof, will meet with the Director of Field Education, Undergraduate Program Coordinator and other faculty who may know the student. The possible outcomes of such a meeting are as follows:

1. Student will be asked to volunteer at a human service agency to gain more experience and maturity.
2. Student will be advised to sit out the year due to personal life complications that seemingly interfere with the student's ability to present well in interviews or perform the work of a social worker; and will be referred to appropriate community services if warranted.
3. Student will participate in a Special Advisement about what career choices or majors might be a better fit given the students strengths and limitations.
4. Barriers to successful interview and/or placement plan will be identified and addressed, and 1-2 additional choices will be provided. If the student is again unsuccessful in confirming a placement, choices 1-3 will be reconsidered.

Conflict of Interest

No student may be placed in an agency wherein she/he or an immediate family member was, or is, a client (during the previous 5 years) or a Field Instructor. Since the School of Social Work does not ascertain client information from agencies or students, it is the responsibility of the student to decline (or not select) a placement based on conflict of interest. (Note: declining based on conflict of interest is not the same as "refusing to accept" delineated in the policy on "unsuccessful placement interviews"). Students who want a placement that may be perceived as a conflict of interest are encouraged to discuss the situation with the Director of Field Education before requesting or accepting the placement. Students who are found attempting to secure or who secure a placement in an agency where they, or a member of their family, are or were a client during the previous 5 years or a Field Instructor may be administratively dropped from the field course.

Criminal Records (Felony or Misdemeanor)

The School of Social Work expects students with prior convictions to inform the Undergraduate Director or Director of Field Education of such convictions prior to placement. This includes DWI, DUI and drug charges. Given the laws governing work with children and other issues of moral turpitude, persons with convictions may not be allowed to work or be placed in certain agencies or situations. Thus, students who fail to inform the Undergraduate Director or Director of Field Education of a prior conviction and the conviction becomes known to the School of Social Work, the student in questions may be administratively dropped from the field.

Field Placement at Current Place of Employment Arrangements

For students who complete the practicum experience in a current work setting, the placement requires extensive advanced planning and approval by the Director of Field Education. Students who wish to use their place of paid employment as their field practicum assignment must complete the "Placement at Current Work Setting Agreement Form", page 37, prior to approval. **There is no guarantee that requests will be approved.** Available opportunities and educational merits are taken into consideration for these placements. Individual requests will be carefully reviewed within the standards and expectations outlined by the School. All field placements begin in August according to the SSW Calendar (<http://ssw.missouri.edu/calendar.shtml>). All Placement at Current Work Setting Agreement Forms need to be submitted by the end of the spring semester.

Approval is contingent upon the following:

1. The schedule of hours designated for field assignments must be clearly identified and delineated from the employment schedule;
2. A description of the position, including description of employment responsibilities, work hours, and the official supervisor's name attached to the proposal;
3. Assignment to a social work department, unit or program, population or role that differs from the one in which the student has functioned to date with exposure to new activities and client populations;
4. A BSW or MSW supervisor whose degree is from an accredited school of social work and who has not supervised the student in employment responsibilities;

5. Endorsement of the proposal by the student, MSW supervisor, setting representative and Director of Field Education to follow the School's outline of criteria, educational objectives and standards; and
6. Submission of Field Instructor's current resume.

Paid Placements

Paid placements require advance planning and approval by the Director of Field Education. Available opportunities and educational merit are taken into consideration for these placements.

Field/Class Conflicts

School policy is clear in this area; students should not miss class to participate in fieldwork activities. The course instructor must approve any exceptions. In addition, regular or supplementary field experiences are not to be scheduled in conflict with students' class participation.

Field Instructor Orientation

All Field Instructors are encouraged to participate in Field Instructor Training offered by the School of Social Work. The training covers such issues as: orientation of the student, introduction to the field experience, learning agreement and the evaluation process, teaching social work in the field, learning styles, supervision styles and teaching tools.

Liability Issues

The Curators of the University of Missouri maintain a self-insured malpractice program for its various professional fields. This program covers duly registered social work students for events that may occur while performing their duties in their field practicum experience. The self-insured program has a plan limit in excess of a \$1,000,000 per occurrence. Reserves for the program are determined annually through actuarial study. This program is 'occupance' based versus "claims-made." Any questions should be directed to the Director of Field Education.

University coverage does not include automobile liability. Students should negotiate automobile coverage with the agency at the time of the interview.

All students are strongly encouraged to obtain additional malpractice insurance before their practicum. Some agencies have umbrella coverage that includes students; however, this varies and should be clarified by the student. The National Association of Social Workers provides malpractice insurance to students for a small premium. Obtain application forms by calling or writing to the NASW office in Jefferson City, Missouri (573-635-6728).

V. AGENCY ORIENTATIONS

The Field Office expects students to be provided a thorough orientation to the agency before becoming involved in direct practice activities or indirect practice actions. However, students are expected to become involved in client focused practice within the first weeks of field placement. Orientations should cover safety and security topics for students in field. See page 39 for Department Orientation Checklist.

VI. SAFETY AND SECURITY OF STUDENTS IN FIELD²

A workplace violence checklist, page 41, can also be found online <http://ssw.missouri.edu/fielddocs.shtml>. Along with the checklist are tips for safety. Increasingly, social work service and educational programs are becoming concerned with safety and security issues. Regrettably, society has become more violent and some client populations more aggressive. While it is impossible to remove all potential risk from social work practice, it is possible and desirable for students to exercise caution and take preventive measures to assure their safety while delivering social services to clients. For this reason, we encourage students, faculty and agency supervisors to take seriously the potential risks, which may occur in practice. Where appropriate, this should be part of a student's orientation to the agency and addressed by Field Instructor. Such orientation should include, but not limited to, discussion of safety issues in the community, within the agency building(s) and with particular clients prone to violent behavior. Security of personal belongings should also be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed.

² Adopted from University of Texas – Austin's 1997-1999 Field Instructors' Manual

Students have the right and are encouraged to raise issues of potential risk and safety with their agency field supervisors and Field Instructor. Professional commitment and concern for client needs are not compromised by realistic consideration of safety issues in practice. Concerns in this area should be brought to field supervisors, Field Instructor or the Director of Field Education.

Agencies should:

1. Inform students of potential safety risks.
2. Provide safety training. This includes training for students related to effective communication with clients and techniques for de-escalating hostility and conflict.
3. Notify the field office in the event that a student is involved in an incident of physical violence and/or aggression perpetrated by a client.
4. Take steps to improve the safety of the work environment, including providing safety guidelines for working with clients in the office and in the client's home.
5. Inform student of potential health risks that exist in the field setting.
6. Provide training and education on universal precautions designed to reduce the risk of infection.
7. Inform the Faculty Liaison and/or the field office immediately in the event that a student contracts a communicable disease such as tuberculosis or hepatitis.
8. Refer students who are suspected to have contracted a communicable disease to the Missouri Department of Health (or the health department in the city where the agency is located) for testing and treatment.

Students should:

1. Request training on infection control and safety if not provided by the agency.
2. Follow guidelines for safety and infection control in place at the agency.
3. Report incidents of safety and infection exposure to the agency and to the Field Office.

The MU Field Office supports agencies who request background checks of interns prior to placement confirmation or during the practicum experience.

Safety Tips for Students in Field

AGENCY PROTOCOL

Students should learn the agency safety and security protocol for office and home visits with clients. In the absence of formal policies, the field instructor and student should discuss issues related to safety and security in the setting.

The guidelines and suggestions below may be helpful to students, field instructors and Faculty Liaisons as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc.

SECURITY OF BELONGINGS

All students in the field are expected to have a secure place to keep handbags and other belongings while at placement. It is preferable that the space be one that can be locked and could be in a desk drawer or filing cabinet. It is best not to leave handbags and other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to placement settings. Items of value should not be left in cars and should not be placed out of view just prior to leaving a vehicle.

WORKING WITH CLIENTS

When working with clients, remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control and can raise issues of safety for the client, the social worker and others.

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. Students should consult with agency field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others and the presence of weapons.

OFFICE MEETINGS

If a student will be meeting with a client with whom the student does not feel safe, discuss the situation fully with the agency field instructor. When considering location of the meeting, consider what is in the room, whether there is more

than one exit and where each person might sit. Also think about whether to include someone else in the meeting and what to wear. When discussing the time of the appointment, think about whether or not many people are around at the time being considered for the meeting and review plans for backup and assistance in the event that the client becomes agitated.

TRAVEL BY CAR

When a student is traveling by car to an agency or to home visits, he or she should know where he/she is going and to look at a map before driving to unfamiliar areas. In general, remember to be alert, and to lock doors and close windows.

TRAVEL BY FOOT OR PUBLIC TRANSPORTATION

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

HOME VISITS

It is important to know something about the client prior to the home visit. If there is a question of safety, plan accordingly with field instructors. It might be decided that meeting at a neutral place or going with another social worker is the appropriate plan. It is helpful to stay alert and to think about what to wear, which room to meet in and where to sit.

VII. RESPONSIBILITIES

Student

1. Complete all required paperwork (Journals, time logs) and forms located in the Manual in a timely manner as assigned by your Faculty Liaison. The field agency should provide time each week to complete field assignments.
2. Learning plan - The School assigns to each student an approved social agency and field instructor to provide professional social work supervision. The field instructor, Faculty Liaison and student agree upon specific learning experiences that the student will be expected to engage in during the course of the semester. The learning experiences will support the acquisition of course competencies through the completion of the field practicum. A time line should accompany each experience giving the student a guide to the expectations and pacing of the course.
3. Dressing in a manner appropriate for the agency
4. Working in a collegial manner with fellow students using the group as a medium for learning
5. Efficiently using the time spent in the agency (directing work with clientele, staff and others; keeping agency records; recording, etc. have priority)
6. Meeting the needs of the clients which are appropriate though on occasion this may be an inconvenience and/or come outside the usual time to be in the agency
7. Participate openly and actively in the assessment of her/his performance
8. Submit completed evaluations before the end of semester. Failure to do this can result in the submission of a delayed grade
9. Going directly to the field instructor in case of problems. If the problem cannot be resolved there, go to the Faculty Liaison. Should the problem not be resolved at this level, the student and Faculty Liaison should go directly to the Director of Field Education. In the event that the Director of Field Education cannot resolve the problem, Special Advising will be recommended.
10. Journals
 - a. As a professional learner, the student will need to maintain a record of intellectual, behavioral and attitudinal experiences in which he/she engages and her/his reactions to them. It is recommended that this be accomplished using Journals. Content will reflect analysis of significant learning experiences and the student's thoughts and reactions to those experiences. It is not intended to be a work log, noting all activities and events. Journal topics can be found in the section on Accountability and Journaling.
 - b. Thorough and complete journals (Parts 1, 2, & 3) will be submitted to the Field Instructor. It is anticipated that he/she will provide additional material for assessment of student learning and for discussion during supervisory and teaching conferences. Written comments by the Field Instructor are encouraged. Following

- review by the Field Instructor, the student will forward the journals to the Faculty Liaison for reactions and comments. The Faculty Liaison will return them to the student in a timely manner.
- c. The student's Faculty Liaison will assign a specific number of journals as required for the semester.
 - d. As the learning experience progresses, the use of this tool will be mutually assessed by student, Field Instructor and Faculty Liaison, and modifications in content, structure and frequency will be made to individual learning patterns.
11. Recording within the Agency
 - a. Each student will be expected to adhere to the existing policies and procedures regarding agency accountability systems.
 12. Individual Conferences
 - a. All students are expected to have weekly conferences, of at least 1 hour, with their Field Instructor. Use of group instruction may supplement some of the conference time if mutually agreed to by the Faculty Liaison and Field Instructor. The student is expected to have prepared for these conferences through the submission of journals, required agency recording and other reporting mechanisms deemed appropriate by the instructor. To make maximum use of these educational opportunities, the student should prepare for the conferences by organizing questions and concerns in a manner that the instructor can address. Notes regarding supervision should be kept throughout the semester.
 13. Instructional conferences are joint endeavors and require preparation by both parties to make them productive; otherwise, much valuable time can be lost in misdirected efforts.
 - a. Through the development of the agency/school agreements, commitments have been made for instructional time and the Field Instructors will be expected to provide the student with individual instruction based on a review of the work the student has produced.
 - b. Each student is directly responsible to the Field Instructor in his field placement.
 14. Confidentiality
 - a. The student will be expected to maintain as confidential all information gained through his/her tenure in the agency concerning the agency clientele and agency information which is considered privileged. Agency records are not to be removed from the agency under any circumstances. The student is not to discuss cases or agency business with anyone who is not professionally involved in the situation and sanctioned to have access to the information. In those instances where the student wishes to use case material in other course work, approval must first be obtained from the Field Instructor and the confidentiality of the client maintained by the removal of all identifying information.

