



School of Social Work
University of Missouri

SW 7971
Graduate Field Practicum I
Field Manual

Field Office
MU School of Social Work
727 Clark Hall
573-882-7671
Fax: 573-882-8926
carys@missouri.edu

Revised December 2017

MISSION STATEMENT

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.

MISSION OF UNIVERSITY OF MISSOURI'S SSW MSW PROGRAM

The University of Missouri's MSW Program prepares competent, effective and ethical social work professional leaders for social change. The MSW Program emphasizes a commitment to enhancing human well-being by alleviating social problems, embracing diversity, and promoting social and economic justice with systems of all sizes through advanced clinical social work practice and policy planning and administrative social work practice.

MSW PROGRAM GOALS

The University of Missouri's MSW Program has three goals that encompass both the program's and school's philosophy and mission. They are:

- Prepare social work students for the professional practice of social work with diverse systems of various sizes, emphasizing the provision of competent, ethical clinical and program planning & administrative services, based on the core competencies of social work.
- Prepare students to take an active role, personally and professionally, in addressing social problems and to challenge social and economic injustice.
- Prepare students for lifelong learning and professional development.

MSW PROGRAM OBJECTIVES

The MSW advanced curriculum builds on the generalist foundation and prepares students for competent and effective advanced social work practice in a concentration area: "Clinical Practice" or "Policy, Planning & Administration (PP&A)". Upon completion of the program, graduates of the MSW Program will demonstrate the ability to:

Policy, Planning & Administration Objectives:

- Recognize, comprehend and act on social work values and ethics and issues of social and economic justice in administrative and policy practice.
- Plan, develop, implement and evaluate organizational and community programs that are informed by evidence-based research.
- Analyze issues and develop social policies that further social and economic justice within human service agencies and organizations, communities and society.
- Use supervision and consultation in administrative and policy practice.
- Evaluate and pursue professional growth and development.

Clinical Practice Objectives:

- Recognize, comprehend and act on social work values and ethics and issues of social and economic justice in clinical practice.

- Effectively assess client strengths and needs and implement evidence-based clinical treatment strategies.
- Evaluate and improve clinical practice in a systematic and ongoing manner that is informed by evidence-based research.
- Use supervision and consultation in clinical practice.
- Evaluate and pursue professional growth and development.

FACULTY AND STAFF DIRECTORY

FACULTY	PHONE	ROOM	E-MAIL
Aderton, Andrea	573-823-3532	NC	adertona@missouri.edu
Bailey, Rachel	882-4136	715	baileyrm@missouri.edu
Canada, Kelli	882-3765	706	canadake@missouri.edu
Cary, Suzanne	882-7671	727	carys@missouri.edu
Fitch, Dale	884-7405	703	fitchd@missouri.edu
Freelin, Tammy	882-1656	722	freelint@missouri.edu
Freese, Rebekah	884-8276	721	freesera@missouri.edu
Galambos, Colleen	882-3701	713	galambosc@missouri.edu
Hillemann, Linda	573-870-0623	SW	hillemannl@missouri.edu
Hsu, Hsun-Ta	884-6043	709	tah@missouri.edu
Lewis, Alexandria (Alex)	884-2336	704	lewisale@missouri.edu
Peters, Clark	884-1411	719	peterscm@missouri.edu
Piester, Jane	884-6704	726	piesterj@missouri.edu
Preble, Kathleen	884-4169	728	preblek@missouri.edu
Ramseyer Winter, Virginia (Ginny)	884-8077	705	ramseyerwinterv@missouri.edu
Robinson, Erin	884-3907	708	robinsonel@missouri.edu
Sanchez, Ninive	882-0920	712	sanchezni@missouri.edu
Snively, Carol	882-0675	702	snivelyc@missouri.edu
Tenkku, Leigh	884-5459	707	tenkkul@missouri.edu
Thompson, Aaron	882-0124	718	thompsonaa@missouri.edu
Woods, Christine	882-5102	711	woodsc@missouri.edu
Yoon, Dong	882-0916	701	yoond@missouri.edu
Yu, Mansoo	882-4363	720	yuma@missouri.edu
EMERITI FACULTY			
Burke, Judith			
Cary, Lee			
Cowger, Charles D.			
Davenport, Judith			davenportj@missouri.edu
Iveson, Candace			ivesonc@missouri.edu
Kelly, Michael			kellym@missouri.edu
Mermelstein, Joanne			
Orton, Dianne			ortond@missouri.edu

Sable, Marjorie			sablem@missouri.edu
Sundet, Paul			sundetp@missouri.edu
Watt, Wilson			wattiw@missouri.edu
STAFF			
Claxton-Rogers, Kathleen	884-8795	723	claxtonk@missouri.edu
Ferguson, Joann	882-5613	732	messbargerj@missouri.edu
Francis, Amber	882-9709	Gwynn Hall	francisa@missouri.edu
Mezzanotte, Shannon	884-1438	724	mezzanottes@missouri.edu
McReynolds, Joyce	884-9133	523	mcreynoldsjt@missouri.edu
Null, Crystal	884-9385	725	nullc@missouri.edu
Raines, Gary	882-8616	731	rainesg@missouri.edu
Stout, Margee P.	882-4447	729	stoutmp@missouri.edu
Weng, Jonathan	884-8940	Gwynn Hall	wengj@missouri.edu

TABLE OF CONTENTS

Mission Statement	3
Faculty & Staff Directory	Error! Bookmark not defined.
Table of Contents	5
Course Syllabus	11
I. Overview of Course.....	11
II. General Objectives / Generalist Social Work Practice.....	12
III. Course Objectives	13
IV. Placement Process and Procedures.....	14
V. Agency Orientations	17
VI. Safety and Security of Students in Field.....	17
VII. Responsibilities	20
VIII. Miscellaneous	22
IX. Evaluation of Student Course Performance	23
Missouri Laws Applicable to Privacy	29
I. Patient Access.....	29
II. Restrictions on Disclosure	29
III. Privileges	30
IV. Condition-Specific Requirements.....	31
Field Practicum Checklist	34
Field Placement Selection Process	35
Field Practicum Application	36
Field Placement Interview - Agreement Form	38
Placement at Current Work Setting Agreement Form	Error! Bookmark not defined.
Checklists and Tips	Error! Bookmark not defined.
I. Department Orientation Checklist.....	Error! Bookmark not defined.
II. Expectations of Student.....	Error! Bookmark not defined.
III. Workplace Violence Checklist.....	Error! Bookmark not defined.
IV. Inventory of Best Practices Assurance of Confidentiality and Security	Error! Bookmark not defined.
Learning Agreement Information	41
Helpful Learning Plan Creation Hints	45
Learning Plan Form	Error! Bookmark not defined.
SW 7971 Individualized Learning Plan Worksheet	Error! Bookmark not defined.
Accountability & Journaling	46
I. Structured Response and Reflection.....	Error! Bookmark not defined.
II. Time and Activities Report	Error! Bookmark not defined.
Supervision Topics	56
SW 7971 Mid-term and Final Evaluation	Error! Bookmark not defined.
Mid-Term Grade Sheet	Error! Bookmark not defined.
Final Grade Sheet	Error! Bookmark not defined.
Student Evaluation of Field Practice	Error! Bookmark not defined.
Student Evaluation of Faculty Liaison	Error! Bookmark not defined.

