



Master of Social Work Program

**Field Education Handbook
2023-2024**

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INTRODUCTION OF MISSION AND GOALS

Welcome to the social work program! This is the field education handbook for the MBU MSW program. The Council on Social Work Education (CSWE) requires that all social work students successfully complete a field placement. There are many purposes for field education. Field education helps students learn about professional social work values and ethics and provides the opportunity for students to connect and integrate classroom learning with practice in a placement site. The field experience includes a reciprocal integration between classroom learning and practice that facilitates students acquiring social work knowledge, values, and skills. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting.

The student's field instructor is the social work professional who will be working with the student and play a crucial teaching role. The field instructor will provide the student valuable constructive feedback, will mentor and supervise the student, and will evaluate the student's growth as a social worker. How students approach and engage in the process of field instruction will begin the formation of their professional identity and imprint their future success. Field experience is the signature pedagogy of the social work curriculum.

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Mission Statement:

Within the context of a Christian, liberal arts institution for higher learning, and grounded in core professional values, the Master of Social Work program seeks to develop ethical, competent, and effective advanced social work practitioners who integrate the knowledge, values, and skills of social work to promote positive social change, to challenge injustice, and to provide services to enhance and strengthen individuals, families, groups, organizations and communities locally and globally.

MSW Program Goals:

The Master of Social Work program at Missouri Baptist University:

1. Prepares students to engage in service and leadership to promote positive social change, and to challenge injustice.
2. Prepares students to engage in advanced social work practice at the highest professional level of practice informed by theoretical perspectives and knowledge based on research.
3. Prepares students to practice according to the values and ethics of the profession and understand and demonstrate ethical integration of Christian faith in advanced social work practice.
4. Prepares students to demonstrate an understanding of social work theories, values and practices from a Christian worldview.
5. Engages in service to the MBU, local, and global communities.

Social Work Program Competencies:

In accordance with the mission and goals of the Social Work program, and consistent with the 2022 EPAS, the following are the program competencies and the criteria for field final evaluation.

MBU Social Work Graduates will:

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
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 individuals, families, groups, organizations and communities.
10. Demonstrate ethical integration of faith and social work practice.

MBU Mission

The mission of Missouri Baptist University is to offer programs of study leading to professional certificates, undergraduate degrees, and graduate degrees in an environment where academic excellence is emphasized and a Biblically based Christian perspective is maintained. The University is committed to enriching its students' lives spiritually, intellectually, and professionally, and to preparing students to serve in a global and culturally diverse society.

Core Purpose

To teach, empower, and inspire students for service and lifelong learning.

MBU Values

MBU Core Values:

- We are serious and intentional about our Christian faith.
- We will freely and responsibly search for truth.
- We strive for excellence.
- We believe in the importance and cultivation of character.
- We believe in social change through service and leadership.

MBU Commitment to Diversity

Commitment to Diversity:

Missouri Baptist University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person. Missouri Baptist University affirms that an important part of the integration of faith and learning is the recognition that all people are created in the image of God and worthy of respect and dignity. We seek to ensure that all students have full access to the educational, social, and spiritual growth opportunities that the University provides to ensure that students understand and appreciate one of the University's core values which is "social change through service and leadership."

Through its curricular and classroom experiences, the university seeks to develop and nurture diversity because it strengthens the organization, promotes creative problem solving, and enriches us all.

The goal is to present materials and activities that are respectful of diverse groups including, but not limited to, race, gender, color, national or ethnic origin, age, qualified disability, military service, learning differences, or socioeconomic status.

MBU Curriculum Design for Field Education

The field education program connects the theoretical and conceptual contributions of the classroom and field settings. Field experience courses seek to examine, apply, and integrate knowledge, theories, concepts, and skills relating to social work practice in agency practice. In this process, students are engaged in applied learning which requires them to bring together and integrate professional values and ethics, and cognitive learning, and knowledge of self and personal values in their application and evaluation of practice with clients. The field curriculum provides the content and experience from which students examine, apply and integrate knowledge, theories, concepts, and skills relating to social work practice with individuals, families, groups, organizations, and communities.

Field experience supports and contributes to courses by: (1) supporting student ability to analyze and understand organizations and communities within which they are placed; (2) providing the content from which students examine, apply, and integrate knowledge, theories, concepts, and skills relating to social work practice with individuals, families, groups, and organizations into the real world of agency social work practice; and (3) supporting critical evaluation and application frameworks and theories of individual growth and development within the service environments in which students are placed.

In the MSW program at Missouri Baptist University, field education represents a symbiotic relationship wherein the framework that has been laid conceptually and theoretically can be observed and practiced in a field placement. Further, that experience then guides and deepens the student's understanding of the theory as they apply it in the classroom setting.

A variety of concepts and theories learned in courses are integrated in field experience. Most prominent are the four concepts that are central to the MBU social work curriculum. These four concepts are social justice, strengths-based perspective, evidence-based, and ecological systems. These concepts reflect the high value MBU places on educating social workers to recognize and support the inherent strengths within all clients and client systems, the dynamic and reciprocal nature of social systems, the importance of challenging injustice and pursuing social change, and valuing approaches based on the best available science.

The field education is embedded within the coursework of the program and through a variety of courses including but not limited to field seminar. Field seminars are required during all field experiences at MBU, and students will engage in specific activities that will link various concepts and theories to the field experience.

COMPETENCIES

Competencies as adopted by the MBU MSW Program

The Expected Educational Outcomes of the MSW Program

The objectives of the program are presented as the operational definitions of the competencies of the program. They are listed in the form of the behaviors that will be evidenced at the successful completion of the MSW program. Social work competence is the ability to integrate and apply social work:

- a. **Knowledge**
- b. **Values**
- c. **Skills**
- d. **Cognitive and Affective Processes**

This should be done in a purposeful, intentional and professional manner to promote human and community well-being. This included critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. This is to be done across all behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

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

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

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

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

Competency 10: Demonstrate ethical integration of faith and social work practice.

The specific operational definitions and related behaviors can be found on the Council on Social Work Education 2022 Educational Policy and Accreditation Standards or through the link listed below.

<https://www.cswe.org/accreditation/policies-process/2022epas/>

Field Education Handbook Purpose

The purpose of this field manual is to provide standard guidelines for the field experience. It outlines the policy and procedures for the student, field instructor, task instructor, faculty liaison, faculty and all involved in the field experience. It outlines the roles and responsibilities of all key players. The field experience is closely supervised by professional social workers. The primary purpose of field instruction is to provide students with educational opportunities that lead to competent practice that complement MSW curriculum objectives. The policies, procedures and guidelines are subject to modifications at any time and the program guide will be updated accordingly.

Code of Ethics

The NASW Code of Ethics is an integral part of the field experience. It is expected that all students, field instructors and faculty liaisons follow the code of ethics in their conduct of behavior. The code of ethics should also be interwoven in the students Learning Contract. Students are to learn the intrinsic principles of the code of ethics and have opportunities to operationalize these principles in their field placement. You can find a copy at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

1. The first Section, "Preamble," summarizes the social work profession's mission and values.
2. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in practice.
3. The third section, "Ethical Principles," presents broad ethical principles, based on social work's values, that inform social work practice.
4. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Values of Social Work:

- Service
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence
- Social Justice

Human Diversity

Missouri Baptist University will agree to comply with all state and federal laws on discrimination and specifically agree not to discriminate any student in field placement based on diversity. It is the expectation that the field placements will embrace human diversity and social justice also.

Missouri Baptist University students will maintain an atmosphere in which there is an appreciation of human diversity and where people of varied backgrounds and characteristics feel supported, valued, and empowered to pursue their individual professional development. This will be supported in the classroom setting as well as the field setting. Some principles that should be covered in the internship are the following:

- Social justice from a strengths perspective
- Understanding the value and worth of all individuals

- Understanding one's own biases and worldview and being able to meet the client at his/her place of need and understanding
- Engaging in critical socio-political-historical-structural analysis
- Understanding the micro, mezzo and macro forces that are in place
- Acknowledging the role of power and inequalities that are present
- Celebrate and learn about different areas of diversity

ROLES AND RESPONSIBILITIES

ROLE DESCRIPTIONS

A valuable and successful student field experience requires the involvement of many people including the student, those at the field agency, and Missouri Baptist University's faculty. This section defines the titles used when referring to participants in the field internship.

Field Experience, Practicum and Internship are all used interchangeably. These are signature pedagogy terms that cover the learning experience students have directly in the field. The experience is designed to help students integrate classroom knowledge into the practice setting. The generalist student has two 225-hour internships at one field site and the specialized student has two 225-hour internships at one field site. The number of field hours required for advanced standing students is dependent on field hours earned in their BSW program and may vary.

Director of Field Education: This person oversees the field education component of the MSW program and is a faculty member at MBU. This person confirms and documents students' eligibility for field and conducts a field planning meeting with students the semester prior to the generalist and specialized placement to discuss placement interests. The Director of Field Education recruits field agencies and field instructors and conducts field orientation and training for students and field instructors. This person is responsible for ensuring all required field forms are on file and signed. The Director of Field Education may also serve as a Faculty Liaison for students. The Director of Field Education gives final approval for students' placements.

Faculty Liaison: A faculty liaison is assigned to each student following the field planning meeting with the Director of Field Education. The faculty liaison is a faculty member at MBU and the person who works with the student to secure a placement. After a placement is confirmed, the faculty liaison serves as the primary point of contact and support for the student, field instructor and task instructor (if applicable) during the student's field placement. The faculty liaison conducts a meeting with the student, field instructor and task instructor (when applicable) at the beginning of the generalist and specialized placement. The primary purpose of this meeting is to help the field instructor, task instructor (when applicable) and the student establish a good working relationship and clarify any questions regarding the development of the Learning Contract. The faculty liaison conducts a mid-placement site visit.

Agency Field Instructor: This is the master's level professional social worker with a minimum of two years post masters experience who supervises the student in their field placement. In the event that the agency is unable to provide an appropriate field instructor, MBU will provide an off-site field instructor. The field instructor will meet with the student for an hour weekly to talk about goals and progress in the student's internship. This person is a social work practitioner employed by an agency who serves as the student's field supervisor on a voluntary (unpaid) basis. This individual is responsible for the education of the student(s) while the student(s) is at their agency. They help the student fill out the Learning Contract and meet with the faculty liaison during the site visits. Internship site visits are designed to allow the student and the field instructor the opportunity to assess progress and answer any questions regarding the Learning Contract or Field Placement.

Off-Site Field Instructor: When an Agency Field Instructor is not able to serve, MBU will contract with an Off-Site Field Instructor that serves the student. The Off-Site Field Instructor will meet with the student bi-weekly for supervision. This person is responsible for coordinating with the Task Instructor to ensure the student is getting the appropriate social work perspective on-site.

They will help the student fill out the Learning Contract and meet with the faculty liaison during site visits. They will assess the student's progress in skill development and communicate regularly with the Task Instructor to do so effectively. The off-site field instructor will be a master's level social worker with a minimum of two years post masters experience. The off-site field instructor will facilitate and encourage participation of the task supervisor in supervision periodically.

Task Instructor: In the event that the Field Instructor is not who the student reports to on a daily basis, a task instructor will be assigned. The task instructor is the student's main point of contact at an agency on a daily basis. It is preferred that the task instructor has a minimum of two years of experience in an area of social service. A task instructor is used in all cases where a Field Instructor is on-site or off-site when the Field Instructor is not the main point of contact for the student. Task instructors are encouraged to participate in supervision when appropriate, site visits, and the development of the Learning Contract.

Field Seminar Instructor: This is the MSW faculty member who teaches field seminar. Field seminar is a 1 credit hour course students take in conjunction with each semester of their field placement. This course helps to facilitate the integration of theory and practice.

RESPONSIBILITIES OF KEY PEOPLE

Director of Field Education

The Director of Field Education is a member of the social work faculty and has administrative responsibilities for the execution and integration of the field education component of the social work curriculum. The responsibilities of the Director of Field Education include:

1. Establishment of the policies and procedures for the field internship, responsibilities of program and field personnel, and preparation of the MSW Field Education Handbook and field education accreditation materials in compliance with CSWE standards.
2. Periodic review of objectives for student learning in the field internship.
3. Recruitment of agencies and Field Instructors.
4. In cooperation with Faculty Liaisons coordinate the assignment of students to internship agencies and Field Instructors and provide training and support for the Field Instructors, Task Instructors and students.
5. Provision of support to Faculty Liaisons, Field Instructors, and students as they seek to resolve problems that may arise in the internship. In counsel with the Faculty Liaison, the Director of Field Education is responsible for moving the student to a new agency if the situation warrants.
6. Enlist the aid of Field Instructors and agency directors in identifying social work practice issues that are developing in the field so they can be included in future course content.
7. Allow an opportunity for the Field Instructors to evaluate the social work program as well as the performance of the Director of Field Education and/or Faculty Liaison.
8. Give the students an opportunity to evaluate the effectiveness of their Director of Field Education, Faculty Liaison and their field experience.
9. Oversee the activities of the Faculty Liaisons.
10. Oversee the maintenance of online materials and publications related to the MSW field placements, including materials housed in Tevera.
11. Oversee assessment related to field education.
12. Confirms and documents students' eligibility for field prior to starting field placement

Faculty Liaison

The Faculty Liaison is a member of the social work faculty and is responsible for encouraging a cooperative and supportive relationship between the agency, Field Instructor, Task Instructor (when applicable) and the student. The specific duties include:

1. Help students locate and secure their field internship placements.
2. Help the students and the Field Instructors integrate the academic curriculum and the field experience.
3. The Faculty Liaison will conduct a meeting with the student, Field Instructor and Task Instructor (when applicable) at the beginning of each new placement. The primary purpose of this meeting is to help the Field Instructor, Task Instructor (when applicable) and the student establish a good working relationship and clarify any questions regarding the development of the Learning Contract.
4. Complete a site visit with the agency mid placement. The goal of this meeting is to provide guidance in evaluating the learning that has taken place, the student's strengths, the learning tasks that need to be completed, as well as any issues that need to be addressed.
5. Be available for informal contact by phone, in person or over zoom, to answer questions and resolve issues.
6. Provide assistance as needed in evaluating the student's progress, performance,

- achievements, and if necessary, remediation.
7. Award a Credit (“C”)/No Credit (“NC”) in Field Experience.

Field Instructor

The Field Instructor will be responsible for those activities, which have been identified in the section entitled "Criteria for Selecting Field Instructors". More specifically, and in addition to those, the Field Instructor will:

1. Identify, with the student and Faculty Liaison, learning experiences available within the agency and the community at an MSW level of practice and which will form the student's Learning Contract.
2. Provide resources to orient the student to the agency history, mission, organizational structure, policies, and procedures and to help the student understand his/her role within the agency.
3. Help the student form and maintain constructive professional relationships with other social workers and staff within the agency and within the community.
4. Provide, on an ongoing basis, learning experiences that are appropriate to the skills and potential of the student and help the student fulfill her/his Learning Contract.
5. Provide ongoing supervision and assistance to protect the student and the clients from harm.
6. Provide regularly scheduled time with the student on a weekly basis for instruction. Instruction during this time should focus on helping the student understand and apply theory to the work they are doing, exploring values which have led to assessment and intervention decisions or may be interfering with effective practice (especially with ethnically/culturally different clients), helping the student explore alternative methods of intervention, providing ongoing feedback to the student, and assisting the student in self-evaluation.
7. The internship is a stressful time for students due to the fact that they are applying knowledge and skills in new situations while being evaluated. Because of this, it is important to provide time to explore emotional issues that the student may experience and to provide support.
8. Complete, with the student, a written mid-placement Evaluation and a final evaluation of the internship.
9. Meet with the Faculty Liaison to identify student needs and assess student progress. Also confer with the Faculty Liaison as needed to discuss issues or problems that are interfering with the student's learning experiences.
10. Complete an orientation for Field Instructors.
11. Regularly Collaborate with Task Supervisor on Student's Progress
12. Notify the Faculty Liaison immediately in writing, if any concerns arise with a student that may jeopardize placement.