Field Instructor

1. Work closely with field faculty to develop and maintain learning opportunities and affiliation with the University.
2. Orient student(s) to agency and the agency's role in providing generalist social work interventions.
3. Assume instructional and administrative responsibility for the student(s) and model professional behavior.
4. Follow the syllabus adopted by the course instructors.
5. Participation in student selection/placement process and midterm/final evaluation process.
6. Provision of regularly scheduled individual conferences with each student(s), at least one hour per week.
7. Assisting the student(s) with the integration of practice and theory; including review and comments for journal submissions.
8. Assisting student(s) with developing the learning agreement.
9. Meeting with the Faculty Liaison two times during the semester or as needed.
10. Inform Faculty Liaison or field office, as needed, of all concerns relative to the student(s)' fieldwork progress, activities and any other issues that might affect the placement.
11. Participate in Field Instructor orientation and/or trainings to learn about Social Work curriculum and to understand the role of practitioner vs. teacher.

Faculty Liaison

1. Develop plans with the agency relative to the field education program and student placements, and deal with field placement-School issues.
2. Serve as a continuing conduit between School and placement relative to developments in the curriculum, School policy or agency policy and practice and any other areas to maintain the School-agency relationship.
3. Familiarize themselves with the School's various programs and interpret them to the Field Instructors and the agencies.
4. Help students plan their educational experience in field.
5. Discuss with their assigned students their work satisfactions and concerns relative to their practice, field instruction, agency experience and class work

6. Work with the Field Instructors to insure that students' field assignments reflect the field work curriculum and student needs.
7. Insure that the School's standards for fieldwork instruction are implemented, including attendance, record writing, field instruction conferences and evaluations.
8. Prepare for meetings with Field Instructors and students including reading students records.
9. Meet with the Field Instructor and student to review the student progress in the field.
10. Discuss the students' educational progress with Field Instructors.
11. Act as educational consultants to Field Instructors to enhance their field education skills.
12. Assign students a grade in fieldwork after consulting with Field Instructors.
13. Attain from the Field Instructors and/or students, information that may affect the students' fieldwork experiences and use of placements.
14. Inform and discuss with the Director of Field Education any problems relative to students' education in the field placements.
15. Participate and carry out plans that deal with students or agency problems.

Field Office

1. Practicum placement - selects field agencies and Field Instructors, and matches them with students' learning interests.
2. Monitors all contracts and provides database management.
3. Linkage - interprets school policies, procedures and expectations of field agencies, and assesses the fit between school curriculum and educational experiences provided by the agency.
4. Evaluation - collects and disseminates evaluations of Faculty Liaisons, Field Instructors and agencies.
5. Administration - ensures completion of placement forms (e.g., students' evaluation of agencies, Field Instructors and Faculty Liaisons).
6. Conducts Field Instructor-training workshops.

VIII. MISCELLANEOUS

Compensatory Time

Compensatory time is given for overtime. It is strongly advised that the student accumulate at least 8 hours of compensatory time before using any, as all missed time must be made up including that taken for illness. No compensatory time may be taken just prior to or immediately following a holiday, vacation period or during the last week of the semester. The student is expected to continue their placement until the last scheduled date of field instruction regardless of accumulated compensatory time.

Absences

There are no excused absences for this course. Failure to appear without prior approval of the Field Instructor can result in termination and failure of the course. Students are expected to follow the scheduled agency work hours and to be at the agency promptly at the established starting time.

Holidays

University holidays are the only holidays the student may observe. Agency holidays are not observed. The Field Instructor should assist the student in developing work plans during these periods.

End-of-the-Semester Evaluation of Field Agency, Field Instructor and Faculty Liaisons

At the end of the fall semester, students are asked to complete Field evaluations. The Director of Field Education will utilize evaluation results to ensure quality placements and quality Field Instructors.

Grading

This course is graded on an S/U basis with a grade of S (Satisfactory) indicating B level or above performance. The Faculty Liaison gives the grade after collaboration with the Field Instructor.

IX. EVALUATION OF STUDENT COURSE PERFORMANCE

Formal evaluation of the student's work is to be done at mid-term and the end of the semester. Sources of data to consider in the evaluations are the course objectives, student's Learning Agreement, journal, reports of special projects, and instructional and advisory feedback. Increasingly, feedback from client and action-system members should provide valuable data for the evaluations. The mid-term and final evaluations serve as the major sources of information for school references concerning the student's performance in practicum.

The student, Field Instructor and Field Liaisons will hold a formal evaluation conference at mid-term. Considerable emphasis is placed on the mid-term evaluation. **The mid-term evaluation needs to be completed by the Field Instructor and reviewed with the student prior to the Faculty Liaison's visit.** At semester's end, the Field Instructor and student are required to complete a final formal evaluation. Sources of data will be the journal, agency records and instructional feedback, Learning Agreement and common course objectives. The student assumes a major role in these conferences as outlined in the course syllabus. Student and the Faculty Liaison review and sign the evaluation.

The student is responsible for submitting the entire evaluation, including signature sheets, at the end of the semester. These documents become part of the student's permanent file at the School. See Midterm and Final Evaluation criteria on page 55.

Incomplete Grade Policy

Students who receive an incomplete grade will have one year to complete the course. If the student does not complete the course, the grade will automatically change to U.

Significance of the Field Practicum Grade

Because the field practicum tests a student's ability to apply knowledge and skill to actual client situations and aims to enhance professional development, the course grade is of special significance. With a grade of "U" in the field practicum a student is not permitted to continue in the degree program without special consent of the School. Special consent would permit additional field practice with the stipulation that the student must perform satisfactory and receive a "S" grade.

Notification of Deficient Performance

When the student's performance is not of passing quality the student shall be advised of their status in writing. In most instances, when such performance constitutes a pattern rather than a single event and the student should be given the notification in writing at least four weeks before the semester's end.

Evaluation Addendum

If at the point of signing the final evaluation for the field practicum, the student finds that they are in substantial disagreement with some of the report and discussion with the Field Instructor does not resolve the issue, the student should prepare an addendum to the evaluation that is signed by the student and shared with the Field Instructor. This addendum is appended to the evaluation and becomes part of the student's permanent record.

Field Placement Problems and Resolutions

Most students deal quite well with personal struggles and problems of daily life. However, when these problems impair field performance and professional behavior to the extent that client obligations are not being met appropriately, Faculty and Field Instructors have the responsibility to intervene sensitively, yet decisively.

As with any professional staff, certain kinds of limitations and external demands may impair the performance of students. Some may be struggling with circumstantial limitations such as lack of transportation, financial problems, part-time employment, etc. Others may need to cope with more chronic or long-term situations such as a language barrier, a physical disability or chronic illness, etc. Most often, these limitations, though they can be burdensome, are compensated for and accommodated by adequate planning and flexibility. Often these students will perform very well, given the opportunity and appropriate support.

Personal and/or emotional problems of a more serious nature present greater difficulties. These may include a serious physical illness or psychological impairment, a life crisis, a serious legal offense, serious addiction, personal instability or unsuitability for the profession. These may be evidenced behaviorally by inappropriate or unethical behavior, excessive absences, noncompliance with agency policy or competence and skill deficits. Fortunately, serious

ethical violations or breaches of integrity are rare. Most common performance problems have to do with deficits in competence and understanding or excessive absences.

These problems usually present an interrelated set of concerns which require monitoring, communication and professional judgment on the part of Faculty and Field Instructor. The concerns are: the rights of clients to adequate service and professional care, the educational needs of the students, the "gate-keeper" role of the university and professional community, and the provision of corrective and support services for the student. The Field Instructor, the Director of Field Education and other classroom faculty who have an educational interest in or involvement with students have the option and responsibility to discuss students' field and classroom performance in the execution of their educational duties. Some guidelines are:

1. While all students should have ongoing supervisory review and consultation, early recognition and feedback of serious performance problems is especially important. Field Instructors and faculty should communicate their observations and concerns to each other as soon as they are identified. Students, as well as clients, are better served by early recognition of significant performance problems. The Field Instructor and faculty are both in a position to detect these kinds of deficits, and each has the responsibility to initiate communication. If in doubt about whether a particular deficit is serious or major and merits particular attention, discuss it with the Field Office. As always, the Director of Field Education is available to consult in these situations. There is sufficient program flexibility and resources with the university and the community to give students time and support to deal with personal problems which affect their education. Career and psychological counseling, additional work or life experience, reconsideration of career goals, etc., all could be part of a response to these problems.
2. When students perform poorly in placement, the intervention needs of clients become the higher priority. In these situations, the Field Instructor and faculty should act to protect the needs of the client and ensure appropriate service provision.
3. Faculty and Field Instructors need not, and should not, be therapists to students. Field education does not permit automatic access to students' private lives or personal problems. We have the right and the obligation to expect quality performance and professional behavior, to evaluate and provide feedback on the field performance, and especially to bring to the attention of the student serious performance deficits. At that point, students may voluntarily share personal information to explain or rationalize their poor performance. It is important that this personal information be treated confidentially and that students be provided with guidance, resource information and concerned support. At the same time, they may need to be relieved of their client responsibilities, based on the collective judgment of Field Instructor and faculty. It is not unlike the response of a staff supervisor to recognizing an employee's performance deficits and referring to an employee assistance program. Referral to faculty, advisors or the Director of Field Education at the School of Social Work will ensure proper referral to campus and community resources.

In summary, two important principles emerge when considering performance problems of students in field:

- Assurance of quality service to the clients of the agency
- Supportive and corrective services to the student

Problems in the field tend to fall into one of three categories: inadequate student performance, environmental issues and situational issues. Each of these categories of problems is described in-depth in the following paragraphs along with possible alternative resolutions.