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 inquiries 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
Field Office
727 Clark Hall
Columbia, MO 65211
Telephone: 573-882-7671

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, or 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

Suzanne Cary
School of Social Work
727 Clark Hall
Columbia, MO 65211-4470

Phone 573-882-7671
Fax 573-882-8926
Email: carys@missouri.edu

COURSE SYLLABUS

School of Social Work
7971 Undergraduate

University of Missouri
(6 hours) Graduate Field Practicum I

I. OVERVIEW OF COURSE

The University of Missouri's foundational 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 3.0 grade-point average are able to complete 400 hours of field education. At the University of Missouri, an 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 foundational-level MSW 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.

Graduate field practicum I is held during spring or summer 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.

If the student needs to extend the practicum beyond 18 weeks due to extreme extenuating circumstances, the student must:

- 1) Inform Field Office.
- 2) Submit a proposal, which will include beginning and ending dates and justification for extension.
- 3) Receive approval from the Field Office.

There is no guarantee that an extension will be approved. All students must complete a minimum of 16 hours per week. Students are expected to continue placement through the final day of placement regardless of the accumulation of hours due to the expectation of and commitment made to the agency.

For those students extending into a portion of the following semester: If the student is allowed to extend the practicum from spring into summer or from summer into fall, an "Incomplete" grade will be given for the semester in which field was initiated. This grade will be changed once the full 400 hours are completed satisfactorily. For those enrolled in

spring field, all 400 hours must be completed by the end of summer semester. For those enrolled in summer field, all 400 hours must be completed by the end of October of that same year.

For those students that will extend through the entire following semester: Students may need to extend throughout the entire 2 semesters. If this is the case, students can split the required course hours for the semesters and thereby register for 3 hours in semester 1 of field and 3 hours in semester 2. The student will receive and incomplete for field in semester 1 and when hours are completed the "I" will be converted. The student will then receive a grade of "U" or "S" for semester 2.

All students are expected to complete the majority of practicum hours during the working hours of Monday – Friday between the hours of 8am and 5pm. It is imperative the student be present during these times to receive adequate orientation and supervision. Students are expected to continue placement through the final day of placement regardless of the accumulation of hours due to the expectation of and commitment made to the agency.

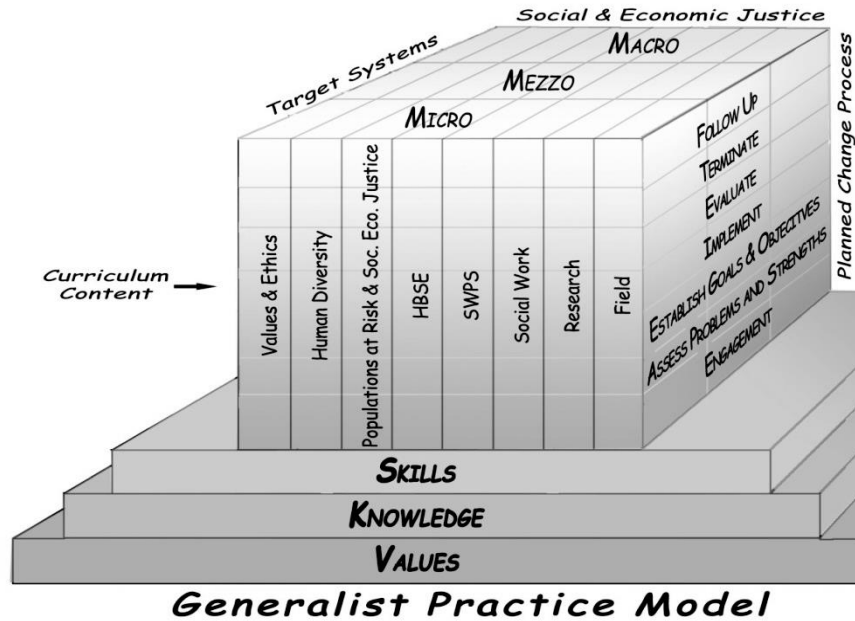
Prerequisites: Graduate standing; SocWk 7710, 7720, 7730, 7740, 7760; consent. **Co-requisite:** SocWk 4770 and 4970. If the student needs to lengthen the practicum beyond 18 weeks due to extenuating circumstances, the student must: 1) Inform the Field Office, 2) Complete a Field Extension form including beginning and ending dates and justification for extension, 3) Receive approval from the Field Office. There is no guarantee that an extension will be approved.

II. GENERAL OBJECTIVES / GENERALIST SOCIAL WORK PRACTICE

The graduate field practicum I 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 foundational-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 COMPETENCIES

1: Demonstrate Ethical and Professional Behavior

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

2: Engage Diversity and Difference in Practice

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

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

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

4: Engage In Practice-informed Research and Research-informed Practice

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

5: Engage in Policy Practice

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

- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

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

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

IV. PLACEMENT PROCESS AND PROCEDURES

Students who enroll in SW 7971, Graduate Field Practicum I, must meet the following criteria:

1. Graduate standing
2. Have completed the prerequisites of SW 7710, 7720, 7730, 7740 and 7760.
3. Consent required
4. Have no incompletes in social work coursework
5. Have at least a 3.0 grade point average on all social work coursework and 3.0 cumulative grade point average

The Director of Field Education and/or the Off-Campus Coordinators, in consultation with the Field Committee or other faculty, such as the student advisor or program director, is responsible for assisting students in arranging their field placements. Students should not contact an agency directly without approval from the field faculty, and 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 separate meetings with Practicum I and Practicum II students in the semester prior to field to facilitate placements and prepare students for the field experience. During the meetings, numerous topics are introduced, including interviewing, sequencing of practicum experiences, differences between Practicum I and II, professional behavior, field processes and expectations. Following those discussions and after utilizing the

database to review choices, students select three preferred agencies. The field faculty carefully matches students and field instructors based on populations served and students' learning style and learning opportunities.

