



Master of Social Work

Field Practicum Handbook

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COVID 19 and FIELD

Statement Regarding the Impact of COVID-19 on APSU Field Education

Social Work practice and field education have been deeply impacted by COVID-19. The Department of Social Work takes very seriously its responsibility to balance the concern for student safety and wellbeing with our concern for a quality learning experience. This has been particularly challenging for field education, because field takes place in the social work practice setting.

As the University continues in-person classes on campus this fall, social work students will begin in-person placements at field organizations. Agencies may require proof of vaccination as a condition of placement, and APSU strongly encourages all students to be vaccinated.

As data and recommendations related to COVID-19 are dynamic, please refer to <https://www.apsu.edu/health-and-counseling/boyd-health-services/coronavirus/> for the latest information on APSU's policies and recommendations related to COVID-19. As it pertains to field, students are expected to follow all their agency's rules and protocols regarding COVID-19. Students should pay particular attention to APSU requirements for self-screening and reporting. We want students to have a safe field experience and to take seriously our responsibility to protect colleagues and clients from exposure to a dangerous illness.

INTRODUCTION

Social work is a practice-based profession, and field education is an essential element of graduate-level social work education. The field experience provides opportunities for students to apply the knowledge and skills learned in the classroom to real life interactions with clients as well as to bring actual practice examples back to the classroom. Students are able to observe the benefits and challenges of working within various organizational settings with diverse client populations. By working under the supervision and instruction of a competent MSW practitioner, students are able to acquire and demonstrate their own ability to provide advanced generalist social work services. Through this experience, students become socialized to the profession and can deepen their understanding of the profession's values and ethics as well as its commitment to social, economic and environmental justice.

The university is dependent upon community agencies to carry out this component of the learning process. Students are supervised by a professional social worker in the agency (the field instructor) and by a faculty member (field liaison) from the social work department. This is intended to facilitate the integration of classroom learning with agency-based practice and to provide support to students as they engage in this dynamic process.

PURPOSE OF THE FIELD EDUCATION MANUAL

This manual is designed to offer students information about the field education component of the Austin Peay State University Master of Social Work Program. It is intended to provide an overview of our philosophy about and approach to field education, to define the roles of various people in students' field education experience, and to describe the steps in the field education process. It also contains selected university policies as well as relevant field education policies and forms. In addition to this manual, students are encouraged to review the *MSW Student Handbook* for further information about the program and its policies.

MISSION OF THE AUSTIN PEAY STATE UNIVERSITY MASTER OF SOCIAL WORK (APSU-MSW) PROGRAM

The *mission* of the APSU-MSW Program is to provide an educational experience focused on the historical commitment of social work to promote human and community well-being, social betterment, empowerment, and providing service to the most vulnerable in society, locally and globally. The program is focused on producing leaders who demonstrate and build upon the knowledge and skills of advanced generalist social work practice; who exemplify the values and ethics of the professions; and who are responsive to the need for services which promote human rights, social, economic, environmental, and political justice.

It is a mission of educating students to build on the strengths and resources of people and their environments, to engage in advocacy and use empowerment as a guiding principle toward achieving personal, interpersonal, social and economic justice. Educating graduates who value research and use a reasoned approach for assessing, intervening, and evaluating practice outcomes related to planned change forms a significant aspect of the programs' mission. The program seeks to increase the work force of generalist social workers engaging in accountable, empirically-based practice, knowledge building, and sharing of their own practice wisdom to advance the profession.

The mission of the APSU-MSW program reflects the *values* of the social work profession and is dedicated to serving the needs of the region, preparing social workers with an advanced generalist orientation suited to the social context, and reflecting the values and skills of the profession. The students must be aware of our changing world and its impact on the populations served. This global perspective includes respect for the diverse world which must be approached in a participative manner utilizing critical thinking skills. Relating effectively to all types of people in this environment includes an understanding of human rights and the effects of discrimination and oppression, and social justice, on the quality of life for all persons.

The program is dedicated to the enhancement of human well-being, diversity, and justice through developing and improving systems of public social services, especially for the disenfranchised, by offering graduate education and training in Social Work with a hybrid model of delivery.

Class work and practicum experiences must demonstrate how to relate effectively to all types of people and to appreciate how emotional, social, economic, environmental, political, and spiritual forces influence the behavior of those we are helping. Our *purpose* is to develop competent, ethical professionals with the knowledge, values, and skills for effective practice with individuals, families, groups, organizations, and communities, and who can provide outstanding leadership in the field of social services.

THE APSU-MSW PROGRAM'S GOALS AND OBJECTIVES

The goals of the program grow directly from the defined mission, the character of the region served, and the body of social work literature on the efficacy of the advanced generalist model for professional social work practice. To fulfill the mission, the APSU-MSW Program has identified six goals:

1. To prepare a diverse student population for advanced generalist social work practice based on professional values and ethics to serve client systems of various sizes and types.
2. To promote the development of social policies and services to reduce the impact of poverty, oppression and discrimination.
3. To develop analytical skills and critical thinking that will encourage active participation in the development, evaluation, and improvement of social work knowledge and skills through research aimed at advancing social work practice.
4. To promote the development of a multiple theoretical orientation applicable across system sizes.
5. To provide an understanding of diversity and cultural competence with an emphasis on social and environmental justice, empowerment, and improving the well-being of people.
6. To socialize students to the profession of social work and the organizational environment through evidenced based practice.

Foundation Competencies and Behaviors

The goals of the APSU-MSW Program address educational issues related to practice, policy, research, human behavior, cultural competence, and professional development. Consistent with these program goals, we designed our foundation curriculum to support students' achievement of the following foundation competencies and behaviors:

1. Demonstrate Ethical and Professional Behavior
 - a. Make ethical decisions by applying the standards of the NASW Code of Ethics
 - b. Use reflection and self-regulation to manage personal values and maintain professionalism.
 - 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
 - a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro level
 - b. Present themselves as learners and engage client systems 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

- a. Apply understanding of social and economic, and environmental justice to advocate for human rights at the individual and systems levels
 - b. Engage in practices that advance social, economic and environmental justice
4. Engage in Practice-Informed Research and Research-Informed Practice
 - a. Use practice experiences 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
 - 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
 - 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
 - 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
 - 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 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
- a. Select and use appropriate methods for evaluations 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 process and outcomes
 - d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels

Concentration Competencies and Behaviors

The APSU-MSW Program's concentration curriculum builds upon foundation-level generalist practice knowledge and skills and prepares MSW students for advanced generalist social work practice. The concentration competencies address advanced generalist practice from the standpoints of theory, research, diversity, and policy within the public service organizational arena. The concentration competencies and behaviors are:

1. Demonstrate Ethical and Professional Behavior
 - a. Identify as a social work professional in collaborative practice context and across interdisciplinary settings.
 - b. Understand and identify professional strengths, limitation and challenges and develop a strategy for professional development.
 - c. Effectively uses reflection, self-correction, supervision and consultation to evaluate and enhance professional practice in complex practice settings.
 - d. Apply ethical decision-making skills to issues specific to advanced generalist practice across multiple systems and practice contexts. Application of ethical decision-making tools to multiple practice contexts and systems.