1. **Primarily Inadequate Student Performance:**

- a. Poor professional behavior or unsuccessful achievement of competencies for any reason, including but not limited to lack of ability or low motivation to learn social work skills, disrespect for clients or co-workers, inability or unwillingness to utilize feedback, or interpersonal qualities interfering with one's ability to be professionally appropriate or engage in sound social work practice.
- b. Ethical violations (see NASW Code of Ethics) such as threatening or criminal behavior, or behavior or performance not suitable to the profession of social work (violation of values/operating principles). Student performance problems place the student in jeopardy of being dismissed from the program and/or receiving "U" for field.

Problem Identification: It is the responsibility of the Field Instructor to identify this type of problem and bring it to the attention of the student and the Faculty Liaison. While it is possible that the Faculty Liaison, acting in the capacity of the student's practice course instructor/Faculty Liaison, may be aware of such problems in the

field, it is the Field Instructor who must identify and document such problems as they relate to the field placement.

Resolution Process: The Field Instructor must identify the behaviors, actions or inactions that indicate performance problems or raise questions about the student's suitability for the profession of social work. These behaviors must be communicated to the Faculty Liaison immediately upon identification and concern. These behaviors, actions or inactions must be communicated to the student by the Field Instructor, who must also recommend/discuss ways the student might improve upon the behaviors, actions or inactions. A Special Advisement session between the student, Field Instructor, Faculty Liaison should be held as soon as is possible to discuss the concerns and the recommendations for corrective action. However, upon notification of the Faculty Liaison by the Field Instructor, the Faculty Liaison should immediately contact the student to discuss the concerns of the Field Instructor. Students normally will be afforded a reasonable period of time (depending on the nature of the occurrence and the timing) during which progress or improvement upon the behaviors, actions or inactions is expected to occur.

NOTE: Students experiencing performance problems may not change placements. Performance problems must be resolved in the agency in which they were first identified. If the agency is unwilling to continue working with the student, the student may need to repeat an entire field placement regardless of the time of the occurrence of dismissal from an agency or the student may be dismissed from the program.

Depending on the nature of the performance/situation and the timing (within the semester), the Faculty Liaison may require a performance agreement between the student, Field Instructor and the Field Education Office. The performance agreement might be signed by all three (3) parties and consist of the following:

- Specific tasks/behaviors that need to be accomplished/ demonstrated.
- Goals to be reached or indicators of progress.
- Criteria for assessing the extent to which concerns have been ameliorated.
- Date(s) by which tasks/behaviors and goals are to be assessed.

2. **Primarily Environmental Issues:**

These include lack of adequate opportunity provided by the agency to accomplish learning objectives, little/no suitable field instruction or a personality conflict between student and Field Instructor or other agency staff person that effects negatively on the learning environment. ***In an instance of perceived discrimination or sexual harassment, the student must immediately notify his/her Faculty Liaison.***

Problem Identification: Typically these types of problems are first identified by the student. It is, however, the responsibility of the Faculty Liaison to monitor the student's learning environment in the field and to identify problems of this type.

Resolution Process: The Faculty Liaison is responsible for mediating or negotiating a resolution of this type of problem. Typically, the Faculty Liaison will meet with the Field Instructor, student and other agency personnel as necessary in order to discuss/identify the environmental problems and to discuss possible intra-agency alternative solutions. If no educationally sound resolution is forthcoming, the Faculty Liaison will consult with the field office and Director of Field Education and notify the agency and Field Instructor that the student will be removed pending appropriate student/client termination. The Director of Field Education will work with the student to secure a new placement. Students having to change placements in mid-semester may be required to extend their time in the new field agency beyond the regular ending date for field. No immediate negative grading consequences will accrue to the student (except that an "I" may be given if there has not been sufficient time for the existing Field Instructor to provide a reasonable assessment of the student's performance.) Again, depending upon the timing of such situations, the Director of Field Education may negotiate an educationally sound plan for the new placement that falls outside traditional operating procedures. The resolution of these problems shall be noted in writing on the student's learning agreement (or field evaluation depending on the timing of the occurrence) by the field liaison or the Director of Field Education.

3. **Primarily Situational Issues:**

These include illness, personal crisis or other occurrences resulting in prolonged absence from the field or inability to engage in competent social work practice.

Problem Identification: Students are expected to notify their Field Instructor and their Faculty Liaison when personal situations will adversely affect their attendance or participation in field.

Resolution Process: The Faculty Liaison is responsible for mediating or negotiating a resolution of this type of problem with the relevant parties (usually Field Instructor and student) such that the resolution is educationally sound for the student and does not negatively affect clients. The Faculty Liaison will take into consideration the timing of the occurrence, the student's performance to that point in time, and other such factors that might pertain to the situation. As in any other academic course, if the student is passing the course (satisfactory progress relative to all field course objectives) the possible outcomes are as follows: an "I" grade with a specific date for completion (Incomplete contract must be signed), or "W" indicating authorized withdrawal from field, or the problem is immediately addressed and will not affect the grade. The resolution must be documented in writing on the student's Learning Agreement and initialed or signed by the field liaison and the student. A student who officially withdraws or is unable to complete the semester at the same agency must repeat the entire semester.

NOTE: Students who do not receive permission from their Field Instructors or Faculty Liaisons regarding prolonged or intermittent absences from the field will receive a "U" grade. Students wishing to receive a "W", authorized withdrawal, for field must initiate university procedures for a "Withdrawal".

Withdrawal Policy Statement

Among the students' responsibilities is the use of ongoing feedback from their Faculty and Field Instructor. When students engage clients and assume service responsibilities, they have ongoing professional, educational, and ethical responsibilities and courtesies to consider. Considerable time and effort is spent on the part of Faculty and Field Instructor to plan and deliver a good field placement. For these reasons, it is a serious matter to drop the field course during the semester. Students may withdraw from courses for many reasons including educational considerations, serious illness, personal crisis and occasionally for performance problems. It is to this last reason, namely problems in the field course, that the following policy is adopted.

Any student withdrawing (failing, passing or without a grade) due to substantial performance problems, as noted by the Field Instructor and Faculty Liaison, will not be allowed to enroll in the field course the following semester without the permission of the student's advisor and the field office. Student may be dismissed from the program. The student is encouraged to take the following semester to address underlying the deficits that impaired his/her performance. These deficits, as noted by Field Instructor, Faculty Liaison or Director of Field Education, can include knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, situational or circumstantial factors, etc. Growth and development in these areas may require additional work and life experience, personal counseling or therapy, circumstantial changes that enhance a student's stability and remedial learning experiences. The review criteria will focus on the likelihood of successful performance in the field practicum based on criteria such as:

- nature and severity of the performance problem
- ability to integrate the content and develop the skills required in the field course
- student's motivation toward corrective action
- judgment of the student's ability to hear and use feedback constructively
- availability and use of educational, career advising and therapeutic resources

Withdrawal Review Process

When the student withdraws due to performance problems, his/her Field Instructor will write a letter to the student (with copies to the student's file) describing the problems and including suggestions for improvement, corrective action to address deficits, and potential resources. In most cases, the student is expected to take at least a semester to address his/her educational needs and performance problems. Only in exceptional cases is a student allowed to resume the field course in the semester following a withdrawal. The Director of Field Education, in consultation with the student's advisor, must be convinced that the student has demonstrated an improved readiness to perform adequately in field. In initiating the request for reentry, the student is expected to document efforts toward growth and change which support the likelihood of satisfactory performance in the field. A committee comprised of SSW faculty will make the decision whether a student reenters field. Should this committee make an adverse decision, the student may request Special Advising.

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ACADEMIC POLICIES – BSW STUDENT MANUAL

I. SPECIAL ADVISEMENT

1. **Purpose:** Special advisement procedures are designated to provide extended advisory resources in the interest of enhancing the student's learning opportunities and/or changing a student's program. Special advisement is advisory to the student and his/her faculty and will not relate to administrative decisions about student status. Special advisement is one of several possible resources of choice available to advisor and student to supplement or reinforce the regular services of the advisor.

Special advisement should be considered by the advisor and student along with other available advisory supplements. Special advisement must be used prior to the scheduling of a Student Status Review, provided that in emergency or exceptional circumstances reported in writing by the advisor or the student, the Director may waive the requirements of Special Advisement prior to Student Status Review.

2. **Initiation:** The faculty advisor normally initiates Special Advisement but the student or a faculty member may also initiate it, upon written request to the advisor stating the situation that is believed to make special advisement desirable.

Special Advisement procedures may be initiated whenever there are special academic interests and/or difficulties believed to require advisory services other than that available from the advisor

3. **Composition of Special Advisement Committees:**

A special advisement committee shall include:

- a. The student's faculty advisor, who shall serve as chair, be responsible for a written report of the discussion and suggestions made and share the recommendations with the student.
- b. Faculty member(s) concerned with the special interests and/or difficulties.
- c. At the option of the student, an additional faculty member of the student's choice.

4. Procedures for Special Advisement

- a. The faculty advisor will arrange a meeting of the committee as soon as possible after the need arises or the request is made.
- b. The student shall be provided opportunity to meet with the committee and participate in discussion when appropriate.
- c. The advisor will have responsibility for assessing the suggestions and collaborating with the student and others on follow up actions.

II. STUDENT STATUS REVIEW

(Approved 11/21/91)

Preamble

The Student Status Review Committee is charged by the Faculty of the School of Social Work with the responsibility for the academic review of any student's academic performance and progress in the class room and in the practicum setting which violate expectations of performance appropriate for a social work student.

Social work students are expected to establish and maintain professional relationships at all levels, both within and outside the class room (with faculty, staff and students; with individual clients, groups the community and others). This entails, among other things, adhering to standards of academic honesty; respecting self and others; and being able to communicate in ways that are non-exploitive of others. Moreover, social work students are expected to subscribe to and abide by the values and standards of the social work profession as exemplified in the national Association of Social Workers (NASW) Code of Ethics (see Appendix).

The Committee shall be a standing committee of the School of Social Work. To properly discharge the responsibilities and authority delegated to the Student Status Review Committee, the Committee will be representative of the faculty and shall be constituted of three (3) full time faculty members and (alternates) appointed by the Director. Each Committee member shall be appointed for a term of two years (except for the first year when two members shall be

appointed for a one year term to create staggered term). The Chair of the Committee shall be elected by members of the Committee. These faculty representatives will be responsible for conducting hearings. Decisions made will require a simple majority vote of the Committee. Minutes of hearings and Committee will be forwarded to the Director of the School.

The student may appeal the Committee's decision to the Director of the School.

Upon receipt of the Committee's decision and the minutes of the hearing and/or an appeal from the student, the Director will act upon the matter and implement his/her decision. The Director will communicate this decision to the student and the Committee.

General Guidelines

The student status Review process may be initiated by:

1. The student
2. The student's faculty advisor
3. Any faculty member concerned about the student's status.

A faculty member who initiates the review and who serves on the Committee shall be temporarily replaced by his/her alternate to the Committee and shall not vote on the matter before the Committee.

Any one initiating the student status review process must make the request to the Chair of the Committee. The committee in the following circumstances will review student performance and behavior:

1. Student fails to correct deficits in his/her academic performance as stipulated in prior Special Advising agreements.
2. Faculty concern over attitudinal, behavioral or ethical considerations which questions the student's fitness for the profession of social work,

The committee will include in its deliberations all available information relating to student performance, including academic performance, attitudinal or ethical considerations and personal circumstances which affect academic performance. The Committee may recommend one of the three actions on the basis of factual evidence:

1. Dismissal from the School of Social Work
2. Academic probation
3. Proceed without probation

Dismissal from School

The Committee may recommend dismissal from the School for students whose academic classroom or practicum performance is judged to be unacceptable.