Once the field faculty identifies potential practicum settings for students, the director of field education gives students agency contact information, and in turn, students then contact designated field instructors to arrange an interview. Simultaneously, the field instructor in each setting has agreed to supervise a student and expects the phone call. Once interviews are conducted, agencies and students mutually determine the best fit, though the placement assignment is confirmed only after the student has been interviewed by the prospective agency. **To confirm the placement, the Field Education Agency Placement Agreement form must be returned to the Field Office before the end of the prior semester.**

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

Field instructors are required to have a MSW degree from an accredited college or university with a minimum of two years post-graduation experience. By virtue of training and orientation, master's level practitioners are generally well equipped to convey social work knowledge and perspective to students.

In addition, there are occasions where a student is assigned to a non-MSW in an agency. This role is then termed the "task supervisor." For example, this would occur in an agency where there are high-quality staff with related professional backgrounds who are knowledgeable in a particular service area or in a setting that provides good learning opportunities in non-traditional or alternative settings with indigenous community volunteers or leaders, which may provide students with the opportunity to work in a developing service organization. In the situations where there is a "task supervisor" assigned and a Master's level social worker is unavailable in the setting, a faculty member or approved community social worker supervises the student to ensure a social work perspective is integrated throughout the student's practicum. The faculty member provides supervision throughout the entire field experience.

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, Graduate 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 career choices or majors that might be a better fit, given the student's strengths and limitations.
4. Barriers to successful interview and/or placement 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 considered again.

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 five years) or a field instructor. When a student desires to be placed in a smaller agency where family was/is a client or Field Instructor, the field office may determine that the student cannot be placed under the supervision of any staff member as the potential for conflict is increased. 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" or "unsuccessful placement interviews," as delineated in the policy). 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 five 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 graduate 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, for students who fail to inform the graduate director or director of field education of a prior conviction and the conviction becomes known to the School of Social Work, the student in question may be administratively dropped from the field practicum.

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 **Error! Bookmark not defined.** 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 Placement at Current Work Setting Agreement Forms need to be submitted by Nov. 1.

Approval is contingent upon the following:

1. The agency must be approved as a field placement site based on School standards
2. The schedule of hours designated for field assignments must be clearly identified and delineated from the employment schedule;
3. A description of the position, including description of employment responsibilities, work hours and the official supervisor's name attached to the proposal;
4. Assignment to a social work departmental 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;
5. An MSW supervisor whose degree is from an accredited school of social work and who has not supervised the student in employment responsibilities;
6. Endorsement of the proposal by the student, MSW supervisor, setting representative and director of field education to follow the School's outline of criteria, education objectives and standards; and
7. 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. Currently, there are minimal available stipend placements. Most paid placements are a result of completing placement at a place of employment. If a student is hired during practicum, he/she must complete the practicum at place of employment paperwork.

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 \$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 **Error! Bookmark not defined.** for Orientation Checklist.

VI. SAFETY AND SECURITY OF STUDENTS IN FIELD²

A workplace violence checklist, page **Error! Bookmark not defined.**, can be also be found online <http://ssw.missouri.edu/fielddocs.html>.

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 that can 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.

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

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

realistic consideration of safety issues in practice. Concerns in this area should be brought to field supervisors, the 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 liaison 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, know where he or she is going and 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.

SEXUAL HARASSMENT POLICY

(330.060 Collected Rules and Regulations of the University, adopted March 18, 1993).

This University of Missouri policy aims for an increased awareness regarding sexual harassment by making available information, education and guidance on the subject for the University community.

POLICY STATEMENT

It is the policy of the University of Missouri, in accord with providing a positive discrimination-free environment, that sexual harassment in the work place or the educational environment is unacceptable conduct. Sexual harassment is subject to discipline, up to and including separation from the University.

DEFINITION

Sexual harassment is defined for this policy as either:

1. Unwelcome sexual advances or requests for sexual activity by a University employee in a position of power or authority to a University employee or a member of the student body, or
2. Other unwelcome verbal or physical conduct of a sexual nature by a University employee or a member of the student body to a University employee or a member of the student body, when:
3. Submission to or rejection of such conduct is used explicitly or implicitly as a condition for academic or employment decisions; or
4. The purpose or effect of such conduct is to interfere unreasonably with the work or academic performance of the person being harassed; or
5. The purpose or effect of such conduct to a reasonable person is to create an intimidating, hostile, or offensive environment.

NON-RETALIATION

This policy also prohibits retaliation against any person who brings an accusation of discrimination or sexual harassment or who assists with the investigation or resolution of sexual harassment. Notwithstanding this provision, the University may discipline an employee or student who has been determined to have brought an accusation of sexual harassment in bad faith.

REDRESS PROCEDURES

Members of the University community who believe they have been sexually harassed may seek redress, using the following options:

1. Pursue appropriate informal resolution procedures as defined by the individual campuses. These procedures are available from the campus Affirmative Action/Equal Opportunity Officer.
2. Initiate a complaint or grievance within the period of time prescribed by the applicable grievance procedure. Faculty are referred to Section 370.010, "Academic Grievance Procedures;" staff to Section 380.010, "Grievance Procedure for Administrative, Service and Support Staff;" and students to Section 390.010, "Discrimination Grievance Procedure for Students."

DISCIPLINE

Upon receiving an accusation of sexual harassment against a member of the faculty, staff, or member of the student body, the University will investigate and, if substantiated, will initiate the appropriate disciplinary procedures. There is a five year limitation period from the date of occurrence for filing a charge that may lead to discipline.

An individual who makes an accusation of sexual harassment will be informed:

1. At the close of the investigation, whether or not disciplinary procedures will be initiated; and
2. At the end of any disciplinary procedures, of the discipline imposed, if any.

SEXUAL HARASSMENT IN PRACTICUM

Sexual harassment of students is unacceptable. Therefore, the University and the School of Social Work is committed to taking reasonable steps to protect students from experiencing sexual harassment during a field practicum experience. Because of that commitment, students participating in field practicum experiences are encouraged to report immediately any accusations of sexual harassment to the student's Faculty Liaison, Off-Campus Coordinator, or Director of Field Education. If the accusation involves the Field Instructor, the student has the option of filing a complaint within the MU system as outlined above.

In addition, students are encouraged to become familiar with all practicum agency policies, including the agency's sexual harassment policy, during the orientation period. In the event that a student experiences comments or behavior which the student believes constitutes sexual harassment, the student also has the option of filing a complaint in accordance with the practicum agency policies. The University is unable to provide the student with legal counsel, but Field Faculty will offer assistance, support, education, and non-legal recommendations as deemed appropriate. Field Faculty will provide Field Instructors with information regarding the sexual harassment policy.