Task Supervisor

1. The student's assignment person that they report to on a regular basis.
2. The student's point of contact at agency.
3. Help with the development of the learning contract.
4. Participate in a 4-5 week check in and mid-point and end of site visit.
5. Will notify the faculty liaison immediately in writing, if any concerns arise with a student That may jeopardize placement.
6. Provide resources to orient the student to the agency history, mission, organizational Structure, policies, and procedures and to help the student understand his/her role within

The agency.

7. Provide assistance as needed in evaluating student's progress, performances, Achievements, and if necessary, remediation.
8. Participate in supervision meetings with student and off-site field instructor as needed.

Field Instructor Support

MBU is committed to providing support for Field Instructors so they are able to provide students with the support and educational experiences they need to learn, grow, and demonstrate competency. MBU does this by providing the Field Instructor with training and information and by being available to her/him for discussions and/or meetings. MBU expects and is committed to the student's success in the internship, so MBU encourages both the student and Field Instructor to contact the Faculty Liaison or Director of Field Education if you have questions and concerns. We would prefer to help resolve any early concerns that may arise rather than allowing it to develop into a larger issue that may affect the successful completion of the internship.

Field Instructor Orientation and Training

All new Field Instructors will be required to complete orientation and training provided by the school. This training and orientation consists of:

- Social work practice competencies as described in the 2022 CSWE EPAS
- MBU specific competency on ethical integration of faith and social work practice
- Roles and tasks of the Field Instructor and Task Instructor (if applicable)
- Field requirements for generalist and specialized years
- Roles of the Faculty Liaison and Director of Field Education
- MBU MSW policies and procedures

Field Education is an integral part of social work education and therefore the relationship between MBU's field education program and the organizations, agencies and field instructors is essential. It should be a reciprocal dialogue, focused on creating solid partnerships and developing a responsive learning community.

Students

The student will use the knowledge, values and skills learned in his/her courses to fulfill the duties assigned in the internship. Specifically, the student will:

1. Contact the Director of Field Education to schedule and participate in a field planning meeting the semester prior to each new placement.
2. Take an active role with the Faculty Liaison in securing an appropriate field placement. This means responding in a timely manner to communication about placement, completing appropriate paperwork, contacting agencies of interest, and securing liability insurance.
3. Take an active role, with the Field Instructor and Faculty Liaison, in identifying learning needs and activities to be included in the Learning Contract, attend Field Orientation and Training, and complete the Learning Contract and get the required signatures.
4. Seek out and participate in agency activities, which allow the experiences needed for learning.
5. Keep commitments to the agency by being professional, cooperative, and responsible in completion of assigned tasks.
6. Come to supervision with an agenda and use supervision to clarify procedures that are unclear and to evaluate effectiveness of work activities. Students are responsible for formulating questions and presenting work so that the agency Field Instructor can provide feedback. Students can use the following questions as examples to prepare for supervision and to identify

questions for the Field Instructor:

- What does the client/organization want help with?
 - How will you and the client/organization know the intervention is helping?
 - How does the client/organization describe a successful outcome?
 - What treatment modality are you utilizing to help the client/organization?
 - How do you evaluate an intervention to see if it is working?
 - Does the client/organization say the intervention is helping?
 - What other types of interventions could be utilized?
 - How are they working?
 - In what way did (or will) the client/organization have input into the intervention?
 - Does the client/organization say there has been a successful outcome?
 - What have you learned about your professional skills?
 - What would you do differently next time?
7. Actively integrate theory and values with practice experiences within the agency.
 8. Identify areas of knowledge or skill that you are deficient in but need in order to adequately provide services to a client population within the internship. It will be the student's responsibility to research these areas.
 9. Be aware of possible implications for working with populations that are culturally different and will take steps necessary to provide services, which respect the cultural uniqueness of individuals.
 10. Abide by the NASW Code of Ethics when engaged in all activities connected with your social work internship.
 11. Be prompt, responsible, and reliable in attendance and keep track of hours spent in the internship using the weekly summary.
 12. Keep a weekly time and activity log to help track hours and identify topics to be discussed during supervision and in the seminar course.
 13. Notify the Faculty Liaison immediately if any concerns arise that may jeopardize placement. Students are not to voluntarily leave their placement without prior approval from the Faculty Liaison. Leaving the internship placement without prior approval from the Faculty Liaison could result in the student not earning credit for their internship.

Boundary Setting and Social Media

Professional boundary expectations should be discussed the first week of the internship. This includes boundaries with clients, staff, faculty and with social media. The student should discuss with the agency what their guidelines are for social media. Social media can be a great resource in social work, but professional boundaries need to be established in this media format. This should be discussed at the beginning of the internship. The student can add this to his/her Learning Contract, stating that this conversation has happened.

MSW SOCIAL MEDIA POLICY

The Internet has created the ability for students and social workers to communicate and share information quickly and to reach millions of people easily. Participating in social networking and other similar Internet opportunities can support a students' personal expression, enable individual social workers to have a professional presence online, foster collegiality and camaraderie within the profession, provide the opportunity to widely advocate for social policies and other communication. To that end, it is essential that one maintains professional behavior, ethical standards, confidentiality and appropriate boundaries with the agency, clients, program and instructors. The social work program recognizes the importance of the internet and social media/networking and we are committed to supporting your right to interact socially and knowledgably using social media/networking sites. The guidelines below are not meant to infringe

upon your personal interaction or commentary online. The program also recognizes that as members of the Missouri Baptist University Master of Social Work Program community we are responsible and accountable for our actions and statements. There is also a need to protect the privacy, confidentiality and interests of the university, social work program, agency, colleagues, clients, instructors, and peers.

Students should prudently consider their online communication as they reflect themselves, their field agency, the Missouri Baptist University Master of Social Work Program, and the social work profession itself. All online communication should be professional and respectful in tone and nature. Violations of the NASW Code of Ethics, as evidenced online, can result in disciplinary action including possible dismissal from the social work program. Additionally, students must recognize that actions online and content posted may negatively affect their reputations among clients and colleagues, may have consequences for their social work careers, and can undermine public trust in the social work profession.

These guidelines will assist you in your endeavor to make appropriate decisions about your school, program and internship related online exchanges.

- “Google” yourself to see what information is available to you. You should routinely monitor your Internet presence to ensure that personal and professional information on your sites is accurate and appropriate.
- Review and delete inappropriate posts, tweets, blogs, pictures (or un-tag), videos etc.
- Be very selective about whom you friend, follow, etc.
- Be very selective about what you “like,” as this may be viewed as a reflection of you.
- Use the highest privacy settings available for all social media sites. Remember that social networking sites are public domains and information can be accessed by anyone, including clients, colleagues and agencies. What you say or write on these sites does not go away.
- Consider developing a **professional** social media site like LinkedIn.
- Be cautious in revealing personal information such as DOB, phone number, address, family members, place of employment, etc.
- Do not share client information via email or via text.
- Be very cautious about what you share (any format) about faculty, field agencies/instructors, peers, co-workers, employers, etc.
- Do not “look up” present or past clients on social media, unless there is a compelling reason.
- Do not friend, follow, etc. current or past clients.
- Do not ask or accept a current or former client as a friend on Facebook, LinkedIn, Twitter, Instagram, blogs or any other social networking site. A polite way to decline the request is to emphasize agency policy and your concern to protect the client’s privacy. You may say “I do not add clients as friends on social networking sites because they are not secure and doing so can compromise your confidentiality.”
- Do not give any current or past clients your personal account information including: cell phone, email, Twitter, Facebook, Instagram and/or LinkedIn.
- Do not make references or comments about the agency, field supervisor(s), colleagues, clients or client situation, on Facebook, LinkedIn, Twitter, blogs or any other social networking site. Anything you write online or anything on the web is not confidential as these sites are not secure. Therefore, any comments/communication regarding clients or your agency made on such sites would be in conflict with the NASW Code of Ethics standard pertaining to “Privacy and Confidentiality”.

- Use only your professional (agency) e-mail address and phone number to communicate with clients. All correspondence should be of a professional nature.

Please note that after students attend the MSW Program Student Orientation for your cohort all correspondence/emails will be done through your MBU email. This includes correspondence in classes, from MSW faculty and staff, and from university offices such as the Business Office and the Financial Aid Office. You will use this email throughout the course of your MSW program. The learning management system used by MBU is Canvas which also has an email function. Students may receive specific class/course content through the Canvas email as well.

Mandatory Reporting

Each state has laws which cover the mandatory reporting of child or elder abuse and the duty to warn if a client is harmful to him/herself or others. Field instructors are responsible for educating all students with regard to these laws as they pertain to the fieldwork site. As emerging social work professionals, MBU expects students to adhere to the NASW Code of Ethics and state law and report incidents of suspected neglect or abuse where required by law. However, students are highly encouraged to collaborate with agency, their field instructor and/or task instructor if applicable to help in making these decisions and ensuring that agency protocols and policies are adhered to during this process.

The student should involve the fieldwork site field instructor and/or task supervisor who is responsible for ensuring that all field placement policies, regulations, laws, and ethical obligations are followed. The student can assist and should have exposure to situations that involve mandatory reporting and duty to warn. The student should communicate with their field instructor and faculty liaison any concerns in this area.

The following website may be helpful to you in finding the applicable state laws:

<http://www.dss.mo.gov> <http://www.dss.mo.gov/>

Safety in Field

Safety during field is essential. Social work students work with clients in a wide variety of settings and situations. Some of these settings include work with individuals dealing with overwhelming emotions and stressors that may result in behaviors that are or appear to be threatening in nature. Examples of these behaviors may include swearing, yelling, insulting, threatening or acting to cause physical harm, and other out-of-control behavior.

Students in field are to pay attention to their own personal safety and be aware of their environment. It is difficult to predict when dangerous situations or threatening behaviors might occur. Such incidents may be direct or indirect, as determined by factors such as fear, anger, stress, paranoia, or chemical imbalance. One must determine if the situation or behavior being displayed is a result of personality style or the current situation and/or environment. However, dealing with the situation intuitively increases the probability of a safe and calm response, and is therefore often the best approach.

a. Preparation Guidelines:

Each site is responsible for orienting students to the safety policies and procedures of that setting during the agency orientation, as well as in supervision. Before a student begins field placement, the field instructor should familiarize the student with conditions at the site. Discussion should focus on risk management, safety procedures, and methods for assessing and attending to potentially dangerous situations. If the field instructor does not do this, students should request it.

Field placement agencies should have written policies to address any work situation that entails potential risk, such as home visits, services conducted outside the agency in isolated or high crime areas, services provided at night or on weekends, services to clients who may become volatile, or who may be intoxicated or under the influence of controlled substances, and services that are politically sensitive which may result in threats of violence.

Agencies are required to immediately notify any safety incident involving a student to Missouri Baptist University. If the faculty liaison is unavailable, notification should be made to the Director of Field Education.

All students should be provided with timely information on basic safety, medical, health and emergency procedures during orientation to the field placement agency. These procedures should be carefully discussed with the students and reviewed periodically. Students are advised to take advantage of any additional specialized trainings provided by the field placement site and to take all necessary precautions to protect their personal safety and property during field placements. Students should also be informed of and trained in health precautions and protocols appropriate for the setting. Procedures for the student(s) to follow in the event of a safety or security problem or potential health risks should be reviewed. The Learning Contract should include information about the agency's safety orientation and training opportunities provided to students to support the development of skills and knowledge that will maximize safe practice.

An orientation checklist will be provided by the student through the Tevera platform which will ensure that the policies and procedures are reviewed with the Field Instructor.

b. Safety Tips in Field:

These additional tips are good safety precautions when in the field:

- Students should read and be familiar with the safety policy and procedures of the School and of the field placement agency and abide by health precautions and protocols related to the specific agency setting.
- Students should not see clients alone unless they have clearly demonstrated the knowledge and skills to do so.
- When conducting office-based meetings, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit.
- When in the field, students are reminded to carry cell phones, notify their supervisor of their whereabouts and refrain from carrying valuables or wearing expensive jewelry.
- When conducting home visits, students should be aware of their surroundings and who is in the house. Be aware of exit locations and do not allow a path to an exit location to be blocked.
- When conducting home or community-based field placement activities, students should be aware of parking locations. Do not allow another vehicle to block your own in a driveway or other location.
- Lock vehicle doors and do not leave any valuables in sight. Valuables should be stored in a locked location, preferably in the field placement agency.
- Students should carry a cell phone while in the field, in order to call for help in the event of an emergency or to contact the Field Instructor or another agency supervisor for support if needed. The field placement agency must always be aware of the student's location when conducting home or community-based activities.
- When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel.
- It is helpful to wear sturdy, flat walking shoes for safety reasons. The shoes should not be open toed.
- It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination.

- Be aware of people and animals in the immediate area.
- Avoid the side of the street where people are loitering.
- Be aware of safe places that could be used for refuge in case of an emergency (i.e. a store, a library, a school, or a workout facility);
- Conceal purse or bag or secure it to shoulder;
- Be aware of suspicious individuals in stairwells; notice how far apart exits are on the stairwell and pull a fire alarm or emergency lever if needed. Be aware of suspicious individuals on elevators and exit the elevator if possible; if accosted while in the elevator, push all buttons.
- Respect realistic limitations and boundaries. Listen to your gut instinct and know when to stay and when to leave;
- Keep your work area neat. If working with a potentially aggressive client, be sure to keep items that could potentially be used as weapons out of sight (i.e. scissors, hot liquids, disinfectant spray);
- Alert staff members if you anticipate that you might need assistance before entering a crisis, or potentially dangerous situation;
- Stay calm. Talk in a normal tone and avoid emotional or aggressive responses, threats, or commands. Allow the client(s) appropriate choices or practical rationale; take a non-threatening, but protected stance/posture; stand slightly sideways to the individual beyond arm's reach with your arms held near the upper body; break eye contact occasionally;
- Don't walk away from an escalating client. Acknowledge his/her feelings and attempt to calmly discuss the situation. Involve the staff member with the most therapeutic rapport to work one-on-one with the client;
- Avoid sudden movements or commands; and
- Contact emergency services if needed.
- Students should dress appropriately, moderately, and discretely while in the field.

Students have a right and responsibility to refuse any assignment where they feel physically at risk or in which they deem too dangerous to pursue at the time. Students should immediately report any dangerous or adverse situations or incidents encountered during field placement to their Field Instructor and Faculty Liaison. The Faculty Liaison has the responsibility to forward/share this information with the Director of Field Education as needed.

FIELD CURRICULUM

Internship Courses Generalist Year:

Two 225-hour field internships are required for all students in the generalist year of the program.