A student who fails to satisfy conditions of probation will be dismissed.

A student will be dismissed when his/her academic performance in the classroom or in the practicum setting is inconsistent with the spirit and the letter of the NASW Code of Ethics in situations in which ethical judgment is to be exercised and professional intervention or professional conduct is planned.

Academic Probation

Stipulations herein delineated reflect minimum standards of academic performance in professional social work courses which may exceed University rules and regulations on term and cumulative GPA.

1. **Criteria for academic probation.** (Such criteria are not intended to exhaust all ways a student might be placed on probation.)
 - a. Any student may be placed on probation whose academic performance and/or professional development is judged to be inadequate, e.g. not consistently progressing toward completion of the degree.
 - b. Any student failing a professional social work course shall be placed on probation.
 - c. Any undergraduate whose GPA in professional social work courses falls below 2.0 shall be placed on probation.

- d. Any graduate student whose GPA falls below 3.0 shall be placed on probation.
 - e. **Duration.** The duration of academic probation will be at the discretion of the Committee where there are no set rules and regulations. A student cannot graduate from the program while on probationary status.
 - f. **Required student performance.** The Committee will delineate specific expectations for student performance while on probation. At the conclusion of the probationary period the Committee will review the student's performance and make one of the following decisions:
 - i) Remove from probation
 - ii) Continue probation
 - iii) Dismiss from school. A recommendation to dismiss will require a simple majority of voting members of the Committee.
2. **Intervention.** Academic probation sets in motion interventions which are designed to maximize the opportunity for the student to learn. The committee may recommend interventions which would facilitate student performance. Examples might include referral to the Learning Laboratory; an additional field placement and/or extended field placement; regular meetings with academic advisor; or medical or psychiatric evaluation, delay of Block Field Placement, etc.

Procedures

1. A written request for student status review with supporting material must be made to the Chair of the Student Status Review Committee. Such request must specify student performance and/or conduct that necessitates review of the student's status.
2. The Chair of the Committee will forward the request and supporting material to members of the Committee. The Committee will review the request and determine if the issues meet requisite conditions for student status review within two (2) weeks following receipt of the request. If the matter falls within the purview of the Committee, the Committee will set a date for the student status review. The notification to the student shall be in writing and shall specify the alleged deficiencies in performance and/or conduct; and the date, time and location of the review. The notification shall be delivered to the student by registered mail, specifying receipt requested. The notification shall also be sent to the student's faculty advisor and the Director of the School. The Student Status Review meeting will be set to convene at least two (2) weeks following written notification to the student. The two weeks notification provision may be waived at the request of the student or with the student's written approval, at the Committee's request.
3. The person initiating the request for a Student Status Review may request that such review be canceled or discontinued by submitting a written request to the Chair of the Committee giving reasons for the request. Upon receipt of the request for cancellation, the Chair of the Committee shall poll members to determine whether cancellation is appropriate. Such request shall be made as early as practical.
4. The person initiating the review must be present during the Student Status Review process.
5. A student shall have the right to present data which challenges the allegations necessitating this review.
6. A student may ask others to address the Committee on his/her behalf.
7. A student shall be able to question any one participating in the proceedings.
8. The procedure for Student Status Review Committee meeting include the following:
 - a) Call to order
 - b) Roll call of participants
 - i) Verification of presence of Committee members
 - ii) Verification of presence of student
 - iii) Verification of presence of student's academic advisor
 - iv) Verification of presence of student's invitees (if student has invited others to address Committee on his/her behalf)
 - c) Verification of due notice to student of his/her academic difficulties.
 - d) Disposition of procedural questions, if any.
 - e) Hearing
 - i) Statement of the circumstances necessitating this review
 - ii) Statement by the student (if desired)
 - iii) Presentation of School's evidence
 - iv) Additional statement by the student (if desired)
 - v) Presentation of student evidence
 - vi) Statements of invitees speaking on student's behalf
 - vii) Chair's written notification to student of the date and location where a copy of the minutes may be obtained.
 - f) Executive session to review facts to determine decision.
9. The Chair shall make the procedures for the meeting available to all participants.

10. Minutes of the Student Status Review proceedings shall be taken by the appointed secretary. The student will be advised in writing, during the student status review process of the date and location a copy of minutes may be obtained. It is the student's responsibility to obtain a copy of the minutes. Corrections to the minutes shall be made within six (6) working days from the date of the hearing. The student will be given a copy of the minutes to sign or delineate disagreement.
11. The Chair will notify the student in writing of the Committee's decision within two (2) weeks following the hearing. Notification shall be delivered to the student by registered mail, specifying receipt requested.
12. The Chair will submit signed minutes and the Committee's decision to the Director within two (2) weeks following the hearing.
13. Students may appeal the Committee's decision to the Director within two (2) weeks after receiving notification of the decision. The appeal shall be in writing.
14. The Director will act upon the committee's decision and/or the student's appeal and implement his/her disposition of the matter within two (2) weeks of receipt of the decision and/or the student's appeal.

The student may appeal an adverse decision in the manner prescribed by the University.

MISSOURI LAWS APPLICABLE TO PRIVACY

Missouri statutorily grants a patient the right of access to his medical records that are maintained by health care providers, including physicians and hospitals. The state does not have a general, comprehensive statute restricting the disclosure of confidential medical information. Rather, these privacy protections are addressed in statutes governing specific entities or medical conditions.

I. PATIENT ACCESS

Health Care Providers, Including Practitioners and Hospitals

Within a reasonable time and upon the patient's written request, physicians, chiropractors, hospitals, dentists and other duly licensed practitioners ("providers") must furnish to the patient a copy of his health history and treatment rendered. [Mo. Rev. Stat. 191.227.] The copies need not be furnished until the patient has paid a handling fee of fifteen dollars plus a fee of thirty-five cents per page for photocopies of documents. [Id.] For items that cannot be copied on a photocopy machine (such as x-rays), the provider may charge for the reasonable cost of duplication. [Id.] A patient's right is limited to access consistent with the patient's condition and sound therapeutic treatment as determined by the provider. [Id.]

Mental Health Facilities and Mental Health Programs

A person who is admitted to a residential facility or a day program or who is admitted on a voluntary or involuntary basis to any mental health facility or mental health program where people are civilly detained pursuant to statute has the right of access to his mental and medical records. [Mo. Rev. Stat. 630.110.] This right extends not only to those who are civilly detained, but also those persons being treated in day and residential programs providing prevention, evaluation, treatment, habilitation or rehabilitation for those affected by mental illness, mental retardation, developmental disabilities or alcohol or drug abuse. [Mo. Rev. Stat. 630.005(7) and (31).] Access may be limited to the extent that the head of the residential facility or day program determines that it is inconsistent with the person's therapeutic care, treatment, habilitation or rehabilitation, the safety of other facility or program clients and public safety. [Mo. Rev. Stat. 630.110.]

II. RESTRICTIONS ON DISCLOSURE

Department of Health

EPIDEMIOLOGICAL STUDIES: The Department of Health, for purposes of conducting epidemiological studies, is authorized to receive information from patient medical records. [Mo. Rev. Stat. 92.067.] The information is confidential except that it may be shared with other public health authorities and co-investigators of a health study if they abide by the same confidentiality restrictions required of the department. [Id.]

Remedies and Penalties: Any department of health employee, public health authority or co-investigator of a study who knowingly releases information which violates the provisions of this protection shall be guilty of a misdemeanor, punishable by fine, imprisonment or both. [Mo. Rev. Stat. 192.067; and 560.016; 557.011; ' 558.011 (specifying punishment for misdemeanors).]

CHARGE DATA SUBMITTED BY HOSPITALS: Hospitals and ambulatory surgical centers must provide the department of public health and welfare with data concerning patients, including date of birth, sex, race, diagnoses, principal procedures, total billed charges and other information. [Mo. Rev. Stat. " 192.667 and 192.655 (defining "health care provider" and "patient abstract data").] The information obtained by the department is not public information and may not be released in a form, which could be used to identify a patient. [Id.]

Remedies and Penalties: Disclosure of this identifying information is a misdemeanor, punishable by fine, imprisonment or both. [Id. and Mo. Rev. Stat. 560.016; 557.011; 558.011 (specifying punishment for misdemeanors).]

HMOs, Health Services Corporations and Insurers

Generally, HMOs may not disclose any data or information pertaining to the diagnosis, treatment or health of any enrollee or applicant without express consent of that person. [Mo. Rev. Stat. 354.515.] Exceptions to this general rule allow disclosures without the person's consent to carry out the purposes of the statutory provisions governing HMOs; in response to a claim or litigation between an enrollee/applicant and the HMO; and pursuant to statute or court order for the production or discovery of evidence. [Id.] An HMO is entitled to claim any statutory privilege against disclosure, which the provider who furnished the information is entitled to claim. [Id.] But the HMO may not assert any such claim or privilege against disclosure against the director of the department of insurance. [Id.]

Remedies and Penalties: The Director of the Department of Insurance may issue a cease and desist order to an HMO violating this provision. [Mo. Rev. Stat. 354.500.] In the case where a HMO fails to substantially comply with this provision, it may have its certificate of authority suspended, revoked or subject to conditions or restrictions. [Mo. Rev. Stat. 354.470.]

Mental Health Facility and Mental Health Program

Generally, the records of mental health facilities and mental health programs are confidential and may not be disclosed without the patient's authorization. [Mo. Rev. Stat. 630.140(1) and (8).] This restriction applies to day and residential programs providing prevention, evaluation, treatment, habilitation or rehabilitation for those affected by mental illness, mental retardation, developmental disabilities or alcohol or drug abuse, including those in which people may be civilly detained pursuant to statute. [Mo. Rev. Stat. 630.005(7) and (31); 630.140.] Information concerning medication given, dosage levels and the individual ordering the medication must be given, upon request, to: the parent of a minor patient; legal guardian of a patient; an attorney; or a personal physician as authorized by the patient; law enforcement officers (restricted to information about patients committed pursuant to law); among others. [Id.] Mental health facilities and mental health programs may disclose confidential information without the patient's consent to: persons responsible for providing health care services to the patient; research personnel (provided, that such personnel will not identify the patient); to the extent necessary for claims of aid, insurance, court orders and law enforcement; and others. [Id.]

Pharmacies

Records maintained by a pharmacy that contains medical or drug information on patients or their care are confidential. [Mo. Rev. Stat. 338.100.] Upon request, a copy of the original prescription must be furnished to the prescriber and may be furnished to the patient. [Id.]

Remedies and Penalties: A licensed pharmacist who violates these disclosure provisions is guilty of a misdemeanor, punishable by fine, imprisonment or both. [Mo. Rev. Stat. 338.190; and 560.016; 557.011; 558.011 (specifying punishment for misdemeanors).]

III. PRIVILEGES

Missouri recognizes a number of health care professional-patient privileges that allow a patient in a legal proceeding to prevent disclosure of privileged communications that the professional acquired in the course of professional services rendered. [Mo. Rev. Stat. 337.055 (psychologist); 337.540 (professional counselor); 337.636 (social worker); 337.736 (marital and family counselor); 491.060 (physicians, licensed psychologist and dentist).] The statutory proscription against disclosures as it pertains to social workers and marital and family therapists extends beyond legal proceedings and more generally prohibits these professionals from disclosing any information acquired from persons consulting them in their professional capacity without the written consent of the client. [Mo. Rev. Stat. 337.636 (social worker) and 337.736. (marital and family therapist).]