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 (direct work with clientele, staff and others; keeping agency records; recording, etc. have priority)
6. Meeting the appropriate needs of the clients, 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, consult 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.
 - b. Thorough and complete journals (Parts 1 and 2) will be submitted to the field instructor via Taskstream. 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 submit the journal to the faculty liaison via Taskstream for reactions and comments. The faculty liaison will review and comment in a timely manner.
 - c. A minimum of 5 journals are due during the semester. The student's faculty liaison will assign due dates 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/her 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 that 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 experience.
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 mid-term/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 training to learn about Social Work curriculum and to understand the role of practitioner vs. teacher.
12. Learn the Taskstream web based software in order to adequately support the student and provide communication.

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 ensure that students' field assignments reflect the field work curriculum and student needs.
7. Ensure 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. Obtain information that may affect the students' fieldwork experiences and use of placements from the field instructors and/or students.
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 his/her 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 practicum, SW 7971 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 common 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. The student assumes a major role in these conferences as outlined in the course syllabus. The student's approved Learning Agreement, along with the common course objectives, provide the core instruments for evaluation. Student and the faculty liaison review and sign the evaluation.

The student should have accumulated approximately half of the required hours at the midterm point (about 8 weeks after the start of practicum). If the student is failing to accumulate the hours at the suggested rate or is not reaching competencies, a special advisement may be recommended and the student may receive a grade of unsuccessful at mid-term or at final evaluation if the deficient performance persists. Adjustment of mid-term dates should be made for those with a completed field extension request.

*The student is responsible for submitting the entire evaluation, including student and field instructor signature sheets, via Taskstream at the end of the semester. These documents become part of the student's permanent file at the School. See SW 7971 Midterm and Final Evaluation on page **Error! Bookmark not defined.***

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. When a student earn a U grade for field or field is not completed successfully for any reason the first time the student is enrolled in field, the student will be allowed one additional attempt to complete field successfully. If the student is unable to complete field successfully the second time, the student will be dismissed from the program.

If any field documents (learning plan, journal comments, or midterm/final) are found to be falsified, a special advisement meeting will be held, and the student may be dismissed from the program.

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, the student should be given the notification in writing at least four weeks before the semester's end. However, when a single event of a significant deficiency in any competency occurs, the student will be informed of deficient performance and dismissal status at that time regardless of when the event occurs in the semester, up to and including the final day of practicum.

Students are allowed to repeat field practicum I/II one time only. If the student does not reach competency in the 2nd attempt, the student may be dismissed from the program.

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 or all of the report and discussion with the field instructor does not resolve the issue, the student should prepare an addendum to the evaluation that the student can enter into his/her comments on the student midterm/final evaluation signature page in Taskstream. The student comments become 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, 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 that 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 education 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 that 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 serious performance deficits to the attention of the student. 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, and faculty liaison should be held as soon as possible to discuss the concerns and the recommendations for corrective action. However, upon notification of the faculty liaison by the field instructor, and 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 negatively affects 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 of 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. The 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

It is again reiterated here that if the student is allowed to have a second attempt to complete field successfully and the student withdraws or earns a "U" grade during the second attempt for any reason, the student will be dismissed from the program.

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 that support the likelihood of satisfactory performance in the field. A committee comprised of SSW faculty will make the decision regarding whether a student reenters field. Should this committee make an adverse decision, the student may request Special Advising.

Selected Readings in Field Education

- Alle-Corliss, Lupe and Randy Alle-Corliss. (1998) *Human Service Agencies: An Orientation to Fieldwork*. Brooks/Cole Publishing.
- Baird, Brian N. (1996) *The Internship, Practicum and Field Placement Handbook: A Guide for the Helping Professions*. New Jersey: Prentice Hall
- Bogo, Marian and Vayda, Elaine. (1998 2nd Edition). *The practice of field instruction in social work: Theory and practice--with an annotated bibliography*. Toronto: University of Toronto Press.
- Conrad, Ann. (1988). The role of field instructors in the transmission of social justice values. *Journal of Teaching in Social Work*, 2 (2), 63-82.
- Cournoyer, Barry. (1991) *The Social Work Skills Workbook*. Belmont, Calif: Wadsworth, Inc
- Groman, Linda May, Editor. (2002) *The Field Placement Survival Guide*. Harrisburg, PA: White Hat Communications.
- Johnson, Spencer, MD. (1998) *Who Moved My Cheese*: New York: Putnam Publishers.
- Kagle, Jill Donner. (1991). *Social Work Records* (2nd ed.): Belmont, California: Wadsworth Publishing Company
- Latting, Jean Kantambu. (1990). "Identifying the "Isms": Enabling Social Work Students to Confront Their Biases." *Journal of Social Work Education*, 26, (1), 36-44
- Navari, Sylvia and Dianne Mahan. (2002). *Field Instruction An Introductory Guide for Field Instructors*. Sacramento: California State University.
- Orton, Dianne J. and Jacobs, Fresa J. (2004). *Helping Professions Journal: A Critical Thinking and Reflection Guide*. Boston: Pearson Education, Inc.
- Orton, Dianne J., Freelin, T., Jacobs, F. and Wingo, R. (2003). *Building Professionals: Creating a Successful Portfolio*. New Jersey: Prentice Hall.

- Reeser, Linda. (1992). Students with disabilities in practicum: What is reasonable accommodation? *Journal of Social Work Education*, 28, (1), 98-109.
- Royse, David, Dhooper, Surjit and Romf, Elizabeth. (1993) *Field Instruction; a guide for social work students*, New York: Longman Publishing
- Russo, Robert J. (1993). *Serving and Surviving as a Human-Service Worker*. Prospect Heights, Illinois: Waveland Press, Inc.
- Schneck, Dean, Glassman, Urania, and Grossman, Bart (Eds.). (1991). *Field education in social work: Contemporary issues and trends*. Dubuque, IA: Kendall/Hunt Publishing Company.
- Thomlison, Barbara, Rogers, G., Collins, D., Grinnell, R.M., Jr. (1996, 2nd edition) *The Social Work Practicum: An Access Guide*. Itasca, Illinois: Peacock Publishers.
- Urbanowski, Martha L and Margaret M. Dwyer. (1988) *Learning Through Field Instruction: A Guide for Teachers and Students*. Milwaukee: Family Service of America
- Wilson, Suanna. (1981). *Field education: Techniques for supervisors*. New York: Free Press.

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 or off-campus coordinator.** Field Practicum Application – page 36 or at <http://ssw.missouri.edu/fielddocs.html>
- 3) **Student is notified by the director of field education/off-campus coordinator of potential agency placements.**
- 4) **Student schedules interview with Field Agency(ies).**
- 5) **Student confirms agency selection with the director of field education/off-campus coordinator.**
- 6) **Complete Field Placement Interview - Agreement Form** – page 38 or at <http://ssw.missouri.edu/fielddocs.html>
Form completed and returned to the Field Office/off-campus coordinator by November 14, 2015 for spring start and April 1 for summer start.
NOTE: ** Background check may affect placement options **
- 7) **Field Schedule – Mandatory - Total of 400 agency hours**
(Spring start/Summer start)
 - a) January/April: Orientation
 - b) January/May: Begin placement
 - c) Placement completed by first Friday in May/October 31.
- 8) **Faculty Liaison's First Visit**
Scheduled within first 2 or 3 weeks of the practicum
 - a) Orientation form with Expectations and orientation, workplace safety, and confidentiality and security.
 - b) Finalize the Learning Agreement
- 9) **Assignments Throughout the Semester**
 - a) Journals and the Time and Activity Report, pages 57-59, five submissions due during the semester; faculty liaison will set due dates.
- 10) **Mid-term Visits/Evaluations**
Mid-term performance evaluation is presented, reviewed & the Mid-term Grade Sheet is completed in Taskstream.
- 11) **Final Evaluations**
Performance evaluations are completed by the field instructor and student. It is the responsibility of the student to complete the final evaluation and final grade sheet via Taskstream by due date established by Faculty Liaison.
- 12) **Course Evaluation**
Students will be asked to complete the course evaluations via a survey deployed by Taskstream where all results will be aggregated according to agency. 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/off-campus coordinator.
- 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 education/off-campus coordinator 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/off-campus coordinator.
- 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, MSW 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://sww.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 prerequisite 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 the practicum; however, depending upon the nature of the offense, it may limit the choice of agencies. Students may be automatically terminated from practicum if they have not been truthful or provided inaccurate information in the application concerning convictions. Please include DUI/DWI convictions and pending charges.

Student Signature _____ Date _____

FIELD PLACEMENT INTERVIEW - AGREEMENT FORM

University of Missouri - School of Social Work
(Please print)

Student's Name: _____
Address: _____
Telephone: _____
Field Class: (circle one) SW 4971 SW 7971 SW 8971

This Agreement Form should be completed by agency interviewer or student and returned to:

Director of Field Education OR **Your off-campus coordinator**
School of Social Work – MU
727 Clark Hall
Columbia, MO 65211
Phone: 573-882-7671
Fax: 573-882-8926

If student is accepted, please complete information below

Designated Field Instructor:

Name: _____
Agency: _____
Agency Address: _____
Telephone: _____
Email Address: _____

_____ Please indicate if you would like to have your email included in a distribution list shared with Field and Section Instructors.

It is hereby agreed that _____, has been accepted for a Social Work field practicum.

Are background checks required by the agency? YES____ NO____

If yes, please specify _____. Student understands that outcome may affect placement options.

The University of Missouri provides liability insurance for all Social Work practicum students. Does the agency require students to have additional professional liability insurance? YES____ NO____

If yes, I understand that my insurance coverage must begin before the beginning of my placement.

Additional Comments:

Students should not miss classes to participate in fieldwork activities; school policy is clear in this area. Any exceptions to the policy must have prior approval from the course instructor. Regular or supplementary field experiences should not be scheduled in conflict with students' class participation.

Signatures	
Student	Date
Field Instructor or Agency Interviewer	Date

PLACEMENT AT CURRENT WORK SETTING AGREEMENT FORM

University of Missouri
School of Social Work

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

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

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. The role of the student in field is to practice knowledge from coursework and skill development.

For 4971 and 7971 practice should reflect a generalist role with objectives in the micro, mezzo, and macro areas. For 8971, objectives should 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.)

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. This form must be considered and approved before hours can be accrued. There is no guarantee requests will be approved. Available opportunities and educational merits are taken into consideration for these placements. Individual requests will be carefully reviewed using the standards and expectations outlined by the Council for Social Work Education which includes:

"To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment."

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.

a. Current Job Description (attach job description if available):

Current Job Title: _____
Program/population: _____

b. Proposed Practicum Description (attach job description if available):

Is the proposed practicum role for a generalist, clinical or PP&A practicum? _____
Proposed job title (if applicable): _____
Program/Population: _____

c. How is this different and new from current job description?

-
-
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.

Name of Field Instructor: _____

Year MSW earned: _____

School: _____

Please attach a current resume for the Field Instructor.

3. Workload:
- a. What is your paid work schedule and how many hours per week do you plan to work during practicum?

- b. What is your practicum schedule and how many hours per week do you plan to spend in practicum?

- c. **When** and **where** are you going to complete your academic assignments such as learning plan and journaling?

- d. How will your co-workers distinguish when you are in practicum role or in employment role?

"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."

Signatures:

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 _____

Approval by the MU School of Social Work

Director of Field Education _____ Date _____

FORM: "PRACTICUM EXPECTATIONS AND ORIENTATION SPRING 2016 AND FORWARD"

Created by: Social Work Manager

Created On: 1:19 PM (CST); Last edited: 2:21 PM (CST)

Created With: Taskstream - Advancing Educational Excellence

* = Response is required

*** Student Name**

No answer specified

Agency Identification

*** Agency name**

No answer specified

*** Street/Mailing Address**

No answer specified

*** City, State, Zipcode**

No answer specified

*** Telephone number**

No answer specified

*** Field Instructor name**

No answer specified

*** Faculty Liaison name**

No answer specified

*** Start Date**

No answer specified

*** End date**

No answer specified

*** Student Scheduled Practicum Hours**

Please list your practicum schedule and include any nights/weekends you plan to complete hours

No answer specified

*** Scheduled weekly supervision time**

No answer specified

Practicum Expectations and Orientation

*** Please discuss the following orientation items to ensure proper orientation to the agency. Student should check the box next to each item once information has been shared. Please only check the box once you are satisfied that you have all the information needed.**

- 1. Practicum expectations reviewed with the student (e.g. Discuss team members and role expectations; timelines for expectations related to referrals, documentation, and projects; from whom to accept referrals or assignments; and when to submit journal to Field Instructors and any other agency expectations).
- 2. Organization of department and functions; Duties, responsibilities and services performed by the department.
- 3. Provide the student with a tour of the department. Introduce the student to coworkers and briefly explain their jobs.
- 4. Introduce student to immediate supervisor and/or department head.
- 5. Identify Field Instructor substitute for when Field Instructor is unavailable.
- 6. Equipment - Discuss the care and proper usage of any equipment the student will work with on the job.
- 7. Midterm and Final Evaluation - Discuss when and how evaluation will occur.

- 8. Agency hours, operating hours, potential opportunities for additional student hours, clarification of schedule restrictions.
- 9. Clock-in and clock-out procedures, if applicable.
- 10. Lunch and breaks (lunch/break times do not count toward field hours).
- 11. Location of restrooms, work supplies, bulletin boards, etc.
- 12. Dress code expectations.
- 13. Locations of nearest fire plan, fire alarm, exit and extinguisher, and explain the fire drill policy.
- 14. Phone use and computer use - Professional and personal usage guidelines.
- 15. Agency documentation expectations.

Confidentiality and Security

*** Effectively protecting the confidentiality of individually identifiable data requires uniform and comprehensive practices. In order to ensure student has been properly trained and can be held accountable to agency confidentiality protocols, please discuss the following items. Student should initial upon completion of task.**

- 1. Reviewed common confidentiality breaches and specific breaches within the agency and corrective actions taken.
- 2. Student completed all required agency confidentiality agreements.
- 3. Field Instructor provided written confidentiality protocols including where and how to report violations, how to ask further questions, the identity and location of the compliance officer, and organizational or institutional penalties for misuse of confidential data and breach of confidentiality by staff including remedial training in confidentiality, loss of certification of competency in confidentiality, prohibition from future work with confidential data at the institution, discharge/termination.
- 4. Reviewed and received protocols related to agency documentation and legal discovery, including subpoena and freedom of information inquiries.
- 5. Reviewed and received protocols regarding limits of confidentiality
- 6. Discussed safety measures in place to protect confidential information within the agency, including confidential materials accessed through technology both within the agency and outside the agency (home).
- 7. Received education regarding confidentiality. Education should include: 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 practicum work involves individuals they know personally.
- 8. Received written protocol and forms needed to properly disclose information such as a specific written release of information. Written consent is needed every time a request for information is received or when the worker feels it necessary to share information in order to facilitate treatment/coordination.

Workplace Safety

*** This checklist helps identify possible present or potential workplace safety hazards, but is not exhaustive and each agency may have additional items to discuss. Ongoing inspection is needed to identify potential safety hazards such as client/staff/community**

violence,violation of universal precautions,sexual harassment,weather or structural threats

- 1. Discussed history of violence and safety violations within and surrounding agency.
- 2. Discussed potential for safety violations off agency property (transporting, outings/field trips, meetings, etc).
- 3. Received written protocol regarding handling of safety violations and provide forms for documentation of incidents, include options for agency response and resources available such as EAP.
- 4. Received written protocol for sexual harassment.
- 5. Received written protocol for co-worker and supervisor-supervisee dating.
- 6. Received written protocol for home visit safety.
- 7. Discussed appropriate access throughout the agency including method of entry and prohibited areas.
- 8. Discussed barriers created for client safety such as automatically locking door systems, key entries, badge entries, window locks/barriers, etc.
- 9. Discussed access to security measures such as panic alarm buttons, silent alarms or personal electronic alarm systems, 911, cell phones, security teams, placement of safety video cameras, use of metal detectors, traveling in pairs, etc.
- 10. Received all written protocols related to agency alarm systems, including weather alarms.
- 11. Enrolled in and/or received information about training opportunities related to safety such as recognizing escalation patterns, de-escalation training, safety training, and client restrains education.
- 12. Discussed and received a copy of protocols regarding transport of clients or travel to and from client visits/meetings. The SSW does NOT provide insurance related to use of vehicles during practicum time. Please discuss agency insurance coverage and make a decision about student usage of personal vehicle for agency practicum work, agency vehicles during practicum work, transport of clients, and safety with co-workers while traveling together.

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 and comments via Taskstream..
4. The Learning Agreement will be returned to the student via Taskstream to make any needed modifications.
5. The tentative final version of the Learning Agreement should be completed within the first few weeks of the placement and kept open (not "submitted") until midterm should there be any updates that need to be made. The faculty liaison will inform you when the final version should be officially submitted. .
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 PLAN 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.

Examples:

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, record, teach, attend, summarize, and co-lead are useful in structuring learning activities.

Examples:

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 recording 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. Mid-term/final evaluations
9. Journal submissions

FORM: "FOUNDATIONAL 7971 LEARNING PLAN FALL 2017 (2015 EPAS)"

Created by: Social Work Manager

Created On: 06/21/2017 9:21 AM (CST); Last edited: 06/21/2017 11:42 AM (CST)

Created With: Taskstream - Advancing Educational Excellence

* = Response is required

SW 7971 INDIVIDUALIZED LEARNING PLAN WORKSHEET

Outline student learning goals in the left-hand column. In consultation with field instructor and faculty liaison, **students are to select activities that will help them reach these goals. 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 practicum instructor and faculty liaison on their learning and performance. See section on Learning Agreements, beginning page 33, for more guidelines and help with goals and objectives.

*** Agency**

No answer specified

*** Field Instructor**

No answer specified

*** Date**

No answer specified

*** Learning Goals**

1. Demonstrate Ethical and Professional Behavior

a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

1. Demonstrate Ethical and Professional Behavior

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

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

1. Demonstrate Ethical and Professional Behavior

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

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

1. Demonstrate Ethical and Professional Behavior

d) Use technology ethically and appropriately to facilitate practice outcomes

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

1. Demonstrate Ethical and Professional Behavior

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

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 2. Engage Diversity and Difference in Practice
 - a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 2. Engage Diversity and Difference in Practice
 - b) Present as learners and engage clients and constituencies as experts of their own experiences

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 2. Engage Diversity and Difference in Practice
 - c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 3. Advance Human Rights and Social, Economic, and Environmental Justice
 - a) Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 3. Advance Human Rights and Social, Economic, and Environmental Justice
 - b) Engage in practices that advance social, economic, and environmental justice

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 4. Engage In Practice-informed Research and Research-informed Practice
 - a) Use practice experience and theory to inform scientific inquiry and research

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 4. Engage In Practice-informed Research and Research-informed Practice
 - b) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 4. Engage In Practice-informed Research and Research-informed Practice
- c) Use and translate research evidence to inform and improve practice, policy, and service delivery

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 5. Engage in Policy Practice
- a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 5. Engage in Policy Practice
- b) Assess how social welfare and economic policies impact the delivery of and access to social services

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 5. Engage in Policy Practice
- c) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 6. Engage with Individuals, Families, Groups, Organizations, and Communities
- a) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 6. Engage with Individuals, Families, Groups, Organizations, and Communities
- b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Behavioral Objectives and Learning Experiences	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

<i>No answer specified</i>	
----------------------------	--

*** Learning Goals**

7. Assess Individuals, Families, Groups, Organizations, and Communities
a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

7. Assess Individuals, Families, Groups, Organizations, and Communities
b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

7. Assess Individuals, Families, Groups, Organizations, and Communities
c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

7. Assess Individuals, Families, Groups, Organizations, and Communities
d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

8. Intervene with Individuals, Families, Groups, Organizations, and Communities
a) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Behavioral Objectives and Learning Experiences	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

No answer specified	
---------------------	--

*** Learning Goals**

- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
- b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

Behavioral Objectives and Learning Experiences No answer specified	Monitoring/Evaluation Criteria No answer specified
---	---

*** Learning Goals**

- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
- c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Behavioral Objectives and Learning Experiences No answer specified	Monitoring/Evaluation Criteria No answer specified
---	---

*** Learning Goals**

- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
- d) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Behavioral Objectives and Learning Experiences No answer specified	Monitoring/Evaluation Criteria No answer specified
---	---

*** Learning Goals**

- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
- e) Facilitate effective transitions and endings that advance mutually agreed-on goals

Behavioral Objectives and Learning Experiences No answer specified	Monitoring/Evaluation Criteria No answer specified
---	---

*** Learning Goals**

- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- a) Select and use appropriate methods for evaluation of outcomes

Behavioral Objectives and Learning Experiences No answer specified	Monitoring/Evaluation Criteria No answer specified
---	---

*** Learning Goals**

- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Learning Goals**

- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- d) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Behavioral Objectives and Learning Experiences <i>No answer specified</i>	Monitoring/Evaluation Criteria <i>No answer specified</i>
--	--

*** Signature**

Signing this document acknowledges that the student and Field Instructor have discussed and agree on the stated learning goals for the semester.

Student Name <i>No answer specified</i>	Date <i>No answer specified</i>
--	------------------------------------

ACCOUNTABILITY & JOURNALING

Available in .rtf at: <http://ssw.missouri.edu/fielddocs.html>

The **Journal** and **Time and Activities Report** are the main accountability records required of all field 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. **Five journal assignments are due** throughout the course of the semester. It is the **student's responsibility** to complete the assignments and submit them via Taskstream to the field instructor and faculty liaison.

The journals integrate theory with practice, connecting classroom learning with service context. Think of the journals 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 and thinking about practice issues, both in the abstract and concretely.
4. Develop student's own practice perspective.
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.
5. A means to connect classroom to field practice experience.

ASSIGNMENT: JOURNALS

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.

As with other assignments, journals should be carefully written and proofread **to avoid issues of plagiarism** and to ensure the submission of quality work.

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

Part 2 – Time and Activities Report. Students are responsible for submitting the journal to the 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.** 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 will be submitted via Taskstream.

FORM: "MSW FOUNDATIONAL JOURNAL TEMPLATE 2018 AND FORWARD"

Created by: Social Work Manager

Created On: 12/19/2017 1:53 PM (CST); Last edited: 12/19/2017 1:54 PM (CST)

Created With: Taskstream - Advancing Educational Excellence

* = Response is required

I. STRUCTURED RESPONSE AND REFLECTION

Select one main idea or experience you had and complete the following form. Remember, this is the generalist practicum, so you can write about micro, mezzo, or macro experiences.

* A. 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.).

No answer specified

B. Individual, Family, Community, and Cultural factors influencing the key experience

(Include information gathered as part of a comprehensive assessment; in this section, you indicate the kinds of information you gathered about the client's "system" that will help you understand the client situation and plan your intervention.)

* a. Individual Factors

What individual factors impacted the situation? Education, mental health and health stats, socio-economic status, cognition, coping, individuals planning the event, etc.

No answer specified

* b. Family Factors

What familial factors in the individual's history impacted the situation? Parental history, marital history, children, etc.

No answer specified

* c. Community Factors

What community factors impacted the situation? Resources utilized, access or absence of resources, child welfare involvement, employment availability, location strengths or weaknesses, etc.

No answer specified

* d. Cultural Factors

What cultural factors impacted the situation? race/ethnicity, criminal culture, sexual orientation, immigration status, employment such as a farming culture, rural/urban, etc

No answer specified

C. Values and ethics

* a. Values and ethics from the NASW Code of Ethics that were present in the key experience

Please be sure to use specific concepts from the code of ethics

No answer specified

* b. Ethical dilemmas or conflicts within the key experience:

No answer specified

D. Diversity

* Diversity

Please identify the diversity issues present in the key experience and how those issues impacted your choices for interventions and/or your interactions.

No answer specified

E, Social and Economic Justice

* E. Social and economic justice

Social and Economic Justice: Identify prevalent social and economic justice issues in the key experience and how you did, or could, respond to the issues

No answer specified

F. 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.

*** HBSE (Foundations of Human Behavior)**

For all classroom sections, please identify the class and the skills/knowledge learned. Please discuss your classroom learning to demonstrate understanding and then link that learning to practice in the key experience.

No answer specified

*** Research (Research Methods and Design in SW)**

No answer specified

*** Policy (Social Policy and Service Delivery in SW)**

No answer specified

*** Practice (SW Skills, Large Group Theory, Foundations of Social Justice Seminar, Fundamentals of Social Work Administration, Strategies of Clinical SW Intervention, DSM)**

No answer specified

G. Personal Reaction and Professional Growth

*** Personal Reaction/Professional Growth**

1. Discuss your personal reaction and professional response, how each of these two responses were similar or different, and how you were able to deal with your responses. (Include information about how comfortable you were with your own actions; what was surprising, what emotions you experienced, how you dealt with the emotions, and how you responded when your personal reaction was different from your professional response.)
2. How will you use what you have learned? (What will you do differently in the future? What will your next actions be?)

1. <i>No answer specified</i>	2. <i>No answer specified</i>
----------------------------------	----------------------------------

II. Time and Activities

*** time**

Please indicate the week in the lefthand box (April 13-April 19). In the righthand box, please record the day of the week, times at practicum (excluding lunch hour), and total hours for each day and for the week (Monday 8-12, 1-5: 8 hours and Friday 8-12, 1-5: 8 hours, total for the week 16

week 1 <i>No answer specified</i>	Sunday - Saturday <i>No answer specified</i>
--------------------------------------	---

*** Time**

Please indicate the week in the lefthand box (April 13-April 19). In the righthand box, please record the day of the week, times at practicum (excluding lunch hour), and total hours for each day and for the week (Monday 8-12, 1-5: 8 hours and Friday 8-12, 1-5: 8 hours, total for the week 16

week 2 <i>No answer specified</i>	Sunday - Saturday <i>No answer specified</i>
--------------------------------------	---

*** Time**

Please indicate the week in the lefthand box (April 13-April 19). In the righthand box, please record the day of the week, times at practicum (excluding lunch hour), and total hours for each day and for the week (Monday 8-12, 1-5: 8 hours and Friday 8-12, 1-5: 8 hours, total for the week 16

Week 3 <i>No answer specified</i>	Sunday - Saturday <i>No answer specified</i>
--------------------------------------	---

*** Time - Additional weeks?**

No answer specified

*** Total hours for this journal:**

Add the hours from the above weeks in this journal and provide total here

No answer specified

(Any positive whole number greater than 0)

*** Cumulative hours completed:**

Add total hours from all journals for a cumulative practicum total

No answer specified

(Any positive whole number greater than 0)

*** Activity table**

Activity <i>No answer specified</i>	LGs and practice behaviors met by the activity and how they were met <i>No answer specified</i>
--	--

*** Activity 2**

Activity <i>No answer specified</i>	LGs and practice behaviors met by the activity and how they were met <i>No answer specified</i>
--	--

*** Activity 3**

Activity <i>No answer specified</i>	LGs and practice behaviors met by the activity and how they were met <i>No answer specified</i>
--	--

*** Activity 4**

Activity <i>No answer specified</i>	LGs and practice behaviors met by the activity and how they were met <i>No answer specified</i>
--	--

Activity 5

Activity <i>No answer specified</i>	LGs and practice behaviors met by the activity and how they were met <i>No answer specified</i>
--	--

Activity 6

Activity <i>No answer specified</i>	LGs and practice behaviors met by the activity and how they were met <i>No answer specified</i>
--	--

*** Summary Question 1**

Do you feel you are on track in regards to your learning plan activities? Yes No

If no, explain why:

No answer specified

*** Summary Question 2**

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.)

No answer specified

I. SUPERVISION TOPIC

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 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 and 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 policies 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 affect 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.

FORM: "FOUNDATIONAL BSW/MSW MIDTERM/FINAL 2017 (2015 EPAS)"

Created by: Social Work Manager

Created On: 06/21/2017 1:56 PM (CST); Last edited: 12/19/2017 2:08 PM (CST)

Created With: Taskstream - Advancing Educational Excellence

* = Response is required

* 1. Demonstrate Ethical and Professional Behavior

Response Legend:

1 = Student has not yet demonstrated competency 2 = Student demonstrates competency 25% of the time 3 = Student demonstrates competency approximately 50% of the time 4 = Student demonstrates competency approximately 75% of the time 5 = Student demonstrates competency >75% of the time. N/A = Not Applicable

	1	2	3	4	5	Not Applicable
--	---	---	---	---	---	-------------------

a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

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

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

d) Use technology ethically and appropriately to facilitate practice outcomes

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

* 2. Engage Diversity and Difference in Practice

Response Legend:

1 = Student has not yet demonstrated competency 2 = Student demonstrates competency 25% of the time 3 = Student demonstrates competency approximately 50% of the time 4 = Student demonstrates competency approximately 75% of the time 5 = Student demonstrates competency >75% of the time. N/A = Not Applicable

	1	2	3	4	5	Not Applicable
--	---	---	---	---	---	-------------------

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

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

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

* 3. Advance Human Rights and Social, Economic, and Environmental Justice

Response Legend:

1 = Student has not yet demonstrated competency 2 = Student demonstrates competency 25% of the time 3 = Student demonstrates competency approximately 50% of the time 4 = Student demonstrates competency approximately 75% of the time 5 = Student demonstrates competency >75% of the time. N/A = Not Applicable

	1	2	3	4	5	Not Applicable
--	---	---	---	---	---	-------------------

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

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

*** 4. Engage In Practice-informed Research and Research-informed Practice**

Response Legend:

1 = Student has not yet demonstrated competency 2 = Student demonstrates competency 25% of the time 3 = Student demonstrates competency approximately 50% of the time 4 = Student demonstrates competency approximately 75% of the time 5 = Student demonstrates competency >75% of the time. N/A = Not Applicable

1 2 3 4 5 Not Applicable

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

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

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

*** 5. Engage in Policy Practice**

Response Legend:

1 = Student has not yet demonstrated competency 2 = Student demonstrates competency 25% of the time 3 = Student demonstrates competency approximately 50% of the time 4 = Student demonstrates competency approximately 75% of the time 5 = Student demonstrates competency >75% of the time. N/A = Not Applicable

1 2 3 4 5 Not Applicable

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

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

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

*** 6. Engage with Individuals, Families, Groups, Organizations, and Communities**

Response Legend:

1 = Student has not yet demonstrated competency 2 = Student demonstrates competency 25% of the time 3 = Student demonstrates competency approximately 50% of the time 4 = Student demonstrates competency approximately 75% of the time 5 = Student demonstrates competency >75% of the time. N/A = Not Applicable

1 2 3 4 5 Not Applicable

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

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

*** 7. Assess Individuals, Families, Groups, Organizations, and Communities**

Response Legend:

1 = Student has not yet demonstrated competency 2 = Student demonstrates competency 25% of the time 3 = Student demonstrates competency approximately 50% of the time 4 = Student demonstrates competency approximately 75% of the time 5 = Student demonstrates competency >75% of the time. N/A = Not Applicable

1 2 3 4 5 Not Applicable

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

b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges

within clients and constituencies

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

*** 8. Intervene with Individuals, Families, Groups, Organizations, and Communities**

Response Legend:

1 = Student has not yet demonstrated competency 2 = Student demonstrates competency 25% of the time 3 = Student demonstrates competency approximately 50% of the time 4 = Student demonstrates competency approximately 75% of the time 5 = Student demonstrates competency >75% of the time. N/A = Not Applicable

	1	2	3	4	5	Not Applicable
--	---	---	---	---	---	----------------

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

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

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

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

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

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

Response Legend:

1 = Student has not yet demonstrated competency 2 = Student demonstrates competency 25% of the time 3 = Student demonstrates competency approximately 50% of the time 4 = Student demonstrates competency approximately 75% of the time 5 = Student demonstrates competency >75% of the time. N/A = Not Applicable

	1	2	3	4	5	Not Applicable
--	---	---	---	---	---	----------------

a) Select and use appropriate methods for evaluation of outcomes

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

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

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