2. Engage Diversity and Difference in Practice

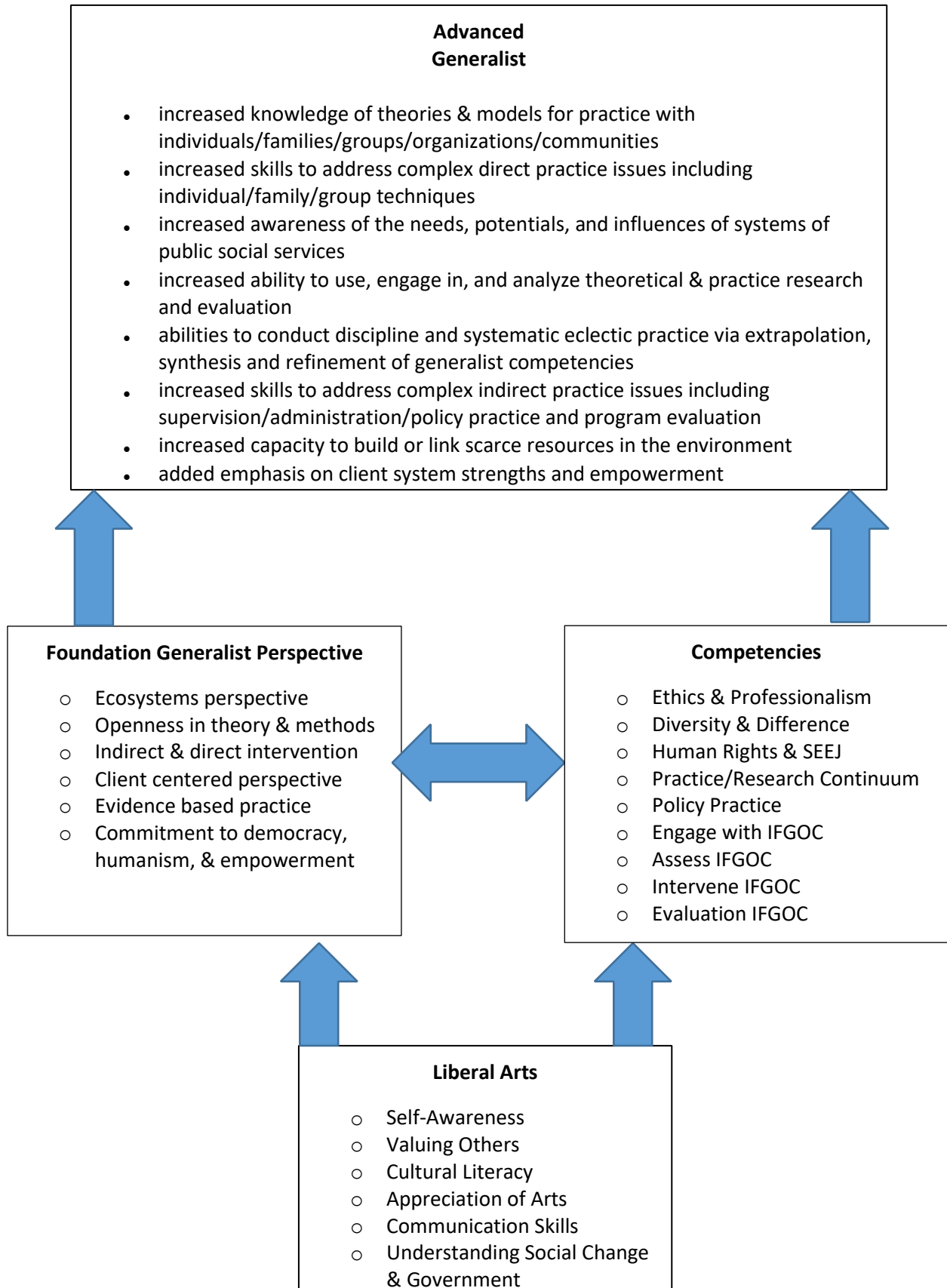
- a. Apply and communicate diversity and difference in advanced generalist practice including issues of micro aggression, intersectionality of theories and application of evidence to inform understanding of diversity and difference.
 - b. Engage with and ensure participation of diverse and marginalized clients and constituencies in complex systems including micro, mezzo, and macro contexts, as well as global and environmental contexts.
 - c. Articulate and apply multiple theoretical concepts to identify and use practitioner, client, and constituent differences from a strengths perspective in communication with others on issues affected by diversity and difference
3. Advance Human Rights and Social, Economic, and Environmental Justice
 - a. Use knowledge to inform reflection and reasoning and to frame observations and build knowledge of the effects of oppression, discrimination, and historical trauma on to guide planning and intervention with clients and constituencies.
 - b. Select and apply models and interventions in practices that advance social, economic and environmental justice in advanced generalist practice.
4. Engage in Practice Informed Research and Research-Informed Practice
 - a. Apply different types of research methods to examine and evaluate advanced generalist practice effectiveness and outcomes
 - b. Participate in social work and interdisciplinary research to generate new knowledge to improve advanced generalist practice in multiple contexts.
 - c. Use peer-reviewed literature from social work and related fields to inform interventions and formalize strategies for advanced generalist practice.
5. Engage in Policy Practice
 - a. Develop a plan to advocate to stakeholders the implication of policies and proposed change as they affect clients and constituents of advanced generalist practice
 - b. Analyze policy proposals, action arenas and implementation as it applies to the macro community, environmental justice, social justice, and human rights
 - c. Provide leadership in organizations and communities for effective, ethical interventions that improve the well-being of individuals, families, organizations, and communities
6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - a. Develop a culturally responsive relationship while engaging clients and constituents using evidence informed practice approaches
 - b. Demonstrate advanced practice engagement demonstrating multiple skills which are intentionally selected among various alternatives informed by an awareness of social justice and environmental justice

7. Assess Individuals, Families, Groups, Organizations, and Communities
 - a. Identify multi-model theoretical frameworks to inform practice approaches and techniques for assessment and planning in advanced practice with individuals, families, groups, organizations, and communities.
 - b. Establish a relationally based process that encourages clients and constituents to be equal participants in the establishment of goals and objectives and select evidence based interventions with clients and constituents
 - c. Conduct and process advanced generalist practice assessment with an increased awareness of culture, context, social justice, environmental justice, diversity, and public service to clients and constituents
 - d. Select appropriate intervention strategies based on continuous assessment of clients and constituents by using a variety of approaches to understand complex practice situations.

8. Intervene with Individuals, Families, Groups, Organizations and Communities
 - a. Critically evaluate, select, and apply best practices and evidence-based interventions applying multidimensional problem-solving approaches
 - b. Modify appropriate intervention strategies based on continuous assessment of clients and constituents utilizing evidence-informed practice drawn from the best available research evidence and practitioner knowledge and experience from social work and other helping professionals.
 - c. Collaborate with other professionals to coordinate interventions which enable optimal outcomes and advanced problem-solving while being aware of competing values and conflicting ethical principles.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
 - a. Evaluate the process and outcome for clients and constituents to develop best practice interventions by examining the fit between theoretical models, methods and their effectiveness to produce desired change.
 - b. Contribute to the theoretical knowledge base of the social work profession through practice-based research

The Advanced Generalist Model



THE STRUCTURE OF FIELD EDUCATION IN THE APSU-MSW PROGRAM

Students who enter the APSU-MSW Program without advanced standing complete two, distinct field placements: a 6-credit, 400-hour foundation placement and an 8-credit, 500-hour concentration placement. Those who come into the program with advanced standing complete a single, 8-credit, 500-hour concentration field placement.

The foundation placement exposes students to the knowledge and skills needed to engage in generalist social work practice. During the concentration placement, advanced generalist practice, knowledge and skills are developed, and students acquire the ability to respond with greater autonomy to increasingly complex practice situations involving diverse clients systems of various sizes. Diversity, populations at risk of discrimination and oppression, and social and economic justice are stressed in both foundation and concentration placements. Each field placement also allows students to deepen their understanding of professional values and ethics. Finally, students are encouraged in their field experiences to use evidence, both from the literature and from their own practice evaluations, to inform their work with clients and constituencies.

All field placements begin January. Students have the option of completing their field education credits as a single block placement during the Spring Semester or dividing the placement between the Spring and Summer Semesters. To complete the foundation placement in a single Spring Semester requires students to devote about 27 hours/week; if performed during the Spring and Summer Semesters, students spend approximately 16 hours/week at their placement. For the concentration placement, students spend about 33 hours/week at their placement in order to finish it in a single, Spring Semester; to complete the concentration placement during the Spring and Summer Semesters requires students to be at their placement approximately 20 hours/week. (Policy # 2.5)

DEFINITION OF TERMS

MSW Field Coordinator

At each campus, a faculty member has been identified as having responsibility for the overall operations of the MSW field education component. This person, known as the *MSW Field Coordinator*, works to ensure that: high-quality foundation and concentration field agency placements are available, agency-based field instructors are oriented to their responsibilities, students are prepared to enter field and are matched appropriately with a field agency, field education policies and procedures are carried out, and feedback is regularly obtained so as to strengthen the field component as well as the APSU-MSW Program as a whole.

Field Liaison

Sometimes called the *faculty field liaison*, the *field liaison* is a faculty member who provides linkage between the university, the student, and the field agency. Field liaisons have primary responsibility for coordinating MSW students' assignments and activities during the field practicum. They are able to utilize their professional experiences in the field to assist students in integrating theory with practice, thereby enhancing agency-based instruction. They work in partnership with students and their agency-based field instructors to ensure that learning activities build on students' strengths and allow them to progressively develop the competencies of an advanced generalist social worker. Field liaisons monitor and evaluate students' performance in the field, engage in problem-solving should issues arise in the placement, and ultimately assign students' grades for the semester.

Field Agency

Agencies at which MSW field placements are performed are known as *field agencies* or *field placement agencies*. Field agencies are public, private nonprofit, or private for-profit organizations that meet the selection criteria described in the next section. Field agencies are carefully screened to ensure that they can provide a rich variety of learning experiences for MSW students completing foundation generalist or advanced generalist field education.

Field Instructor

The individual who provides supervision and instruction for a student's field placement is termed the *field instructor*. In most cases, the field instructor is an agency employee who works in the program or unit to which the student is assigned; however, the role is occasionally assumed by someone who may not be at the placement site (see discussion in the next section).

The responsibilities and duties of field instructors are varied and extensive. Field instructors meet with prospective students to discuss what a practicum at the agency would entail and to assess students' appropriateness for the setting; subsequently, they complete a post interview evaluation form that provides feedback for placement decisions. They orient students to the agency, acquainting students with the agency's policies, procedures, and service delivery strategies as well as with other relevant organizations in the agency's environment. They consult with students in the development of a learning contract; structure and supervise students' learning experiences; give feedback to students on their performance; and, ultimately, participate in the evaluation of students' field education learning. Field instructors engage in problem-solving with students and field liaisons if problems arise in the field setting and communicate with the MSW field coordinator regarding any agency changes that may impact the placement.

Of most importance, field instructors serve as professional role models. They reflect and model professional social work values, skills, and behavior. Students are keenly aware of how their field instructor interacts with clients, co-workers, and other community contacts. Field instructors can

help students to understand different communication styles and contexts, agency politics, and how to balance real life dynamics with text-book ideals

Task Supervisor

Occasionally, the professional at the field agency to whom a MSW student directly reports does not meet the requirements to be appointed as a field instructor. This individual, who provides a student's day-to-day supervision, is termed a *task supervisor*. The task supervisor does not replace the field instructor, but instead works with the field instructor and the field liaison to develop, implement, and monitor the student's learning tasks.

CRITERIA FOR AGENCY SELECTION

Field agencies provide students the opportunity to engage in supervised experiential learning – that is, to apply what they have learned in the classroom to actual situations faced by client systems of all sizes and to bring their practice experiences back to the classroom. The learning activities created in field agencies encourage students to deepen their understanding of the profession's values and ethics, commitment to populations at-risk and social and economic justice, and emphasis on issues of diversity and cultural competence. Students, in turn, provide field agencies the opportunity to bring new ideas and insights to service delivery.

Contact regarding a field internship can be initiated by the university or the agency. The affiliation process begins with a phone conversation between the agency and the MSW field coordinator to determine if the agency meets the criteria below. If appropriate as a field site, an agency application form is sent and a visit to the agency may be scheduled. The MSW field coordinator reviews the application; if approved, an Affiliation Agreement is signed by authorized representatives of the agency and the university. To become affiliated with the APSU-MSW Program, agencies must meet the following criteria:

1. An agency's philosophy of service should be compatible with the philosophy, values and ethics of the social work profession. The primary purpose of the organization (or program) must be to address human needs.
2. Services provided by the agency must be appropriate for graduate social work practice, the learning opportunities must be suitable to foundation generalist and/or advanced generalist practice, and there must be a sufficient caseload of clients (and work) for students to gain "hands on" experience. Placements must be in-person with clients or constituents to allow for direct practice experiences.
3. There must be appropriate supervision available. Thus, there should be at least one staff member with a MSW and 2 years' experience who can serve as the student's field instructor. Preference is for field instructors who are licensed for social work practice in Tennessee. (See below for exceptions to this requirement.)

4. Agencies must support the field education process by providing release time for field instructors to carry out their field instruction responsibilities and to attend field-related meetings.
5. Agencies must provide students with adequate work space and office supplies, access to a telephone, computer and other resources needed to carry out their learning tasks, and access to clients and agency records appropriate for the learning experience. When travel is required by the agency, students should have access to transportation and/or travel reimbursement as well as information regarding transportation policies and liability coverage.
6. Agencies must provide an agency orientation and review safety procedures and guidelines of the organization with the individual student at the start of the practicum.
7. Agencies should not engage in discriminatory practices in the hiring of personnel, the acceptance of students, or the provision of services to clientele.
8. Agencies must agree to participate in various processes of the field program, including field orientation, periodic field agency updates, and interviews with prospective field students, and communication with faculty serving as field liaisons as well as others representing the university.
9. Agencies must agree to abide by the policies and procedures of the university with which it is partnering.
10. Agencies must agree to inform the MSW field coordinator as soon as possible regarding staff or organizational changes that affect the field placement.
11. Agencies must be willing to work in partnership with the faculty serving as field liaisons, as well as others representing the university, to maximize the field education of social work students and, as necessary, to engage in creative problem-solving to resolve problems arising in the field placement.

There may be unique situations when agencies do not have a MSW available to provide direct field instruction, although the agency's philosophy is consistent with that of the social work profession, its services address human needs, it offers learning opportunities appropriate to the development of foundation generalist and/or advanced generalist knowledge and skills, and it has staff capable of offering day-to-day task supervision. In such instances, a qualified field instructor from another program within the agency or another agency may be assigned. In the event a qualified field instructor from within the agency or another agency is not available, a field instructor from the Department of Social Work may be assigned. The assigned field instructor will work collaboratively with the day-to-day task supervisor and the student to ensure the appropriateness of learning assignments, guide student activities, and evaluate student performance. The assigned field instructor will help the student integrate a social work perspective into the field learning experience.

CRITERIA FOR FIELD INSTRUCTOR SELECTION

Field instructors play one of the most critical roles in the educational process of MSW students. They engage in the dual role of agency practitioner and social work educator. Because the primary goal of field instruction is social work education, rather than agency service, the teaching role of the field instructor is critical. Conversely, the primary task of the field student is that of learning rather than serving agency personnel needs. In order to be approved as a field instructor, an agency employee should meet the following criteria:

1. A MSW degree from an accredited social work program
2. At least two years professional social work employment experience, including at least six months employment at the field agency.
3. Ability to supervise and instruct MSW students, including sensitivity to how differences in learning styles and diverse cultural backgrounds can impact students' learning and to give adequate time for supervision.
4. Acceptance of the APSU-MSW program's advanced generalist social work educational model.
5. Willingness to engage in problem-solving with students and field liaisons to address issues that arise during the field placement.
6. Commitment to work cooperatively with the MSW field coordinator and the field liaison to ensure a successful placement experience.
7. Demonstrated professional social work values, knowledge, skills and behaviors in relation to clients, agency co-workers, social work interns, and other community and professional constituencies.

Field instructors are expected to attend a field orientation as well as other training sessions that may be provided during the academic year. In addition, input and participation from field instructors is appreciated in order to continue to upgrade and enhance the field program, the MSW curriculum, and the entire APSU-MSW Program.

There is no monetary compensation for serving as a field instructor for the APSU-MSW Program. However, the social work department offers continuing education credit for participation in the field instructor training and may also provide access to other university resources.

ADMISSION OF MSW STUDENTS TO FIELD PRACTICUM

To be accepted for foundation field education (SW 6130/6140), MSW students must complete the four Fall Semester foundations courses: Practice I (SW

- 6000)
- HBSE (SW 6010)
- Research I (SW 6020)
- Social Welfare Policy and Services (SW 6030)

They also must achieve an overall GPA of 3.0 or higher in their social work courses. In addition, students must attend a general field introductory session, as well as any other required field education meetings; complete and submit all required paperwork in a timely fashion; and meet with the MSW field coordinator, as required. (See Policy #2.1)

- Advanced Practice with Individuals (SW 6200)
- Advanced Practice with Families (SW 6210) OR Advanced Group Practice (SW 6220)
- Advanced Macro Practice (SW 6230)
- Social Policy Analysis (SW 6240)

They also must achieve an overall GPA of 3.0 or higher in their social work courses. In addition, students must attend a general field introductory session as well as any other required field education meetings; complete and submit all required paperwork in a timely fashion; and meet with the MSW field coordinator, as required. (See Policy #2.1)

EMPLOYMENT BASED FIELD PRACTICUM

As discussed in more detail in Policy #2.6, MSW students who are working in social service agencies may be interested in doing a field practicum at their place of employment. An employment setting can offer a MSW student an attractive field education opportunity for a foundation and/or a concentration placement. However, because field education is focused on educating students for advanced generalist social work practice, the following criteria have been established to ensure that an employment-based field practicum provides appropriate learning opportunities:

1. The field practicum must be an entirely different experience than the one where the student is working or is employed.
2. Assignments developed for the practicum must be educationally focused and must be clearly delineated from work assignments.
3. The student's work supervisor should not serve as the field instructor.
4. The person supervising the student cannot be enrolled in the APSU-MSW Program.
5. The agency must meet the same criteria as other field practicum agencies, as specified in the Field Education Manual.

6. The person designated as the field instructor must meet the same criteria as other field instructors, as specified in the Field Education Manual.
7. The student must fill out the Field Education Application for an employment-based placement request.
8. The field coordinator may make an agency visit.

The MSW field coordinator will review a student's request and will work with the student to determine if the agency has appropriate learning tasks and supervision available. The MSW field coordinator also may contact the employing agency to discuss the requirements for a field education placement and work out the details for establishing a placement. The MSW field coordinator must approve an employment-based practicum request before a student can begin the field placement.

At times, students may wish to do both placements at their place of employment. A second, employment-based placement may be approved if the employing agency is large enough to be able to provide the student with a new learning experience that is distinct from what the student does for his or her employment and from what he or she did for the first field placement. The MSW field coordinator will make this determination after talking with the student and/or agency personnel.

EXPECTATIONS FOR FIELD PLACEMENT

Attendance

All MSW students must observe agency work hours and notify the field instructor of any unavoidable absences or lateness in advance if possible. Students must make up time for being late and/or absent. They are responsible for completing the required number of field hours.

Adherence to Agency and University Policies

Students are expected to comply with agency and university policies during their field placements. Students represent their practicum agencies, the APSU-MSW Program, and their home university in their contacts with clients, other agencies, and the general public. They therefore are expected to present themselves in a professional manner and to demonstrate behavior that is consistent with agency requirements, university standards, and the NASW Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>). (Policies #2.7 & 2.8)

Avoiding Conflicts of Interest

MSW students should take appropriate steps to avoid conflicts of interest that could arise in the selection of a field placement or during the course of a placement. MSW students should inform the MSW field coordinator of any actual or potential conflicts of interest that could influence the field placement selection process. Once in a placement, students should immediately inform the

field instructor when a real or potential conflict of interest arises and take action to resolve the matter expeditiously in a way that affords maximum protection to clients' interests. (Policy #2.2)

Confidentiality

MSW students are expected to maintain the confidentiality of information obtained during their practicum experiences and to behave in ways consistent with the NASW Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>) (Policy #2.3)

Liability Insurance

Although the risk is relatively small, the APSU-MSW Program requires that all students in placement obtain professional liability insurance. In some cases, agencies may be able to include students, especially students who are their employees, under the agencies' "blanket policy." However, the APSU-MSW Program is unable to cover the costs of students obtaining such coverage. Students are encouraged to check with their insurance providers as well as with NASW (<https://www.socialworkers.org/Membership/Membership-Benefits>) for information about the availability and costs of such coverage.

Students must submit documentation of the professional liability insurance acquired to the MSW field coordinator prior to registration for field courses. (Policy #2.4).

Transportation

The APSU-MSW Program is unable to cover students' placement-related transportation costs or provide vehicles for students' use. All costs incurred traveling to and from the field placement agency, including but not limited to gas, parking, and tolls, are the responsibility of the student. If an agency vehicle is not available, students may be asked to use their own vehicles for agency business, including client transport. In these situations, students should talk with their field instructors about agency policy and procedures for reimbursement of expenses. Students also need to talk with their field instructors and their insurance agents about the type of automobile insurance required. APSU MSW students may not transport agency clients in their own vehicle or in an agency vehicle. They may however accompany an agency employee who is transporting a client. (Policy #2.9)

THE FIELD EDUCATION PROCESS

Application and Selection

The following steps describe the sequence of events for placement in the field:

1. Eligible students attend a field orientation session conducted by the MSW field coordinator. This session is held in the fall semester preceding students' entry into field.
2. The MSW field coordinator meets individually with students to discuss field placement options.

3. Students complete and submit a Statement of Intent to Complete Field Practicum to the MSW field coordinator.
4. Students complete and submit a Field Application to the MSW field coordinator by the specified date; they also schedule an appointment with the MSW field coordinator.
5. The MSW field coordinator reviews the field applications for eligibility and completeness.
6. Students schedule and complete interviews with identified contacts at potential field agencies.
7. Students and field instructors submit a confirmation of interview form to the MSW field coordinator.
8. The MSW field coordinator confirms and finalizes assigned placements and notifies students and field agencies.
9. Students must submit to the MSW field coordinator documentation of liability insurance prior to registration for the field semester (Policy#2.4).

Again, it is students' responsibility to inform the MSW field coordinator of any actual or potential conflicts of interest that could influence the field placement selection process.

Developing the Learning Contract

One of a student's first activities after starting a field placement is to work on the development of his or her field learning contract. The student, with consultation from the field instructor, identifies learning tasks that, over the course of the placement, will allow her or him to achieve the educational competencies specified in the syllabus and the Field Education Learning Contract and Evaluation form. Nine (9) competencies and supportive behaviors have been established for foundation placements and nine (9) competencies and supportive behaviors have been established for concentration placements. Students, with input from their field instructors, are expected to articulate a minimum of one learning task for each of the identified behaviors. Reflecting the generalist and advanced generalist orientations of the two MSW placements, the learning tasks within the behaviors should be structured so as to provide students' learning opportunities with client systems of various sizes and diverse characteristics.

The Field Education Learning Contract and Evaluation form should be completed within the first three weeks of a student's field placement and submitted to the field liaison for review. The field liaison will contact the student and the field instructor if there are questions.

Ongoing Field Supervision

Meeting with the field instructor. MSW students are expected to meet regularly with their field instructors for supervision. Typically, these meetings occur weekly, at a prescheduled time, for about an hour. Informal conversations that occur during the normal course of work interactions supplement, but do not replace, these formally scheduled field

supervision meetings. The weekly meetings are educationally focused and are intended to foster students' field-based learning, integration of classroom and experiential learning, and professional development.

These regular meetings afford students (and field instructors) opportunities for reflection. They also allow students to receive ongoing feedback on their performance throughout the semester.

Field liaison contact. Students have regular contact with the faculty field liaison during their field placements. At least once during the semester, the field liaison visits the placement agency to meet with the student and the field instructor. Students also have regular, online contact with the liaison; each week, students are expected to electronically submit field journals to the faculty field liaison. In addition to ongoing placement monitoring, the field liaison is available to both the student and the field instructor to assist in addressing concerns that may arise in the placement.

Problem Solving

If difficulties arise in a field placement, the student and field instructor are expected to work together to try to resolve the issues. A student should make the field instructor aware of the problem (and vice versa) and explore ways to address the matter before involving others in the situation. At times, however, a resolution cannot be achieved by the student and his or her field instructor. In these instances, the field liaison should be contacted and asked to participate in the problem-solving process.

Evaluation

A formal evaluation is conducted at the end of a student's field placement. The educational competencies and behaviors with associated tasks established in the student's learning contract provide the criteria against which the student's progress is assessed. The Foundation and the Concentration Field Education Learning Contract and Evaluation forms provide space for recording competency-specific and general evaluative assessments.

The field practicum is graded on a "pass" or "fail" basis. The field instructor recommends a grade to the field liaison. However, it is the field liaison, as a faculty member, who is ultimately responsible for assigning the grade and submitting it to the university. (Policy #2.12).

In addition to the above evaluation of learning, the student is also asked at the end of the placement to provide feedback on his/her learning experience. The Student Evaluation of Internship form documents students' assessments of the field learning opportunities and the field instruction received at the placement site.

PLACEMENT CHANGE OR TERMINATION

Occasionally, difficulties arising in a field placement result in the need to change the agency placement. If the difficulty is sufficiently severe and cannot be resolved by the student, field

instructor, and field liaison through engaging in problem-solving, the field liaison will apprise the MSW field coordinator of the situation and the field coordinator will consider a change of placement. Additionally, per the educational agreement between the university and the agency, the agreement to have students placed at the agency is strictly voluntary and can be cancelled at any point. (Policy #2.10)

In addition, a student can be removed from his or her field placement due to unsatisfactory performance at the practicum. Reasons for termination include, for example, engaging in behavior that is unethical, illegal, or dangerous to clients or staff; breaching agency policy, refusing to be supervised, failure to maintain the agreed upon schedule, or being unable to fulfill agency assignments. A student who is terminated from his or her field placement will receive a grade of "Fail" for the field education credits in which he or she is registered and will be asked to leave the APSU-MSW Program. (Policy #2.11)

Appendix A

APSU MSW PROGRAM POLICIES

The following policies were adopted March 2021.

Policy #1.1 -- Credit for Life, Volunteer, or Employment Experience

Academic or field education credit shall not be granted by the Austin Peay State University Master of Social Work Program for life, volunteer, or employment experience.

Policy #1.2 -- Advanced Standing

Advanced Standing is defined as the awarding of academic credit toward a MSW degree for prior baccalaureate course and field work completed at an undergraduate social work program accredited by the Council on Social Work Education (CSWE).*

Persons who enter the Austin Peay State University Master of Social Work Program with a degree granted by a CSWE-accredited undergraduate social work program *and who have a cumulative social work GPA of 3.00, and who have graduated within the last seven (7) years are eligible for advanced standing. Individuals granted advanced standing upon admission to this program will be given credit for foundation courses and field work and will have the requirements for the MSW degree reduced by 30 credits; advanced standing students will complete this program's concentration curriculum only.

- * For the purposes of granting Advanced Standing credit under this paragraph, an accredited undergraduate social work program is one that is accredited by the Commission on Accreditation of the Council on Social Work Education as posted in the Council's Directory of Colleges and Universities with Accredited Social Work Degree Programs. International students who hold a baccalaureate degree in social work from a program that is not accredited by the Council on Social Work Education and who are interested in obtaining advanced standing credit must submit their transcript to the Council for a determination of equivalency.

Policy #1.3 -- Transfer Credit or Course Exemption in the MSW Program

Transfer Credit is defined as the awarding of academic credit toward a degree for postbaccalaureate course or field work completed at an accredited academic institution when such work meets the transfer credit requirements of the university as well as those of this MSW Program.

Exemption is defined as the waiving of a required academic course following: 1) an evaluation of the student's previous post-baccalaureate work that determines it to be essentially identical to the required course being waived and that meets the requirements of the university in this collaboration that is serving as the student's home campus as well as those of this MSW Program; or 2) demonstration by the student via examination of his or her mastery of a specific foundation content area for which such an examination is available. An exemption as defined herein does not reduce the number of credits required for graduation.

- A. Persons who have completed master's level work at a CSWE-accredited master of social work program* and who are admitted to the Austin Peay State University Master of Social Work Program for completion of the MSW degree may be eligible to receive transfer credits and/or course exemptions.

Any exemption granted will not reduce the number of credits the student needs in order to complete his or her MSW degree. The number of credits granted or reduced for a given course can neither exceed the number on the transcript from the school where they were earned nor the number earned in the corresponding course in this program. Regardless of the exemptions or transfer credits granted under this paragraph, the student will be required to complete before graduation all foundation and concentration requirements of this program's curriculum.

The specific transfer credits or exemptions granted will depend on the curriculum of the master of social work program the student attended, the courses the student completed, this program's MSW curriculum, and the requirements of the university in this collaboration that is serving as the student's home campus. This evaluation will be performed by the MSW Program Coordinator, or his or her designate, in collaboration with relevant graduate faculty from this program and representatives of the graduate division of the university in this collaboration that is serving as the student's home campus.

- * For the purposes of granting Transfer Credit or Exemption under this paragraph, an accredited master of social work program is one that is accredited by the Commission on Accreditation of the Council on Social Work Education as posted in the Council's Directory of Colleges and Universities with Accredited Social Work Degree Programs.

- B. Persons who have completed post-baccalaureate academic work at an accredited academic institution in some discipline or profession other than social work and who are admitted to the Austin Peay State University Master of Social Work Program may be entitled to transfer up to nine (9) credits of elective coursework. Coursework considered for transfer credits must meet the requirements for transfer credit of the university.

The number of credits granted for a given course can neither exceed the number on the transcript from the school where they were earned nor the number earned in the corresponding course at the university.

Exemption or transfer credit will not be granted for internship experiences completed during post-baccalaureate work in a discipline or profession other than social work.

- C. Persons whose undergraduate education has afforded them strong preparation in one or more of the subjects covered in this program's first semester foundation curriculum may be able to be exempt from the following courses upon successful passing of exam: SW 6010 HBSE; SW 6020 Research I and SW 6030 Social Policy. Exemption from MSW foundation courses will be determined via examination only. Any exemption granted, however, will not reduce the number of credits that students will need to complete their MSW degree. Only courses in which the student earned a passing grade at bachelor's level can be used to be considered for a waiver at graduate level.

Exemption credit will not be granted for internship experiences completed during baccalaureate work in a discipline or profession other than social work.

Policy #1.4 -- Enrollment Status

- A. Full-time students, who will complete the Austin Peay State University Master of Social Work Program in two (2) years, will need to enroll in 12-15 credits per semester.
- B. Part-time students, who will complete the Austin Peay State University Master of Social Work Program in four (4) years, will need to enroll in 6-8 credits per semester.
- C. A student wishing to change his or her enrollment status from full-time to part-time or from part-time to full-time should first discuss the matter with his or her academic advisor. The student must then submit to the MSW Program Coordinator a written request that indicates the rationale for the change of enrollment status. The written request must be submitted in advance of the student changing the number of credits for which he or she registers. The MSW Program Coordinator will review the request and will notify the student and the academic advisor of the decision.

A change of enrollment status does not increase the amount of time the student has to complete the MSW degree beyond four years from the date of the student's entry into the program (see Policy #1.5).

Policy #1.5 -- Statute of Limitation on Earning the MSW Degree

There is a four-year statute of limitation on the earning of the MSW degree, consistent with the Council on Social Work Education's Accreditation Standards. The four-year period is counted from the date of entry into the program for four full academic calendar years.

Under extenuating circumstances (listed below), an academic advisor can recommend an extension of time to the MSW Program Coordinator. If approved, the period of extension and the conditions for completing the program will be recorded in the student's folder, with a copy sent to the student. Extenuating circumstances include the following:

- extended illness of the student
- extended personal emergency
- mobilization into a US military unit
- death of a close family member

Policy #1.6 -- Leave of Absence/Stop Out

Under special circumstances, a MSW student may be granted a leave of absence from the program. A student wishing to take a leave of absence should refer to the university's Graduate Catalog for information on specific requirements and procedures. The time out of the program during an approved leave of absence/stop out will not count against the total time allowed to complete the MSW degree.

Policy #1.7 -- Readmission to the Austin Peay State University Master of Social Work Program following Probation, Suspension or Voluntary Leave of Absence

A person seeking to re-enter this program must re-apply to the College of Graduate Studies first, be readmitted by the College of Graduate Studies, then submit a letter to the MSW Program Coordinator. The letter to the MSW Program should discuss why the individual wishes to return to the MSW Program and the plans he or she has to ensure that he or she will now be able to participate fully and meet the program's course and field education requirements. The letter will be reviewed by the MSW Program Coordinator and the graduate faculty in the program. Their recommendation will be forwarded to the College of Graduate Studies.

Policy #1.8 – Advisement

Each MSW student will be assigned to a graduate faculty member who will serve as his or her advisor. The purposes of advisement are to:

- Provide guidance on academic matters
- Assist with problem solving
- Offer consultation on professional development and social work career opportunities

Students are expected to meet with their faculty advisors on a regular basis, at minimum once a semester.

Policy #1.9 -- MSW Graduation Requirements

To qualify for graduation, MSW students must complete all of this program's course and field education requirements and have a cumulative GPA of 3.00 or higher.

APPENDIX B

APSU MSW Field Policies

Policy #2.1: Requirements for Admission to MSW Field

To be accepted for foundation field education (SW 6130/6140), MSW students must complete Practice I (SW 6000), HBSE (SW 6010), Research I (SW 6020), and Social Welfare Policy and Services (SW 6030) and achieve an overall GPA of 3.0 or higher in their MSW courses. In addition, students are required to attend a general field introductory session as well as other field education meetings. Student must schedule an individual appointment with the Field Coordinator prior to field placement application materials being submitted for pre-approval. Student will be responsible for contacting the potential practicum agency and meeting with the field instructor to finalize the placement. Written confirmation of the placement must be received by the Social Work office prior to the end of the fall semester.

To be accepted for the advanced generalist concentration field experience (SW 6310/6320), MSW students must complete Advanced Practice with Individuals (SW 6200), Advanced Practice with Families (SW 6210) OR Advanced Group Practice (SW 6220), Advanced Macro Practice (SW 6230), and Social Policy Analysis (SW 6240) and have a cumulative GPA of 3.0 or higher. Students must enroll concurrently in Empirical Social Work Practice (SW 6300) during the spring semester in which they do their concentration field placement. Students are responsible for ensuring that request for placement forms, interviews with the Field Coordinator and with the potential field instructor, and written confirmation of the placement are completed by the deadlines set by the Department of Social Work.

All students, including advanced standing students MUST attend the Field Orientation held in each Fall Semester.

Policy #2.2: Conflicts of Interest

Field students should be alert to and avoid conflicts of interest that interfere with professional discretion and impartial judgment. During the field placement planning process, MSW students should let the Field Coordinator know about any agencies with which there may be a conflict of interest because:

- students and/or their family members are currently receiving or have recently finished receiving agency services.
- a family member is currently employed by the agency or has recently left a position with the agency.

Once in the field education placement, MSW students should follow the required steps to avoid conflicts of interest:

- inform the field instructor when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the client's interests primary and protects client's interests to the greatest extent, refrain from taking unfair advantage of any professional relationship or exploiting others to further personal, political, religious, or business interests.
- refrain from engaging in dual or multiple relationships with clients or former clients in which there is a risk of potential harm or exploitation to the client. Dual or multiple relationships occur when MSW students relate to clients in more than one relationship, whether professional, social, or business.
- when providing services to two or more individuals who have a relationship with each other (i.e., couples, family members), MSW students should clarify with all parties which individuals are considered clients and professional obligations to all individuals who are receiving services.

Policy #2.3: Confidentiality

MSW students are expected to demonstrate professional behavior that is consistent with the ethical standards identified in the NASW Code of Ethics. As part of this, students are expected to maintain the confidentiality of information during their practicum experiences. They should avoid discussing the particulars of cases with friends, family members, and others not directly involved in the cases. Students should never disclose client names to others or use actual client names in their process recordings, journals, course notebooks, papers, etc.

Policy #2.4: Professional Liability Insurance

While the risk is relatively small, the student and the agency should recognize the possibility of lawsuit in a case where a student is involved, even though the suit may not involve the student directly. The APSU MSW Program requires malpractice insurance for all MSW students in practicum. The APSU MSW Program is unable to cover the costs for such liability insurance for MSW students.

In some cases, agencies may be able to include students (who are their employees) under their "blanket policy." Alternatively, students can check with their insurance providers to see if they have a rider to cover such liability insurance. NASW provides such insurance for a nominal fee to its members. Information on NASW membership and insurance is available at:

<https://www.socialworkers.org/Membership/Membership-Benefits>

Prior to registration for field courses, students must submit documentation of liability insurance to the MSW Field Coordinator.

Policy #2.5: Practicum Hours and Attendance

The foundation practicum (SW 6130/6140) involves a total of 400 hours, or 6 credits. MSW students can enter their foundation practicum only in the spring semester. Students have the option of registering for all 6 credits and completing all 400 hours in a single spring semester OR registering for 3 credits and completing 200 hours in the spring semester and finishing the remaining 3 credits/200 hours in the summer semester. Students who register for all 6 credits of foundation field education in the spring semester must complete approximately 28 hours of practicum per week over the course of the semester, excluding the period for spring break. Those who register for 3 credits of foundation field education in the spring and 3 credits in the summer must complete approximately 15 hours of practicum per week, excluding the spring break period and the time between semesters.

The advanced generalist concentration practicum (SW 6310/6320) involves a total of 500 hours, or 8 credits. MSW students can enter their concentration practicum only in the spring semester. Students have the option of registering for all 8 credits and completing all 500 hours in a single spring semester OR registering for 4 credits and completing 250 hours in the spring semester and finishing the remaining 4 credits/250 hours in the summer semester. Students who register for all 8 credits of concentration field education in the spring semester must complete approximately 34 hours of practicum per week over the course of the semester, excluding the period for spring break. Those who register for 4 credits of concentration field education in the spring and 4 credits in the summer must complete approximately 19 hours of practicum per week, excluding the spring break period and the time between semesters.

All students must observe agency work hours and notify the field instructor of any unavoidable absences or lateness in advance if possible. Students must make up time for being late and/or absent. Students are entitled to hazardous weather closings and to holidays that are observed by the field agency. Students are not expected to report to their field agency on holidays observed by the university, should these differ from the holidays observed by the field agency. However, students must discuss this with their field instructors prior to the absence; the field instructors may request that the students come to the agency that day.

If approved by their field instructors, students may continue in their practicum during spring break as well as during the period between spring and summer semesters. They may complete no more than their usual number of hours per week during these periods. A schedule must be submitted to the faculty liaison at least two weeks prior to the break.

Students are responsible for completing the required number of field hours and for maintaining a timesheet to document the completion of their field hours. Although students sometimes will want to complete more than the required number of hours per week in order to reduce the number of weeks in which they are at their practicum setting, they should be aware that they have made a commitment to the agency and are expected to extend their practicum throughout the semester in which they are enrolled. Therefore, students should not expect to complete their practicum prior to the final week of classes.

Policy #2.6: Employment-Based Practicum

Students who are working in a social service agency or whose employment with a social service agency will begin at least 30 days prior to the start of their field placement can request a field practicum at their place of employment. The employing agency must be agreeable to serving as the employee's field practicum site and willing to create learning experiences, provide field instruction, and comply with other field education requirements. The practicum assignment must be clearly educational, should afford the student learning experiences that contribute to his or her development as an advanced generalist social worker, and do not replicate current or past work assignments. The use of settings where the student is already an employee as a field practicum site may be permitted if the following conditions are met:

- The field practicum must be an entirely different experience than the one where the student is working or is employed.
- Assignments developed for the practicum must be educationally focused and must be clearly delineated from work assignments.
- The student's work supervisor should not serve as the field instructor.
- The person supervising the student cannot be enrolled in the Austin Peay State University Master of Social Work Program.
- The agency must meet the same criteria as other field practicum agencies, as specified in the *MSW Field Education Manual*.
- The person designated as the field instructor must meet the same criteria as other field instructors, as specified in the *MSW Field Education Manual*.
- The student must complete the Work-Based Field Education Application for an employment-based placement request.
- The Field Coordinator may make an agency visit.

Policy #2.7: Compliance with Field Agency Policies and Procedures

MSW students are expected to follow agency policies and procedures and abide by the rules and regulations of the agency while in their field placements. They are responsible for fulfilling

the practicum agencies' requirements for background checks, health screenings, finger printing, and the like. Students represent their practicum agencies in their contacts with clients, other agencies and organizations, and the general public. They, therefore, are expected to present themselves in a professional manner and to demonstrate behavior that is consistent both with agency requirements and with the NASW Code of Ethics.

Policy #2.8: Compliance with University Policies and Procedures

During their field education experiences MSW students are expected to follow the policies and procedures of their home university and the APSU MSW Program. These include, but are not limited to, university policies concerning non-discrimination, academic integrity, and harassment. Students are not only representing their practicum agencies, but also their university and the APSU MSW Program in their contacts with clients, other agencies and organizations, and the general public. They therefore are expected to present themselves in a professional manner and to demonstrate behavior that is consistent with university policies and codes of conduct.

Policy #2.9: Transportation

All costs incurred travelling to and from the field placement agency, including but not limited to gas, parking, and tolls, are the responsibility of the student.

In some cases, students may be required to use their own vehicles to perform activities associated with the field placement, such as making home visits or attending case conferences at other agencies. Students who use their own vehicles for agency business should talk with their field instructors about agency policy and procedures for reimbursement of expenses incurred. It is the students' responsibility to submit documentation required for reimbursement to the agency. Students also should discuss potential liability issues with their field instructors as well as with their insurance agents and make sure that they have adequate automobile insurance coverage.

Students at times may be asked to transport clients in their own cars as part of their placement duties. Austin Peay MSW students **MAY NOT TRANSPORT CLIENTS IN THEIR PERSONAL AUTOMOBILES, NOR CAN THEY DRIVE AGENCY AUTOMOBILES TO TRANSPORT CLIENTS.** APSU MSW students can ride with agency employees and clients if the agency employee is driving the automobile.

Policy #2.10: Change of Placement

Each student is expected to complete the field practicum course at the agency where she or he is initially placed. If a student is experiencing difficulties in field, the first course of action is to

attempt to address and resolve issues directly with the Field Instructors, onsite supervisor (if applicable) and in consultation with the Faculty Liaison and/or Field Coordinator. If the student's dissatisfaction is a result of circumstances at the field practicum site which are not resolvable and are not a result of inappropriate behaviors or lack of skills on the part of the student, a written request to change field practicum site can be submitted to the Field Coordinator for review by the Field Coordinator and MSW Program Coordinator.

Change requests are only granted in rare circumstances. Examples of some circumstances that would be valid reasons for possible change of field practicum sites would include:

- Field Instructor unavailability due to increased work load or change of positions;
- Field Instructor's inability to provide appropriate supervision;
- Lack of opportunities to complete the requirements of the field practicum as outlined in the practicum learning plan;
- Serious interpersonal conflicts with field agency; and/ or conflicts with the Field Instructor that has not been able to be successfully resolved despite sincere efforts of the student, Field Instructor, Faculty Liaison, and Field Coordinator.
- The Field Coordinator, in consultation with the Field Committee, will consider whether the student should be:
 - Placed at an alternate site and complete the field practicum hours;
 - Placed at an alternate site and complete additional practicum hours; or
 - Remain at the current field practicum site.
- The Field Coordinator will inform the student in writing of the committee's decision no later than seven days after the Field Committee meets.

Additionally, per the educational agreement between the university and the agencies, the agreement to have students placed at the agency is strictly voluntary and can be cancelled at any point.

Policy #2.11 Removal of a Student from Field Practicum and/or Termination by Field Instructor

Field education is considered an essential component of a MSW student's academic preparation for professional social work practice. Therefore, what happens at a student's practicum is considered to be an academic matter and, as such, comes within the purview of not only the field education policies, but also those of the APSU MSW Program, the College of Graduate Studies, and the University.

A student may be removed from his or her field placement due to unsatisfactory performance at the practicum.

Reasons for termination from field include, but are not limited to:

- Ethical violations, including:

- ✦ engaging in intimate (sexual/romantic) relationships with a client or a client's family member;
 - ✦ falsifying agency or university documentation;
 - ✦ breaching client confidentiality;
 - ✦ initiating a physical confrontation with a client, client's family member, Field Instructor, agency staff, or faculty member;
 - ✦ exhibiting impaired functioning due to the use of alcohol or other substances during practicum hours; and/or
 - ✦ acting in a discriminatory manner toward a client, co-worker, fellow student, Field Instructor, or faculty member.
- Evidence of alcohol or other illegal drugs while at the practicum site
 - A serious breach of the agency's policy
 - Chronic tardiness;
 - Absences from field practicum without notifying the Field Instructor;
 - Chronic tardiness in completion of agency paper work;
 - Missing appointments with clients or Field Instructor without appropriate notification;
 - Exploiting the agency by misuse of agency supplies or resources;
 - Dressing in an inappropriate, unprofessional manner;
 - Acting unprofessionally while at the agency, such as inappropriate displays of emotions or displays of immature behavior.
 - An inability to carry out assignments in the practicum
 - A hostile or resistant attitude toward learning or supervision

A Field Instructor has the authority to terminate a student's placement at the agency if the Field Instructor is unable to continue as Field Instructor, or if the student's performance or behavior is unacceptable. The Field Instructor will communicate concerns to the student immediately upon observation or knowledge of the problem, discuss interventions to ameliorate the deficit during weekly supervision, and inform the Faculty Liaison immediately that the problem exists. The Faculty Liaison immediately informs the Field Coordinator.

In the event that the field practicum is terminated by the Field Instructor for behaviors or a lack of skills on the student's part, the Field Committee will consider whether the student should:

- Be placed at an alternate site and complete the remaining field practicum hours;
- Be placed at an alternate site and complete additional field practicum hours;
- Withdraw from the field practicum course and re-apply for another semester;
- Take additional social work classes prior to re-enrollment in the field practicum; OR
- Be terminated from the field practicum course and receive a grade of "F" for the course.

A student who is terminated from his or her field placement for cause will receive a grade of "Fail" for the field education credits in which he or she is enrolled and may be asked to leave the MSW Program.

Policy #2.12: Field Education Grading

A formal evaluation is conducted at the end of a student's field placement. The educational objectives and tasks established in the Field Education Learning Contract and Evaluation form provide the criteria against which the student's progress can be assessed. The field instructor and student should independently evaluate the student's performance and then should discuss their assessments with each other, identifying areas of commonality as well as difference. In this way the evaluation itself can be part of the student's learning.

The field practicum is graded on "Pass" or "Fail" basis. The field instructor recommends a grade to the field liaison. However, it is the field liaison, as a faculty member, who ultimately is responsible for assigning the grade and submitting it to the university.

The option of repeating a course in which a failing grade is received does not extend to field education (SW 6130/6140 and SW 6310/6320). Therefore, if a student receives a grade of "Fail" for the field practicum, he or she will be asked to leave the MSW program. The student has the right to appeal the grade of "Fail"; the procedures a student must use to appeal a grade are described in the *Graduate Catalog/Graduate Bulletin* of the student's home campus.

The grade of "I" (Incomplete) may be given if the student has not completed the required number of field hours or assignments. The grade of "I" (Incomplete) is a temporary grade indicating that the student has performed satisfactorily in the field placement but was unable to complete all practicum hours or assignments due to unforeseen circumstances. The field liaison, the field instructor, and the student jointly decide on the terms for the removal of the incomplete. If the grade of "I" (Incomplete) is not removed within the following semester, the grade will be changed from an "I" to an "F" (Fail) grade and, as described above, the student will be asked to leave the APSU MSW program.

On occasion, when a student is struggling with professional behaviors in field practicum, the field instructor, liaison and/or student can notify the field coordinator and a meeting can be held to prevent the student from being prematurely terminated from the agency. At the meeting a Performance Improvement Plan (PIP) can be initiated by the field coordinator with specific goals and behaviors that the student must work towards improving in order to pass the course. If the student fails to show improvement the student may be terminated from the practicum site at a later date and possibly counseled out from the APSU MSW program.

APPENDIX C

FIELD FORMS and INSTRUCTIONS

APPLICATION FOR AUSTIN PEAY STATE UNIVERSITY MASTER OF SOCIAL WORK (APSU-MSW)

PROGRAM FIELD PLACEMENT

This application is for those students who are considering enrollment in their Foundation Field Education experience (SW 6130/6140) or Concentration Field Education experience (SW 6310/6320).

- *Foundation Field Education* involves a total of 400 hours, or 6 credits. Students have the option of registering for all 6 credits and completing all 400 hours in a single Spring Semester OR registering for 3 credits and completing 200 hours in the Spring semester and finishing the remaining 3 credits/200 hours in the Summer semester.
- To be accepted for the Foundation field placement, students must provide documentation of having completed Practice I (SW 6000), HBSE (SW 6010), Research I (SW 6020), and Social Welfare Policy and Services (SW6030) and of having achieved an overall GPA of 3.0 or higher in their MSW courses.
- *Concentration Field Education* involves a total of 500 hours, or 8 credits. Students have the option of registering for all 8 credits and completing all 500 hours in a single Spring Semester OR registering for 4 credits and completing 250 hours in the Spring Semester and finishing the remaining 4 credits/250 hours in the Summer Semester. Students must enroll in SW6300 Empirical Social Work Practice during the Spring Semester while they are in their concentration field placement.
- To be accepted for the Concentration field placement, students must provide documentation of having completed Advanced Practice with Individuals (SW 6200), Advanced Practice with Families (SW 6210) OR Advanced Group Practice (SW 6220), Advanced Macro Practice (SW 6230), and Social Policy Analysis (SW 6240) and of having achieved an overall GPA of 3.0 or higher in their MSW courses.

Procedure: You are required to attend a field education orientation session as well as all other field education meetings. Failure to participate in these required sessions may result in a delay in the admission to Field process.

You must complete the Statement of Intent to Complete Field Practicum.

You must complete the Application for Field Education form and attach: a) 1 copy of your resume; and b) a current unofficial transcript. Submit the Application for Field Education with both attachments to the Field Coordinator.

There will be a 60 minute general orientation session for all students who intend to begin field education in the Spring Semester. At the end of the orientation session you will schedule an individual appointment with the Field Coordinator. You must submit your Statement of Intent prior to, or during, your meeting with the Field Coordinator.

You are responsible for contacting the agency and meeting with the supervisor to finalize the placement. Written confirmation of the placement must be received by the Social Work office prior to the end of the fall semester by the assigned dates.

Please be aware that some agencies require a background check, a health screening, or proof of insurance be completed before a placement can begin. If the agency where you will be doing your practicum placement has any of these requirements, it is your responsibility to make the arrangements necessary and to pay for any associated costs.

Changing field placement: Once a field placement has been confirmed, documentation of extenuating circumstances must be submitted in order to be considered for a change of placement.

**Austin Peay MSW Social Work Program Statement of Intent
to Complete Field Practicum**

Student ID: _____

Name: _____

Phone Number: _____

Email: _____

I affirm my intent to complete the following field practicum in the Spring semester:

- Foundation (400 hours)
- Concentration (500 hours)

I understand acceptance to the field practicum requires successful completion of the prerequisite courses. Check the courses you have completed, or are currently enrolled:

Foundation Practicum: SW 6000 SW 6010 SW 6020 SW6030

Concentration Practicum: SW 6200 SW 6210 OR SW 6220 SW 6230 6240

Placement Plan: Please identify the agency(ies) you are planning to contact for your practicum

Agency/Address: _____

Agency/Address: _____

Agency/Address: _____

Agency/Address: _____

I understand that upon completion of interviews for field practicum I must submit a completed application for field, a confirmation of field placement signed by the field instructor, and a certificate of liability insurance before I can register for field courses.

Student

Date

Austin Peay State University Master of Social Work Program

Practicum Application

This completed application requires:

- This completed application
- One copy of your current resume Application

is for:

- Foundation
 - Full-time (spring only)
 - Part-time (spring and summer term)
- Concentration Full-time (spring only)
 - Part-time (spring and summer term)

Student ID: _____

Name: _____

Phone Number: _____

Email: _____

Placement Plan: Please identify the agency where you are planning to complete your practicum

Name of Agency: _____

Agency Address: _____

Agency Field Instructor (must have MSW): _____

Phone and Email: _____

Is this placement your *current* employer? ____ Yes ____ No

If yes, attach the work-based practicum application.

Provide a brief description of your planned schedule, including the days and hours you will report to the practicum placement:

Confirmation of Agency Placement

The Austin Peay State University Master of Social Work program and the Field Agency below jointly agree to a student practicum placement for the purpose of providing graduate social work field education.

Student Name: _____

Student email: _____

Agency: _____

Supervisor: _____

Address: _____

City: _____

Supervisors Phone: _____

Supervisors Email: _____

I certify that I have met with the above-named student and we have agreed to provide the student a field placement for the identified semester.

Signature of Agency Field Instructor (supervisor): _____

Date: _____

Signature of Student: _____

Date: _____

Confidentiality Statement

To be completed by student

I have read the Confidentiality policy in the APSU-MSW Program Field Education Manual and agree to abide by that policy. I have also read the NASW Code of Ethics and agree to uphold the ethical guidelines for social work practice. I will respect the privacy of clients and, as consistent with agency policy, hold in confidence information obtained in the course of my field placement. I will hold in confidence any proprietary information about the agency shared with me during the field placement. I will not disclose data that can be linked to individual clients or staff members when using information from the field experience in my coursework.

Student Name (Print): _____

Student Signature: _____ Date _____

Austin Peay State University Master of Social Work (APSU-MSW) Program

Generalist Foundation Field Education Learning Contract & Evaluation

Student: _____

Semester: _____

Field Instructor: _____

Faculty Liaison: _____

Agency: _____

Address: _____

Phone and Email of Agency Field Instructor: _____

This document will serve as the Educational Contract and the Evaluation for the APSU-MSW students who are enrolled in the foundation practicum. The competencies shown are the competencies that are to be met by all students completing the MSW generalist foundation curriculum. The students, working with the Field Instructor, will complete the educational contract by listing learning tasks for each competency and behavior to be accomplished by the student at the practicum site during the placement. The particular tasks identified are dependent on the setting and the population. The Faculty Field Liaison must approve the educational contract.

The Field Instructor should ensure that the tasks on the educational contract are appropriate for foundation level MSW students working under supervision. The educational contract can be modified based on the student's mastery of the learning tasks, with new tasks being added. Evaluations of student activity is based on competency development. Please inform the Faculty Field Liaison of modifications made to the educational contract.

The Field Instructor will evaluate the student at mid-term and at the end of the semester using the following scale:

5 = Professional level of activity equivalent to employee

2 = Beginning level activity only

4 = Competent level activity, with indirect supervision

1 = Attempted but failed to engage in this task

3 = Meets expectations, with direct supervision

N/A- list task deferred at this time (only use at mid-term)

Competency	Behavior	Mid-Term Rating	Final Rating
1). Demonstrate ethical and professional behavior	a). Make ethical decisions by applying the NASW 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.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	b). Use reflection and self-regulation to manage personal values and maintain professional demeanor in behavior, appearance, oral, written & electronic communication		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	c). Demonstrate professional demeanor in behavior, appearance, oral, written & electronic communication		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	d). Use technology ethically and appropriately to facilitate practice outcomes		
Developmental Task:			
Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____			
e) Use supervision and consultation to guide professional judgment and behavior			
Developmental Task:			

	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	Competency Overall Score		
Competency	Behavior	Mid-Term Rating	Final Rating
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		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	b). Present themselves as learners and engage client & constituencies as experts of their own experiences		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	c). Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies		
Developmental Task:			
Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____			
	Competency Overall Score		

Competency	Behavior	Mid-term Rating	Final Rating
3). Advance human rights and social, economic, and environmental justice	a) Apply understanding of social, economic, & environmental justice to advocate for human rights at the individual and systems levels		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	b). Engage in practice that advance social, economic and environmental justice.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	Competency Overall Score		

Competency	Behavior	Mid-term Rating	Final Rating
4). Engage in practice-informed research and research-informed practice	a). Use practice experience and theory to inform scientific inquiry and research		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	b) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
c). Use and translate research evidence to inform and improve practice, policy and service delivery			
Developmental Task:			
Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____			
	Competency Overall Score		

Competency	Behavior	Mid-term Rating	Final Rating	
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			
	Developmental Task:			
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____			
		b). Assess how social welfare and economic policies impact the delivery of and access to social services		
		Developmental Task:		
		Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	c). Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			
	Developmental Task:			
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____			
	Competency Overall Score			

Competency	Behavior	Mid-term Rating	Final Rating
6). Engage with individuals, families, groups, organizations, and communities	a). Apply knowledge of human behavior and the social environment, person-in environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	b). Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
Competency Overall Score			

Competency	Behavior	Mid-term Rating	Final Rating
7). Assess individuals, families, groups, organizations and communities	a). Collect and organize data, and apply critical thinking to interpret information from clients and constituencies		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	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		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	c). Develop mutually agreed on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	d). Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	e). Facilitate effective transitions and endings that advance mutually agreed-on goals		
	Developmental Task:		

	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
Competency	Behavior	Mid-term Rating	Final Rating
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		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	b). Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	c). Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	d). Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies		
Developmental Task:			
Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____			
e). Facilitate effective transitions and endings that advance mutually agreed-on goals			
Developmental Task:			

	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	Competency Overall Score		
Competency	Behavior	Mid-term Rating	Final Rating
9). Evaluate practice with individuals, families, groups, organizations and communities	a) Select and use appropriate methods for the evaluation of outcomes		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	b). Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	c). Critically analyze, monitor and evaluate intervention and program processes and outcomes		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	d). Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
Competency Overall Score			

Final Overall Assessment

Please evaluate the student by choosing the one response that clearly reflects your assessment of their performance. Also attach any additional written comments.

- 5. Strongly Agree
- 4. Agree
- 3. Disagree
- 2. Strongly Disagree
- 1. Did not have enough time to adequately assess the student

- 1. This student exhibited an eagerness to learn new things and accept responsibility
- 2. This student is well organized
- 3. This student was ready for the field experience
- 4. This student is prepared to perform as an entry-level social worker
- 5. If given the opportunity, I would recommend this student for employment in this agency
- 6. If given the opportunity, I would recommend this student for employment in the field of social services

Written comments on overall performance of the student:

Signature Page

Educational Contract Tasks completed and Approved

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Faculty Liaison: _____

Date: _____

Mid-Term Evaluation Completed and Approved

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Faculty Liaison: _____

Date: _____

Final Evaluation Completed and Approved

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Faculty Liaison: _____

Date: _____

Semester Approval

Field Coordinator: _____

Date: _____

MSW Program Coordinator: _____

Date: _____

Austin Peay State University Master of Social Work (APSU-MSW) Program

Advanced Generalist Concentration Field Education Learning Contract & Evaluation

Student: _____

Semester: _____

Field Instructor: _____

Faculty Liaison: _____

Agency: _____

Address: _____

Phone and Email of Agency Field Instructor: _____

This document will serve as the Educational Contract and the Evaluation for the APSU-MSW students who are enrolled in the concentration practicum. The competencies shown are the competencies that are to be met by all students completing the MSW advanced generalist concentration curriculum. The students, working with the Field Instructor, will complete the educational contract by listing learning tasks for each competency and behavior to be accomplished by the student at the practicum site during the placement. The particular tasks identified are dependent on the setting and the population. The Faculty Field Liaison must approve the educational contract.

The Field Instructor should ensure that the tasks on the educational contract are appropriate for concentration-level MSW students working under supervision. The educational contract can be modified based on the student's mastery of the learning tasks, with new tasks being added. Evaluations of student activity is based on competency development. Please inform the Faculty Field Liaison of modifications made to the educational contract.

The Field Instructor will evaluate the student at mid-term and at the end of the semester using the following scale:

5 = Professional level of activity equivalent to employee

1 = Attempted but failed to engage in this task

4 = Competent level activity, with indirect supervision

N/A = list task deferred at this time (only use at mid-term)

3 = Meets expectations, with direct supervision

2 = Beginning level activity only

Competency	Behavior	Mid-Term Rating	Final Rating
1). Demonstrate ethical and professional behavior	a) Identify as a social work professional in collaborative practice context and across inter-disciplinary settings.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	b). Understands and identified professional strengths, limitation, and challenges and develops a strategy for professional development		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	c). Effectively uses reflection, self-correction, supervision, and consultation to evaluate and enhance professional practice in complex practice settings.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	d). Apply ethical decision-making skills to issues specific to advanced generalist practice across multiple systems and practice contexts. Application of ethical decision-making tools to multiple practice contexts and systems.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		

	Competency Overall Score			
Competency	Behavior	Mid-Term Rating	Final Rating	
2). Engage diversity and difference in practice	a). Apply and communicate diversity and difference in advanced generalist practice including issues of micro aggression, intersectionality of theories, and application of evidence to inform understanding of diversity and difference.			
	Developmental Task:			
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____			
		b). Engage with, and ensure participation of, diverse and marginalized clients and constituencies in complete systems include micro, mezzo, and macro contexts, as well as global and environmental contexts.		
		Developmental Task:		
		Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
		c). Articulate and apply multiple theoretical concepts to identify and use practitioner/client/constituent differences from a strengths perspective in communication with others on issues affected by diversity and difference.		
		Developmental Task:		
		Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
		Competency Overall Score		

Competency	Behavior	Mid-term Rating	Final Rating
3). Advance human rights and social, economic, and environmental justice	a) Use knowledge to inform reflection and reasoning and to frame observations and built knowledge of the effects of oppression, discrimination, and historical trauma to guide planning and interventions with clients and constituencies.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
		b). Select and apply models and interventions in practices that advance social, economic, and environmental justice in advanced generalist practice.	
Developmental Task:			
Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____			
	Competency Overall Score		

Competency	Behavior	Mid-term Rating	Final Rating		
4). Engage in practice-informed research and research-informed practice	a). Apply different types of research methods to examine and evaluate advanced generalist practice effectiveness and outcomes.				
	Developmental Task:				
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____				
		b) Participate in social work and interdisciplinary research to generate new knowledge to improve advanced generalist practice in multiple contexts.			
		Developmental Task:			
		Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____			
			c). Use peer-reviewed literature from social work and related fields to inform interventions and formalize strategies for advanced generalist practice.		
			Developmental Task:		
			Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
			Competency Overall Score		

Competency	Behavior	Mid-term Rating	Final Rating	
5). Engage in policy practice	a). Develop a plan to advocate to stakeholders the implications of policies and proposed change as they affect clients and constituents of advanced generalist practice.			
	Developmental Task:			
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____			
		b). Analyze policy proposals, action arenas, and implementation as it applies to the macro community, environmental justice, and human rights.		
		Developmental Task:		
		Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
		c). Provide leadership in organizations and communities for effective, ethical policy interventions that improve the well-being of individuals, families, groups, organizations, and communities.		
		Developmental Task:		
		Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	Competency Overall Score			

Competency	Behavior	Mid-term Rating	Final Rating
6). Engage with individuals, families, groups, organizations, and communities	a). Develop a culturally responsive relationship while engaging clients and constituents using evidence informed practice approaches.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	b). Demonstrate advanced practice engagement demonstrating multiple skills which are intentionally selected among various alternatives informed by an awareness of social and environmental justice		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	Competency Overall Score		

Competency	Behavior	Mid-term Rating	Final Rating
7). Assess individuals, families, groups, organizations and communities	a). Identify multi-model theoretical frameworks to inform practice approaches and techniques for assessment and planning in advanced practice with individuals, families, groups, organizations, and communities.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	b). Establish a relationally based process that encourages clients and constituents to be equal participants in the establishment of goals and objectives and select evidence-based interventions with clients and constituents.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	c). Conduct and process advanced generalist practice assessment with an increased awareness of culture, context, social justice, environmental justice, diversity, and public service to clients and constituents		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	d). Select appropriate intervention strategies based on continuous assessment of clients and constituents by using a variety of approaches to understand complex practice situations.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
Competency Overall Score			

Competency	Behavior	Mid-term Rating	Final Rating		
8). Intervene with individuals, families, groups, organizations, and communities	a). Critically evaluate, select, and apply best practices and evidence-based interventions applying multidimensional problem-solving approaches				
	Developmental Task:				
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____				
		b). Modify appropriate intervention strategies based on continuous assessment of clients and constituents utilizing evidence-informed practice drawn from the best available research evidence and practitioner knowledge and experience from social work and other helping professionals.			
		Developmental Task:			
		Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____			
			c). Collaborate with other professionals to coordinate interventions which enable optimal outcomes and advanced problem solving while being aware of competing values and conflicting ethical principles.		
			Developmental Task:		
			Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
		Competency Overall Score			

Competency	Behavior	Mid-term Rating	Final Rating
9). Evaluate practice with individuals, families, groups, organizations and communities	a) Evaluate the process and outcome for clients and constituents to develop best practice interventions by examining the fit between theoretical models, methods and their effectiveness to produce desired change.		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
	b). Contribute to the theoretical knowledge based of the social work profession through practice- based research		
	Developmental Task:		
	Evaluation method. Please check all that apply: <input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Colleagues <input type="checkbox"/> Completion of Objective <input type="checkbox"/> Other: _____		
Competency Overall Score			

Final Overall Assessment

Please evaluate the student by choosing the one response that clearly reflects your assessment of their performance. Also attach any additional written comments.

- 5. Strongly Agree
- 4. Agree
- 3. Disagree
- 2. Strongly Disagree
- 1. Did not have enough time to adequately assess the student

- 1. This student exhibited an eagerness to learn new things and accept responsibility
- 2. This student is well organized
- 3. This student was ready for the field experience
- 4. This student is prepared to perform as an entry-level social worker
- 5. If given the opportunity, I would recommend this student for employment in this agency
- 6. If given the opportunity, I would recommend this student for employment in the field of social services

Written comments on overall performance of the student:

Signature Page

Educational Contract Tasks completed and Approved

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Faculty Liaison: _____

Date: _____

Mid-Term Evaluation Completed and Approved

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Faculty Liaison: _____

Date: _____

Final Evaluation Completed and Approved

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Faculty Liaison: _____

Date: _____

Semester Approval

Field Coordinator: _____

Date: _____

MSW Program Coordinator: _____

Date: _____