Remedies and Penalties: A professional who discloses privileged communications in violation of these provisions is guilty of a misdemeanor, punishable by fine, imprisonment or both. [Mo. Rev. Stat. 337.065 (psychologists); 337.530 (professional counselors); 337.633 (social workers); and 337.733 (marital and family therapists); and 560.016; 557.011; 558.011 (specifying punishment for misdemeanors).] Additionally, disclosing privileged information in violation of the law is grounds for discipline from the appropriate licensing board or agency. [Mo. Rev. Stat. 337.035 sub. 2(13) (psychologist); 337.733 (marital and family counselor); 337.530 (professional counselor).]

IV. CONDITION-SPECIFIC REQUIREMENTS

Abortion

Missouri requires a physician to report specific non-identifying information on each abortion performed as well as on post-abortion care to the state Department of Health. [Mo. Rev. Stat. 188.052.] A copy of the report must be made part of the patient's medical record. [Id.] All information obtained by a physician, hospital or abortion facility from a patient for the purpose of preparing the requisite report is confidential and may be used only for statistical purposes. [Mo. Rev. Stat. 188.055.]

Remedies and Penalties: Any physician or other person who fails to maintain the confidentiality of any records or report required under these provisions is guilty of a misdemeanor, punishable by fine, imprisonment or both. [Mo. Rev. Stat. 188.070; and 560.016; 557.011; 558.011 (specifying punishment for misdemeanors).]

Adult Abuse

Missouri maintains a central registry to receive complaints of the abuse and neglect of adults. [Mo. Rev. Stat. 660.263 and 660.255.] All reports are confidential and are not deemed a public record. [Mo. Rev. Stat. 660.263.] Such reports are only accessible to the following persons or offices: the Department of Social Services or its designee; the Attorney General; the Department of Mental Health; law enforcement agencies; and the subject of the report. [Id.]

Remedies and Penalties: Any person who permits or encourages the unauthorized dissemination of information contained in the central registry or in related reports and records is guilty of a misdemeanor, punishable by fine, imprisonment or both. [Mo. Rev. Stat. 660.263 and 560.016; 557.011; 558.011 (specifying punishment for misdemeanors).]

Cancer

The Missouri Department of Health maintains a cancer information reporting system, under which physicians and others must report diagnoses of cancer. [Mo. Rev. Stat. " 192.650 and 192.653.] The department generally may not disclose identifying information without the patient's written consent. [Mo. Rev. Stat. 192.655.] The department may request a patient to consent to the release of his medical information to a cancer researcher only upon a showing by that researcher that obtaining the identities of certain patients is necessary for his cancer research and that the research is worthwhile. [Id.] Disclosure without the patient's consent is permitted to a cancer registry that is maintained by another governmental entity that agrees to protect the patient's identity. [Id.]

Remedies and Penalties: A person or organization who divulges confidential information in violation of these provisions is guilty of an infraction, punishable by a fine. [Mo. Rev. Stat. 192.657 and 560.016 (specifying punishments for infractions).]

Child Abuse

Missouri requires physicians, chiropractors, hospitals, mental health professionals and others to report when they have reasonable cause to suspect that a child has been or may be subjected to abuse. [Mo. Rev. Stat. 210.115.] These reports, as well as other information maintained in a central registry are confidential and may be released only to specified persons and agencies. [Mo. Rev. Stat. 210.150.] Persons receiving information will be notified of the penalties for unauthorized dissemination of the information. [Id.]

Remedies and Penalties: A person who knowingly discloses information in violation of this provision, or who permits or encourages the unauthorized dissemination of confidential information is guilty of a misdemeanor, punishable by fine, imprisonment or both. [Mo. Rev. Stat. 210.150 sub. 5; and 560.016; 557.011; 558.011 (specifying punishment for misdemeanors).]

Communicable Disease

At the request of any first responders or good Samaritans who attended or transported a patient, a licensed facility may notify any such first responder or good Samaritan if the department has reason to believe exposure has occurred which may present a significant risk of a communicable disease. [Mo. Rev. Stat. 192.802.]

Genetics and Metabolic Disease Programs

Missouri's Department of Health may establish and maintain a central registry to collect genetic and metabolic information. [Mo. Rev. Stat. 191.323.] Generally, all testing results and personal information or specimens obtained from any individual are held as a confidential medical record subject to release only upon the individual, parent or guardian's consent. [Mo. Rev. Stat. 191.317, 191.323.] Prior to release, the individual must be fully informed of the scope of the information requested to be released, of the risks, benefits and purposes for such release, and of the identity of those to whom the information will be released. [Mo.Rev. Stat. 191.317.]

Any person who, in the ordinary course of business, practice of a profession or rendering of a service, creates, stores, receives or furnishes genetic information must treat that information as a confidential medical record and may not disclose it without the written authorization of the person to whom it pertains. [Mo. Rev. Stat. 375.1309.] Disclosure without the subject's consent is permitted: for purposes of health research conducted in accordance with the provisions of the federal common rule protecting the rights of research participants; pursuant to legal or regulatory process; or for purposes of body identification. [Id.]

Remedies and Penalties: Any person who discloses confidential genetic information in violation of this provision is subject to a fine not more than five hundred dollars. [Mo. Rev. Stat. 375.1309.]

HIV/AIDS

Physicians, hospitals or other persons authorized by the department of health who perform or conduct HIV sampling must report to the department of health the identity of any individual confirmed to be infected with HIV. [Mo. Rev. Stat. 191.653.] All information concerning an individual's HIV infection status or results of any individual's HIV testing shall be held strictly confidential and disclosed only with the written authorization of that person. [Mo. Rev. Stat. 191.656.] Exceptions to this general rule allow disclosures without the person's consent to: public employees and agencies who need to know to perform their public duties; non-public employees who are entrusted with the regular care of those under the care and custody of a state agency, including but not limited to operators of day care facilities, group homes and adoptive or foster parents; to the spouse of the subject of the test result; to the victim of any sexual offense; and to others. [Mo. Rev. Stat. 191.656.]

Remedies and Penalties: Any individual aggrieved by a violation of this section may bring a civil action for damages. [Mo. Rev. Stat. 191.656.] Violations allow the aggrieved party to collect actual or liquidated damages; court costs and reasonable attorney's fees; and such other relief, including injunctive relief, as the court may deem appropriate. Additionally, willful, intentional or reckless violations allow for the collection of exemplary damages. [Id.] However, a provider who made a good faith report to the Department of Health cooperated with such an investigation or participated in any judicial proceeding shall be immune from civil liability. [Id.]

FIELD PRACTICUM CHECKLIST

- 1) **Review Field Manual.**
- 2) **Submit required paperwork to the Field Office**, including Practicum Planning Questions – page 33 or at <http://ssw.missouri.edu/fielddocs.shtml>
- 3) **Student is notified by the Director of Field of potential agency placements.**
- 4) **Student schedules interview with Field Agency(ies).**
- 5) **Student confirms agency selection with the Director of Field.**
- 6) **Complete Field Placement Interview and Agreement Form** – page 35 or at <http://ssw.missouri.edu/fielddocs.shtml>. Form completed and returned to the Field Office before the end of the Spring Semester.
NOTE: ** Background check may affect placement options **
- 7) **Field Schedule – Mandatory - Total of 400 agency hours**
 - a) August 15th, 9 a.m. – 12 noon: Field Orientation, Black Culture Center
 - b) August 16-20: Student full-time at placement.
 - c) August 22nd: Begin three days a week at agency.
 - d) December 2nd: BSW Field Instructor Breakfast
 - e) University Holidays Observed
 - i) Labor Day, September 5th
 - ii) Thanksgiving Recess, Nov. 21-25 (Students may need to work part of the week to meet required hours.)
- 8) **Faculty Liaison's First Visit**

Scheduled within first 2 or 3 weeks of the practicum

 - a) Review Department Orientation Checklist, page 39.
 - b) Review Expectations of Student, page 40.
 - c) Review completed Workplace Violence Checklist, page 41.
 - d) Review workplace confidentiality and security, page 42.
 - e) Finalize the Learning Agreement, page 45.
- 9) **Assignments Throughout the Semester**
 - a) Accountability & Journaling, page 49, due approximately every two weeks. Faculty Liaison will set due dates.
- 10) **Mid-term Visits/Evaluations**

Mid-term performance evaluation is presented, reviewed & the Mid-term Grade Sheet is returned to the Faculty Liaison, usually in mid-October. Also, provide a copy of the evaluation for the Faculty Liaison's records.
- 11) **Final Evaluations**

Performance evaluations are completed by the Field Instructor. It is the responsibility of the student to deliver the evaluation in a sealed envelope to 725 Clark Hall before December 9th.
- 12) **Course Evaluation**

Students can download the course evaluations from the web or find them in this manual, page 61. Results will be reviewed by the Director of Field Education to maintain the quality of placements and Field Instructors.

FIELD PLACEMENT SELECTION PROCESS

- 1) Turn in Practicum Planning Questions.
- 2) Students are given agency options by the Director of Field Education.
- 3) Once potential placements are identified, the student is advised to contact the recommended Field Instructor(s) and arrange an interview.
- 4) Student notifies Director of Field that placement is confirmed with a particular agency and Field Instructor.
- 5) If both the interviewer and the interviewee agree that the placement is a match, the Field Agreement Form is completed and submitted to the Director of Field Education.
- 6) Once a placement decision has been made, it is not acceptable to continue looking at other options and attempt to change plans. This is not fair to the practicum site that has made a commitment to accept the intern, nor does it reflect well on the department if students do not honor the commitment.
- 7) If, after three interviews for placement in an agency-based field setting, a student does not accept the placement or is not accepted for placement, a special advising meeting will be called. (Please consult the Appendix and/or your student handbook for details about special advising meetings.) The meeting with the student shall include the Director of Field Education, Undergraduate Program Coordinator and other faculty who may know the student. The meeting is to identify and resolve any issues student may be having regarding the placement process.

FIELD PRACTICUM APPLICATION

<http://ssw.missouri.edu/fielddocs.shtml>

Name: _____

Address _____

Phone Number(s) Home _____ Cell _____ Work _____

E-mail address _____

Advisor _____

*I will be entering Field in (circle one) Spring/Summer/Fall of _____ (year)

Please check the appropriate Field Practicum and student status:

<input type="checkbox"/> BSW Field student (4971)		<input type="checkbox"/> Full time	<input type="checkbox"/> Part Time
<input type="checkbox"/> MSW Practicum I (7971)			
<input type="checkbox"/> MSW Practicum II (8971)			

Anticipated graduation date _____

*It is your responsibility to be sure you have a 2.5 GPA (BSW)/3.0 GPA (MSW) and have completed all Social Work pre-requisite courses prior to beginning this placement. Failure to do so will result in the suspension of the placement plans. See Undergraduate and Graduate Handbooks for specific prerequisites.

-
1. Will you be employed or have an assistantship of any kind during your practicum? Part-time or full-time? What hours are you expected to work?
 2. Describe your learning style – visual, verbal, etc. Give an example.
 3. What do you consider to be your assets and/or strengths? Give an example.
 4. What do you need to work on improving?
 5. What type of supervision have you received in past practicum or work settings? Did supervision meet your needs? Why or why not? Describe your ideal supervisor.
 6. Please list any paid Social Work experience.

