



Graduate Program Handbook of Field Instruction



**School of Social Work
475 Clocktower Drive
Pulliam Hall Room 250
Carbondale, IL 62901-4329**

**Phone: 618-453-2243
Fax: 618-453-4291**

TABLE OF CONTENTS

Preface	1
Social Work Practitioner: A Working Definition	1
Mission Statement	1
MSW Program Goals and Objectives	2
MSW Field Practicum Rationale	3
CSWE Curriculum Policy Statement	3
Graduate Field Practicum Overview	5
MSW Field Practicum Program Objectives	6
MSW Field Practicum Advisory Committees	7
Selection of MSW Field Practicum Program Field Agencies	8
Selection of MSW Field Practicum Program Field Instructors	9
Responsibilities of the MSW Faculty Field Practicum Liaison	9
Responsibilities of the MSW Program Agency Field Instructor	10
Responsibilities of the MSW Student	11
MSW Field Program Evaluations	12
Professional Foundation Year One Practicum	12
Catalog Course Descriptions	13
Foundation Year Placement Process	13
Foundation Year Practicum Objectives	13
Course Requirements	14
Major Course Divisions	15
Advanced Level Year Two Practicum	15
Catalog Course Descriptions	16
Advanced Level Year Two Placement Process	16
Advanced Level Second Year Practicum Objectives	17
Health/Mental Health Concentration Objectives	18
Children, Youth & Families Concentration Objectives	19
School Social Work Licensure Objectives	20
Course Requirements	20
Major Course Divisions	21
Field Practicum for Licensure in School Social Work	21
Procedure for Obtaining a School Social Work Internship	22
School Social Work Requirements	22

School Social Work Practicum Competencies	23
Specific Policies Related to MSW Field Placement	24
Time Requirements	24
Exemption for Practicum	24
Stipend Supported Practicum	24
Practicum in Agency of Employment	24
Graduate Assistantships	25
Student Practice Liability	25
Travel Expenses	25
Requirements for Ethical Conduct	25
Conflict Resolution in Field Practicum	25
Termination of Field Practicum	25
Grades	26
General Student Rights	26
Review of Student Files	26
Sexual Harassment	26
Student Placements on National & International Levels	26
APPENDICES.....	27
A. Field Learning Center Assessment Summary	29
B. Field Instructor Application	32
C. MSW Student Field Standing Information	36
D. Field Learning Site Placement Agreement	38
E. MSW Guidelines for Requesting Placement in your Agency of Employment	40
F. Field Learning Plan	42
G. Field Learning Plan Cover Sheet	44
H. Practicum Time Cards	46
I. Field Liaison Reports	48
J. MSW Evaluation of Student Competencies	50
1. Foundation First Year (Mid-Term & Final)	51
2. 2 nd Year & Advanced Standing - Health/Mental Health	62
3. 2 nd Year & Advanced Standing – Children, Youth, & Families	68
L. Student Evaluation of Field Practicum Experience	76
M. Evaluation of Field Liaison	79
N. Risk Management Considerations for Student Placement Programs	82

PREFACE

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

THE MASTER'S LEVEL SOCIAL WORK PRACTITIONER: A WORKING DEFINITION

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

MISSION STATEMENT

The organizing principle of the MSW program is service to individuals, families, groups and communities by enhancing their well-being and promoting economic and social justice and human rights.

The mission of the Masters of Social Work program is the educational preparation of graduate students for advanced social work practice in a concentration area (Children Youth and Families, Health/Mental Health, and School Social Work). Student learning is based on competent, ethically-responsible, professional practice with disadvantaged and diverse groups within state, national, international, and global contexts, with a special focus on rural areas. Special emphasis is placed on building scholarship and leadership capacities to serve as change agents within one's area of practice and the larger social work profession.

MASTER OF SOCIAL WORK PROGRAM GOALS AND OBJECTIVES

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

Program Goals for the MSW Degree Program

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

MSW FIELD PRACTICUM RATIONALE

The Masters of Social Work practicum program is based upon CSWE standards. It directly supports the education mission of the MSW program with is to prepare graduate students for advanced level professional social work practice in their chosen specialization. Additionally, the graduate practicum program is based on the assumption that mastery of advanced level competencies for social work practice must include both structured and supervised experiential learning opportunities. In practicum settings students can both apply their knowledge as well as us and develop skills to test, practice and evaluate specific approaches to practice. Students learn to appropriately apply the values and ethics of the Social Work profession to complex situations, especially as they relate to underserved populations.

Field practicum course objectives reflect the belief that graduate students are adult learners who must be actively and openly engaged in the teaching/learning process. It is expected that through the structured experiential learning process of field practicum placement, students will continue to develop and apply the advanced level critical thinking skills that are taught throughout the Social Work curriculum.

COUNCIL ON SOCIAL WORK EDUCATION CURRICULUM POLICY STATEMENT FOR MASTERS DEGREE FIELD PRACTICUM

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

CSWE CURRICULUM POLICY FOR FIELD PRACTICUM

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline -- to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

- 2.2.1:** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- 2.2.2:** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- 2.2.3:** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4:** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5:** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6:** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7:** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8:** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- 2.2.9:** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10:** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11:** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

GRADUATE FIELD PRACTICUM OVERVIEW

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

Through field's experiential learning opportunities, students are able to deepen their commitment to the ideals, values and ethics of the profession as they apply them in all three (micro, mezzo, macro) practice levels. Practicum students have the opportunity to increase their experience with cultural diversity, human rights issues, and the special needs of the poor and oppressed and to understand the special strengths and challenges of advanced social work practice in rural settings.

Hours

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

Experience

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

Learning Plan

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

Evaluations

Through both formal and informal methods, students, field instructors, and faculty are involved in the ongoing evaluation of the graduate field program. Students provide feedback regarding their field practicum site and their experiences in the field. Additionally, formal evaluations of the student by the student's field instructor are done twice each semester. Based on formal evaluations of student's performance, the student is awarded a grade of satisfactory (S) or unsatisfactory (U). Field seminar students are awarded letter grades.

Graduate Field Coordinator

The MSW field practicum coordinator holds a full time faculty appointment in the School of Social Work and has the responsibility for identifying, planning, developing and coordinating graduate student

practicum placements. The coordinator and any other faculty member who has at least two years post MSW practice experience may teach seminar classes and/or function as a field liaison between the student practicum site and the school.

Field Advisory Committee

Ties between the practice community and the graduate field practicum program are maintained through field instruction meetings, field liaison meetings and community practitioner's membership on the field advisory committee. The Field Advisory Committee is co-chaired by the Graduate and Undergraduate Field Program Coordinators. Its purpose is to provide advice and direction to the field program from the perspective of working practitioners. Community practitioners are also members of other School committees, including the Curriculum Committee

MSW FIELD PRACTICUM OVERALL PROGRAM OBJECTIVES

Graduate students in the MSW Field Practicum will:

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

FIELD PRACTICUM ADVISORY COMMITTEES

Field Advisory Committee

The field advisory committee membership consists of twelve representatives of the sites utilized for field instruction. These representatives are selected by the Graduate and Undergraduate Field Coordinators. Participants provide input about field instruction from the agency perspective. The committee meets yearly with the Field Coordinators serving as co-chairs. The School Director and Graduate and Undergraduate Program Directors attend as ex-officio members. The purpose of the advisory committee is to:

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

School Social Work Endorsement Ad Hoc Committee

Ad Hoc committees may be initiated and appointed by the Director with the Faculty Committee of the Whole. Ad Hoc committees function under the same premises as standing committees, except that the former are typically created to make recommendations to the Director and faculty on a specific matter. Once that function has been completed, the committee is dissolved.

The School Social Work Endorsement Ad Hoc consists of School Social Work field instructors, a School Social Work Endorsement graduate student representative, faculty members (one of whom must hold licensure for School Social Work) and the MSW Field Practicum Coordinator, who acts as chair of the committee. The Graduate Program Director serves as ex-officio member. The committee meets once during the calendar year, or as needed for specific issues. The purpose of the School Social Work Endorsement advisory committee is to:

- Facilitate communication between schools and the MSW field practicum program.
- Provide advice and consultation appropriate to the student internship experience.
- Evaluate the school's program compliance to ISBE requirements.
- Provide substantive input regarding any other relevant areas of program/school interaction.

SELECTION OF MSW FIELD PRACTICUM PROGRAM FIELD AGENCIES

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

Field agencies are selected on the basis of the following criteria:

1. Acceptance of the professional education of graduate level social work students as part of the philosophy and practice of the agency.
2. Congruence between the agency's policies, procedures, philosophy and objectives with the mission of the school and the objectives of the field practicum program.
3. Ability of the agency to provide a setting in which students can practice professionally competent social work.
4. Availability of qualified field instructors.
5. Provision of a learning climate conducive to student learning.
6. The agency's willingness to provide the school with information concerning its program, services and developments in the community which affect field and/or class curricula.
7. The willingness of the agency administration to provide adequate time for the field instructor to fulfill his/her responsibilities to the student and the school.
8. The completion of a Memorandum of Understanding (affiliation agreement) between the agency and SIUC School of Social Work.
9. The availability of adequate physical space and support services for the student.
10. The agency's agreement to treat all information, including student evaluations, as confidential.
11. The agency's willingness to allow the student to use case records, with appropriate confidentiality, for classroom discussion and assignments.
12. The agency's willingness to allow student participation in staff meetings, staff training and any other educational opportunities that may occur within the agency.

SELECTION OF MSW FIELD PRACTICUM FIELD INSTRUCTORS

Field instructors for graduate level practicum students model professional social work and they teach and evaluate students. Field instructors must have a graduate degree in social work, two years of post-master's degree experience in the field of social work and at least one year of experience at the current work site (see Appendix B).

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

In addition to the above listed professional requirements, the following criteria are considered when selecting field instructors for graduate level practicum students. The prospective field instructor's ability to:

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

RESPONSIBILITIES OF THE MSW FACULTY FIELD PRACTICUM LIAISON

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

1. To maintain communication with the field instructors and students.
2. To clarify educational and program expectations to the student and/or the agency.
3. To assist the student and the agency in the integration of academic study with practice.
4. To review and evaluate the student's field learning plan.
5. To provide the student and the field instructor with criteria for positive student performance in field placement
6. To consult with field instructors regarding their evaluation of the practicum student's performance.

7. To consult with the coordinator of the MSW instruction about student problems and/or anticipated/potential difficulties arising either from the student or the agency.
8. To visit the placement site at least once each semester and/or when requested to do so by the agency, the student or the coordinator of field instruction.
9. To provide written documentation of all site visits or other pertinent interactions with the field student and/or agency for inclusion in the student's folder (see Appendix I).

RESPONSIBILITIES OF THE MSW PROGRAM AGENCY FIELD INSTRUCTOR

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

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

RESPONSIBILITIES OF THE MSW STUDENT

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

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

MSW FIELD PROGRAM EVALUATIONS

Evaluation of Students

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

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

Evaluation by the Student

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

PROFESSIONAL FOUNDATION YEAR ONE PRACTICUM

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

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

SOCW 541A:	Foundation Seminar I	2 credit hours
SOCW 541B:	Foundation Practicum I	2 credit hours
SOCW 542A:	Foundation Seminar II	2 credit hours
SOCW 542B:	Foundation Practicum II	2 credit hours

Catalog Course Descriptions

SOCW 541A – 2 Foundation Seminar I

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

SOCW 541B – 2 Foundation Practicum I

Field practicum which is taken concurrently with Foundation Seminar I and is structured and supervised on site field practice in a selected agency. Practicum is equivalent to 12 hours per week for 15 weeks (a total of 360 hours) over two semesters. Grade S/U. Restricted to admission to the program and concurrent registration in SOCW 541A.

SOCW 542A – 2 Foundation Seminar II

Seminar which is taken concurrently with Foundation Practicum II and serves as a continuation of SOCW 541A. The seminar emphasizes the relationship between the practicum experience, social work practice, policy, human behavior and the social environment (HBSE) and research curricula. Prerequisite: SOCW 541 A&B. Restricted to Master of Social Work students only.

SOCW 542B – 2 Foundation Practicum II

Field practicum which is taken concurrently with Foundation Seminar II and serves as a continuation of SOCW 541B, which is a structured and supervised on site field practice in a selected agency with concurrent seminar. This is the second on site field practice with concurrent seminar. Continuation of SOCW 541B. Graded S/U. SOCW 541 A&B and concurrent registration in SOCW 542A. Restricted to Master of Social Work Students only.

Foundation Year Placement Process

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

Professional Foundation Year Practicum Objectives

1st Year MSW students in their foundation year practicum will be expected to:

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

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

Course Requirements

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

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

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

Major Course Divisions

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

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

ADVANCED LEVEL YEAR TWO PRACTICUM

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

This advanced practice practicum experience provides students with an opportunity to focus their training into specialized areas of professional interest. In addition, it supports the educational objectives of the chosen area of emphasis or certification: Health/Mental Health; Children, Youth and Families; or Licensure in School Social Work. Agencies of schools in which concentration area field

education occurs must have a primary and focused effort to serve clientele who are part of that group. Field instructors must have practice expertise in the specific concentration practice area.

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

SOCW 543A – 3	Advanced Practicum Seminar I
SOCW 543B – 3	Advanced Practicum I
SOCW 544A – 3	Advanced Practicum Seminar II
SOCW 544B – 3	Advanced Practicum II

Catalog Course Descriptions

SOCW 543A – 3 Advanced Practicum Seminar I

Concentration specific practicum seminar with concurrent field practicum, SOCW 543B. Practicum seminar focuses on the application of advanced generalist theory, knowledge, and skills covered in the curriculum within the specific concentration area (Children, Youth and Families; School Social Work; Health/Mental Health). Prerequisites: completion of foundation (SOCW 500, 501, 504, 510, 511, 521, 541 A&B and 542 A&B) or transition courses (SOCW 502, 512, and 522). Restricted to Master of Social work students only.

SOCW 543B – 3 Advanced Practicum I

On site concentration specific field practice in an approved agency with appropriate supervision equivalent to 20 hours per week for 15 weeks (a total of 607 hours is required to be completed in two semesters) with a concurrent seminar. The practicum focuses on the application of advanced concentration theory, knowledge and skills covered in the curriculum. Graded S/U. Prerequisite: completion of foundation (SOCW 500, 501, 504, 510, 511, 521, 541 A&B and 542 A&B) or transition courses (SOCW 502, 512, and 522). Restricted to Master of Social work students only.

SOCW 544A – 3 Advanced Practicum Seminar II

A continuation of the concentration specific practicum seminar with concurrent field practicum SOCW 544B. Continuation of SOCW 543A. Prerequisite: SOCW 543A & 543B and registration in SOCW 544B. Restricted to Master of Social Work students only.

SOCW 544B – 3 Advanced Practicum II

A continuation of the concentration specific practicum of 20 hours per week in the field for 15 weeks with a concurrent seminar, SOCW 544A. Graded S/U. Continuation of SOCW 543B. Prerequisite: SOCW 543 A&B and concurrent registration in SOCW 544A. Restricted to Master of Social Work students only.

Advanced Level Year Two Placement Process

During the spring and/or summer prior to the advanced level year of study, students must attend and participate in pre-placement activities. These activities include pre-placement meetings with both the MSW field practicum coordinator and agency personnel in order to focus clearly on learning needs and

career goals. Along with personal interviews, student field standing information (**see Appendix C**) and resumes are required by the field office.

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

MSW ADVANCED LEVEL SECOND YEAR PRACTICUM OVERALL STUDENT LEARNING OBJECTIVES

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

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

HEALTH/MENTAL HEALTH CONCENTRATION OBJECTIVES FOR SECOND YEAR PRACTICUM PLACEMENTS

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

1. Advanced knowledge of laws, policies and programs relevant to social work practice in health/mental health settings and their application in rural areas.
2. In depth knowledge and understanding of the impact a physical and/or mental handicap can have on the coping strategies of individuals, families and communities.
3. Advanced ability to apply concentration specific interventions to all practice levels, challenging formal and informal barriers to care and using both the formal and informal resources for care available in rural settings.
4. Appropriate use of concentration specific supervision for continuing professional development.
5. Advanced ability to function as a professional team member or leader on agency, interagency and/or interdisciplinary levels.
6. Advanced application of concentration specific interventions to assess, implement and evaluate health and mental health services over all practice levels.
7. Identification with the philosophy, values and ethics of advanced social work practice with populations who have health and/or mental health challenges.
8. In-depth understanding of the impact of discrimination against persons with mental and/or physical challenges, or conditions of class, age, gender, sexual orientation or ethnicity, especially around issues of economic or social justice.
9. Conscious use of self as a professional health/mental health advanced level social work practitioner who is able to use critical thinking skills in advanced and complex ways to implement, assess, and evaluate practice on all levels.
10. The ability to give back to the social work profession.

CHILDREN, YOUTH & FAMILIES CONCENTRATION OBJECTIVES FOR SECOND YEAR PRACTICUM PLACEMENTS

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

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

SCHOOL SOCIAL WORK LICENSURE OBJECTIVES FOR SECOND YEAR PRACTICUM PLACEMENTS

Upon successful completion of the second year concentration practicum in the School Social Work licensure specialization, students will have shown advanced professional level competence in the School Social Work field of practice by demonstrating the following?

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

Course Requirements

Second year and advanced standing MSW students complete concurrent field practicum placements in which students are in a single field practicum placement during the entire academic year. The year two advanced practicum course requires successful completion of 607 clock hours in the field, or 303.5 hours each semester. In consultation with the field instructor, a field learning plan that incorporates both the general and specific learning objectives for the student's chosen area of specialization must be developed by the student during the first three weeks of placement each semester. One hour weekly supervision conferences with field instructors are also required. Field instruction for the second year MSW practicum is supported by integrative field seminars, which meet two hours per week. Regular field seminar attendance is required. More than two unexcused absences from seminar may result in an unsatisfactory grade for the course.

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

1. The required number of clock hours (607 total – 303.5 per semester) for advanced level practicum placement.
2. An individualized field learning plan which defines the focus, goals and objectives of student learning during the semester.

3. Regular attendance and participation in field seminar.
4. Required seminar assignments.
5. All evaluations and other required practicum paperwork.

Major Course Divisions

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

FIELD PRACTICUM FOR LICENSURE IN SCHOOL SOCIAL WORK

Field education for the Professional Educator License in School Social Work requires second year MSW students to successfully complete a 9 month internship in a public school setting. Practicum supervision must be done by an MSW school social worker holding a Professional Educator License in School Social Work, who also has at least 2 years postgraduate experience in the school system.

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

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

Procedure for Obtaining a School Social Work Internship

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

SIUC School Social Work Requirements

In order to receive a Professional Educator License in School Social Work, applicants who do not hold an MSW degree must successfully complete all requirements for the MSW degree, in addition to the following:

1. School Social Work Courses
 - a. SOCW 533 -2 Social Work Practice in the Schools
 - b. SOCW 567 -2 Advanced School Social Work
2. Education Courses:
 - a. EAHE 501 - 3 Vision and Planning for School Improvement **OR**
 - b. EAHE 503 – 3 Building Collaborative Structures and Systems of Professional Practice

AND

- c. SPED 420 -3 Advanced Theories and Practices in Special Education **OR**
 - d. SPED 408 – 3 Characteristics and Methods for Teaching Exceptional Children
3. Field placement internship in a school setting for two consecutive semesters (81 days – 607 hours) during the final year of the student’s graduate program.

If a social worker already holds an MSW degree from an accredited program and has a sufficient background in the school system, the School Social Work advisory committee may consider recommending the individual challenge the education course requirements (EAHE 501/503 and PSED 420/408). Modifications may be made in the course requirements and the length of field placement if the applicant demonstrates sufficient mastery of the academic material and possesses the skills required to be recommended for licensure in School Social Work.

School Social Work Practicum Competencies

(Taken from ISBE Manual for School Social Work Internship Programs, 1996)

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

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

SPECIFIC POLICIES RELATED TO MSW FIELD PRACTICUM PLACEMENT

Field Practicum Time Requirements

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

Exemption for Practicum

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

Stipend Supported Practicum

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

Practicum in Agency of Employment (see Appendix F)

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

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

Graduate Assistantships

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

Student Practice Liability

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

Travel Expenses

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

Student Safety During Field Practicum

Student safety is a priority to the School of Social Work. In order to support student safety during their field practicum experience, the MSW Program follows the Southern Illinois University “Risk Management Considerations for Student Placement Programs”. A copy of this document is located in the Appendices. This includes the assessment of student readiness for field placement, the evaluation of field practicum sites, keeping up to date affiliation agreements with field practicum sites, and the establishment of the field learning plan. Students are oriented to the field placement process and expectations of professional conduct. Orientation also includes relevant SIUC policies and procedures outlined in the SIUC Student Code of Conduct, <https://srr.siu.edu/student-conduct-code/>, the SIUC Report of Injury/Incident/Hazard Form which can be found at, <https://eforms.siu.edu/siuforms/info/ceh0106.php> and other reporting/support options available for students, <https://safe.siu.edu/file-a-report/crime-reporting-form.php>

Requirements for Ethical Conduct

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

Conflict Resolution in Field Practicum

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

Termination of Field Practicum

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

Grades

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

General Student Rights

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

Review of Student Files

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

Sexual Harassment

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

Student Practicum Placements on National & International Levels

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

APPENDIX A

Field Learning Center Assessment Summary

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

FIELD LEARNING CENTER ASSESSMENT SUMMARY

Agency Name: _____

Address: _____

City/State/Zip: _____

Phone Number: _____

Brief Description of Agency: _____

Type of Field Learning (circle one):	BSW	MSW	BOTH
---	------------	------------	-------------

Agency is able to provide students with a practice setting in accordance with professional social work standards.		YES	NO
---	--	-----	----

Agency is willing to provide the school with information concerning its program, services, and developments in the community which affect field and/or class curricula.		YES	NO
---	--	-----	----

Congruency between agency's policies and the procedures, philosophy and objectives of the school including the schools commitment to underserved populations based on race, class, gender, ethnicity, sexual orientation and age.		YES	NO
---	--	-----	----

Agency provides a learning climate conducive to student learning.		YES	NO
---	--	-----	----

Agency has at least one qualified field instructor		YES	NO
--	--	-----	----

Agency administration is willing to provide adequate time for the field instructors to fulfill his/her responsibilities to the student and the school.	YES	NO
Agency is willing to consider the student in a learning role rather than as an auxiliary staff member.	YES	NO
Adequate physical space and support services are available for the student at the agency.	YES	NO
Agency agrees to treat all information about the student's progress as confidential.	YES	NO
Agency is willing to allow student to use case records, with appropriate confidentiality, for analysis.	YES	NO
Agency is willing to allow student to participate in staff meetings, trainings, conferences, etc....	YES	NO

Agency Support Availability:

Stipend:	YES	NO	If so, how much?	_____
Travel:	YES	NO	If so, how much?	_____
External Training:	YES	NO	If so, how much?	_____
Insurance:	YES	NO	If so, how much?	_____

List Designated Field Instructor(s):	
Name	Title
Degree	Certificate/Licensing
Name	Title
Degree	Certificate/Licensing

APPENDIX B

Field Instructor Application

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

FIELD INSTRUCTOR APPLICATION
Personal History and Professional Experience

Full Name: _____

Agency Name: _____

Agency Address: _____

City/State/Zip _____

Agency Phone: _____ **Agency Fax#:** _____

Home Address: _____

City/State/Zip _____

Email Address: _____ **Cell Phone:** _____

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

A. Undergraduate Education

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

B. Graduate and/or Post Graduate Education/Training

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

C. Professional Certificates/Registration

D. Practice Experience/Expertise (Check all that apply):

Individual _____ Family _____ Group _____ APO _____
Adolescent _____ Children _____ Adult _____ Other _____

II. Employment History

Employer	Address	Position	Dates	Reason for Leaving

III. Additional Information

A. Scholarships, Awards, Recognition:

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

C. Language Proficiency

Languages (other than English)	Conversational	Fluent	Can read & comprehend college level document	Can compose a college level document
	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO
	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO
	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO

PRINTED NAME

SIGNATURE

DATE

APPENDIX C

MSW Student Field Standing Information Form

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

MSW STUDENT FIELD STANDING INFORMATION

Full Name: _____ **ID#** _____

Email Address: _____

Local Address: _____

Local Phone: _____

Home Address: _____

Home Phone: _____

A. Student Information (Check One):

Standing: ☐ Regular (1st Year) ☐ Regular (2nd Year) ☐ Advanced Standing

Load: ☐ Full Time ☐ Reduced Load

B. Area of Specialization (Check One):

☐ Health/Mental Health ☐ Children, Youth & Families ☐ School Social Work

C. Specific Area of Interest:

D. Preferred Geographical Location for Field Placement:

E. Location of MSW 1st Year or BSW Practicum Site (N/A for Year 1 Students):

F. Comments/Suggestions Regarding Your Future Practicum Placement:

For Office Use Only

Practicum Placement: _____

Field Instructor: _____

SIUC Faculty Liaison: _____

APPENDIX D

Field Learning Center Placement Agreement

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

FIELD LEARNING SITE PLACEMENT AGREEMENT

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

_____ Name of Student	_____ Field Learning Site / Agency
_____ Student ID#	_____ Agency Address
_____ Specific Program Unit (if applicable)	_____ Agency Telephone

Field Practicum Requirements (check one):

- | | |
|--|---|
| <input type="checkbox"/> Baccalaureate (420 hours) Block | <input type="checkbox"/> Advanced Standing MSW (607 hours) Concurrent |
| <input type="checkbox"/> 1 st Year MSW (360 hours) Concurrent | <input type="checkbox"/> School Social Work MSW Student (607 hours) |
| <input type="checkbox"/> 2 nd Year MSW (607 hours) Concurrent | |

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

While in the Field Learning Site, the student agrees to abide by the personal and professional rules of conduct in accordance with the regulations of the agency and the NASW Code of Ethics.

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

Signatures

_____ STUDENT	_____ Date
_____ Agency Field Instructor (Printed Name)	_____ Date
_____ Agency Field Instructor (Signature)	_____ Date
_____ Agency Administrator and/or Program Administrator	_____ Date
_____ School of Social Work Coordinator for Field Instruction	_____ Date
_____ Director, School of Social Work	_____ Date
_____ Dean, College of Education and Human Services	_____ Date

APPENDIX E

Guidelines for Requesting a Practicum Placement in Agency of Employment

Southern Illinois University Carbondale
School of Social Work

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

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

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

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

APPENDIX F

Field Learning Plans

Southern Illinois University Carbondale
School of Social Work

FIELD LEARNING PLANS

Writing a comprehensive learning plan is not an easy task. First, you must become familiar with the 9 Social Work Competencies and spend time consulting with your field instructor on the range of learning possibilities available at your practicum site. Then, you must use your skills and creativity to develop a learning plan that will map out an exciting semester of learning.

The MSW Field Learning Plan must incorporate all 9 competencies for Generalist or for specialized 2nd year and Advanced Standing students, as well as cover the whole range of learning experiences you will encounter in your field placement during the entire semester. Additionally, it must reflect your own individual learning goals, the special interests you have and/or the professional development challenges you need to meet.

Competencies

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individual, Families, Groups, Organizations, and Communities

Fill out the cover page (**see Appendix G**) and staple it to your Learning Plan. Remember, all Learning Plans must be signed and dated by both you and your field instructor.

APPENDIX G

Field Learning Plan Cover Sheet

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

MSW FIELD LEARNING PLAN COVER SHEET

Name: _____

Level of Placement: _____

Date of Placement: _____

Placement Site: _____

Address: _____

City/State/Zip _____

Phone: _____

Supervision Time: _____

PLACEMENT SCHEDULE

Day	Hours	Location

SIGNATURES

_____ Student	_____ Date
_____ Agency Field Instructor	_____ Date
_____ Faculty Field Liaison	_____ Date
_____ MSW Field Practicum Coordinator	_____ Date

APPENDIX H
Practicum Time Cards

PRACTICUM TIME CARD

Name:		Month/Year:	
Agency:		Total Hours to Date:	

[illegible]

Monthly Total: _____

Individual Supervision Hours: _____

Yearly Total: _____

Group Supervision Hours: _____

Student Signature

Field Instructor Signature

APPENDIX I

Field Liaison Reports

FIELD LIAISON REPORTS

Regular Site Visit

FIELD LIAISON REPORTS

Special Site Visit

APPENDIX J

MSW Field Agency Evaluation of Student Competencies (Mid-Term and Final and By Specialization)

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

**FIELD AGENCY EVALUATION OF STUDENT COMPETENCIES
MSW Program – Foundation First Year**

Date: _____ Semester: _____

Student Name: _____

Please Check One: ☐ Mid-Term Evaluation ☐ Final Evaluation

Please Check One: ☐ Health / Mental Health ☐ Children, Youth, and Family ☐ School Endorsement

Placement Agency: _____

The student has accrued _____ placement hours under my supervision as of this date _____

Field Instructor Signature: _____

Field Liaison Signature: _____

Student Name: _____ Date: _____

**Southern Illinois University
School of Social Work
FOUNDATION 1ST YEAR FIELD EVALUATION**

As part of its program-level evaluation, the School of Social Work at SIUC measures student learning during field practicum guided by the Council on Social Work Education (CSWE) nine Core Competencies with corresponding Operational Practice Behaviors. By the end of the student's field work, all nine competencies and their corresponding practice behaviors will be evaluated.

EVALUATION SCALE		
1	Demonstrates Little to No Competency:	Student demonstrates minimal or no skills and/or abilities in this area. Student rarely demonstrates progress on tasks and there is little evidence of growth or change, takes little initiative for learning.
2	Demonstrates Beginning Competency:	With assistance and some coaching or prompting demonstrates some skill, marginal competency working towards improvement, beginning level of skill development, needs continued practice and assistance, and inconsistently takes initiative for learning.
3	Demonstrates Moderate Competency:	Student demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance, needs more practice, takes initiative for learning.
4	Demonstrates Accomplished Competency:	Competency is at the level of beginning independent social work practice, demonstrates the ability to apply skills in complex situations, consistent growth and change, demonstrates the ability to complete assigned tasks and activities, and takes full responsibility for learning.
NA	Not Applicable:	Does not relate to the student's internship experience or student has not yet had the opportunity to demonstrate skills.

Competencies and Behaviors	Mark One				
Competency 1: Demonstrate Ethical and Professional Behavior	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Make ethical decisions by applying the standards of the NASW Code of Ethics.	1	2	3	4	NA
b. Make ethical decisions by applying relevant laws and regulations.	1	2	3	4	NA
c. Make ethical decisions by applying models for ethical decision-making.	1	2	3	4	NA
d. Make ethical decisions by applying ethical conduct of research.	1	2	3	4	NA
e. Make ethical decisions by applying additional codes of ethics as appropriate to context.	1	2	3	4	NA
f. Use reflection to manage personal in practice situations.	1	2	3	4	NA
g. Use reflection to maintain professionalism in practice situations.	1	2	3	4	NA
h. Use self-regulation to manage personal values.	1	2	3	4	NA
i. Use self-regulation to maintain professionalism in practice situations.	1	2	3	4	NA
j. Demonstrate professional demeanor in behavior with appearance.	1	2	3	4	NA
k. Demonstrate professional demeanor in behavior with oral communication.	1	2	3	4	NA
l. Demonstrate professional demeanor in behavior with written communication.	1	2	3	4	NA
m. Demonstrate professional demeanor in behavior with electronic communication.	1	2	3	4	NA
n. Use technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4	NA
o. Use supervision to guide professional judgment.	1	2	3	4	NA
p. Use supervision to guide professional behavior.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
q. Use consultation to guide professional judgment.	1	2	3	4	NA
r. Use consultation to guide professional behavior.	1	2	3	4	NA
Competency 2: Engage Diversity and Difference in Practice	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Apply understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level.	1	2	3	4	NA
b. Apply understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level.	1	2	3	4	NA
c. Apply understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level.	1	2	3	4	NA
d. Communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level.	1	2	3	4	NA
e. Communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo, level.	1	2	3	4	NA
f. Communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level.	1	2	3	4	NA
g. Present themselves as learners.	1	2	3	4	NA
h. Engage clients and constituencies as experts of their own experiences.	1	2	3	4	NA
i. Apply self-awareness to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	NA
j. Apply self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	NA
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Apply their understanding of social justice to advocate for human rights at the individual level.	1	2	3	4	NA
b. Apply their understanding of economic justice to advocate for human rights at the individual level.	1	2	3	4	NA
c. Apply their understanding of environmental justice to advocate for human rights at the individual level.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
d. Apply their understanding of social justice to advocate for human rights at the system level.	1	2	3	4	NA
e. Apply their understanding of economic justice to advocate for human rights at the system level.	1	2	3	4	NA
f. Apply their understanding of environmental justice to advocate for human rights at the system level.	1	2	3	4	NA
g. Engage in practices that advance social justice.	1	2	3	4	NA
h. Engage in practices that advance economic justice.	1	2	3	4	NA
i. Engage in practices that advance environmental justice.	1	2	3	4	NA
Competency 4: Engage in Practice-informed Research and Research-informed Practice	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Use practice experience to inform scientific inquiry.	1	2	3	4	NA
b. Use practice experience to inform research.	1	2	3	4	NA
c. Use theory to inform scientific inquiry.	1	2	3	4	NA
d. Use theory to inform research.	1	2	3	4	NA
e. Apply critical thinking to engage in analysis of quantitative research methods.	1	2	3	4	NA
f. Apply critical thinking to engage in analysis of qualitative research methods.	1	2	3	4	NA
g. Apply critical thinking to engage in analysis of quantitative research findings.	1	2	3	4	NA
h. Apply critical thinking to engage in analysis of qualitative research findings.	1	2	3	4	NA
i. Use research evidence to inform practice.	1	2	3	4	NA
j. Use research evidence to inform policy.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
k. Use research evidence to inform service delivery.	1	2	3	4	NA
l. Use research evidence to improve practice.	1	2	3	4	NA
m. Use research evidence to improve policy.	1	2	3	4	NA
n. Use research evidence to improve service delivery.	1	2	3	4	NA
o. Translate research evidence to inform practice.	1	2	3	4	NA
p. Translate research evidence to inform policy.	1	2	3	4	NA
q. Translate research evidence to inform service delivery.	1	2	3	4	NA
r. Translate research evidence to improve practice.	1	2	3	4	NA
s. Translate research evidence to improve policy.	1	2	3	4	NA
t. Translate research evidence to improve service delivery.	1	2	3	4	NA
Competency 5: Engage in Policy Practice	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Identify social policy at the local level that impacts well-being of client.	1	2	3	4	NA
b. Identify social policy at the local level that impacts service delivery to the client.	1	2	3	4	NA
c. Identify social policy at the local level that impacts access to social services.	1	2	3	4	NA
d. Identify social policy at the state level that impacts well-being of client.	1	2	3	4	NA
e. Identify social policy at the state level that impacts service delivery to the client.	1	2	3	4	NA
f. Identify social policy at the state level that impacts access to social services.	1	2	3	4	NA
g. Identify social policy at the federal level that impacts well-being of client.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
h. Identify social policy at the federal level that impacts service delivery to the client.	1	2	3	4	NA
i. Identify social policy at the federal level that impacts access to social services.	1	2	3	4	NA
j. Assess how social welfare impact the delivery of to social services.	1	2	3	4	NA
k. Assess how social welfare impact the access to social services.	1	2	3	4	NA
l. Assess how economic policies impact the delivery of social services.	1	2	3	4	NA
m. Assess how economic policies impact the access to social services.	1	2	3	4	NA
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Apply knowledge of human behavior to engage with clients and constituencies.	1	2	3	4	NA
b. Apply knowledge of the social environment to engage with clients and constituencies.	1	2	3	4	NA
c. Apply knowledge of the person-in-environment to engage with clients and constituencies.	1	2	3	4	NA
d. Apply knowledge of other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1	2	3	4	NA
e. Empathy to effectively engage diverse clients and constituencies.	1	2	3	4	NA
f. Reflection to effectively engage diverse clients and constituencies.	1	2	3	4	NA
g. Interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	NA
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Collect data to interpret information from clients and constituencies.	1	2	3	4	NA
b. Organize data to interpret information from clients and constituencies.	1	2	3	4	NA
c. Apply critical thinking to interpret information from clients and constituencies.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
d. Apply knowledge of human behavior in the analysis of assessment data from clients and constituencies.	1	2	3	4	NA
e. Apply knowledge of the social environment in the analysis of assessment data from clients and constituencies.	1	2	3	4	NA
f. Apply knowledge of person-in-environment in the analysis of assessment data from clients and constituencies.	1	2	3	4	NA
g. Apply knowledge of other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	1	2	3	4	NA
h. Develop mutually agreed-on intervention goals based on the critical assessment of strengths within clients and constituencies.	1	2	3	4	NA
i. Develop mutually agreed-on intervention goals based on the critical assessment of needs within clients and constituencies.	1	2	3	4	NA
j. Develop mutually agreed-on intervention goals based on the critical assessment of challenges within clients and constituencies.	1	2	3	4	NA
k. Develop mutually agreed-on objectives based on the critical assessment of strengths within clients and constituencies.	1	2	3	4	NA
l. Develop mutually agreed-on objectives based on the critical assessment of needs within clients and constituencies.	1	2	3	4	NA
m. Develop mutually agreed-on objectives based on the critical assessment of challenges within clients and constituencies.	1	2	3	4	NA
n. Select appropriate intervention strategies based on the assessment of clients and constituencies.	1	2	3	4	NA
o. Select appropriate intervention strategies based on the research knowledge of clients and constituencies.	1	2	3	4	NA
p. Select appropriate intervention strategies based on the values and preferences of clients and constituencies.	1	2	3	4	NA
q. Select appropriate intervention strategies based on the preferences of clients and constituencies.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Critically choose interventions to achieve practice goals of clients and constituencies.	1	2	3	4	NA
b. Critically choose interventions to enhance capacities of clients and constituencies.	1	2	3	4	NA
c. Critically implement interventions to achieve practice goals of clients and constituencies.	1	2	3	4	NA
d. Critically implement interventions to enhance capacities of clients and constituencies.	1	2	3	4	NA
e. Apply knowledge of human behavior in interventions with clients and constituencies.	1	2	3	4	NA
f. Apply knowledge of the social environment in interventions with clients and constituencies.	1	2	3	4	NA
g. Apply knowledge of person-in-environment in interventions with clients and constituencies.	1	2	3	4	NA
h. Apply knowledge of other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	2	3	4	NA
i. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	2	3	4	NA
j. Negotiate with diverse clients and constituencies.	1	2	3	4	NA
k. Mediate with diverse clients and constituencies.	1	2	3	4	NA
l. Advocate with diverse clients and constituencies.	1	2	3	4	NA
m. Negotiate on behalf of diverse clients and constituencies.	1	2	3	4	NA
n. Mediate on behalf of diverse clients and constituencies.	1	2	3	4	NA
o. Advocate on behalf of diverse clients and constituencies.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
p. Facilitate effective transitions that advance mutually agreed-on goals.	1	2	3	4	NA
q. Facilitate effective endings that advance mutually agreed-on goals.	1	2	3	4	NA
Competency 9: Evaluate Practice with Individual, Families, Groups, Organizations, and Communities	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
a. Select appropriate methods for evaluation of outcomes.	1	2	3	4	NA
b. Use appropriate methods for evaluation of outcomes.	1	2	3	4	NA
c. Apply knowledge of human behavior in the evaluation of outcomes.	1	2	3	4	NA
d. Apply knowledge of the social environment in the evaluation of outcomes.	1	2	3	4	NA
e. Apply knowledge of person-in-environment in the evaluation of outcomes.	1	2	3	4	NA
f. Apply knowledge of other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1	2	3	4	NA
g. Critically analyze interventions.	1	2	3	4	NA
h. Critically monitor interventions.	1	2	3	4	NA
i. Critically evaluate interventions	1	2	3	4	NA
j. Critically analyze program processes.	1	2	3	4	NA
k. Critically monitor program processes.	1	2	3	4	NA
l. Critically evaluate program processes.	1	2	3	4	NA
m. Critically analyze outcomes.	1	2	3	4	NA
n. Critically monitor outcomes.	1	2	3	4	NA

Competencies and Behaviors	Mark One				
o. Critically evaluate outcomes.	1	2	3	4	NA
p. Apply evaluation findings to improve practice effectiveness at the micro level.	1	2	3	4	NA
q. Apply evaluation findings to improve practice effectiveness at the mezzo level.	1	2	3	4	NA
r. Apply evaluation findings to improve practice effectiveness at the macro level.	1	2	3	4	NA
Please add any comments about this student's professional development that you believe are important and are not addressed in this evaluation.					

<input type="checkbox"/>
<input type="checkbox"/>

I concur with this evaluation

I do not concur for the following reasons

Student Signature: _____

Date: _____

Field Instructor Signature: _____

Date: _____

Field Placement Site (Agency Name): _____

Date: _____

Field Coordinator Signature: _____

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

FIELD AGENCY EVALUATION OF STUDENT COMPETENCIES
Advanced Standing / Second Year: Health / Mental Health Specialization

Date: _____

Semester: _____

Student Name: _____

Please Check One:

☐

Mid-Term Evaluation

☐

Final Evaluation

Placement Agency: _____

The student has accrued _____ placement hours under my supervision as of this date _____

FIELD INSTRUCTOR: _____

FIELD LIAISON: _____

STUDENT NAME: _____ DATE: _____

**SOUTHERN ILLINOIS UNIVERSITY
SCHOOL OF SOCIAL WORK
FIELD EVALUATION**

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4	Demonstrates Accomplished Competency:	Competency is at the level of beginning independent social work practice, demonstrates the ability to apply skills in complex situations, consistent growth and change, demonstrates the ability to complete assigned tasks and activities, and takes full responsibility for learning.
NA	Not Applicable:	Does not relate to the student's internship experience or student has not yet had the opportunity to demonstrate skills.

Competencies and Behaviors	Mark One				
Competency 1: Demonstrate Ethical and Professional Behavior	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1. Make ethical decisions using the NASW code of ethics as a guide and within the laws, policies and regulations related to practice within health and mental health settings;	1	2	3	4	NA
2. Use reflection and self-regulation to manage affective reactions so as to maintain professionalism while working with persons who have health and/or mental health conditions;	1	2	3	4	NA
3. Demonstrate commitment to using research evidence to inform and evaluate health and mental health practice.	1	2	3	4	NA
Competency 2: Engage Diversity and Difference in Practice	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1. Apply understanding of how difference shapes life experience and how that impacts engagement between the client and their constituencies with the social worker in health and/or mental health settings;	1	2	3	4	NA
2. Use supervision and consultation to manage the influence of personal values while working with people who have health and mental health conditions;	1	2	3	4	NA
3. Acknowledge and engage clients and their constituencies as experts of their own experiences.	1	2	3	4	NA
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1. Apply their understanding of social, economic and environmental injustice to advocate for human rights that promote health and mental health;	1	2	3	4	NA
2. Apply understanding of human rights to identify systems of oppression and engage in strategies to eliminate barriers to equitable distribution of social goods and services;	1	2	3	4	NA
3. Advocate for policies that protect the rights of persons who have health or mental health conditions.	1	2	3	4	NA

Competency 4: Engage in Practice-informed Research and Research-informed Practice	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1. Translate and use research evidence to inform practice with person with health and/or mental health conditions;	1	2	3	4	NA
2. Identify and analyze data in order to improve policies and service delivery for persons experiencing health or mental health challenges.	1	2	3	4	NA
Competency 5: Engage in Policy Practice	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1. Identify policies at the local, state, and federal levels that impact health and mental health service delivery;	1	2	3	4	NA
2. Apply critical thinking to analyze policies that impact health and mental health services and the rights of persons experiencing health and mental health challenges;	1	2	3	4	NA
3. Use practice experience to formulate and advocate for policies which advance social, economic, and environmental justice to have positive impact on the lives of persons experiencing health and mental health challenges.	1	2	3	4	NA
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1. Apply theories applicable to working with persons with health and/or mental health challenges to inform engagement with clients and their constituencies;	1	2	3	4	NA
2. Use empathy, self-awareness, and interpersonal skills to engage with clients in health and mental health settings;	1	2	3	4	NA
3. Use self-reflection to manage the influence of personal bias in engagement with clients.	1	2	3	4	NA

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1. Apply knowledge of human behavior and the social environment, risk and protection factors, and resiliency to analyze assessment data from clients who face health and mental health challenges;		1	2	3	4	NA
2. Develop health and/or mental health intervention goals based on assessment data, empirical data and client values;		1	2	3	4	NA
3. Apply self-awareness and reflection to minimize the influence of personal bias and affective reactions on the assessment process;		1	2	3	4	NA
4. Use interdisciplinary collaboration as part of effective assessment of individuals, families, groups, organizations and communities.		1	2	3	4	NA
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1. Apply knowledge of human behavior and the social environment, risk and protection factors, and resiliency to develop interventions with clients in health and mental health settings;		1	2	3	4	NA
2. Identify and use critical analysis to choose evidence informed interventions to be implemented with clients and constituents experiencing health and mental health challenges;		1	2	3	4	NA
3. Facilitate effective transitions and endings towards client recovery, adaptation, adjustment and other health and mental health related goals;		1	2	3	4	NA
4. Use interdisciplinary collaboration as part of effective intervention with individuals, families, groups, organizations and communities.		1	2	3	4	NA

Competency 9: Evaluate Practice with Individual, Families, Groups, Organizations, and Communities	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A
1. Apply knowledge of human behavior and the social environment, risk and protection factors, and resiliency to analyze assessment data from clients in order to evaluate practice in health and mental healthcare settings;	1 2 3 4 NA
2. Select most appropriate methods to evaluate practice in health and mental health settings;	1 2 3 4 NA
3. Apply evaluation findings to improve practice effectiveness.	1 2 3 4 NA
Please add any comments about this student's professional development that you believe are important and are not addressed in this evaluation.	

<input type="checkbox"/>
<input type="checkbox"/>

I concur with this evaluation

I do not concur for the following reasons

Student Signature:

Date:

Field Instructor Signature:

Date:

Field Placement Site (Agency Name):

Date:

Field Coordinator Signature:

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

FIELD AGENCY EVALUATION OF STUDENT COMPETENCIES
Advanced Standing / Second Year: Children, Youth & Families

Date: _____

Semester: _____

Student Name: _____

Please Check One:

☐

Mid-Term Evaluation

☐

Final Evaluation

Placement Agency: _____

The student has accrued _____ placement hours under my supervision as of this date _____

FIELD INSTRUCTOR: _____

FIELD LIAISON: _____

STUDENT NAME: _____ DATE: _____

**SOUTHERN ILLINOIS UNIVERSITY
SCHOOL OF SOCIAL WORK
FIELD EVALUATION**

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Competencies and Behaviors		Mark One				
Competency 1: Demonstrate Ethical and Professional Behavior		1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1.	Make ethical decisions using the NASW code of ethics as a guide and within the laws and regulations related to practice with children, youth, and families;	1	2	3	4	NA
2.	Use reflection and self-regulation to manage affective reactions while making decisions and professional judgements working with children, youth and families;	1	2	3	4	NA
3.	Demonstrate commitment to using research evidence to inform and evaluate children, youth and family social work practice;	1	2	3	4	NA
4.	Use supervision to guide professional judgment and behavior within the settings that serve children, youth and families.	1	2	3	4	NA
Competency 2: Engage Diversity and Difference in Practice		1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1.	Apply understanding of how difference shapes life experience and how that impacts engagement between the client and their constituencies with the social worker in settings serving children, youth and/or families;	1	2	3	4	NA
2.	Use supervision and consultation to manage the influence of personal values while working with children, youth and families;	1	2	3	4	NA
3.	Demonstrate understanding of the influence of culture on identity development;	1	2	3	4	NA
4.	Apply understanding of the influence of culture on family roles, structure and norms.	1	2	3	4	NA
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1.	Apply their understanding of social, economic and environmental injustice to advocate for human rights that promote healthy child and youth development;	1	2	3	4	NA

2. Apply understanding of human rights to identify systems of oppression and engage in strategies to eliminate barriers to equitable distribution of social goods and services that specifically impact the lives of children, youth and families;	1	2	3	4	NA
3. Advocate for policies that protect the rights of children and youth.	1	2	3	4	NA
Competency 4: Engage in Practice-informed Research and Research-informed Practice	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1. Translate and use research evidence to inform practice with children, youth and families;	1	2	3	4	NA
2. Identify and analyze data in order to improve policies and service delivery for children, youth and families;	1	2	3	4	NA
3. Use practice experience with children, youth and families to direct their research evaluation of practice.	1	2	3	4	NA
Competency 5: Engage in Policy Practice	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1. Identify policies at the local, state, and federal levels that impact service delivery to children, youth and families;	1	2	3	4	NA
2. Apply critical thinking to analyze policies that impact the health and well-being of children, youth and families;	1	2	3	4	NA
3. Use practice experience with children, youth and families to formulate and advocate for policies which advance social, economic, and environmental justice.	1	2	3	4	NA

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1. Apply theories applicable to working with children, youth and families to inform the engagement process;	1	2	3	4	NA
2. Use empathy, self-awareness, and interpersonal skills to engage with children and youth of all ages and their families;	1	2	3	4	NA
3. Use self-reflection to manage the influence of personal bias in engagement with children, youth and families.	1	2	3	4	NA
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1. Apply knowledge of human behavior and the social environment, human development, the impact of trauma, and family systems to analyze assessment data from clients;	1	2	3	4	NA
2. Develop intervention goals, for children, youth and/or families, based on assessment data, empirical data and client values;	1	2	3	4	NA
3. Apply self-awareness and reflection to minimize the influence of personal bias, and affective reactions on the assessment process;	1	2	3	4	NA
4. Use interdisciplinary collaboration as part of effective assessment of individuals, families, groups, organizations and communities.	1	2	3	4	NA

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1. Apply knowledge of human behavior and the social environment, human development, the impact of trauma and family systems to develop interventions with children, youth and families;	1	2	3	4	NA
2. Identify and use critical analysis to choose evidence informed interventions to be implemented with children, youth and families;	1	2	3	4	NA
3. Facilitate effective transitions and endings towards, healthy development, safety, adjustment and other related goals;	1	2	3	4	NA
4. Use interdisciplinary collaboration as part of effective intervention with individuals, families, groups, organizations and communities.	1	2	3	4	NA
Competency 9: Evaluate Practice with Individual, Families, Groups, Organizations, and Communities	1=Minimal, 2=Beginning, 3=Moderate, 4=Accomplished, N/A				
1) Apply knowledge of human behavior and the social environment, human development and family systems to analyze assessment data from clients;	1	2	3	4	NA
2) Select most appropriate methods to evaluate practice with children, youth and families;	1	2	3	4	NA
3) Apply evaluation findings to improve practice effectiveness.	1	2	3	4	NA

Please add any comments about this student's professional development that you believe are important and are not addressed in this evaluation.

<input type="checkbox"/>
<input type="checkbox"/>

I concur with this evaluation

I do not concur for the following reasons

Student Signature:

Date:

Field Instructor Signature:

Date:

Field Placement Site (Agency Name:

Date:

Field Coordinator Signature:

APPENDIX L

Student Evaluation of Field Practicum Experience

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

STUDENT EVALUATION OF FIELD PRACTICUM EXPERIENCE

Student Name: _____ **Date:** _____

Semester (Check One): ☐ FALL ☐ SPRING ☐ SUMMER YEAR _____

Education Status: ☐ MSW 1st Year ☐ MSW 2ND Year ☐ Advanced Standing

Area of Specialization: _____ Health / Mental Health
_____ Children, Youth, and Families
_____ School Social Work

Placement Agency: _____

Field Instructor: _____

Field Liaison: _____

The following are questions concerning your experiences and attitudes in relation to your field placement. For each statement, please circle the number which reflects your level of agreement or disagreement using the following scale:

5.	Strongly Agree
4.	Somewhat Agree
3.	Neither Agree nor Disagree
2.	Somewhat Disagree
1.	Strongly Disagree
N/A	Not Applicable

- A. The placement is the type of placement that I had wanted. 1 2 3 4 5 N/A
- B. I have been accepted as a “worker” by the entire agency staff. 1 2 3 4 5 N/A

C. My courses this semester have been applicable to my field experience.	1	2	3	4	5	N/A
D. My field instructor is available when I need help.	1	2	3	4	5	N/A
E. I am included in all agency activities that professional staff are expected to attend.	1	2	3	4	5	N/A
F. My field instructor is a positive role model for practice with the type of clients served in this agency.	1	2	3	4	5	N/A
G. I have been encouraged to express new and/or different ideas in my practicum setting.	1	2	3	4	5	N/A
H. My field agency gives quality services to clients.	1	2	3	4	5	N/A
I. My agency provides adequate physical facilities for students (i.e. desk, office, supplies).	1	2	3	4	5	N/A
J. I trust my field instructor enough that I can share things that are too hard for me.	1	2	3	4	5	N/A
K. I have been able to meet the expectations of my field placement instructor.	1	2	3	4	5	N/A
L. I have been able to actively participate in designing my field learning experience.	1	2	3	4	5	N/A
M. My field instructor gives me a clear sense of what I am doing well and also where improvement is needed.	1	2	3	4	5	N/A
N. My field work assignments this semester have been relevant to my learning goals and objectives.	1	2	3	4	5	N/A
O. I feel my performance in the field has been successful.	1	2	3	4	5	N/A
P. The role of Social Worker is respected in my field agency.	1	2	3	4	5	N/A
Q. All things considered, how satisfied have you been with your field agency?	1	2	3	4	5	N/A
R. All things considered, how satisfied have you been with your field supervisor?	1	2	3	4	5	N/A
S. All things considered, how satisfied have you been with your field learning experience as a whole?	1	2	3	4	5	N/A

APPENDIX M

Evaluation of Field Liaison

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

EVALUATION OF FIELD LIAISON
This form is to be completed by Field Instructor

Student Name: _____ **Date:** _____

Semester (Check One): ☐ FALL ☐ SPRING ☐ SUMMER YEAR _____

Student's Year of Study (Check One): ☐ MSW 1st Year ☐ MSW 2ND Year ☐ Advanced Standing

Area of Specialization: _____ Health / Mental Health
 _____ Children, Youth, and Families
 _____ School Social Work

Placement Agency: _____

Field Instructor: _____

Field Liaison: _____

I had contact with the faculty field liaison this past semester through (Check all that apply):

_____ Phone Contact
_____ Site Visit
_____ Off-Site Visit
_____ E-Mail

The following are questions concerning your experiences with your field liaison. For each statement, please circle the number which reflects your level of agreement or disagreement using the following scale:

5.	Strongly Agree
4.	Somewhat Agree
3.	Neither Agree nor Disagree
2.	Somewhat Disagree
1.	Strongly Disagree
N/A	Not Applicable

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

APPENDIX N

Risk Management Considerations for Student Placement Programs

01/06/17

Risk Management Considerations for Student Placement Programs

The following items should be considered when placing a SIUC student at a host site to participate in placement programs such as externships, internships, preceptorships, practicums, pre-student teaching, student teaching, and medical student programs.

STUDENT READINESS AND ORIENTATIONS

The department should assess the student's readiness for the placement. The faculty advisor should explain the placement program, its objects, the student's responsibilities and duties, relevant policies and procedures, and expectations of the student while at the host site. The faculty advisor should explain the SIUC Student Code of Conduct, found on-line at <http://srr.siu.edu/common/documents/scc.pdf>, applies during the placement program. The department should also provide the student with department contact information for placement questions and to report concerns or issues during the placement.

Additionally, before beginning any work or related activities, the student should be orientated by the host site.

HOST SITE SELECTION

The department should evaluate whether the host site meets the campus' minimum standards for health and safety and supervisory oversight of the students. This includes verifying that the host site meets standard insurance requirements which can be found at <http://siusystem.edu/risk-management/insurancereq.shtml>.

The department should require the student and host site to notify the department of any subsequent changes in such standards.

BUSINESS CONTRACT/LEARNING PLACEMENT AGREEMENT

The campus, host institution, and student may enter into a signed contract clearly setting forth each entity's respective rights, responsibilities, and legal limitations. If the campus, host institution, and student do not have a signed contract, they may enter into a three-way learning or placement agreement, "academic agreement". Such an agreement is not enforceable by law but typically outlines placement information, learning objectives and the responsibilities of the three individuals while the student is participating in the placement program.

The campus may include an acknowledgement of risk/hold harmless and medical consent signed by the student.

Such contracts/agreements should be reviewed and approved by [The Office of General Counsel](#).

GOVERNING LAW

The laws of the State of Illinois should govern the learning or placement agreement and the contract.

INJURIES TO STUDENT

All injuries to the student during the placement should be reported to the department, and a SIUC Report of Injury/Incident/Hazard Form should be completed. An electronic copy of the form can be found online at http://cehs.siu.edu/common/documents/incident_report_2.pdf. Student injuries should also be reported per the placement site's procedures.

It is recommended all students maintain health insurance coverage while participating in a placement program. With the payment of all student fees, SIUC students are provided medical coverage under the Student Health Center Student Medical Insurance Plan. Students utilizing this plan should report the incident to the Student Health Center Student Medical Insurance office at 618-453-4413. If the student has private medical coverage and waived coverage under the Student Medical Insurance Plan, the student should follow the procedures applicable to his or her insurance provider.

If the student is being paid by the host site, the student should be eligible for Worker's Compensation benefits from the site. SIU does not provide Worker's Compensation benefits for placement programs.

STUDENT PERSONAL PROPERTY DAMAGE

The faculty advisor should explain that personal property is used at one's own risk.

SIU PROPERTY DAMAGE

Damage to University property should be reported within 24 hours to the academic department and if necessary to University Risk Management.

LIABILITY FOR STUDENT'S ACTIONS

The liability for the student's actions will depend on the details of the activity that led to the claim or lawsuit. Generally, a student is an adult responsible for liability resulting from his or her own actions. However, SIU or the host site may be liable if the student is performing services for SIU or the host site and the student was under either's direction or control. This will be determined during the claims or litigation process.

GENERAL LIABILITY INSURANCE

General liability insurance may come from SIU, the host sit, or the student. General liability claims arising from acts or omissions made by faculty, staff, or students acting responsibly within the scope of his/her responsibilities to SIU are covered under the University's Self-Insurance Program. Students participating in unpaid placement programs contracted through the University are covered under the University's Self-Insurance Program when acting responsibly within the scope of his/her responsibilities to SIU. Coverage details and exclusions can be found at <http://siusystem.edu/risk-management/generalandprof.shtml>. Incidents having potential exposure should be reported within 24 hours to University Risk Management.

Students participating in paid programs or programs not contracted through the University are not covered by the University's Self-Insurance Program. The host site's programs may or may not cover the

student. When the placement program has not been contracted through the University, the student should take responsibility for his or her own liability insurance protection. Sources for such coverage may include:

- Host site's liability insurance coverage for volunteers and employees
- Parent's or student's homeowners/renters policy providing liability insurance while volunteering
- Professional associations offering liability insurance resources to student members
- Insurance brokers who offer liability insurance programs to student professionals
- General, professional or renters insurance available for other related parties at <http://siusystem.edu/risk-management/insurance-related-policies.shtml>.

WORKING WITH CHILDREN

The student should abide by the campus' Policy on Activities Involving Minors, if applicable. The policy is available online at <https://policies.siu.edu/employees-handbook/chapter10/activities-involving-minors.php>. The student should also abide by the host site's policy for activities involving children, if applicable.

TRANSPORTATION

Generally, the student is responsible for transportation to and from the host site and should have a valid driver's license and carry automobile liability insurance as required by state law. The student should know whether the host site expects the student to use his/her own vehicle or the host vehicle for the placement program activities and prepare accordingly. The University does not provide auto liability insurance.

INTERNATIONAL PLACEMENTS

If a department will be working with a foreign host site, the faculty advisor should consult with the Center for International Education at 618-453-5774. The student should consider obtaining adequate travel and health insurance. Such insurance may be purchased through University contracted vendors. Additional information is available online at <http://siusystem.edu/risk-management/insurance-related-policies.shtml>.

U.S. DEPARTMENT OF LABOR CONCERNS FOR UNPAID INTERNSHIPS

Generally, to lawfully provide an unpaid internship, the unpaid intern cannot perform any work contributing to a company's operations. ALL of the following requirements must be met for an internship to be unpaid:

- 1) The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
- 2) The training is for the benefit of the trainee;
- 3) The trainee does not displace regular employees but works under close observation;

- 4) The employer providing the training derives no immediate advantage from the activities of the trainee and on occasion the employer's operations may actually be impeded;
- 5) The trainee is not necessarily entitled to a job at the completion of the training period; and
- 6) The employer and the trainee understand that the trainee is not entitled to wages for the time spent training.

TAXES

Generally, if the student intern is participating in an unpaid placement program there will be no tax consequences. However, if the student is being paid for participating in the program, the payments will be wages subject to payroll taxes and reportable on Form W-2 by the employer.