The purpose of the internship is to provide students with an integrative experience that reinforces and deepens learning acquired in the social work professional generalist courses. The development of new knowledge and skills is also facilitated by observing and being taught by field instructors who are practicing social workers. Student learning will be supported through the development of a Learning Contract that outlines the activities and learning that students will engage in during the internship. In addition, students enrolled in SOCW 5182 and SOCW 5192 will participate in the internship seminar (SOCW 5181 and SOCW 5191) that helps to facilitate the integration of theory and practice and provides support and nurture of the student's professional development. Specific details about the internship can be found in the next section on Internship Policies.

SOCW 5182 Field Experience I: Students will participate in a 225-hour advanced generalist level field Internship, concurrently with course work to allow the direct application of theory to practice. Students will advance their knowledge of the profession and refine their skills in working with individuals, families, groups, communities and organizations under the educational direction of social work professionals and university faculty. Must be taken with SOCW 5181.

SOCW 5181 Field Seminar I: This seminar is designed to integrate the concepts, knowledge, and values learned in course work with agency experience. This will provide opportunities for students to share their unique learning experiences from the agency placement and to demonstrate their competencies through a series of integration assignments. Students achieve a beginning level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. Must be taken with SOCW 5182.

SOCW 5192 Field Experience II: Students will participate in a 225-hour advanced generalist level field internship, concurrently with course work to allow the direct application of theory to practice. Students will advance their knowledge of the profession and refine their skills in working with individuals, families, groups, communities, and organizations under the educational direction of social work professionals and university faculty. Must be taken with SOCW 5191.

SOCW 5191 Field Seminar II: This seminar is designed to integrate the concepts, knowledge, and values learned in course work with agency experience. This will provide opportunities for students to share their unique learning experiences from the agency placement and to demonstrate their competencies through a series of integration assignments. Students achieve a beginning level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. Must be taken with SOCW 5192.

Successful passing and completion of SOCW 5181, SOCW 5182, SOCW 5191 and SOCW 5192 by generalist students are required prerequisites of taking specialized field courses.

Internship Courses Specialized Year:

SOCW 5282 Field Experience III: This course is the first part of the advanced practice supervised field experience. The purpose of the experience is to enable students to apply advanced social work knowledge, values, skills, and cognitive and affective processes in a practice setting. It requires *225 hours of field experience in a social service setting. Must be taken with SOCW 5291.

SOCW 5281 Field Seminar III: This seminar is designed to integrate the concepts, knowledge, and values learned in course work with agency experience. This will provide opportunities for students to share their unique learning experiences from the agency placement and to demonstrate their competencies through a series of integration assignments. Students achieve an advanced level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. Must be taken with SOCW 5282.

SOCW 5292 Field Experience IV: This course is the second part of the specialized field experience giving the student an opportunity to apply advanced social work knowledge, values, skills, and cognitive and affective processes in a practice setting. It requires *225 hours of field experience in a social service setting. Must be taken with SOCW 5291.

SOCW 5291 Field Seminar IV: This seminar is designed to integrate the concepts, knowledge, and values learned in course work with agency experience. This will provide opportunities for students to share their unique learning experiences from the agency placement and to demonstrate their competencies through a series of integration assignments. Students achieve an advanced level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. Must be taken with SOCW 5292.

**The required number of field experience hours for students in the Advanced Standing Program may vary, depending on the number of hours completed in their BSW program.*

Field Hours for Advanced Standing Students

Students in the advanced standing program are asked to provide documentation of completed hours of field experience in their BSW program. Students are given credit for field hours completed in their BSW program, up to a maximum of 450 hours. Students who earned between 400 and 450 hours will receive credit for these hours. They will be required to complete the remaining hours to total 900. (For example, a student who earned 415 hours in the BSW program, would be required to complete 485 hours in the advanced standing MSW program, for a total of 900 hours.)

Required field hours will be spread equally over two semesters. For example, if a student is given credit for 400 hours and is required to complete 500 hours in the MSW program, they will be required to complete 250 hours first semester, and 250 hours second semester.

If no documentation is provided, it is assumed that the student completed 400 hours (the minimum required for a BSW degree.)

EXPECTED COMPETENCIES FOR SOCIAL WORK PRACTICE

Our student learning objectives reflect the competencies developed by the current curricular guidelines of the Council of Social Work Education (<https://www.cswe.org/Accreditation>) and the mission and goals of our social work program. One of the requirements for graduating with an MSW from Missouri Baptist University is the ability to demonstrate competency in each of the objectives in his/her field internship.

MSW INTERNSHIP REQUIREMENTS

Generalist Year

The MSW Generalist Year field internship involves 450 total clock hours of agency practice that grants students six hours of credit (including the integrative seminar). SOCW 5182 involves 225-hours of agency practice, and SOCW 5192 involves 225-hours of agency practice. Hours will be completed over the 16-week semester and should average about 14 hours per week. Students will enroll in SOCW 5181 and SOCW 5191 concurrently with internships. Each seminar course is web based and supported through the online learning management system Canvas. The seminar courses will provide students with a forum to discuss field experience, integrate theoretical knowledge with practice experience, and to process and evaluate skills.

A Field Education orientation and training will be scheduled for the students. Participation in the orientation and training is mandatory.

Advanced Generalist/Specialized Year

The MSW Advanced field internship involves 450* clock hours of agency practice that grants students six hours of credit. Students should average 14 hours per week. SOCW 5282 involves 225*-hours of agency practice, and SOCW 5292 involved 225-hours of agency practice. Students' hours will be completed over the 16-week semester and students should average about 14 hours per week. Students will enroll in SOCW 5281 and SOCW 5291 concurrently with their internships. Each seminar course is web based and supported through the online learning management system Canvas and Tevera. The seminar courses will provide students with a forum to discuss your field experience, integrate theoretical knowledge with practice experience, and to process and evaluate their skills.

**The required number of field experience hours for students in the Advanced Standing Program may vary, depending on the number of hours completed in their BSW program.*

Academic Policy and Procedure related to Field Experience:

If a student does not obtain an approved field placement by the third week of field officially starting, the student will be dropped from the field education course and the field seminar course. Because of the sequencing of required courses in the MSW program, the student may be dropped from additional courses as well, which may delay their progress in the program. The Director of Field Education and Program Director may allow placement beyond the third week in extenuating circumstances.

Acceptance to Field Education is based upon the successful completion of the first four generalist courses: SOCW 5103 Introduction to Social Work and Social Welfare; SOCW 5113 Human Behavior and the Social Environment; SOCW 5123 Social Work Research Methods; and SOCW 5133 Generalist Practice with Individuals, Families and Groups. Students must earn a "B" in the first four courses identified above prior to acceptance to Field Education. Students may begin the planning process prior to acceptance into Field Education.

Policies and Procedures for Evaluating Students' Professional Performance

Social work is a self-regulating profession, based on knowledge and guided by professional values and ethics exemplified in the current NASW Code of Ethics. Students enrolled in the Master of Social Work Program must demonstrate professional fitness for both study and a career in the profession. In addition to academic performance, MSW faculty evaluate each student's professional performance throughout the duration of the program. It is the policy of the MSW program that students must demonstrate ethical behaviors in line with the NASW Code of Ethics, including but not limited to professional behavior, integrity, and appropriate self-awareness. Students are expected to demonstrate professionalism in all educational spaces. This is observed through coursework and assignments, interactions with faculty, field placement behavior, classroom interactions, and student organizations.

Specific concerns related to professional performance may include exhibiting unethical or unprofessional behaviors at the field agency, such as violating established practice standards, failure to meet practice documentation and/or reporting requirements, difficulties with authority and use of supervision, violation of agency-specific policies, etc. Concerns may also arise from the classroom context, such as difficulty managing class discussions in a respectful manner, exhibiting erratic or aggressive behaviors, etc.

The following expectations are used as a basis for evaluating students' professional behavior as they prepare to enter the social work profession:

- Compliance with the NASW Code of Ethics
- Demonstrate Cultural Sensitivity and Respect for Diverse Opinions
- Professional Communication
- Demonstrate Respect
- Demonstrate Self-Awareness

Termination Policies and Procedures for Professional Performance

Review of a student's professional performance typically begins in the classroom. If the instructor has concerns about a student's professional performance, these are shared with the student. If the problem cannot be resolved at that level, the School of Social Work's Professional Standards Committee (PSC) may be asked to review a student's professional performance. When there are concerns about a student's professional performance as a MSW social worker in practicum, if the issue cannot be resolved at the instructor level, the instructor will notify the Director of Field Education who will meet with the student. If the problem cannot be resolved at that level, the School's Professional Standards Committee (PSC) may be asked to review a student's professional performance. The Associate Dean of the School of Social Work, the Field Director and all full-time MSW faculty constitute membership of the PSC.

A remediation plan will be developed in most cases. The goal of the plan will be to remedy concerns related to professional performance and may require the student to seek support or assistance to address concerns. The remediation plan will be shared with the student, who will be invited to respond to the plan. If appropriate, the student may be asked to repeat practicum hours that were not successfully completed. Students who are terminated from field experience will be required to withdraw from the corresponding seminar course and will not be allowed to count any practicum hours that have accrued.

The earliest the student may return to practicum and seminar is the following semester and after successful completion of the remediation plan. After review by the PSC, if the student has been unwilling or unable to complete the agreed upon remediation plan, the student may be dismissed from the program. An exception would be an egregious violation of professional behavior as defined by the National Association of Social Workers' Code of Ethics. In these instances, the student will be recommended for dismissal from the social work program with a review and final decision by the PSC.

AGENCY PLACEMENTS

PROCEDURES FOR AGENCY PLACEMENTS

MSW students are expected to incorporate the knowledge from the classroom into their experiences in their field internships. The class and field experiences shape the individual student into their professional social work path and is facilitated by the Field Instructors, Faculty Liaison and Director of Field Education.

- 1) In the semester prior to each new placement: student completes Student Application for Field Education and completes application for liability insurance. Student submits resume with application.
- 2) Students are encouraged to schedule and participate in a field planning meeting with the Director of Field Education or Faculty Liaison prior to each new placement. In this meeting, the student and Director of Field Education review the student's application and resume and discuss the student's areas of interest.
- 3) After the field planning meeting, the Director of Field Education collaborates with faculty to identify approved agencies to serve as potential placements.
- 4) Students can also submit an agency that does not have an Affiliation Agreement for approval. Director of Field Education would meet with the agency and determine if it meets criteria for approval.
- 5) The Director of Field Education provides the student with approved sites to explore along with the name and contact information of their Faculty Liaison.
- 6) The Faculty Liaison works with the student and provides guidance in securing a field placement. This is a collaborative process between the student and the faculty liaison.
- 7) Student completes any agency specific applications and interviews with organization/agency(s) and Field Instructors.
- 8) Agencies and Field Instructors determine what students they select to intern with them and notify the student. It is the student's responsibility to notify the Faculty Liaison.
- 9) Student completes Confidentiality Understanding (Attachment to Affiliation Agreement) and provides verification of professional liability insurance coverage.
- 10) In the event that a student is not accepted after the interview process, the student will meet with the Faculty Liaison and determine other placement options. The Faculty Liaison will seek feedback from agency interviews to help guide students as well.
- 11) Director of Field Education reviews academic progress (courses completed, grades and credit hours earned) and notifies student of ability to begin at the placement. In the event a student cannot begin Field Education after securing a placement, the Director of Field Education will notify the Field Instructor and Agency.
- 12) At the 4-5 week mark of time at the agency, the student, Field Instructor, Faculty Liaison, and Task Instructor (if applicable) will have a meeting to review the Learning Contract and answer any additional questions.

The student will work with the Director of Field Education and Faculty Liaison to secure a placement that is the best fit. The student will be contacted by the Director of Field Education shortly after the application process is completed. Prior to the semester in which field experience begins, a student will work collaboratively with the Director of Field Education and Faculty Liaison to find a placement. Students will begin their internship the first week of the semester.

Upon beginning placement, all Field Instructors are connected to their student's assigned Faculty Liaison. The Faculty Liaison is responsible for monitoring the students' placements through emails/phone calls as needed. The Faculty Liaison aids in the completion of the initial student Learning Contract. The Faculty Liaison also solicits completion of both the Mid-placement and

Final Evaluations at the appropriate times during the internship experience. Site visits are conducted by the Faculty Liaison mid-placement. Site visits may be conducted in person or via virtual interaction (i.e. Zoom). Additional site visits can be conducted as needed. Faculty Liaisons also monitor progress through review of students' time logs and monthly narratives. The seminar instructor also monitors student's progress through facilitation of the integrated seminar course.

CRITERIA FOR THE SELECTION OF AGENCIES

Students in the MBU MSW program complete field placements and engage the 10 social work practice competencies in field experiences with individuals, families, groups, organizations, and communities. Students demonstrate and achieve the expected competencies through a combination of field experiences and seminar experiences by interacting with clients and constituencies, through interaction with Field Instructor and reflection on practice, and through the site visit and evaluation process with Field Instructor. The Learning Contract process assures the competencies are addressed and the evaluation process assures progress toward mastery.

Field instruction takes place in agencies approved and vetted by the Director of Field Education. We seek agencies that are dedicated to the training and professional development of students during their graduate education. It is our belief that there are benefits to having students in an agency that stem from the student bringing new ideas and theories into the agency and the staff being stimulated by the challenge of teaching students. We also hope that our students will make a contribution to the mission of the agency. Our primary goal, however, is to work with agencies that are willing to provide students with a wide variety of learning experiences within an atmosphere which is conducive to the student's personal and professional growth and development. The following factors are criteria used for the evaluation and selection of field placement sites:

1. The agency administrators have familiarized themselves with the objectives and policies in the Missouri Baptist University MSW Field Education Handbook and are willing to commit themselves to the education of professional social work students.
2. The agency administration is willing to provide work release time to its staff (field instructors) to participate in orientation and training sessions and adequate time to train and supervise students.
3. The agency personnel recognize the special distinction between being a student and being an employee to protect the integrity of the educational experience of the student. The agency will agree to maintain adequate staff to carry on agency services without reliance on students. Another way this distinction is protected is by not allowing students to be paid for the time they spend in their internship, although it may be that the agencies reimburse students for out-of-pocket expenses, such as mileage, incurred while doing agency business.
4. A willingness to involve students in the scope of agency responsibilities and activities, exposing students to agency policies, functions, problems, needs, resources, and relationships to the community and other human service systems.
5. A willingness to allow students to provide direct services to diverse client populations. The agency can provide student interaction with individuals, families, groups, and communities. Our students are expected during their internship to progressively demonstrate the judgment and proficiency to carry an independent caseload with supervision.
6. Provide an appropriate place for students to meet with clients and have access to a desk or table to do paperwork, a telephone, and a secure place to keep personal belongings, as needed.
7. A willingness to provide periodic evaluations of the effectiveness of the social work curriculum in preparing students for beginning social work practice in a wide variety of

settings as detailed in this Field Education Guide. The agency/field instructor will keep the social work faculty and students informed of the changes in client problems and needs, how social, political, and economic changes affect service delivery, and other new developments emerging in or influencing practice so that the faculty can modify the curriculum to better prepare students for professional social work.

8. Provide the opportunity for students to complete the required hours of internship 450 total generalist year (two 225-hour internships) and 450* total for advanced year (two 225*-hour internship). Students are required to continue in their internship through the last week of classes regardless of the number of accumulated hours completed. Students are encouraged to work with their Field Instructor to develop a consistent schedule of hours to enhance stability for the client population, agency and student. In very few situations, special permission may be granted to complete early by petitioning the Faculty Liaison and such request will be given in writing. **The required number of field experience hours for students in the Advanced Standing Program may vary, depending on the number of hours completed in their BSW program.*
9. The field instructor will have a MSW degree from a CSWE accredited school. The field instructor will have a minimum of two years of experience post masters. In the event that the agency is unable to provide a credentialed Field Instructor, MBU will provide an off-site Field Instructor to serve in this role for students.
10. Evidence of willingness of agency to participate in the manner listed above is through the completion of the Affiliation Agreement between the Agency and MBU.

CRITERIA FOR SELECTING FIELD INSTRUCTORS

The Field Instructor is a key person in the student's experience. It is the Field Instructor who models appropriate social work values, helps the student with self-examination of how personal values affect interaction with clients, explores with the student appropriate ways to apply skills and knowledge to client interventions, and supports the student through the insecurities of new growth. The following criteria are used for selecting Field Instructors:

1. Willingness to become familiar with the Missouri Baptist University Social Work Program by reading the MSW Program Field Education Guide and to meet with the Faculty Liaison and student.
2. Willingness to support the purposes and objectives of the social work program. This will involve modeling the integration of the knowledge, values and skill of a professional social worker; a willingness to participate in the instruction of students within the practice setting; and participating in the evaluation of the student's learning experiences.
3. Possess an MSW in social work from a CSWE accredited social work program and have a minimum of two years of experience post masters.
4. Willingness to provide regularly scheduled time on a weekly basis for supervision and instruction of the student and be available to provide the student with a wide range of learning experiences under supervision.
5. Willingness to meet with the Faculty Liaison on a regular basis (generally not more than twice during the placement) to plan, enhance and evaluate the student's learning experiences. Willingness to be in contact with the Faculty Liaison on a regular, ongoing basis.
6. Willingness to participate in the evaluation of the effectiveness of the total social work curriculum and performance of the Faculty Liaison.
7. Provide information on the changing complexities of the tasks facing those involved in practice in micro, mezzo, and macro social work settings and, how social, political and

economic changes affect service delivery in these settings. Additionally, they will inform the student and Faculty Liaison on how other new developments emerging in or influencing practice in these settings so that the faculty can modify the curriculum to better prepare students for professional social work.

INTERNSHIP AT PLACE OF EMPLOYMENT GUIDELINES

EMPLOYMENT-BASED FIELD PLACEMENT

Traditionally, field placements are educationally-focused, unpaid training experiences in approved human service agencies. Nevertheless, there are some situations in which paid employment can meet the standards for a field placement. These situations apply only to students who are employed at human service agencies deemed appropriate to serve as social work training sites.

An important guiding principle for these situations is that the employment-based field placement must offer robust learning opportunities that meet the 10 core social work competencies. Moreover, employment-based field placements must be educationally directed and professionally supervised by a Field Instructor who meets the standards of the program (i.e., holds an MSW degree and at least two years of post-MSW practice experience). The Field Instructor must be different person from the person who serves as the student's work supervisor.

REQUIREMENTS FOR EMPLOYMENT BASED FIELD PLACEMENT

- The field assignment may be the same as the student's regular work assignment if the tasks have clear linkages to the ten social work competencies.
- All required field hours must take place under the supervision of a Field Instructor who meets the standards of the program. The Field Instructor must hold an MSW degree from a CSWE-accredited program, and at least two years of employment in the field since the completion of their MSW degree.
- The field instructor is someone with a MSW degree and two years of practice experience who is not the employment supervisor to whom the student is accountable for their work.
- Having a Field Instructor who is different than the student's work supervisor is an important way that the learning experience of the student is protected. The criteria for the selection of a Field Instructor are outlined later in this section. The Field Instructor provides students with the structure and opportunities to practice skills and demonstrate competencies while learning without the pressure to fulfill normal caseload demands. In addition, the Field Instructor will focus on helping the student identify and complete new learning experiences and allow the student time to reflect and process their learning. In the event that a qualified Field Instructor is not available through the agency, MBU will provide an off-site Field Instructor.
- If there is not a Field Instructor at the agency who meets the requirements, one can be assigned by the MSW Program.
- The field placement activities must be congruent with the student's placement level (generalist or specialized)
- Students are responsible for understanding and adhering to the objectives of the field education seminars, as well as the corresponding practice courses.
- The student's educational goals should be the primary focus of the field placement (rather than the needs of the agency).
- Students may be asked to provide a job description and/or description of roles and activities

- The Employment-Based Field Placement Agreement form in Tevera must be signed by the proposed Field Instructor, agency executive/administrator, and the student.
- The signed document is submitted to the Field Education Director for review and approval.
- The agency and the Field Instructor must meet all of the criteria established for field placements and supervisors, including an agency application and affiliation agreement.
- Students who either voluntarily or involuntarily terminate from the agency will be considered terminated from the field placement. This may result in the student being dismissed from the MSW program.
- Students in employment-based field placements must abide by all the policies and procedures detailed in this manual. This includes completing all required field hours and documentation, participating in supervision sessions and site visits, and adhering to the ethical and professional requirements discussed above.
- Professional Liability Insurance is required

POSSIBLE BACKGROUND CHECKS/CLEARANCE AND MEDICAL RECORD

Some agencies may require extensive background checks and/or fingerprinting be completed prior to beginning placement. The student will be financially responsible for these and any other related required medical tests or vaccinations (such as a TB test or COVID19 vaccination). Please check with your field placement before you start your internship to see if there are any special requirements needed.

Students admitted to the MSW program are hereby notified that having a felony conviction or sanctions for unprofessional conduct may impact their ability to obtain field placement which is a requirement for completion of the degree program.

During the Internship

Professional Liability Insurance

Students must carry professional liability insurance during their internship. The student will need to secure this coverage prior to the start of their field experience. As part of the orientation process, students will obtain information and opportunities to purchase coverage through National Association of Social Workers (NASW) Assurance Services or North American Association of Christians in Social Work (NACSW-American Professional Agency).

If students select not to utilize this coverage, they must show proof of this coverage and must maintain coverage during their field experience. Students will not be able to start at a Field Experience placement without demonstrated coverage. Proof of current coverage must be on file with the Field Education Office prior to beginning a practicum placement. Students should note that often coverage only lasts one year, and MBU recommends that students purchase coverage prior to the generalist placement and renew the coverage prior to the specialized placement to avoid any unnecessary lapses in coverage. A lapse in coverage may jeopardize a student's ability to be in Field Education courses. Questions regarding liability can be discussed with the Director of Field Education/Faculty Liaison.

The policies cover each occurrence at \$1,000,000 with aggregate coverage at \$3,000,000.

Tracking Hours and Supervision

It is required that students track hours weekly and submit them during field seminar. If a student does not submit any hours within a two-month period, he/she will be administratively withdrawn from his/her seminar and internship. They will have to retake the internship at a later date and might be required to petition for permission to retake the class. If a student is academically withdrawn from seminar and internship, the student should call his/her Academic Advisor to find out the steps to take.

On each weekly timesheet, hours worked for the week as well as cumulative hours for the semester and for the placement site should be listed. All time logs must be signed by the student's Field Instructor in a timely manner. For each supervision session, the student should document the items related to at least 1-2 competencies discussed during supervision. There may be instances where some field time may include non-direct client contact. These activities/tasks must be related to the ten social work competencies, relevant to your overall learning experience, and approved by your Field Instructor.

Timing of Field: Starting/Finishing Early

Your field experience **starts the first week of the semester**. You are **not** to start your internship before this time. The **student cannot finish field early**, as the courses correspond with the field experience. This means that the very earliest date to finish the internship is the **14th week of the 16-week semester**. In extenuating circumstances, a student may **request in writing** in a timely manner to finish or start early. This request needs to be sent to the Director of Field Education and Faculty Liaison. The Director of Field Education will then decide upon this request, based on what provides the best educational experience for the student. Submission of the request alone, however, does not guarantee approval.

It will not be possible to start an internship if you have not secured a field placement by the 3rd week of the semester. At this point, you will be administratively withdrawn from these classes.

Due to the sequencing of required courses in the MSW program, the student may be dropped from additional courses as well, which may delay their progress in the program.

In the event that a student has an internship over semesters where there is a break between semesters, the student and the field instructor will arrange the continuity of field hours during this time. The Director of Field Education will be included in these arrangements as needed.

Hours for Field

The Generalist students must be at 80 hours at the end of the first 8-week mark to receive a “Credit” mid-term grade in SOCW 5182/5282. The Specialized student must be at 80 hours to receive a “Credit” mid-term grade at the first 8-week mark for SOCW 5192 /5292. These are minimum hour requirements. The internship grade is “C” for “Credit” and “NC” for “No Credit.” The field seminar grade is a letter grade.

In rare instances, a student may not complete the required number of field hours by the end of the semester. Students in SOCW 5182 Field Experience I, SOCW 5192 Field Experience II, SOCW 5282 Field Experience III, or SOCW 5292 Field Experience IV who have completed 75% of the required hours at the end of the semester, are not in their final semester of the program, and are not planning to take the subsequent field experience course the following semester, may request in writing additional time to complete hour requirements.

This request should be sent to the Faculty Liaison and Director of Field Education. The Director of Field Education in consultation with the faculty liaison will review the request. If the request is approved, the student will be assigned “NC” in the Field Experience course and will be expected to complete the remaining hours in a specified amount of time determined by the Field Director in consultation with the Faculty Liaison. Upon completion of hours by the agreed upon date, and successful completion of other course requirements, the student’s grade will be changed from “NC” to “C.” If hours and course requirements are not completed by the agreed upon date, a grade of “NC” will remain.

Site Visits

The site visits occur at the midpoint of the placement. Site visits are arranged either in person or over zoom with the student, Field Instructor, Faculty Liaison, and Task Instructor (if applicable). In rare occasions, the site visit may take place via Zoom or phone. Other MBU faculty or agency faculty may be present as needed. The student needs to have the Learning Contract present during this meeting, either in paper format or on the computer. This meeting will review policies and responsibilities for both the student Field Instructor, and Task Instructor (if applicable). The Faculty Liaison will receive an update from the Field Instructor on how the student is progressing in meeting the objectives of the Learning Contract. Strengths and areas for improvement will also be discussed. The student will provide an update about how the placement is progressing, goals for the placement, strategies for self-care, etc. The Faculty Liaison will assist in trouble-shooting any areas of concern addressed by the student in regard to the Field Instructor.

Learning Contract

Students are responsible for completing the Learning Contract in cooperation with their internship Field Instructor. Students will clock hours in their internship agency for two weeks prior to

completing the Learning Contract. During these two weeks, it is expected that students will become familiar with the agency, its programs and affiliations so the Learning Contract can be completed with full knowledge of the agency operations. The student is encouraged to read agency policy manuals, talk to agency personnel, and observe agency operations to gain a complete awareness of what types of activities to include on the Learning Contract. There needs to be at least three goals under each competency within the learning contract.

Field Training is provided to assist students and their Field Instructors in writing this important document. The Learning Contract follows the outline of the evaluation forms used to evaluate the students' competency in each of his/her program learning objectives and it is evaluated in writing at the end of each semester through the midterm evaluation and final evaluation.

Learning experiences at the approved site, may expand beyond the site of the agency. For example, a student may attend a community meeting that addresses the population the student is working with or the student might co-lead a group at another agency. The student's field instructor will be a good resource for identifying these types of experiences that will broaden the student's understanding of community resources and help find learning activities for all sections of the Learning Contract.

The student is responsible for final completion of the Learning Contract, obtaining signatures, providing copies to the Field Instructor and to the Faculty Liaison who leads the seminar class. The student is responsible for submitting the forms online. This is an important document that should be treated almost as a course syllabus. At the mid-point and end of the internship, the student will be evaluated on how well the learning activities listed on your Learning Contract were accomplished and if growth took place.

Each student has a Learning Contract to guide the goals for placement. The Learning Contract identifies specific activities, tasks, and assignments that assist students in meeting internship objectives. The activities are organized under the 9 competencies defined by CSWE and one competency added by the program. The Learning Contract then is used for the Mid-placement Evaluation (end of first semester of placement) and the Final Evaluation (end of second semester of placement). While an evaluation is given each semester, the Learning Contract is a working document that is used for the entire length of the placement. The Learning Contract is to be completed the first month of your internship, but this is a working document that should be added onto throughout the whole year.

This document needs to be signed in the first several weeks of the internship by the student, Field Instructor, Task Instructor (if applicable) and Faculty Liaison. Lack of signatures could lead to the student not receiving credit for his/her internship. Lack of signature could lead to the internship hours not being counted. **Learning Contracts are due the 6th week of the Semester.** There may be circumstances in which a student may be allowed additional time to complete the learning plan. The student is responsible to be in communication with their faculty liaison if there are concerns with completing the learning plan by 6th week and they need additional time. **If a student doesn't submit a completed Learning Contract by the 8th week of field, the student may be dropped from the field education course and the field seminar.**

For specialized students: Students, in conjunction with their assigned field instructor, will identify specific culturally-competent professional-practice-focused, fieldwork-site-specific related assignments that are behaviorally specific and measurable and illustrate specialized skill development. These fieldwork specific assignments are designed to guide and help the student and field instructor focus on the acquisition of the overall competency *at the specialized level*. Students

strive to become proficient in the behaviors for each competency. While being educationally focused, student assignments must contribute to the actual work of the fieldwork site. Students are encouraged to share their course syllabi and identify where a course-based assignment could be completed in the field setting. The goal is for the student to have field-based learning opportunities which will assist them in deepening, extending, and applying specialized level knowledge and skills. The primary purpose of the Learning Contract is to show growth of the student in all competency areas.

Problems in Placement:

Should a problem arise during the placement, the student should contact the Faculty Liaison immediately. The first step is to have a conversation with the person involved directly in order to resolve the concern. If it is still not resolved, involve others in leadership. Communicate directly with your Field Instructor and your Faculty Liaison if any issues arise. Both need to know what is going on when it happens. This way problems can be solved quickly with the parties that need to be involved.

A Field Instructor who has a concern about the student should first speak directly with the student and notify the Faculty Liaison/Director of Field Education of the concern. If the problem is not resolved, assistance should be sought from the Faculty Liaison. The Faculty Liaison will attempt to resolve the issue with the student and Field Instructor. If further action is needed, involve the Director of Field Education. Healthy conflict management skills are expected. The faculty at MBU are here to support all the parties involved through the internship process.

Change in Placements

In very rare situations, a student might need to change field placement. Any change in placement must be done through and approved by the Director of Field Education and through the student's Faculty Liaison. Final approval must be provided by the Director of Field Education before a change takes place. If this is approved, then a signed Affiliation Agreement and creation of or updated Field Instructor and Agency Profile in Tevera must be on file from the new agency before the student can start hours and count hours at the new placement. The student will have to write a new Learning Contract. The student will professionally communicate with the current Field Instructor about this change before it happens. When the decision has been made to terminate the placement, the student is expected to formally disengage from the agency. This includes terminating with clients, turning in keys and records, removing personal items. The student should reach out early to the Faculty Liaison if an issue like this arises. Hours will not be counted if this conversation and approval has not occurred. There needs to be signed weekly narratives from the former internship placement to count those hours.

Disruption to Field

Occasionally there are events, such as illness, pregnancy, or bereavement, that might cause a disruption to field. In the event that a student has a disruption to field, the student is expected to communicate with their Field Instructor and Field Liaison or Director of Field Education to create an appropriate plan for the disruption. In the event that a student can no longer continue at their current placement due to the disruption, the student is expected to continue working towards hours under the direction of the Director of Field Education and work to find a new placement.

Grading and Evaluations

Grading:

Generalist Year:

Agency Presentation: Semester 1 (Canvas)

The student will be expected to become familiar with his/her agency's history, mission statement, goals, and variety of programs. This will be done through research on the agency's website, brief interviews with employees (could be over the phone), reading of manuals, etc. Students will put together a presentation on their agency. How the agency fills a need for the greater community and an overview of the needs in that area should be addressed. This will provide the whole seminar class with the opportunity to expand their knowledge of local resources and gain a greater understanding of the service "web" in the field.

Ethical Dilemma Assignment: Semester 1 (Canvas)

Students will be responsible to observe an ethical dilemma occurring in their area of practice. Students need to clearly identify the ethical dilemma. Students need to identify which ethical principles from the NASW Code of Ethics are being violated. Students need to identify actions that are being taken in the field to address this ethical dilemma and give an assessment of the actions taken, whether they believe they were adequate, and give potential alternative actions. If no actions are being taken by the agency/student, then the student needs to note what they feel should be done to rectify the situation. Paper should follow APA format.

Weekly Activity Summaries: Semesters 1 and 2 (Tevera)

Weekly summaries provide a method for tracking the students' hours in the internship and helps stay focused on the competencies they are developing. It is a brief journal of what has occurred over the week of placement and how that relates to the Learning Contract.

Monthly Narratives: Semesters 1 and 2 (Canvas) The Monthly Narratives are an opportunity for students to look back on his/her interactions and opportunities at the internship setting in a more in-depth way. In the narrative, the student reflects on the supervision experience and identifies themes of growth, areas of concern and further hones his/her critical evaluation of themselves in the field.

Discussion Board: Semesters 1 & 2 (Canvas)

During the generalist field seminar, the instructor will select topics for class discussions that foster critical thinking and student-to-student sharing of ideas regarding experiences in placement. In semester 1, the discussion topics will be selected by the instructor. It can also include activities specifically related to the Learning Contract and how other settings are meeting those competencies. All students are expected to respond to threads at least twice per month to receive full points.

Final Presentation: Semester 2 (Canvas)

Students should pick a significant learning experience that they encountered in the field. This may be a training that transformed their thought process on an issue. It may be an experience with a co-worker or a client where they were able to work together to break down barriers in communication or in progress. The examples are endless. The presentation should not be 5-10 minutes maximum and should highlight why this experience was different than others and what the student will take from it. There needs to be positive resolution in the experience chosen for this presentation. The purpose of this presentation is for self-reflection and evaluation. Growth as a professional should be demonstrated along with strong communication/presentation skills in speaking to

classmates/instructor. Students will record their presentation and post it in Canvas. Students will have the opportunity to view and respond to other student's experiences.

Specialized Year

My Agency at a Glance: Semester 1 (Canvas)

Students should be starting their internship by becoming familiar with the agency, its mission statement, program goals, and services offered. Students will put together a "My Agency at a Glance". This should be an electronic brochure that can be shared on Canvas with their fellow classmates. This will allow others to have a better idea of other students' internship sites and build their resource list. Students are expected to make this visually appealing and also informative. It should be something other students could print off and keep in a resource binder if they so desire.

My Resources at a Glance: Semester 2 (Canvas)

Students will continue the assignment started in Semester 1 and will build a portfolio of resources related to their particular site/service area/population served. Students should develop an electronic resource guide that can be shared on Canvas with their class. This assignment should provide a brief review of their site, along with resources they frequently use, what the resource is, why it is needed, and who the contact person is (if there is one). Students should also identify gaps in resources. This should be well organized and serve as resource for other students as well.

Weekly Activity Summaries: Semesters 1 and 2 (Tevera)

Weekly summaries provide a method for tracking the student's hours in the internship and helps stay focused on the competencies they are developing. It is a brief journal of what has occurred over the week of placement and how that relates to the Learning Contract.

Monthly Narratives: Semesters 1 and 2 (Canvas): The Monthly Narratives are an opportunity for students to look back on his/her interactions and opportunities at the internship setting in a more in-depth way. In the narrative, the student reflects on the supervision experience and identifies themes of growth, areas of concern and further hones his/her critical evaluation of themselves in the field.

Current Social Justice Issue Facilitator: Semester 1 (Canvas)

Each student will act as a facilitator and be responsible for locating an electronic resource about a current pressing social justice issue. This may be local or global. Students will need to post the information and facilitate a discussion on Canvas regarding our charge as social workers related to this issue. The facilitator will be expected to respond at least one time to each of his/her classmate's posts. The facilitator will be expected to follow any happenings in his/her social justice issue and update the class as new information becomes available.

Current Social Justice Issue Participant: Semester 1 (Canvas)

Students will be expected to engage in the social justice discussion facilitated by their classmates. Students will be divided into groups and be expected to post comments/responses for the students assigned to their group.

Diversity Paper: Semester 2 (Canvas)

Students will identify a population that is different from themselves that they are working with in their field internship. This could be an individual client, co-worker, or group. The student will complete research on key issues with this population including social and cultural differences that could be a barrier to effective communication/interaction, access to services, and structural or societal barriers to success. This paper should include a minimum of 5 outside professional

sources. Students may include a personal interview as a source as well. The paper should be written in an informative way to help other students/professionals in their learning. Paper should be written in APA format and should be at 4-5 pages long.

Discussion Board: Semesters 1 and 2 (Canvas)

Students will be responsible to start discussion board threads and respond to other students' threads. The focus of the discussion board should be on ethical dilemmas and issues in their field. This could be specific to things students are encountering in their placement or could be something they have read/heard about through the news. It could also be something found through research of scholarly articles. The discussion should be led in a way that allows students to process the scenario(s) and give/receive feedback. Students should read through other posts before responding, the discussion should be between the entire class, not just the facilitator and student. Students are expected to actively participate in all discussions to received full points.

Internship Grade

Grades for Field Experience are pass/fail and will appear on a student's transcript as Credit ("CR") or No Credit ("NC"). These are SOCW 5182, SOCW 5192, SOCW 5281, and SOCW 5292 classes. This grade is based on successful completion of the internship.

For successful completion ("CR" or credit) of field experience, the following requirements must be met:

1. A completed field evaluation that reflects the minimum rating.
Generalist field evaluation should reflect ratings of "2" and "3."
Specialized field evaluation should reflect ratings of "3" and "4."
2. Learning Contract, Timesheets and all written materials are successfully completed and submitted on time by the student.
3. Favorable verbal assessments of the student's performance provided by the Field Instructor during the site visit and other times, as well as input from other fieldwork personnel involved in field instruction.
4. Completion of required hours.

Please Note **** The Field Experience grade is assigned by MBU faculty liaison, who takes all the above criteria into consideration when determining the final grade assigned for Field. There may be instances where a Field Instructor may recommend credit to a student, but the Faculty Liaison may assign a "NC" based on some of the criteria above not being met.

Evaluation of Student

Supervisory contact:

It is expected that the Field Instructor will be available to provide the student with ongoing support, feedback, clarification and direction on a regularly scheduled weekly basis. These weekly meetings are an important component of the field internship process. It is a time set aside for the student to ask questions, clarify policies and procedures, solicit feedback about his/her performance, and receive instruction on theory and skill integration. This process also provides the Field Instructor with information about the student's work that will help him/her accurately assess the student's competencies.

Written evaluations:

Evaluations, using the Learning Contract/Evaluation forms, are required at two points in the internship. Approximately half-way through the internship, a written Mid-placement Evaluation will take place to help the student identify growth, strengths, and areas that need further work. Because ongoing self-evaluation is an ethical responsibility in social work, it is expected that the student is actively involved in this evaluation process. The Field Instructor has the responsibility for completing the Mid-Placement Evaluation Form in Tevera.

There will also be a site visit with the Faculty Liaison either to help with the evaluation process or to review the progress being made towards meeting the Learning Contract goals. Scheduling for this meeting will involve the cooperation of the student, Field Instructor and Faculty Liaison. The purpose of this meeting is to provide guidance in evaluating and/or reviewing (a) the learning that has taken place, (b) strengths, (c) the learning tasks that need to be completed in the second half, and (d) any problem areas on which the student may need to concentrate.

Field Instructor Evaluation of Field Education Program

Field Instructors are asked to complete an evaluation of the field education program (located in appendix) and the University's support of them as Field Instructors. Evaluation of the field education program provides the social work program with helpful feedback. The data obtained from the evaluation process will also be used by the MSW Program faculty to evaluate the need for changes in the program to improve the quality of our students' educational experience and to meet the changing practice needs of the social work field. The areas that Field Instructors are asked to evaluate include the provision of training for the Field Instructor's role, ongoing support from the Faculty Liaison and the level of preparedness of the students entering field internship.

Student Evaluation of Field Education Program

When students finish their field internship, they will be expected to complete the Evaluation of Field Instruction form. This evaluation is very important as it helps us ensure that this aspect of the curriculum continues to provide the students with a high-quality educational experience. They are asked to evaluate the extent to which the Faculty Liaison fulfilled her/his responsibility in helping support the student in the field placement, and the extent to which the agency and Field Instructor facilitated learning and integration.

Policy and Procedures for Evaluating Field Site Effectiveness

In order to ensure that students are placed in quality settings, the Director of Field Education will utilize several procedures to evaluate all placement settings and determine appropriateness for future use. At the midpoint of the internship, feedback will be solicited from students. Students are asked to give feedback on the placement setting. The Director of Field Education also solicits ongoing feedback from assigned Faculty Liaisons who are visiting the sites and communicating regularly with the students. At the completion of the internship, students complete the Field Instructor Evaluation. The final item on the evaluation asks students, "Do you have any specific recommendations or suggestions for another student working with this field instructor/agency in the future?" This provides students an additional opportunity for feedback about the agency. Based on the information collected, the field education program can decide to remove any agency from the list of approved field education settings or suggest changes to make the placement a better educational opportunity.

Student Guidelines

Integrity: Students must behave in an honest and trustworthy manner with respect to all duties performed in connection with their field placements. This includes representations made in the initial application for placement, work conducted at the field placement, and all other representations made in field related assignments or at field related meetings.

Communication: Students must exercise professional judgment in all communications with other students, faculty, staff, clients, and other professionals.

- Students must communicate effectively, responsibly and in a timely manner in interactions with other students, faculty, field instructors, staff, clients and client systems, and other professionals they might come in contact within their student role.
- The student is to demonstrate the capacity to use effective verbal and nonverbal communication skills, including the ability to listen objectively and interpret nonverbal communication.
- Communicate clearly through all writing platforms at a level appropriate for their stage of education.

Dress: Students must dress professionally and appropriately for their field placements. If students have questions about the dress requirements of their field placements, they should contact their field instructor.

Confidentiality: Students must comply with all applicable ethical and legal standards for privacy and confidentiality as they relate to any and all communications made in connection with their field placements.

Attendance: Students must meet the attendance requirements of their field placements. This includes arriving at their field placements on time and working at the placements the whole time they are scheduled to work. This also includes prompt and reliable attendance at all other field related meetings and ancillary obligations.

Performance in Field: Students must actively engage in their field placements. This means that they must adequately prepare for the placement, consult with and follow the directions of their field instructors, and complete responsibilities consistent with their curricular year in accord with the specific requirements of their placements. If students have questions regarding their responsibilities, they must consult with their assigned field instructor and/or their faculty liaison.

Self-awareness: Students must demonstrate the appropriate use of self-disclosure and exhibit knowledge of how personal experiences and values affect practice.

Self-regulation: Students must demonstrate emotional and behavioral regulation as well as unimpaired judgment in decision making. They must take responsibility for their own actions and consider the impact on others. The student is to show a willingness to reflect continually on his/her own values, attitudes, beliefs, emotions, biases, experiences, and consider how these factors affect his/her thinking, behavior, interactions and relationships. The student will seek appropriate help to ensure that personal issues do not interfere with professional and academic performance.

Service to Students with Disabilities

Missouri Baptist University, in accordance with the Americans with Disabilities Act of 1990, will provide reasonable accommodations for eligible students with disabilities (e.g. attention, health, learning, mobility, physical, psychiatric, or vision). If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. Students with a disability must register with the Special Needs Access Office for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the Special Needs Access Office and the faculty. The Special Needs Access Office is located on Main Campus (Spartan Row 503, Suite 301A), in the Student Development Suite. The Special Needs Access Coordinator may be reached at (314) 744-5312.

Students with disabilities who have secured accommodations through the Academic Success Center should bring their VISA (Verification of Individual Student Accommodations) to the Faculty Liaison and Seminar Instructor and discuss how those accommodations would be exercised in the Internship setting. This clarification is an important element as many accommodations are designed for the classroom setting and may not be applicable.

Field Education Handbook Agreement

I _____ (Print Name) have read the entire Field Education Handbook provided to me by the Missouri Baptist University Master of Social Work Program Field Education Office. Furthermore, I understand all of the contents contained in this handbook and agree to be compliant with the conditions and expectations of being a field education student in the Missouri Baptist University MSW Program. I understand that this handbook is merely a guide and is subject to change at the University's and/or Program's discretion. I understand that this Handbook may be modified from time to time as University or Program policies, procedures and guidelines are implemented or changed, and that it is my responsibility to review the Field Education Handbook each semester in order to remain current with its contents.

Finally, while Missouri Baptist University faculty are readily available to and willing to assist me through my MSW program, I understand that ultimately, it is my responsibility to act in accordance to the procedures and policies outlined in the Field Education handbook.

Student's Printed Name:

Student's Signature:

Date: _____

Student ID: _____

APPENDIX

STUDENT APPLICATION FOR FIELD EDUCATION

NOTICE

To be eligible for Field Practicum, the student must FIRST be accepted into the MSW Program. Acceptance into the MSW Program and completion of the Field Practicum Application does not guarantee placement.

Field Placement Overview

Completing this application is the first step in the field placement process. The Field Office uses the information contained within to gain a better understanding of your experience, interests and career goals. It also helps us identify any areas of concern where additional support may be needed. And sometimes based upon what we learn about you from your field application, it may also lead to suggestions for new and exciting practicum opportunities that you had not previously considered. So please take your time and provide thoughtful responses to the questions contained within this application. You do not need to write a lot but make sure what you do write is meaningful and helps us get to know you better. Please consider this application as a tool to help you along the road to a fulfilling internship and rewarding career. While placements are not guaranteed, giving serious consideration to your field application is an important step in the right direction.

PART ONE: FIELD APPLICATION

Date:

Last Name:

First Name:

Email:

Primary Phone:

Secondary Phone:

Address:

City: State: Zip:

MSW Program Track: Full-Time **Part-Time**

Field Year: (Check one) **Generalist** **Advanced Generalist**

Semester when placement will begin: **Fall** **Spring** **Summer**

Year that placement will begin:

Preferred location of Practicum: (For example St. Louis, MO)

I confirm that I have read the Field Education Program Manual and understand the contents. I also authorize the Missouri Baptist University Social Work program to provide my completed resume to prospective field agencies for their consideration as needed. I understand that my field practicum information may be shared via electronic mail. I also authorize the School to discuss aspects of my strengths and challenges with prospective agencies to help facilitate an appropriate "fit" with a field practicum placement and throughout my practicum experience.

I understand that placements cannot be guaranteed.

Student Signature:

Missouri Baptist University | Social Work program, Field Education Program

Emergency Contact *Please provide the name of a person that can be contacted in the event of an emergency. By supplying this information, you are giving any person from the Social Work program permission to contact this person in the event of an emergency. Permission is also given for the School to disclose pertinent information related to your education to this person. **Does not have to be local.***

Name:

Relationship to Student:

Email:

Primary Phone:

Secondary Phone:

Address:

City: State: Zip:

Demographic Information

The traditional 15 hours per week of field hours are completed Monday through Friday between the hours of 8am and 5pm. (See the Field Education Program Manual for specific requirements.) Are you able to meet this requirement? Circle one: Yes No

If "NO" and you need non-traditional hours, please describe why you need them and your availability.

Please Note: Very few agencies offer non-traditional hours.

Planned Vacations Please list all dates during which you may be travelling or on vacation in the months of June, July or August.

Possible Conflict Areas Identify and discuss any situations or client populations that you are reluctant to work in or with. Additionally, students should strive to avoid dual relationships in their field practicum placement. Students should strive to avoid any agency in which they have an existing or prior relationship with as an employee, volunteer, or client (include self as well as family members).

Missouri Baptist University | Social Work program, Field Education Program Organizational Membership

Please list any organizational memberships you have had that you consider pertinent to your field practicum selection.

Accommodations & Special Circumstances

Are there any special circumstances and/or accommodations that you would like the Field Education Program Office to consider/assist you with? (circle one): No Yes If yes, please describe and be prepared to provide VISA from MBU Access Office as verification:

Background Checks and/or Fingerprinting

Many agencies require that students undergo comprehensive background checks and/or fingerprinting. The following is a list of items that are routinely researched when these checks are conducted:

- Adjudication or conviction of a felony, gross misdemeanor or misdemeanor in the United States
- Suspension or revocation of professional licenses or certifications in the United States
- Court orders to register as a sex offender or the equivalent in the United States
- Some agencies have access to charges and/or arrests even if they did not result in a conviction
- Substantiated charges of child abuse/neglect investigated by Missouri Children's Division or any other state's child protection agencies
- Involvement in child welfare system
- Credit history

If you have any of the above identified and/or other issues, even if they have been expunged from your record, we urge you to discuss these with the Field Education Program Office. Students who have a criminal history need to be aware that this may affect field practicum placement and/or future ability to become a licensed social worker. Most agencies and licensing boards will require fingerprinting and background checks and may not be able to accept interns with certain criminal history, including, but not limited to, criminal charges or convictions. Please also note that any arrests or criminal charges incurred DURING the Field Placement will be addressed per the Remediation Policy outlined in the MBU Field Manual.

Select the box below to indicate your response:

- I need to discuss this matter further with the Field Education Office
- I do not need to discuss this matter further with the Field Education Office

Professional Readiness & Self-Assessment

The field education program socializes you to the profession while providing opportunities to connect your classroom experiences to practice. While working in the field is rewarding, completing your field hours in addition to your course work and other day-to-day obligations is also very challenging. Most students experience feelings of frustration and fatigue. Briefly discuss your commitment and readiness to enter the social work field education program. Include each of the following components. **Please limit your response to the space provided. At the end of the application please also attach your resume.**

1. Personal strengths and values that you bring to the social work profession:

2. Assessment of your social work knowledge:

3. Assessment of your social work skills:

4. Assessment of your growth areas:

5. Readiness and support systems in place to allow you to complete 15 hours per week at a practicum placement in addition to your course work:

6. If you were to step out of your “comfort zone” with an agency and/or population, what would that look like?

PART TWO: FIELD PLACEMENT INTERESTS

Social Work Learning Experience Interests

From the items listed below, please circle to indicate the practicum area(s) that best match your interest.

- | | | |
|---|---|---|
| <input type="checkbox"/> Addictions | <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Rehabilitation |
| <input type="checkbox"/> Aging | <input type="checkbox"/> Environmental | <input type="checkbox"/> Safety & Basic Needs |
| <input type="checkbox"/> Administration | <input type="checkbox"/> Forensic/Courts | <input type="checkbox"/> School Social Work |
| <input type="checkbox"/> Behavioral Health | <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Social Justice |
| <input type="checkbox"/> Children & Families | <input type="checkbox"/> International | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Community Organizing | <input type="checkbox"/> Policy Practice | <input type="checkbox"/> Veterans & Military |
| <input type="checkbox"/> Disabilities | <input type="checkbox"/> Program Evaluation | |

Placement Preferences

Discuss your learning interests listed above. Why do you feel you would be a good fit for these types of programs? Do you have specific educational interests that would be supported by a placement at one of the program types listed above? Please discuss your social work career goals.

Any other information you feel is important to share with Field Director/Liaison:

PART THREE: FIELD PRACTICUM STUDENT AGREEMENT

Please read the following statements carefully, initial each section, and sign at the bottom:

1. I hereby certify that the statements contained in this completed Field Practicum Application and any other information included as a part of this application and attachments are true and correct. I agree and understand that any misrepresentation or omission of any material facts on my part may be cause for delay in field placement, for separation from field practicum, and/or may lead to the initiation of disciplinary processes. (Initial here)

2. I hereby authorize the Missouri Baptist University, Social Work program and its faculty members and any of the approved field practicum agencies or field instructors to verify any and all information contained within this application. This may include, but is not limited to, contacting former employers, field practicum agencies and/or field instructors, among others. I further authorize the Missouri Baptist University, Social Work program to assess and discuss information that may affect my student status and / or field practicum role with the appropriate parties. (Initial here)

3. I understand that the field practicum agency may request criminal background checks, fingerprint checks, drug screens, physical examinations, TB tests, immunization verification, valid Driver's license, etc. as requirements for acceptance at their site. Agencies may also require random drug screening(s) at any time during the year. I hereby agree to participate in these screens/evaluations and give permission for the results to be provided to the Missouri Baptist University, Social Work program upon request. I also understand that if I fail any of these screens, I may not be accepted at the specific agency, may become ineligible for field practicum, and may not be placed with an agency for an entire academic year. I also understand that if during the year I fail a screening, I may be removed from the agency and if removed, will not be placed in another agency for the remainder of the academic year. I understand that failing a drug screen(s) or other agency screening may be grounds for disqualification from the MSW program. (Initial here)

1. At all times, I shall maintain professional conduct in accordance with the Missouri Baptist University, Social Work program's academic standards, the National Association of Social Workers Code of Ethics, and professional social work values. The Code of Ethics is available on the NASW website. (Initial here)

2. If for any reason, I elect to terminate the internship before fulfilling my field practicum, I shall terminate in an appropriate, professional manner, providing written and verbal notice to the field agency and to the Missouri Baptist University Social Work program. (Initial here)

I have reviewed and understand all of the above statements and agree to comply with all of the above. If I am not in compliance with the Social Work program's policies and procedures, I understand that I may be considered ineligible for Field Practicum.

Student Signature:

PLEASE ATTACH A COPY OF YOUR RESUME

Missouri Baptist University

Master of Social Work

LEARNING CONTRACT

GENERALIST YEAR

Name _____

Learning Contract Outline (To be completed beginning of the Field Experience)

I. IDENTIFYING INFORMATION		
Academic Year:	Please check: <input type="checkbox"/> full-time <input type="checkbox"/> part-time	
Semesters:	# of hours required/week? <input type="checkbox"/> 12 <input type="checkbox"/> 15 <input type="checkbox"/> other (specify):	
Student Name: E-mail: Phone number:	MBU Field Faculty Liaison: E-mail: Phone number:	
Agency Name:	Agency Field Instructor: E-mail: Phone number:	
Agency Address:	City:	Zip:
Telephone:	Fax:	
II. THE AGENCY AND THE COMMUNITY		
<i>(Agency)</i> A. Describe the agency's mission:		
B. Describe the organizational structure:		
C. List the services provided to community:		
D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency's clients:		

(Community)

E. Describe the geographic location of your agency:

F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):

G. Describe the community's need for resources (in addition to what the agency provides):

H. Describe the community's perception of the agency:

I. List other agencies to which referrals are made:

J. Who (Field Instructor?) or what (agency brochure?) were your sources of information:

III. GENERAL TIME MANAGEMENT

A. List the days and hours in field placement:

B. List the day, time, and length of individual field instruction:

C. List day and time of group supervision conference, if applicable:

IV. STUDENT'S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION

A. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in supervision:

C. Describe your expectations of your Field Instructor:

V. FIELD INSTRUCTOR TEACHING PLAN (To be written by the Field Instructor)

A. Discuss your expectations of your student in supervision (i.e. prepare a clinical/macro agenda, case questions).

B. How do you structure your weekly field instruction? Briefly describe your teaching plan.

C. Discuss your plan for monitoring and evaluating the student's field experience.

LEARNING CONTRACT INSTRUCTIONS: The shaded areas under each competency are the Learning Contract Plan activities. At the beginning of the field experience year, the Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of three activities must be listed for each competency. You may add more rows if needed.

COMPETENCY #1 – STUDENT COMPETENTLY DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR AS EVIDENCED BY THE FOLLOWING BEHAVIORS:		
	Sem 1	Sem 2
1. Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.		
2. Demonstrates professional behavior; appearance; and oral, written, and electronic communication		
3. Uses technology ethically and appropriately to facilitate practice outcomes; and		
4. Uses supervision and consultation to guide professional judgement and behavior		
<i>Identify learning strategies and activities to demonstrate skill development in competency #1:</i>		
1.		
2.		
3.		

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #2 – ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE:		
	Sem 1	Sem 2
1. Advocate for human rights at the individual, family, group, organizational, and community system levels; and		
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice		
<i>Identify learning strategies and activities to demonstrate skill development in competency #2:</i>		

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #3 – ENGAGE ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE:		
	Sem 1	Sem 2
1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and		
2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences		
<i>Identify learning strategies and activities to demonstrate skill development in competency #3:</i>		

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #4 – STUDENT COMPETENTLY ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH INFORMED PRACTICE AS EVIDENCED BY THE FOLLOWING BEHAVIORS:		
	Sem 1	Sem 2
1. Apply research findings to inform and improve practice, policy, and programs; and		
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purpose of social work.		

Identify learning strategies and activities to demonstrate skill development in competency #4:

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #5 – STUDENT COMPETENTLY ENGAGES IN POLICY PRACTICE AS EVIDENCED BY THE FOLLOWING BEHAVIORS:		
	Sem 1	Sem 2
1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and		
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice		
<i>Identify learning strategies and activities to demonstrate skill development in competency #5:</i>		

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #6 – STUDENT COMPETENTLY ENGAGES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES AS EVIDENCED BY THE FOLLOWING BEHAVIORS:		
	Sem 1	Sem 2
1. Evaluate and apply knowledge of human behavior and the social environment, person- in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies in complex practice situations		
2. Uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		
<i>Identify learning strategies and activities to demonstrate skill development in competency #6:</i>		



Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #7 – STUDENT COMPETENTLY ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES AS EVIDENCED BY THE FOLLOWING BEHAVIORS:

	Sem 1	Sem 2
1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual framework, when assessing clients and constituencies; and		
2. Demonstrate respect for client self determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed upon plan		
<i>Identify learning strategies and activities to demonstrate skill development in competency #7:</i>		

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #8 – STUDENT COMPETENTLY INTERVENES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES AS EVIDENCED BY THE FOLLOWING BEHAVIORS:

	Sem 1	Sem 2
1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies		
<i>Identify learning strategies and activities to demonstrate skill development in competency #8:</i>		

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #9 – STUDENT COMPETENTLY EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES AS EVIDENCED BY THE FOLLOWING BEHAVIORS:

	Sem 1	Sem 2
1. Selects and use culturally responsive methods for evaluation of outcomes.		
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities		
<i>Identify learning strategies and activities to demonstrate skill development in competency #9:</i>		

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #10 – STUDENT COMPETENTLY DEMONSTRATES ETHICAL INTEGRATION OF FAITH IN SOCIAL WORK PRACTICE AS EVIDENCED BY THE FOLLOWING BEHAVIORS:

	Sem 1	Sem 2
1. Demonstrate awareness of personal values, beliefs, and experiences and how these may influence or impact professional identity and the helping relationship; and		
2. Identify the capacity and contributions of faith-based organizations and churches as resources in the delivery of social services and interprofessional collaborations; and		
3. Identify ways Christian, spiritual, or religious traditions assist or hinder the helping process		
<i>Identify learning strategies and activities to demonstrate skill development in competency #10:</i>		

Evaluation Comments (required for ratings of 1 and 5):

**MISSOURI BAPTIST UNIVERSITY
LEARNING CONTRACT SIGNATURE PAGE**

SIGNATURES

This Learning Contract must be signed and dated by the Student and Field Instructor. Signatures are required before this document can be submitted to the Field Education Liaison. Signatures acknowledge that each individual has participated in the development of this agreement and approved it.

Student Signature	Print Name	Date
Field Instructor Signature	Print Name	Date
MBU Field Liaison	Print Name	Date

(to be completed at the end of each semester)

Semester 1

1	2	3	4	5
Little to no demonstration of skills	Emerging skill development	Beginning level skill development	Moderate level skill development	Advanced level skill development
Student demonstrates little to no understanding of the concept and has minimally recognized the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.	Student understands the concept and applies the knowledge, values, skills, and cognitive and affective processes related to the practice behavior but performance is uneven. Needs time and practice.	Student demonstrates beginning application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior, and performance is consistent.	Student is skilled and demonstrates full application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.	Student is highly skilled and demonstrates superior application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

Semester 1 Students should be at **Level 2** or **Level 3**. Please contact Field Liaison if student is at **Level 1** in any objective.

Semester 2 Students should demonstrate skills at least at the **Level 3 or 4**. Please contact Field Liaison if Student is below Level 2 in any objective.

NARRATIVE SECTIONS:

Please comment on areas that need work, as well as on strengths. It is essential for both the Student and the School to have this section completed. Comments are **required** when using **1 and 5**.

Grade Recommendation: Credit No Credit

"**Credit**" indicates that the student has met time requirements and has performed up to minimum standards.

"**No Credit**" indicates that the student has failed to meet minimum performance.

Minimum hours required for Semester 1: 225 Number of hours completed

Minimum hours required for Semester 2: 225 Number of hours completed

Our signatures indicate that we have discussed and reviewed this evaluation.

Field Instructor Signature

Print Name

Date

Student Signature

Print Name

Date

**GENERALIST YEAR
FIELD EVALUATION**

(to be completed at the end of each semester)

Semester 2

Missouri Baptist University

Master of Social Work

LEARNING CONTRACT
SPECIALIZED PRACTICE YEAR

Name _____

Learning Contract Outline (To be completed beginning of the Field Experience)

I. IDENTIFYING INFORMATION		
Academic Year: Semesters:	Please check: <input type="checkbox"/> full-time <input type="checkbox"/> part-time # of hours required/week? <input type="checkbox"/> 16 <input type="checkbox"/> 20 <input type="checkbox"/> 24 <input type="checkbox"/> other <small>(specify):</small>	
Student Name: E-mail: Phone number:	MBU Field Faculty Liaison: E-mail: Phone number:	
Agency Name:	Agency Field Instructor: E-mail: Phone number:	
Agency Address:	City:	Zip:
Telephone:	Fax:	
II. THE AGENCY AND THE COMMUNITY		
(Agency) A. Describe the agency's mission:		
B. Describe the organizational structure:		
C. List the services provided to community:		
D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency's clients:		
(Community) E. Describe the geographic location of your agency:		

F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):

G. Describe the community's need for resources (in addition to what the agency provides):

H. Describe the community's perception of the agency:

I. List other agencies to which referrals are made:

J. Who (Field Instructor?) or what (agency brochure?) were your sources of information:

III. GENERAL TIME MANAGEMENT

A. List the days and hours in field placement:

B.. List the day, time, and length of individual field instruction:

C. List day and time of group supervision conference, if applicable:

IV. STUDENT'S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION

B. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in supervision:

C. Describe your expectations of your Field Instructor:

V. FIELD INSTRUCTOR TEACHING PLAN (To be written by the Field Instructor)

D. Discuss your expectations of your student in supervision (i.e. prepare a clinical/macro agenda, case questions).

E. How do you structure your weekly field instruction? Briefly describe your teaching plan.

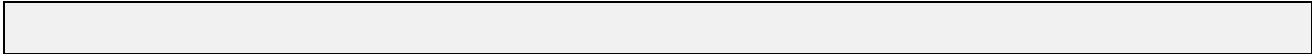
F. Discuss your plan for monitoring and evaluating the student's field experience.

LEARNING CONTRACT INSTRUCTIONS: The shaded areas under each competency are the Learning Agreement Plan activities. At the beginning of the field experience year, the Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of three activities must be listed for each competency. You may add more rows if needed.

COMPETENCY #1 – STUDENT COMPETENTLY DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR AS EVIDENCED BY THE FOLLOWING BEHAVIORS:		
	Sem 1	Sem 2
1. Makes ethical decisions regarding complex practice situations by applying the standards of the NASW Code of Ethic, relevant laws and regulations, models for ethical decision making, and ethical conduct of research, and additional codes of ethics within the profession, as appropriate to the context		
2. Model professional behavior; appearance; and oral, written, and electronic communication; and		
3. Proactively seek supervision to guide professional judgement and behavior and integrate feedback into autonomous practice		
<i>Identify learning strategies and activities to demonstrate skill development in competency #1:</i>		
1.		
2.		
3.		

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #2 –ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE:		
	Sem 1	Sem 2
1. Provide leadership in advocating for human rights at the individual, family, group, organizational, and community system levels; and		
2. Demonstrate leadership in engaging in practices that advance human rights to promote social, racial, economic, and environmental justice in complex practice situations		
<i>Identify learning strategies and activities to demonstrate skill development in competency #2:</i>		



Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #3 – ENGAGE ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE:		
	Sem 1	Sem 2
1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels related to complex practice situations; and		
2. Demonstrate cultural humility in complex practice situations by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituents.		
<i>Identify learning strategies and activities to demonstrate skill development in competency #3:</i>		

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #4 – STUDENT COMPETENTLY ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH INFORMED PRACTICE AS EVIDENCED BY THE FOLLOWING BEHAVIORS:		
	Sem 1	Sem 2
1. Demonstrate leadership in using anti-racist and anti-oppressive lenses to critically analyze research;		
2. Demonstrate an understanding of program evaluation.		
3. Demonstrate leadership in applying research findings to inform and improve practice, policy and programs		

<i>Identify learning strategies and activities to demonstrate skill development in competency #4:</i>

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #5 – STUDENT COMPETENTLY ENGAGES IN POLICY PRACTICE AS EVIDENCED BY THE FOLLOWING BEHAVIORS:		
	Sem 1	Sem 2
1. Uses social justice, anti-racist, and anti-oppressive lenses to assess and analyze how social welfare policies and organizational policies affect the delivery of and access to social services; and		
2. Demonstrate leadership in collaborating with colleagues and client systems to analyze, formulate, and advocate for policies that advance human rights, and social, racial, economic, and environmental justice		
<i>Identify learning strategies and activities to demonstrate skill development in competency #5:</i>		

Evaluation Comments (required for ratings of 1 and 5 and N/O):

COMPETENCY #6 – STUDENT COMPETENTLY ENGAGES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES AS EVIDENCED BY THE FOLLOWING BEHAVIORS:		
	Sem 1	Sem 2
1. Apply knowledge of multidisciplinary theoretical frameworks to engage with clients and constituencies in complex practice situations; and		
2. Use empathy, reflection, and interpersonal skills in complex practice situations to engage in culturally responsive practice with clients and constituencies		

<i>Identify learning strategies and activities to demonstrate skill development in competency #6:</i>		

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #7 – STUDENT COMPETENTLY ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES AS EVIDENCED BY THE FOLLOWING BEHAVIORS:		
	Sem 1	Sem 2
1. Apply knowledge of culturally responsive approaches and interprofessional collaboration when assessing clients and constituencies in complex practice situations; and		
2. Demonstrate respect for client self-determination in complex practice situations by collaborating with client systems to identify strengths and goals		
<i>Identify learning strategies and activities to demonstrate skill development in competency #7:</i>		

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #8 – STUDENT COMPETENTLY INTERVENES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES AS EVIDENCED BY THE FOLLOWING BEHAVIORS:		
	Sem 1	Sem 2
1. Critically choose and implement culturally responsive, evidence-informed interventions in complex practice situations to achieve client and constituency		

goals; and		
2. Apply knowledge of interprofessional collaboration when intervening with clients and constituents in complex practice situations		

<i>Identify learning strategies and activities to demonstrate skill development in competency #8:</i>		

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #9 – STUDENT COMPETENTLY EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES AS EVIDENCED BY THE FOLLOWING BEHAVIORS:		
	Sem 1	Sem 2
1. Apply advanced knowledge of anti-racist and anti-oppressive perspectives in evaluating outcomes; and		
2. Use self-reflection, supervision, and research to improve practice effectiveness with individuals, families, groups, organizations, and communities		
<i>Identify learning strategies and activities to demonstrate skill development in competency #9:</i>		

Evaluation Comments (required for ratings of 1 and 5):

COMPETENCY #10 – STUDENT COMPETENTLY DEMONSTRATES ETHICAL INTEGRATION OF FAITH AND SPIRITUALITY IN SOCIAL WORK PRACTICE AS EVIDENCED BY THE FOLLOWING BEHAVIORS:		
	Sem 1	Sem 2

1. Demonstrate awareness of personal values, beliefs, and experiences and how these may influence or impact professional identity and the helping relationship in complex practice situations		
Critically analyze the capacity and contributions of faith based organizations and churches as resources in the delivery of social services and interprofessional collaborations related to complex practice situations; and		
3. Critically analyze how Christian, spiritual or religious traditions assist or hinder the helping process in complex practice situations		

4. Critically analyze how Christian, spiritual, or religious tradition assist or hinder the helping process in complex practice situations		
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<i>Identify learning strategies and activities to demonstrate skill development in competency #10:</i>

Evaluation Comments (required for ratings of 1 and 5):

**MISSOURI BAPTIST UNIVERSITY
LEARNING AGREEMENT SIGNATURE PAGE**

SIGNATURES

This Learning Agreement must be signed and dated by the Student and Field Instructor. Signatures are required before this document can be submitted to the Field Education Liaison. Signatures acknowledge that each individual has participated in the development of this agreement and approved it.

Student Signature	Print Name	Date
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Field Instructor Signature	Print Name	Date
----------------------------	------------	------

MBU Field Liaison	Print Name	Date
-------------------	------------	------

**SPECIALIZED YEAR
FIELD EVALUATION**
(to be completed at the end of each semester)

Semester 1

1	2	3	4	5
Little to no demonstration of skills	Emerging skill development	Beginning level skill development	Moderate level skill development	Advanced level skill development
Student demonstrates little to no understanding of the concept and has minimally recognized the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.	Student understands the concept and applies the knowledge, values, skills, and cognitive and affective processes related to the practice behavior but performance is uneven. Needs time and practice.	Student demonstrates beginning application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior, and performance is consistent.	Student is skilled and demonstrates full application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.	Student is highly skilled and demonstrates superior application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

Semester 1 Students should be at **Level 2** or **Level 3**. Please contact Field Liaison if student is at **Level 1** in any objective.

Semester 2 Students should demonstrate skills at least at the **Level 3 or 4**. Please contact Field Liaison if Student is below Level 2 in any objective.

NARRATIVE SECTIONS:

Please comment on areas that need work, as well as on strengths. It is essential for both the Student and the School to have this section completed. Comments are **required** when using **1 and 5**.

Grade Recommendation: <input type="checkbox"/> Credit <input type="checkbox"/> No Credit

"**Credit**" indicates that the student has met time requirements and has performed up to minimum standards.

"**No Credit**" indicates that the student has failed to meet minimum performance.

Minimum hours required for Semester 1: 225 Number of hours completed _____
 Minimum hours required for Semester 2: 225 Number of hours completed _____\

***Advanced Standing Students hours may vary depending on what was earned in BSW

Our signatures indicate that we have discussed and reviewed this evaluation.

 Field Instructor Signature Print Name Date

 Student Signature Print Name Date

**SPECIALIZED YEAR
 FIELD EVALUATION**
 (to be completed at the end of each semester)

Semester 2

RATING SCALE FOR INTERNS:

1	2	3	4	5
Little to no demonstration of skills	Emerging skill development	Beginning level skill development	Moderate level skill development	Advanced level skill development
Student demonstrates little to no understanding of the concept and has minimally recognized the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.	Student understands the concept and applies the knowledge, values, skills, and cognitive and affective processes related to the practice behavior but performance is uneven. Needs time and practice.	Student demonstrates beginning application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior, and performance is consistent.	Student is skilled and demonstrates full application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.	Student is highly skilled and demonstrates superior application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

Semester 1 Students should be at **Level 2** or **Level 3**. Please contact Field Liaison if student is at **Level 0** in any objective.

Semester 1 Students should demonstrate skills at least at **Level 3 or 4**. Please contact Field Liaison if Student is below Level 2 in any objective.

NARRATIVE SECTIONS:

Please comment on areas that need work, as well as on strengths. It is essential for both the Student and the School to have this section completed. Comments are **required** when using **1 and 5**.

Grade Recommendation: <input type="checkbox"/> Credit <input type="checkbox"/> No Credit

"**Credit**" indicates that the student has met time requirements and has performed up to minimum standards.

"**No Credit**" indicates that the student has failed to meet minimum performance.

Minimum hours required for Semester 1: 225 Number of hours completed _____
Minimum hours required for Semester 2: 225 Number of hours completed _____

Our signatures indicate that we have discussed and reviewed this evaluation.

Field Instructor Signature Print Name Date

Student Signature Print Name Date

AGENCY APPLICATION TO PROVIDE FIELD INTERNSHIP

Missouri Baptist University

Thank you for your interest in partnering with us to provide a social work internship at your agency. We value this collaboration and seek to serve your work and mission while providing a practical learning opportunity for our students. Please complete the form below so that we might obtain information that will assist us in identifying students who are most appropriate to the needs, tasks, and environment of your agency setting. It is also necessary that your agency context meet the requirements of our accrediting body, Council for Social Work Education (CSWE). We look forward to partnering with you in an effort to meet both of our specific considerations.

Agency Information:

Agency Address:

Phone: Agency Website:

Briefly describe the intern application process and include any pertinent links to applications:

What is the agency's timeline for interviewing, selecting, and starting practicum students? Please include any important dates or deadlines.

Field instructors are required to hold an MSW degree from a CSWE- accredited program and have two years post-masters experience. Please identify staff who are eligible and willing serve as field instructors:

How many interns does the agency accept?

Which intern levels best serves your agency? (Select all that apply)*

- No Preference
- MSW Generalist Year (2 terms: 225 hrs in Fall and 225 hrs in Spring)
- MSW Generalist Year (2 terms: 225 hours in Summer and 225 hrs in Fall)
- Advanced Generalist Year (2 terms: 225 hrs in Fall and 225 hrs in Spring)
- Advanced Generalist Year (2 terms: 225 hrs in Summer and 225 hrs in Fall)

Check the population(s) your agency serves:

- Infants/Children Adolescents Adults
 Seniors Community/Macro

From the following lists please identify types of service(s) your agency provides.

Micro- Level Services

- Residential Treatment
- Bio-Psycho-Social Assessments
- Case Management
- Client Intake
- Discharge Planning
- Education
- Family Counseling
- Group Counseling
- Individual Counseling
- Crisis Intervention
- Information and Referral
- Mediation
- In-home Services
- Other

Macro- Level Services

- Administration
- Advocacy
- Education/ Training
- Fund Raising
- Grant Writing
- Management
- Community Organizing
- Policy
- Program Evaluation
- Research
- Program Development
- Social Planning
- Collaboration
- Other

From the following lists please indicate your agency's areas of practice focus.

- | | |
|---|--|
| <input type="checkbox"/> Aging/ Gerontology | <input type="checkbox"/> Immigration |
| <input type="checkbox"/> Child Welfare | <input type="checkbox"/> International Social Work |
| <input type="checkbox"/> Community Organizing | <input type="checkbox"/> Legal Services |
| <input type="checkbox"/> Criminal Justice | <input type="checkbox"/> LGBTQIA+ Services |
| <input type="checkbox"/> Developmental Disabilities | <input type="checkbox"/> Maternal/ Child Health |
| <input type="checkbox"/> Physical Disabilities | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Domestic Violence | <input type="checkbox"/> Housing/Homelessness |
| <input type="checkbox"/> Employment | <input type="checkbox"/> Poverty |
| <input type="checkbox"/> Foster Care/ Adoptions | <input type="checkbox"/> Government |
| <input type="checkbox"/> Health Care | <input type="checkbox"/> School Social Work |
| <input type="checkbox"/> Public Health | <input type="checkbox"/> Substance Abuse |
| <input type="checkbox"/> HIV/AIDS | <input type="checkbox"/> Gang Outreach |
| <input type="checkbox"/> Hospice | <input type="checkbox"/> Faith-Based Services |

Does your agency offer varied work hours for interns? Weekend Evening

Does the agency offer remote practicums or a combination of remote and in-person?

- Fully Remote Combination Fully In-Person

Will students be required to transport clients/consumers? Yes No

Are there orientation and training required by your agency? Yes No

If so, when are these offered?

Does the agency require background checks? Yes No

Is there a cost related to the background checks borne by the student?

- Yes No

If yes, please indicate amount if known.

Are there required health screenings or immunizations for interns? Yes No

If yes, please indicate what is required.

Please indicate skills and qualities that you would expect an intern to possess prior to entering into an internship agreement with you and your agency.

The academic calendar includes a three-week break between terms in December. Please indicate if this is acceptable for an intern in your setting or if this needs to be discussed.

Field Instructor Information:

Please include a professional CV or resume and complete the following.

Upload your CV or Resume
(Choose file)

Your name: Title:

Phone: Email:

Do you have a MSW degree? Yes No

Please use this space to communicate any additional information.

ORIENTATION CHECKLIST

#	Agency	Date	Field Instructor Comments
1	Mission and Vision		
2	Organizational Structure		
3	Agency Practice Model(s)		
Role of Social Worker/Social Work Intern			
1	Introduction to key staff		
2	Introduction to the role of social work		
3	Social Work scope of practice within the agency		
4	Tour of agency and student's workspace		
5	Review of assignments		
6	Expectations about client contacts		
7	Schedule of meetings		
8	Applicable State/Federal regulations guiding the agency		
Policies and Procedures			
1	Frequency and time requirements of documentation		
2	Guidelines for social media and electronic communications		
3	Safety Policies and Procedures		
4	Sexual Harassment Policy		
5	Confidentiality- HIPAA/FERPA		
6	Child abuse reporting process		
7	Suicidal and homicidal reporting process		

STUDENT AFFILIATION AGREEMENT

This Student Affiliation Agreement ("Agreement") is entered into this **(A)** day of **(B)** (the "Effective Date"), between Missouri Baptist University ("School") and **(C)** ("Agency"), located at **(D)**.

Agency is willing to provide educational experience to students of School in accordance with the terms of this Agreement. School desires to use the Agency as an opportunity for its students to obtain practicum learning experience as required by their curriculum. Students are not and shall not be considered employees of the Agency when assigned to Agency in connection with the Student Affiliation program as part of this Agreement.

The consideration for this Agreement is the mutual promises contained in this Agreement and the mutual benefits expected from entering into this Agreement.

1. **Responsibilities of the School**

1.1. **Preparation.** Ensure that the student is knowledgeable concerning and has made preparations for:

- (a) Transportation needed to fulfill responsibilities at the Agency.
- (b) Room and board during the time of practicum assignment (if applicable).
- (c) Scheduling arrival at and departure from the Agency.

1.2. **Scheduling.** School shall notify agency of specific student referrals no less than ten (10) working days in advance of the students' arrival, however:

- (a) A Student may be referred with shorter notice in emergency circumstances, the agency reserving the right to accept or reject such referrals.
- (b) A Student may be canceled with shorter notice for academic or other good cause, with or without replacement by another student.

1.3. **Student Experiences.** It shall be the responsibility of the Director of Social Work Field Education of the School, after consultation with Agency, to help plan the practicum program for student experiences.

1.4. **Program Description.** School will provide Agency with an annual announcement or description of the program, curriculum and objectives to be achieved at Agency.

1.5. Student Compliance. School will instruct students to abide by the policies of Agency while using Agency facilities, including policies and procedures related to confidentiality of client and program data information. School will instruct students not to copy or remove confidential information from Agency premises. Students will be expected to conduct themselves in a professional manner; their attire as well as their appearance will conform to the accepted standards of Agency. School will ensure that each student shall sign and deliver to agency a copy of the “Confidentiality Understanding,” attached hereto as Attachment A and incorporated herein by this reference, prior to the beginning of the practicum.

1.6. HIPAA & FERPA. Agency shall ensure that students are trained on HIPAA rules and regulations and are familiar with and agree to comply with the Social Work Code of Ethics. Agency shall ensure that students placed in educational settings/schools are trained on FERPA rules and regulations.

1.7. Student Qualifications. School will refer to Agency only those students who have met the academic and reference requirements for admission into the social work program.

1.8. Student Health. School will inform Students of, and enforce, the requirement that Students shall meet the health-related criteria as required of Agency personnel including any medical examinations, tests and immunizations.

2. Responsibilities of the Agency

2.1. Field Instruction. Agency shall provide suitable experience for students as prescribed by the School's curriculum and in accordance with any written objectives provided by School to Agency. Students will be assigned to Agency upon the mutual agreement of Agency and School. Agency will inform appropriate personnel about the role of students and provide identification or security clearances, where appropriate. Agency retains full responsibility for the care of its clients and administrative programs. Students will receive no monetary compensation under terms of this Agreement, and are not deemed an employee under Worker's Compensation statutes.

2.2. Agency Personnel. Agency will designate appropriate personnel to support the student's learning experience. This will involve planning and coordination between responsible School faculty and designated Agency personnel for the assignment of students to specific client cases or administrative projects and experiences including selected conferences, clinics, courses and programs conducted under the instruction of the Agency. In every case, the Agency's designated Field Instructor who will be supervising students will have earned an MSW degree and have at least two years of practical experience. Field Instructors will be permitted time to provide at least one hour of supervision weekly to placed students. Agency will designate and submit in writing to the School the name, professional and academic credentials, and the practice experience of the Field Instructor responsible for the Student Affiliation Program.

2.3. Site Visit. Agency will permit, on reasonable request, a visit to the agency site by School or faculty charged with ensuring compliance with the field practicum requirements as set by School's accrediting body, the Council on Social Work Education.

2.4. Exclusion of Students. Agency reserves the right to terminate the continuation of any student who is not complying with applicable Agency policies, procedures or directions from Agency personnel involved in the Student Affiliation Program or who is deemed by Agency not to have adequate qualifications or ability to continue in the program, or no longer has the ability to perform the duties required as part of field placement, or whose conduct interferes with the proper operation of Agency, or any other extenuating circumstance.

2.5. Emergency Care. Agency shall provide necessary emergency care or first aid required by an accident occurring at Agency for students participating under the terms of this Agreement, and, except as herein provided, Agency shall have no obligation to furnish medical or surgical care to any student. The student bears responsibility for the cost of such care as well as any follow-up care.

2.6. Policies and Procedures. Agency will provide the student with access to the written policies and procedures that will govern the student's activities while at Agency.

2.7. Records and Reports. Agency will maintain records and reports on each student's performance as specified by each program and provide an evaluation to the School on forms provided by the School.

3. Terms and Conditions.

A. Insurance:

Student shall secure through either NACSW or NASW liability insurance, in the amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate, professional and general liability insurance for themselves. Students may choose which professional organization to utilize, however, evidence of coverage is required to be provided to School prior to the student's first day of attendance at Agency.

B. Status of Students: The employment status of students and the responsibility for insurance coverage for student activities depends upon the status of the students as set forth below:

a. Students Participating in Unpaid Internship not at Student's Place of Employment: It is understood by the parties that the School's students are fulfilling specific requirements for internship experiences as part of a degree requirement, and therefore, the School's students do not thereby become employees or agents of the School or Agency by virtue of their professional training. The Student shall be responsible for providing professional liability coverage, pursuant to Section 3. A. (Insurance) of this Agreement.

b. Students Participating in Unpaid Internship at Students Place of Employment: It is understood by the parties that, in the event students fulfill their required internship experiences at the location where the students are already employed, School and Agency shall keep the professional training and work duties of the School's students strictly separate. The Student shall be responsible for providing professional liability coverage for such students' professional training; pursuant to Section 3.A. (Insurance) of this Agreement, and the Agency shall be

responsible for providing insurance coverage for such students' activities as an employee.

c. Students Participating in Stipendiary Internship: If the School's students are provided with a nominal stipend from the Agency intended to reimburse them for estimated expenses related to their professional training, the School's students do not thereby become employees or agents of the Agency, and the Student shall be responsible for providing professional liability coverage pursuant to Section 3.A. (Insurance) of this Agreement; however, Agency shall be responsible for issuing a Form 1099 reporting the stipend to the Internal Revenue Service. If, however, the University's students are paid by the Agency for their services, then they become employees of the Agency, and Agency is responsible for all employee obligations and for insuring the activities of such students, notwithstanding Section 3.A. (Insurance) of this Agreement.

4. Indemnity.

School agrees to indemnify and hold harmless Agency, its affiliates, officers, directors, agents, employees, and representatives ("Indemnified Parties," jointly and severally) from and against any and all liabilities or related costs (including reasonable attorney fees), arising out of or in connection with this Agreement, incurred by the negligent or intentional acts or omissions, or willful misconduct of School or its employees or agents, including students and faculty.

Agency agrees to indemnify and hold harmless School, its affiliates, officers, directors, agents, employees, and representatives ("Indemnified Parties," jointly and severally) from and against any and all liabilities or related costs (including reasonable attorney fees), arising out of or in connection with this Agreement, incurred by the negligent or intentional acts or omissions, or willful misconduct of Agency or its employees or agents.

5. FERPA Re-Disclosure

Both parties recognize that they are bound to comply with the Family Educational Rights and Privacy Act (FERPA) in their handling of education records of any students which may be enrolled in any program related to this Agreement. It is also understood and recognized that employees and agents of each party will need to have access to the educational records maintained by the other party in properly administering any duties and obligations to MBU students. It is agreed that each party shall thoroughly orient their employees and agents of their obligations under the Family Educational Rights and Privacy Act and shall maintain their practices in strict accordance with the requirements of that act. Neither party shall be permitted to authorize any further disclosure of educational records of students to persons or entities not a party to this Agreement without first having received permission of the other party and having obtained assurances that the other party has fully complied with the provisions of the Family Education Rights and Privacy Act. Any permitted re-disclosure to persons or entities not a party to this Agreement, shall be under the condition that no further disclosure by such party shall be permitted. Each party agrees to save, indemnify, and hold harmless the other party and their officers, employees, and agents from any liability, damages, claims, actions, causes of actions, demands, judgments, or awards of whatsoever kind or nature, arising out of any failure by the other party or its officers, employees, or agents to abide by the Family Education Rights and Privacy Act or its implementing regulations.

6. Term and Termination.

6.1. Term. This Agreement shall be effective from the Effective Date for an initial term of one (1) year and thereafter shall renew for successive one (1) year terms on the anniversary of the Effective Date, subject to the termination provisions contained herein.

6.2. Termination. Either party may terminate this Agreement at any time by giving 30 days written notice of termination to the other party. If Agency terminates this Agreement by giving such notice to School, students currently participating in the Student Affiliation Program at Agency will be allowed to complete the program.

7. Nondiscrimination.

Agency and School agree that neither will unlawfully discriminate in the performance of this Agreement against any individual on the basis of age, sex, race, color, national origin or physical handicap unless such is a bona fide occupational criteria. Agency and School agree that neither shall tolerate any acts of sexual harassment.

8. Non-assignability.

Neither party may assign the rights or the duties of this Agreement without the prior written approval of the other party.

9. Notices.

When required by the terms of this Agreement, the parties shall give notice by personal delivery or by Certified Mail, return receipt requested, postage prepaid, and addressed as indicated below:

To School: Missouri Baptist University
One College Park Drive
Saint Louis, Missouri 63141
Attn: MSW program

MISSOURI BAPTIST UNIVERSITY

Agency/Organization Name

By: _____
Signed

By: _____
Signed

Its: _____
Your Title

Its: _____
Your Title

Date: _____

Date: _____

**ATTACHMENT
A
TO STUDENT AFFILIATION**

AGREEMENT Confidentiality

Understanding

By signing and dating this Confidentiality Understanding, the undersigned student indicates an understanding of, and agrees to be bound by, the applicable terms and conditions of the Student Affiliation Agreement between

("Agency"), and Missouri Baptist University ("School"). The student acknowledges that, as a material part of the consideration provided to Agency in exchange for Agency allowing the Student's field practicum at Agency, student agrees that any client information or confidential program data acquired during the field practicum is confidential, and that the student shall maintain the confidentiality of and not disclose this information at all times, both during the field practicum and after it has ended. Student further agrees to abide by the applicable rules and policies of Agency and School while at Agency. Student understands that, in addition to other available remedies, Agency may immediately remove the student and terminate the student's field education if, in the opinion of Agency, the student endangers a client, breaches client or program data confidentiality, disrupts the operation of Agency, or refuses to comply with the requests of Agency or its supervisory staff.

I have read and understand the Student Affiliation Agreement and this Confidentiality Understanding, and I agree to abide by their terms.

Student's Signature

Date

Student's Name (Print)

Field Seminar– Weekly Summary

Student Name

Student ID Number

Field Education Site

Semester and year

Practicum

Week Of:

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
--	------------	------------	------------	-------------	------------	------------	------------

Total Hours for Semester:

**Competencies from Learning Agreement that
tasks supported**

Student Signature

Field Instructor Signature

Task Instructor Signature (if applicable)

Field Seminar– Monthly Narrative

Student Name: _____ Date: _____

Agency: _____ Field: I ___ II ___ III ___ IV

Supervisor: _____ Course #: _____

Hours completed of practicum this month: _____

Total hours completed of practicum: _____

Please fill out the questions below. Use a minimum of 4-6 full sentences.

1. What activities have you completed during this month? Share specific social work skills that you are learning and working on.
2. Have you had your weekly supervision? What items are on your weekly agenda with your field instructor?
3. Narrative Use this space to discuss your experience in internship this month (emerging themes in your learning and professional development, clinical dilemmas you may be encountering, issues of oppression as they are experienced in the field, and any other questions or issues you wish to share).
4. What do you hope to learn in the next month?

5. How are you taking care of yourself? What is your self-care plan?

Field Instructor Evaluation of Field Experience

Field Instructor: _____

Agency: _____

Field Liaison: _____

Directions: Please circle the number that best describes your rating of the Field Experience

Rating Scale: 1= Unsatisfactory; 2= Satisfactory 3=Excellent

	<u>Circle One</u>		
The Field Program provides:	<u>Unsatisfactory</u>	<u>Excellent</u>	
1. The Field Manual and other necessary materials	1	2	3
2. Relevant & timely information as it relates to field work	1	2	3
3. A courteous & positive attitude towards field instructor	1	2	3
4. Informed and prepared field students	1	2	3
5. Availability for answering questions	1	2	3

1. Overall, how helpful was the field education program faculty/staff? (circle one)

Not Helpful

Very Helpful

1 2 3 4 5

2. How could the field education program faculty/staff better support and collaborate with you?

3. What, if any, changes to the implementation of the Missouri Baptist University field program do you think would be helpful?



Student Evaluation of Field Experience

Evaluation of Field Agency:

Student: _____ Date: _____

Field Agency: _____

- I. Circle one number on the five-point scale for each of the following items. (1=Strongly Disagree; 2=Disagree; 3=Undecided; 4=Agree; 5=Strongly Agree)

	Strongly Disagree				Strongly Agree
A. Agency provides adequate learning opportunities	1	2	3	4	5
B. Agency provides adequate work conditions- desk space, supplies clerical support, etc.	1	2	3	4	5
C. Agency promotes a climate for Student inquiry and discussion		1	2	3	4 5

Comments:

- II. Would you recommend this agency as a field setting to other students?

Yes

No

Comments:

Evaluation of Field Instructor:

Field Instructor Name: _____ Field I ___ II ___ III ___ IV ___

- I. Circle one number on the five-point scale for each of the following items. (1=Strongly Disagree; 2=Disagree; 3=Undecided; 4=Agree; 5=Strongly Agree)

	Strongly Disagree				Strongly Agree	
A. Meets weekly with student	1	2	3	4	5	
B. Provides feedback in a constructive manner	1	2	3	4	5	
C. Promotes discussion/learning opportunities		1	2	3	4	5
D. Is generally helpful	1	2	3	4	5	

Comments:

- II. To strengthen the field experience, what would you do differently with your Field Instructor?

Evaluation of MBU Field Education Program:

Field I ____ II ____ III ____ IV ____

(Please rate for CURRENT semester only)

1. Overall, how helpful were the MBU field education program faculty/staff?
(circle one)

Not Helpful

Very Helpful

1 2 3 4 5

2. To strengthen the field experience, what would you do differently with the MBU field education program faculty/staff?

3. What would you want the MBU field education program faculty/staff to do differently?

(Please rate for CURRENT semester only)

Please circle the number that best describes your rating of the MBU field education program faculty/staff

Rating Scale: 1= Unsatisfactory; 2= Satisfactory 3=Excellent

	<u>Unsatisfactory</u>	<u>Circle One</u>	<u>Excellent</u>
The MBU field education program faculty/staff provides:			
5. Information on placement agencies	1	2	3
6. Field Education orientation session	1	2	3
7. Appointments/availability to answer questions about field	1	2	3
8. Ideas regarding preparation for interviews	1	2	3
9. Information on agency assignment before field begins	1	2	3
10. Information on the necessity of a Field Education Learning Contract	1	2	3
11. Support services to students during placement	1	2	3