Agency	Responsibilities	Dates
_____	_____	_____
_____	_____	_____

7. Please list any volunteer Social Work experience, including past practicum agencies.

Agency	Responsibilities	Dates

8. With which population(s) would you like to work?

9. With which population(s) would you not like to work?

10. Have you started making placement arrangements yourself? If so, what arrangements or activities have been completed thus far?

11. Keeping in mind your interests and/or area of program concentration, list your top three preferences for a field placement agency:

- a. _____
- b. _____
- c. _____

12. Some agencies may require a criminal background check for students. Do you have any criminal convictions or pending charges, other than routine traffic violations? If so, please list the charge and conviction date. This does not mean a student cannot complete Field Practicum; however, depending upon the nature of the offense, it may limit the choice of agencies. Students may be automatically terminated from field practicum if they have not been truthful or provided inaccurate information in the application concerning convictions. Please include DUI and DWI convictions and pending charges.

Student Signature _____ Date _____

PLACEMENT AT CURRENT WORK SETTING AGREEMENT FORM

University of Missouri
School of Social Work

Student's Name: _____ SW _____ (Course #)
Agency for Practicum: _____
Agency's Address: _____

Agency's Phone: _____
Field Instructor's Name: _____
Current Supervisor's Name: _____

Current work setting placements require advanced planning and approval by the Director of Field Education. Students who wish to use their place of paid employment as their field practicum assignment must complete an application. **There is no guarantee that requests will be approved.** Upon receipt of proposal, the student must schedule a meeting with the Director of Field Education. Available opportunities and educational merits are taken into consideration for these placements. Individual requests will be carefully reviewed within the standards and expectations outlined by the School. All field placements begin in August according to the SSW Calendar. You cannot begin placement until this plan has been approved by the Director of Field Education.

Field Practicum Placement Standards for current work setting placements: *Please discuss how you intend to comply with the standards. Be specific.*

1. There must be a clear and distinct separation of the field practicum placement from any previous or current work experience; this requires a different role within the agency during the field practicum. Please include your current employment role and your proposed practicum role and how this is new learning. Include examples of projects and the specific work you plan to do. Please attach job descriptions of your current role and proposed field practicum role.

2. The Field Instructor for undergraduates must have a BSW with two years of appropriate post-BSW experience, and for graduates, must be an MSW with two years of appropriate post-MSW experience. The Field Instructor must be an individual who has not previously served as the student's supervisor. If the field office is unfamiliar with the Field Instructor's educational background, a resume will need to be submitted and approved before he/she can supervise a student. The Field Instructor must have the authority to approve/disapprove student assignments. Please provide the Field Instructor's name and when and where their MSW was earned.

3. The workload of the student must be significantly less than that carried by a regular staff member in order to provide time for skill development, practicum assignments and practicum supervision. How will your work and field experience activities be distinguished (days, hours, etc.) from one another? How will your co-workers know when you are in student role vs. employment role? How will you identify time for processing, journaling, skill development, supervision, etc?

Educational Plan:

1. What are your educational objectives for this field practicum experience? How will this plan allow you to achieve them?

2. How do these educational objectives relate to your degree curriculum? For 4971 and 7971, how do the educational objectives directly relate to the generalist role? For 8971, how do the educational objectives directly relate to your chosen role of clinical concentration or policy, planning and administrative concentration? (For 8971, approximately 75% of your learning experiences at your practicum site must be in the area of your concentration.)

“I have read this student’s plan to complete a SW ____ (course #) Field Practicum Placement of _____ hours per week in this agency beginning _____ and ending _____. I agree to abide by the student’s plan if it is accepted by the University of Missouri School of Social Work.”

Student _____	Date _____
Field Instructor _____	Date _____
Field Instructor’s Address and Phone Number if different from the Agency’s: _____	
Current Supervisor _____	Date _____
Chief Executive Officer _____	Date _____
<i>Approval by the MU School of Social Work</i>	
Director of Field Education _____	Date _____

**Please attach a current resume for the Field Instructor.
In addition, attach a current job description of your present duties and a job description of your anticipated duties (if available).**

II. EXPECTATIONS OF STUDENT

Student Name _____

Field Instructor Name _____

My Field Instructor and I have agreed to the following placement expectations, which we will list below:

Examples:

- To work cohesively as a team
- To address referrals promptly
- To accept referrals from Field Instructor only
- To submit journals 3-5 days before due date

1)

2)

3)

4)

5)

6)

7)

8)

Student Signature _____

Date _____

Field Instructor/Social Work Director _____

Date _____

III. WORKPLACE VIOLENCE CHECKLIST

The following items serve merely as an example of what might be used or modified by employers in these industries to help prevent workplace violence. This checklist helps identify present or potential workplace violence problems. Employers also may be aware of other serious hazards not listed here.

Designated competent and responsible observers can readily make periodic inspections to identify and evaluate workplace security hazards and threats of workplace violence. These inspections should be scheduled on a regular basis; when new, previously unidentified security hazards are recognized; when occupational deaths, injuries or threats of injury OCCW, when a safety, health and security program is established and whenever workplace security conditions warrant an inspection.

Periodic inspections for security hazards include identifying and evaluating potential workplace security hazards and changes in employee work practices which may lead to compromising security. Please use the following checklist to identify and evaluate workplace security hazards. TRUE notations indicate a potential risk for serious security hazards:

- T F This industry frequently confronts violent behavior and assaults of staff.
- T F Violence occurs regularly where this facility is located.
- T F Violence has occurred on the premises or in conducting business.
- T F Customers, clients or coworkers assault, threaten, yell, push or verbally abuse employees or use racial or sexual remarks.
- T F Employees are NOT required to report incidents or threats of violence, regardless of injury or severity, to employer.
- T F Employees have NOT been trained by the employer to recognize and handle threatening, aggressive or violent behavior.
- T F Violence is accepted as "part of the job" by some managers, supervisors and/or employees.
- T F Access and freedom of movement within the workplace are NOT restricted to those persons who have a legitimate reason for being there.
- T F The workplace security system is inadequate -- i.e., door locks malfunction, windows are not secure and there are no physical barriers or containment systems.
- T F Employees or staff members have been assaulted, threatened or verbally abused by clients and patients.
- T F Medical and counseling services have NOT been offered to employees who have been assaulted.
- T F Alarm systems such as panic alarm buttons, silent alarms or personal electronic alarm systems are NOT being used for prompt security assistance.
- T F There is no regular training provided on correct response to alarm sounding.
- T F Alarm systems are NOT tested on a monthly basis to assure correct function.
- T F Security guards are NOT employed at the workplace.
- T F Closed circuit cameras and mirrors are NOT used to monitor dangerous areas.
- T F Metal detectors are NOT available or NOT used in the facility.
- T F Employees have NOT been trained to recognize and control hostile and escalating aggressive behaviors, and to manage assaultive behavior.
- T F Employees CANNOT adjust work schedules to use the "Buddy system" for visits to clients in areas where they feel threatened.
- T F Cellular phones or other communication devices are NOT made available to field staff to enable them to request aid.
- T F Vehicles are NOT maintained on a regular basis to ensure reliability and safety.
- T F Employees work where assistance is NOT quickly available.

Signatures:

STUDENT

DATE

FIELD INSTRUCTOR OR AGENCY INTERVIEWER

DATE

IV. INVENTORY OF BEST PRACTICES ASSURANCE OF CONFIDENTIALITY AND SECURITY

Name of Agency _____ Date _____

Effectively protecting the confidentiality of individually identifiable data requires uniform and comprehensive practices.

GENERAL CONFIDENTIALITY PRACTICES

- | YES | NO | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Employees sign confidentiality agreements. |
| <input type="checkbox"/> | <input type="checkbox"/> | Confidentiality agreements with staff are signed on a routine basis at a _____ (month) interval. |
| <input type="checkbox"/> | <input type="checkbox"/> | The security practices of the organization have been audited with no material findings. |
| <input type="checkbox"/> | <input type="checkbox"/> | If material findings were noted, they have been corrected. |
| <input type="checkbox"/> | <input type="checkbox"/> | Written and explicit institutional policies and procedures are in place to deal with breaches of confidentiality. |
| <input type="checkbox"/> | <input type="checkbox"/> | Methods are proactive and in place to monitor and detect the adherence to confidentiality protection procedures. |
| <input type="checkbox"/> | <input type="checkbox"/> | Data submissions are fully protected against legal discovery, including subpoena and freedom of information inquiries. |
| <input type="checkbox"/> | <input type="checkbox"/> | Organizational or institutional penalties for misuse of confidential data and breach of confidentiality by staff exist, are available in writing and are enforced. |
| <input type="checkbox"/> | <input type="checkbox"/> | Access to data files are restricted to specific project staff and access by non-project staff is not permitted. |
| <input type="checkbox"/> | <input type="checkbox"/> | An individual is formally designated to assure compliance with established institutional standards. |
| <input type="checkbox"/> | <input type="checkbox"/> | Specific sanctions for confidentiality violation can be imposed that include employee disciplinary action and any of the following: remedial training in confidentiality, loss of certification of competency in confidentiality, prohibition from future work with confidential data at the institution, discharge. |

EDUCATION

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Has developed and implemented education programs regarding confidentiality that includes information about the lack of security inherent in faxing, e-mailing and other electronic data transfer; reminders about not using names or other personal identifiers in conversations in public areas such as open labs, elevators or hallways; and reminders to employees of their special duty to maintain confidentiality when research involves individuals they know personally. |
| <input type="checkbox"/> | <input type="checkbox"/> | Formally credentials staff who have received confidentiality training. |
| <input type="checkbox"/> | <input type="checkbox"/> | Conducts a routine evaluation of skill and performance with regard to protection of confidentiality and identifies re-training needs based on performance. |
| <input type="checkbox"/> | <input type="checkbox"/> | Routine evaluation of employees' skill and performance is conducted. |
| <input type="checkbox"/> | <input type="checkbox"/> | Re-training needs are based on performance indicators, either for individuals or groups. |

A written consent is required every time a data request is received, even if the requester has obtained previous approval or if new data are added to a data file that was previously approved for release.

Field Instructor
Signature _____ Typed Name _____

Title _____ Date _____

Student Signature _____ Date _____

Please feel free to add additional items as needed.

LEARNING AGREEMENT INFORMATION

<http://ssw.missouri.edu/fielddocs.shtml>

The Learning Agreement reflects the student's individualized learning goals, while fulfilling the common course objectives. Development of the Learning Agreement proceeds in several steps:

1. The student and Field Instructor meet for working conferences after the student has received his or her field assignment. The purpose of these initial conferences is to outline areas where development and growth are to take place, consider the student's individual goals and interests within the context of their area of concentration and the time frame of the course. The Learning Agreement should take into consideration the School of Social Work's mission and the generalist perspective of social work: a multi-systems, multi-level approach to analysis and intervention involving an open selection of theories, interventions and methods of evaluation appropriately involving the macro, mezzo and micro components of the helping situation.
 - a. **Macro** – In social work, an emphasis on the sociopolitical, historical, economic and environmental forces that influence the overall human condition, causing problems for individuals or providing opportunities for their fulfillment and equality.
 - b. **Mezzo** – Social work practice primarily with families and small groups. Important activities at this level include facilitating communication, mediation, negotiating, educating and bringing people together.
 - c. **Micro** – The term used by social workers to identify professional activities that are designed to help solve the problems faced primarily by individuals, families and small groups. Usually micro practice focuses on direct intervention on a case-by-case basis or in a clinical setting.
2. The student develops the initial Learning Agreement with input from their field instructor. The Learning Agreement should include the objectives and skills to be acquired, define the learning experiences, in which the student will engage and specify the administrative relationships and responsibilities. The learning experiences should be sequenced during the semester, targeting completion dates on specific tasks as appropriate.
3. The Learning Agreement should be sent to the assigned Faculty Liaison for review.
4. The Learning Agreement will be returned to the student to make any needed modifications.
5. The final version of the Learning Agreement should be completed within the first few weeks of the placement and signed by the student, field instructor and Faculty Liaison.
6. The Learning Agreement is not a static instrument and is open to renegotiation throughout the semester. However, any alterations will need the consensus of all three parties involved.

HELPFUL LEARNING AGREEMENT CREATION HINTS

Behavioral Objectives and Learning Experiences

Specific observable behaviors. Verbs such as defines, identifies, distinguishes between, interprets, prepares, demonstrates, uses, formulates can help in specifying objectives. Look at Practice Behavior listings under Course Objectives for assistance.

1. Demonstrate knowledge of group roles and identifies those roles.
2. Identify the advantages and disadvantages of a proposed staff-training program.
3. Interpret the relevant sections of education legislation to a parent regarding a child with special needs.

Tasks and situations undertaken in order to achieve the learning objectives. Verbs such as interview, write, observe, simulate, role-play, participate in, accompany, contract, tape, teach, attend, summarize, co-lead are useful in structuring learning activities.

1. Co-lead a group of recently separated women.
2. Accompany a pupil to a hearing for special placement.
3. Summarize a meeting of agency directors interested in developing programs for seniors.

Monitoring and Evaluation Criteria

Data for evaluation may include:

1. Observations
2. Audio or video tape of interviews
3. Interactions with colleagues and others
4. Letters, minutes, summaries, assessments, briefs, proposals, reports
5. Number of various activities attended and led
6. Practice outcomes
7. User satisfaction indicator
8. Journal submissions
9. Mid-term/final evaluations

LEARNING AGREEMENT FORM

Student's Name: _____ Class: SW4971

1) Agency Identification

- a) Agency Name: _____
- b) Mailing Address: _____
- c) City: _____ State: _____ ZIP: _____
- d) Telephone: _____
- e) Field Instructor: _____
- f) Faculty Liaison: _____
- g) Student Hours: _____
- h) Starting Date: _____ Ending Date: _____
- i) Hours: M. _____ T. _____ W. _____ R. _____ F. _____ Other _____

2) Student will develop knowledge of:

- | | |
|---|--|
| <input type="checkbox"/> Agency programs | <input type="checkbox"/> Field of practice |
| <input type="checkbox"/> Agency policies and procedures | <input type="checkbox"/> Other professions |
| <input type="checkbox"/> Community power structure | <input type="checkbox"/> Use of resources |

3) Describe populations served, including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation.

4) Major client intervention experiences student will encounter during this practicum.

5) Learning opportunities in which student will engage: (Check as many as appropriate.)

- | | |
|---|---|
| <input type="checkbox"/> Individuals | <input type="checkbox"/> Policy development |
| <input type="checkbox"/> Families | <input type="checkbox"/> Grant development |
| <input type="checkbox"/> Therapeutic | <input type="checkbox"/> Resource development |
| <input type="checkbox"/> Group | <input type="checkbox"/> Team development |
| <input type="checkbox"/> Administration | <input type="checkbox"/> Program development |
| <input type="checkbox"/> Research | |

6) Teaching materials and methodology used: (check as many as appropriate)

- | | |
|---|--|
| <input type="checkbox"/> Journals | <input type="checkbox"/> Audio taping |
| <input type="checkbox"/> Summary recording | <input type="checkbox"/> Video taping |
| <input type="checkbox"/> Individual conferences when: _____ | <input type="checkbox"/> Direct observation of student |
| <input type="checkbox"/> Group supervision when: _____ | <input type="checkbox"/> Other: (describe) |

SW 4971 Individualized Learning Agreement Worksheet

Student learning goals are based on competencies and are provided in the far left column. Students are to formulate objectives and experiences, in consultation with Field Instructor and Faculty Liaison that will help to achieve the Learning Goals and write them in the middle column. Keep in mind the School of Social Work's mission to develop leadership for social and economic justice and the generalist perspective: a multi-systems, multi-level approach to analysis and intervention involving an open selection of theories, interventions, and methods of evaluation appropriately involving the macro, mezzo, and micro components of the helping situation. Finally, students are to describe how their learning and performance will be evaluated. At midterm and end of the academic semester, students will be evaluated by the Field Instructor and Faculty Liaison on their learning and performance. See section on Learning Agreements, beginning page 35, for more guidelines and help with goals and objectives.

Student: _____ Agency: _____

Field Instructor: _____

Date: _____

Learning Goals Learning Needs & Educational Interests	Behavioral Objectives and Learning Experiences Proposed Assignments & Tasks	Monitoring/ Evaluation Criteria Methods of Evaluation
<p>1. To prepare students for entry level professional Social Work Practice within the context of the values and ethics described in the NASW Code of Ethics. (Competency 1 and 2)</p> <p><u>Practice Behaviors Include:</u></p> <ul style="list-style-type: none"> • Advocate for client access to the services for social work • Effectively use personal reflection and self-correction to continue to grow as a professional social worker • Learn to identify, develop and maintain professional roles and boundaries • Demonstrate professional demeanor in behavior, appearance, and communication • Engage in career-long learning through continuing education • Use supervision and consultation to develop as a social worker • Recognize and manage personal values in a way that allows professional values to guide practice • Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics • Able to identify ethical conflicts and select best case outcome despite possible multiple strategies of intervention • Apply strategies of ethical reasoning to arrive at professional decisions 		
<p>2. To prepare students for leadership in social and economic justice. (Competency 5).</p> <p><u>Practice Behaviors Include:</u></p> <ul style="list-style-type: none"> • Understand and can identify and articulate the forms and mechanisms of 		

<ul style="list-style-type: none"> oppression and discrimination • Advocate for human rights and social and economic justice • Engage in practices that advance social and economic practice 		
<p>3. To prepare the student to utilize theoretical learning, critical thinking skills, research methods and policy while working with diverse populations in the practice setting. (Competency 3, 4, 6 and 8)</p> <p><u>Practice Behaviors Include:</u></p> <ul style="list-style-type: none"> • Evaluate and integrates multiple sources of knowledge, including research-based knowledge, to inform practice • Analyze models of assessment, prevention, intervention and evaluation • Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues • Recognize and understand the extent to which a culture's structures and values may marginalize or enhance privilege and power • Recognize and communicate your understanding of the importance of difference in shaping life experiences • Use colleagues as a resource for information and professional support • Use research findings to guide and inform beginning practice • Identify, analyze and advocate for policies and programs that advance social well-being • Collaborate with colleagues and clients for effective policy action 		
<p>4. To prepare students to utilize knowledge of human behavior and the social environment to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (Competency 7 and 10)</p> <p><u>Practice Behaviors Include:</u></p> <ul style="list-style-type: none"> • Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation • Demonstrate the ability to critique and apply knowledge to understand person and environment • Able to practice professional social work from a generalist perspective <p><u>Engagement:</u></p> <ul style="list-style-type: none"> • Substantively & effectively prepare for 		

<p>action with individuals, families, groups, organizations, and communities</p> <ul style="list-style-type: none"> • Use empathy and other interpersonal skills <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Collect, organize, and interpret client information • Assess client strengths and limitations in order to be able to effectively intervene • Demonstrate initiative in asking questions, listening to responses and effectively using client information to intervene <p><u>Intervention:</u></p> <ul style="list-style-type: none"> • Initiate and develop mutually agreed-upon intervention goals & objectives with the client • Select and implement appropriate interventions and prevention strategies that enhance client capacities • Identify if intervention strategies helped clients resolve problems • Negotiate, mediate, and advocate for clients • Facilitate transitions and terminations to ensure client's success <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Critically analyze, monitor, and evaluate interventions 		
<p>5. To prepare students to vary practice and approaches in response to changing environmental contexts. (Competency 9)</p> <p><u>Practice Behaviors Include:</u></p> <ul style="list-style-type: none"> • Engage in promoting sustainable changes in service delivery and practice to improve the quality of social services 		

Student	Date
Field Instructor	Date
Faculty Liaison	Date

ACCOUNTABILITY & JOURNALING

Available in .rtf at: ssw.missouri.edu/fielddocs.shtml.

The **Journal** and **Time and Activities Report** are the main accountability records field requires of all students. Students are encouraged to use their agency time to complete these assignments. Time for reflection and critical thinking is appropriate use of your time at the agency. **These assignments are due approximately every two weeks** throughout the course of the semester. It is the **student's responsibility** to complete the assignments and submit them to the field instructor and faculty liaison. There needs to be documentation that your field instructor has reviewed your journal before forwarding it to your Faculty Liaison.

The journals integrate theory with practice, whereby connecting classroom learning with service context. Think of them as a learning tool that can lead to an increased self-awareness and development of personal and professional growth, to include:

1. Integrate theory into practice.
2. Demonstrate ability to communicate in writing.
3. Organize ideas, conceptualize, etc.
4. Develop student's own individual practice model.
5. Relate classroom learning to field practice experience.
6. Develop ability to critically evaluate self in relation to professional practice behavior.
7. Evaluate progress made toward intervention goals.
8. Analyze structure, procedures and functions.

For Field and Faculty Liaisons, journals are:

1. A function of accountability for the field practicum.
2. A means of identifying areas of confusion, misinterpretation or lack of information.
3. A source of data for evaluation of student's performance
4. A means of communication between student and field instructor.

ASSIGNMENT: STRUCTURED RESPONSE AND REFLECTION JOURNAL

Structured Response and Reflection Journals:

Journals are the main assignment for the field course. Journals need to be shared with your field instructors to ensure that good, consistent supervision and instruction is taking place between the student and the field instructor. The journal serves as a tool for supervision, allowing the field instructor to understand how the student is comprehending agency information, roles, tasks, theory and integration of the student's education into a practice setting.

The **Time and Activities Report is part of your Journal** and should be included in all journal submissions. Journals are due approximately every two weeks and the faculty liaison will set the specific due dates. Please have your field instructor make comments and sign the report before forwarding it to your Faculty Liaison.

The journal has two parts; students are required to complete all parts with each journal submission:

Part 1 – Structured Response and Reflection Select a main idea or an experience you had during the week and complete the outline.

Part 2 – Time and Activities Report The student is responsible for giving their journal to their field instructor, who will then provide comments. The journal and comments should be shared with the Faculty Liaison. **This means that you will need to complete your journal before the date that it is due to allow your field instructor time to review and comment on your journal.** Field instructors may comment directly on the written journal or respond electronically with comments. Either way, it is the student's responsibility to ensure that the Faculty Liaison can verify that the journal has been read and/or discussed with the student. Journals can be submitted electronically, faxed or turned in to faculty mailboxes or to one of the secretaries. *Do not put journals under faculty office doors.*

I. STRUCTURED RESPONSE AND REFLECTION

Select one main idea or experience you had and complete the following form:

Key experience (Provide some background information so your liaison understands the situation, Describe what activity you were involved in, who was involved, what occurred during the experience (i.e. client data, presenting problem, referrals made, summary of information obtained in an assessment, etc).

Personal Reaction (e.g. how comfortable were you with your own actions, what was surprising, what emotions did you experience, how did you deal with these)

Individual, family, community or cultural factors influencing the situation (include information gathered as part of a comprehensive assessment; in this section you indicate the kinds of information you gathered that will help you understand the client situation and plan your intervention)

Integration of classroom learning and practice What did you learn in specific classes that was utilized or observed in this key experience? When completing the table, please consider skills or knowledge related to **engagement, assessment, intervention, evaluation, and termination, human behavior, policy, research, generalist practice, and social work theories**. Please use your critical thinking skills and provide multiple examples.

Class	Yes	No	If yes, what skills, knowledge, or values did you learn from class?
HBSE			
Research			
Policy			
Practice (Intro to Generalist SW practice, Community and Org, Interaction Skills, Group, Strategies of Direct Practice, FOP)			(Ex: I used techniques from group class to ensure everyone had a chance to speak in the session. Also, I used information from the first HBSE class about developmental stages of specific group members to help me provide appropriate activities)

Were there issues of the following in this key experience?

Issue	Yes	No	Explain
Values/Ethics			
Diversity			
Social and economic justice			

How will you use what you have learned? (What will you do differently in the future? What will your next actions be?)

II. TIME AND ACTIVITIES REPORT

This form should be turned into your Field Instructor bi-weekly (one every two weeks).

Student Name _____

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun	Total

Total hours for the current week: _____

Cumulative hours for the semester: _____

Summary of Activities: (report how you spent your time; refer to activities you planned in your learning agreement). Please add additional rows as needed.

Activity/Learning Objectives	Learning Goal/Competency
EX1.This week I facilitated a social skills group and an aftercare group	EX This activity addressed learning goal 4 because I provided a group intervention
2.	
3.	
4.	
5.	
6.	
7.	

Do you feel you are on track in regards to your learning plan activities? Yes No
If no, explain why?

Is there anything you need that could help you meet your learning objectives?
(Please be sure to verbally discuss this information with your Field Instructor prior to documenting in your journal.)

III. SUPERVISION TOPICS

Supervision provides the opportunity for you to develop a professional, supportive relationship with your field instructor. This meeting time provides monitoring and support of your learning and progress. Use the time to learn about social work in your agency; challenge yourself to think critically; review ethical considerations and provide evaluation and feedback.

Coming prepared to supervision, ready to discuss issues concerning issues demonstrates your engagement in the process. To prepare, it is recommended that students choose a topic to discuss or issue to explore. Examples of topics and issues are included below.

1. Identify the differences between volunteer, student and employee roles in the agency.
2. Review agency policies and procedures that need further clarification, i.e. confidentiality.
3. Identify Methods of communication/feedback that are most helpful.
4. Student's first impression of the agency and the impact it had/has on them.
5. Discuss techniques to process what has been learned in the classroom and applying it to student's micro, mezzo and macro practice.
6. Negotiate learning experience based on student's style of learning, confidence level and abilities to learn about client groups, target populations the agency serves.
7. Discuss what to learn and what not to learn at the agency.
8. Address strengths and vulnerabilities
9. Issues related to polices and procedures
10. Reflect on the highs and lows of the practicum experience
11. Clarify expectations
12. Explore value differences
13. Professional role behavior/ethics
14. How to get the most out of the supervision experience
15. Confidentiality, release of information and other sensitive issues
16. Understanding the differences between ethical problem vs. ethical dilemma
17. Identify on-going learning opportunities and challenges
18. How to work with difficult clients
19. Understanding the organization – limitations, politics, fiscal, change
20. Address issues of diversity – examine, challenges, barriers and benefits
21. Identify stressors and learn techniques to cope with stressful situations – self-care
22. Use/misuse of authority and power with clients, staff
23. Identifying types of supervision that are effective and ineffective
24. Importance of using consultation to problem solve
25. Review learning contract – negotiate additional experiences and/or eliminate certain activities
26. Transference/counter-transference
27. Resistance to self-awareness and change
28. Ethical analysis and decision making
29. Practice issues – how personal style and differences of style effect practice
30. Techniques to evaluate practice
31. Evaluating practice as an active learner and practitioner in micro, mezzo and macro practice
32. Demonstration of independence and accountability in practice
33. Discuss understanding of social and organization change
34. Utilizing culturally sensitive intervention approaches
35. Discuss projects/activities that can contribute to the agency
36. Importance of collaboration and team building
37. Improving inter-professional relationships
38. Preparing for termination – clients, staff, supervisor, agency
39. Potential problems in termination process
40. Life after field experience
41. Workplace skills learned from practicum
42. Importance of developing networking skills
43. Reviewing progress and areas for future growth
44. Concluding the supervisory relationship
45. Review frustrations, lessons and joys of experience

SW 4971 MID-TERM AND FINAL EVALUATION

Student's Name: _____
 Agency: _____
 Field Instructor: _____
 Faculty Liaison: _____
 Midterm Date: _____ Final Date: _____

IMPORTANT INSTRUCTIONS:

Please use this same evaluation form for both the Mid-term and Final evaluations. At mid-term we need the original Mid-Term Grade Sheet with signatures and a copy of the full midterm evaluation.

At the end of the semester, the student is responsible for returning the entire evaluation form and the Final Grade Sheet in a sealed envelope to the Faculty Liaison. After the Faculty Liaison has reviewed and signed the evaluation form, it is placed in the student's permanent record.

PERFORMANCE SCALE:

In each of the performance categories indicated below, rate the quality of student performance in relation to expected outcomes (See Practicum Manual). Use the following scale:

- 0 = Student has not yet demonstrated competency
- 1 = Student demonstrates competency <25% of the time when the opportunity is present.
- 2 = Student demonstrates competency approximately 50% of the time when the opportunity is present.
- 3 = Student demonstrates competency approximately 75% of the time when the opportunity is present.
- 4 = Student demonstrates competency >75% of the time when the opportunity is present.
- N/A = Not applicable, as the intern has not had the opportunity to demonstrate competence in this area.

	Midterm		Final	
	S	FI	S	FI
1. Identify as a professional social worker and conduct oneself accordingly				
a) Advocate for client access to the services for social work				
b) Effectively uses personal reflection and self-correction to continue to grow as a professional social worker				
c) Learns to identify, develop and maintain professional roles and boundaries				
d) Demonstrates professional demeanor in behavior, appearance, and communication				
e) Engages in career-long learning through continuing education				
f) Uses supervision and consultation to develop as a social worker				
2. Apply social work ethical principles to guide professional practice				
a) Recognizes and manages personal values in a way that allows professional values to guide practice.				
b) Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.				
c) Able to identify ethical conflicts and select best case outcome despite possible multiple strategies of intervention				
d) Applies strategies of ethical reasoning to arrive at professional decisions.				
3. Apply critical thinking to inform and communicate professional judgments				
a) Evaluates and integrates multiple sources of knowledge, including research-based knowledge, to inform practice				
b) Analyzes models of assessment, prevention, intervention and evaluation.				
c) Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.				
4. Engages diversity and difference in practice				
a) Recognize and understand the extent to which a culture's structures and values may marginalize or enhance privilege and power				
b) Recognize and communicate your understanding of the importance of difference in shaping life experiences				
c) Uses colleagues as a resource for information and professional support				

	Midterm		Final	
	S	FI	S	FI
5. Committed to advancing human rights and social and economic justice				
a) Understands and can identify and articulate the forms and mechanisms of oppression and discrimination				
b) Advocates for human rights and social and economic justice.				
c) Engages in practices that advance social and economic practice.				
6. Engages in research-informed practice and practice-informed research.				
a) Uses research findings to guide and inform beginning practice.				
7. Applies knowledge of human behavior and the social environment.				
a) Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.				
b) Demonstrates the ability to critique and apply knowledge to understand person and environment.				
c) Able to practice professional social work from a generalist perspective				
8. Engages in policy practice to advance social and economic well-being and to deliver effective social work services.				
a) Identify, analyze and advocate for policies and programs that advance social well-being				
b) Collaborate with colleagues and clients for effective policy action				
9. Respond to contexts that shape practice.				
a) Engage in promoting sustainable changes in service delivery and practice to improve the quality of social services				
10. Demonstrate the ability to engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.				
<u>Engagement:</u>				
a) Substantively & effectively prepare for action with individuals, families, groups, organizations, and communities				
b) Use empathy and other interpersonal skills				
<u>Assessment:</u>				
a) Collect, organize, and interpret client information.				
b) Assess client strengths and limitations in order to be able to effectively intervene				
c) Demonstrate initiative in asking questions, listening to responses and effectively using client information to intervene				
<u>Intervention:</u>				
a) Initiate and develop mutually agreed-upon intervention goals & objectives with the client				
b) Select and implement appropriate interventions and prevention strategies that enhance client capacities				
c) Identify if intervention strategies helped clients resolve problems				
d) Negotiate, mediate, and advocate for clients				
e) Facilitate transitions and terminations to ensure client's success				
<u>Evaluation:</u>				
a) Critically analyze, monitor, and evaluate interventions.				

I. MID-TERM GRADE SHEET

For the Mid-term grades, please send this original sheet with signatures and a copy of the full mid-term evaluation.

Student: _____

Field Instructor: _____

Agency: _____

1. Recommended grade	Satisfactory	Unsatisfactory	Incomplete	Withdrew from course
Comments:	_____			
Field Instructor's Signature			Date	

2. Student's response	
Comments:	

I have read this report:	

Student's Signature	Date

3. Faculty Liaison:	
Grade assigned: S U I W	
Comments:	

Faculty Liaison Signature	Date

II. FINAL GRADE SHEET

Student: _____

Field Instructor: _____

Agency: _____

1. Recommended grade

Satisfactory Unsatisfactory Incomplete Withdrew from course

Comments:

Field Instructor's Signature

Date

2. Student's response

Comments:

I have read this report:

Student's Signature

Date

3. Faculty Liaison:

Grade assigned: S U I W

Comments:

Faculty Liaison Signature

Date

** Student needs to deliver the entire evaluation document in a sealed envelope to 723 Clark Hall.

Please answer the following questions. If you run out of space, continue on the back or on a separate piece of paper.

1. In what ways was the field instructor most helpful to you during your placement?

2. What could your field instructor do differently, if anything, to improve his/her teaching effectiveness?

3. What changes, if any, would you recommend to strengthen the educational usefulness of your field placement setting?

STUDENT EVALUATION OF FACULTY LIAISON

Name of Faculty: _____

Please print the most appropriate response number in the blanks provided by using this scale to rate items:

1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree

Evaluate your level of agreement regarding your Faculty Liaison:

- _____ Was available and willing to answer questions regarding the placement
- _____ Provided help and support if you were experiencing problems in the placement
- _____ Provided you with meaningful feedback on your journal

Please answer the following questions. If you run out of space, continue on the back or on a separate piece of paper.

1. In what way was your Faculty Liaison most helpful to you during your placement?

2. What could your Faculty Liaison have done differently, if anything, to improve in his/her liaison role?

3. Additional Comments: