

**Prairie View A&M University**  
*Brailsford College of Arts and Sciences*  
*Department of Social Work*



**Master of Social Work (MSW)**  
**Field Manual**

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## INTRODUCTION

The Field Manual has been designed to assist MSW students, field agencies, and field supervisors in understanding the MSW program field practicum experience at Prairie View A&M University (PVAMU). This manual provides information about the University's program's mission, goals, expectations, policies, and procedures for field supervisors and students. The MSW program field education reflects the goal of the CSWE Educational Policy and Accreditation Standards that states, "Field education intends to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting" (CSWE Educational Policy & Accreditation Standards, 2015, p.12). The roles and responsibilities of the faculty liaison staff, students, field agency, and field supervisors are highlighted in the manual. Field practicum represents the pedagogy of the social work profession that plays a critical role in the preparation of students to become social workers.

### *Terms:*

**Field Director** – The MSW Program staff is responsible for direct supervision of Field Faculty **Coordinators/Field Liaison**. The faculty must have an MSW degree with a license and two years of post MSW practice experience, who may work as an Adjunct Faculty conducting field seminars, mediating between field agencies and students.

**Field Supervisor/Instructor** – A person who holds an MSW and responsible for providing supervision and instructions at the field agency.

**Task Supervisor** – A person who does not hold an MSW degree but is responsible for direct supervision of students on site who receives supplemental supervision process assistance from Field Faculty Coordinator/Faculty Liaison

## ACCREDITATION

The PVAMU MSW Social Work Program is currently in the pre-candidacy process and actively pursuing accreditation from the Council on Social Work Education (CSWE).

## **PVAMU SOCIAL WORK PROGRAM MISSION**

The mission of the Master of Social Work Program at Prairie View A&M University is three-fold:

1. to prepare clinical practitioners specialized in medical and behavioral health with a focus on Africentric perspectives and diverse populations.
2. to improve human well-being while promoting values of human dignity, inclusiveness, diversity, equality, and economic, environmental, and social justice, and
3. to alleviate the effects of violence and poverty in rural and urban settings while advocating for improved services and policies affecting local and larger communities.
4. This mission statement derives from the University's commitment to excellence in teaching, research and scholarship, service, and global outreach.

## **PVAMU SOCIAL WORK PROGRAM GOALS**

The mission and goals of the Social Work program are consistent with the commitment of the social work profession to the enhancement of human well-being, the alleviation of poverty and oppression. The goals of the Master of Social Work (MSW) Program are to:

Goal 1: Prepare students to deliver professional medical and behavioral health social work practice, preparing them to use knowledge, values, and skills in working with diverse populations globally.

Goal 2: Prepare social work practitioners to utilize social justice and human rights constructions in their work and to embrace human dignity, diversity, inclusiveness, interconnectedness, spirituality, and compassion in practice.

Goal 3: Develop practitioners who utilize strengths-based, person-centered, and empowerment approaches while leading efforts to improve health and wellness in local and global communities holistically.

Goal 4: Establish research endeavors among faculty, students, and partnering community agencies to contribute to the knowledge base in the field of Social Work by engaging in practice-informed research to create a more just and life-affirming society.

## **OVERVIEW – EPAS 2015 SOCIAL WORK PROGRAM COMPETENCIES**

The core competencies and field education are the key ingredients of the Prairie View A&M University (PVAMU) social work program designed to achieve competency-based education and practice in the field. The competencies measured student's behavior in knowledge, values, skills,

and cognitive and affective processes. The Council on Social Work Education (CSWE) goal is designed at demonstrating competencies through the integration and application of knowledge, values, and skills in field practice with individuals, families, groups, organizations, and communities in the classroom and in-field practicum.

Upon successful completion of the MSW program, students are projected to achieve competencies in these areas:

<p><b>Competency 1:</b> Demonstrate Ethical and Professional Behavior</p> <p><b>Competency 2:</b> Engage Diversity and Difference in Practice</p> <p><b>Competency 3:</b> Advance Human Rights and Social, Economic, and Environmental Justice</p> <p><b>Competency 4:</b> Engage In Practice-informed Research and Research-informed Practice</p> <p><b>Competency 5:</b> Engage in Policy Practice</p>	<p><b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p><b>Competency 7:</b> Assess Individuals, Families, Groups, Organizations, and Communities</p> <p><b>Competency 8:</b> Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p><b>Competency 9:</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p><b>Competency 10:</b> Demonstrate knowledge of advanced Africentric theoretical interventions and practices</p>
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Source: Council on Social Work Education (CSWE): 2-15 Educational Policy and Accreditation Standards.

See Appendix A for a complete description of the 2015 Educational Policy and Accreditation Standards.

**SOCIAL WORK FIELD CURRICULUM**

Field education is designed to mirror the program curriculum as the students conceptualize the education in real-life experience. Field Education integrates the MSW curriculum with specialized practice in agencies that have been appropriately vetted and found suitable for our students to enter field practice. While in the field, students are exposed to theories and educational objectives that are connected to classroom content. Field practicum seeks to

validate, apply, and integrate the scientific knowledge, theories, and concepts of social work practice learned throughout the curriculum.

Students will apply social work knowledge learned in the classroom to acquire skills, critical thinking process, professional behavior, and ethics in various agencies placed. As the students are in field practicum, an integrative seminar course is offered simultaneously to consolidate values learned

in the classroom to agency experience. Students will learn about Evidence-Based Interventions (EBIs), Solution-focused therapy, cognitive behavior therapy, and others when they are in the field practicum.

*Table 1* **Traditional (full-time) option**

<b>Field Semester</b>	<b>Field Courses.</b>
First Semester	Social Work Practicum and Seminar I (SOWK 5308; 3 Credit hours);
Second Semester	Social Work Practicum and Seminar II (SOWK 5351; 3 Credit hours)
Third Semester	Social Work Practicum and Seminar III (SOWK 6601; 6 Credit hours)
Fourth Semester	Social Work Practicum and Seminar IV (SOWK 6602; 6 Credit hours)

*Table 2* **Traditional (part-time)**

<b>Field Semester</b>	<b>Field Courses.</b>
<b>First Year</b>	
First and Second Semesters	Foundation Courses
<b>Second Year</b>	
First semester	SW Practicum & Seminar I (SOWK 5308; 3 credit hours)
Second Semester	SW Practicum & Seminar II (SOWK 5351; 3 credit hours)
<b>Third Year</b>	
First semester	SW Practicum & Seminar III (SOWK 6601; 6 credit hours)
Second Semester	SW Practicum & Seminar IV (SOWK 6602; 6 credit hours)

## **STUDENT ADMISSION TO FIELD PRACTICUM**

The PVAMU MSW program curriculum is goal-directed, with educational content facilitating conceptualization and stimulation of the student's cognitive processes. Therefore, the curriculum follows a logical sequence for the field experience after coursework that develops social work knowledge, skills, values, and cognitive and affective processes. All students admitted into the MSW program at PVAMU are eligible for field placement. Students complete a field placement form at the time of admission that is used to guide the placement process. The placement team assigns students to field agencies based on students' department selection, experience, and geographic location. Students who receive credit for their SW Practicum & Seminar I/ SW Practicum & Seminar II first-year field practicum at the BSW level will matriculate to the MSW's final two semesters of field practicum.

PVAMU MSW Students must start the field education placements process by applying to the Office of Field Education (OFE) during the first week of the first semester of generalist practice (Foundation Curriculum) and advanced practice years. Being an online MSW Program, students are responsible for identifying social service agencies suitable to field practicum with the approval of the Field Director or FFC. Students will submit the Field application (Appendix H), including their demographic information and academic goals, to demonstrate students' readiness for field experience. Placement options and recommendations for field placement must be consistent with students' learning needs and interests, special personal and professional considerations, and the curriculum. The FFC staff reviews the application and collaborates with the students for a tentative plan for field placement based on the student's interest and needs. Final approval for field placement is communicated to the student after the student's preferences are considered. As part of the placement process, students are required to successfully interview and be officially accepted by a field placement site. Suppose a student is not accepted for placement after the initial interview. In that case, the student will meet with the field coordinator to review the interview experience and prepare for a second interview. Suppose the student is not accepted subsequently at a second field placement site. In that case, the student will meet with the Field Director to review his or her interview experiences and determine if a placement can be made. Final approval for field placement is communicated to the student after the student's preferences are considered.



As part of the placement process, students must interview successfully and be officially accepted by a field placement site. Suppose a student is not accepted for placement after the initial interview. In that case, the student will meet with the field coordinator to review the interview experience and prepare for a second interview. Suppose the student is not accepted subsequently at a second field placement site. In that case, the student will meet with the Field Director to review his or her interview experiences and determine if a placement can be made. Placements are planned so that students may experience a variety of delivery systems and models, and methods for delivery. Students are exposed to the whole person-in-environment concept through different coursework. In social agencies where students are placed, they will have the opportunity to review and experience agency policies, the more extensive social welfare system, and social work practice and learn what it means to be an agent of change. The Field pedagogy integrates class and field experience, providing the venue for students to begin developing social work practitioner skills for entry-level and advanced social work practice.

**Below are some of the criteria:**

To be eligible for field placement in the specialized practice year, students are required either to successfully complete the academic and field requirements for the generalist practice year or to be admitted to the MSW Program with advanced standing. An overall grade point average (GPA) of 3.0 or better for all generalist practice year courses is required to proceed to the specialization in clinical practice (Medical/ Behavioral Health).

Although screening process will be in place before a student is assigned to a generalist or specialized field agencies, each phase of the screening process has specific time frames and dates when completed applications are due.

1. Prior to placements of students in field agencies, all MSW students are required to attend mandatory advising with their Academic Advisor in collaboration with the FFC staff. Students will be screened by the Academic Advisor to ensure that students have taken all pre-requisite courses before being enrolled in Field Practicum.
2. Students admitted to PVAMU MSW program will be required to complete, authorize, and electronically submit a field application prior to receiving a field placement. The application will include one essay, a résumé, and identified field agency names. The application will provide information about the student's interests, previous social service

experiences, and social work educational goals. All three parts of the application must be completed before a student can be referred to a practice site for a placement interview.

3. Application process for field placements will start, one semester prior to the student going into field practicum.
4. A Traditional (2-year) full-time student begins field experiences the same time they begin classes.
5. Traditional (3-year) part-time students begin the field education the second year of their curriculum, that is, after their Foundation Course year.
6. Transfer students will have their transcripts reviewed to determine whether they are ready for the generalist or specialized field practicum.
7. While in the field, students will also enroll in seminars and other practice courses according to the curriculum option chosen. If a student drops a concurrent practice class, the student must automatically come out of field practicum.
8. To proceed to the second phase of field practicum, students must have earned a grade of B or better in the preceding field practicum placement. If the student does not pass SOWK 5301 (SW Practice with Individuals and Families) or SOWK 5302 (SW practice with Communities, Organizations, and Groups), the student cannot continue in the field.
9. Students' registration will be monitored by Academic Advisors in collaboration with Office of the Field Education (OFE) to ensure correct and sequential registration of courses.
  - a. During the referral process, both the agency/placement site and the student receive an e-mail notice of the referral from the OFE, and the student must contact the agency to schedule an interview within one (1) week.
  - b. Agencies may require additional screenings and/or information from students, such as previous evaluations, references, a drug screening, and a criminal background check. Such requests and their costs will be handled between the agency and the student.
  - c. After the interview, the student is required to advise the field coordinator of the outcome. Agencies may also contact the field coordinator regarding the outcome of the interview.

- d. If at any point, after filing a field practicum application, a student determines that he or she will not be going into a field placement as planned, he or she is expected to notify the OFE and the placement site to which the referral was made.

## **AGENCY PLACEMENT PROCESS**

To be eligible for field placement in the advanced clinical practice year, students are required either to complete the academic and field requirements for the generalist practice year or to be admitted to the master's program with advanced standing. Students are expected to earn a grade of “B” in all generalist courses to proceed to the advanced clinical or macro practice field practicum.

Although the screening process will be in place before a student is assigned to generalist or advanced clinical field agencies, each phase of the screening process has specific time frames and dates to complete.

## **Tevera Field Education Management Platform**

Prairie View A&M University Social Work Program adopts a new online platform called Tevera for field education management. Students and field agency site management during supervision. Students planning to enter field practicum are required to use Tevera Software, an integrative data management tool for field practicum. The cost of accessing this software has been added to student's tuition and it is a required field course material for all students. Therefore, students should collaborate with the Field Education Office for training and use of this software. The platform will assist students, FEO, Field Supervisors, and Faculties in streamlining field agency placement process.

The field placement process starts with students attending Field Placement Information meeting that informs the students about all the required steps to complete field placement. At this meeting, students are introduced to the Tevera field education integrative software.. During the Field Placement Information meeting, Tevera details, instructions, and questions are addressed.

Field Application for field placement for the foundation and advanced clinical field practicum are located within the PVAMU Social Work Tevera field education program platform. The instructions for completing and submitting field forms are explained during field placement

meeting. The application will contain students' field agency selection response to certain field experience questions.

Students submitted field application and resume are routed through Tevera to the student's assigned FFC/L staff. The following flowchart provides better insight into field process.

1. MSW students are required to attend mandatory advising with their Academic Advisor in collaboration with the FFC staff. Students will be screened by the Academic Advisor to ensure that students have taken all pre-requisite courses before being enrolled in Field Practicum.
2. Fulfill the requirement to complete an electronic field application before receiving a field placement.
3. The application will include one essay, a résumé, and identified field agency names. The application will provide information about the student's interests, previous social service experiences, and social work educational goals. All three parts of the application must be completed before a student can be referred to a practice site for a placement interview.
4. The application process for field placements will start one semester or three months before the student's anticipated placement into field practicum.
5. A Traditional (2-year) full-time student begins field experience the same time classes begin.
6. Traditional (3-year) part-time students begin the field education, the second year of their curriculum, that is, after their foundation course year.
7. Transfer students will have their transcripts reviewed to determine whether they are ready for the generalist or advanced clinical field practicum.
8. While in the field, students will also enroll in seminars and other practice courses according to the curriculum option chosen. If a student drops a concurrent practice class, the student must automatically come out of field practicum.
9. To proceed to the second phase of field practicum, students must have earned a grade of B or better in the preceding field practicum placement. If the student does not pass SOWK 5301 (SW Practice with Individuals and Families) or SOWK 5302 (SW practice with Communities, Organizations, and Groups), the student cannot continue in the field.
10. Students' registration will be monitored by Academic Advisors in collaboration with FEO to ensure correct and sequential registration of courses.

## Field Process Interview

- a. Upon submission of field application in Tevera, the FFC/L reaches out to schedule a pre-placement interview with students.
- b. At the pre-placement interview, learning goals, previous social services experiences, expectations, and preferred agency and population types can be discussed for placement.
- c. Students will contact potential field agencies, obtain MOU in collaboration with the FEO, schedule interviews with the agency, and complete all onboarding process once the agency indicates interest in the student.
- d. During interviews with agencies, students should discuss concerns, ask questions, scheduling hours, and discuss special needs or disability accommodation prior to start date with the agency.
- e. All agencies require background checks. Students should ask the agency who will bear the cost as the university does not pay for student's background checks.
- f. Student's cost of onboarding is not covered by PVAMU Social Work Program.
- g. Student is to ensure the timeframe for confirmation of acceptance of student into the field agency to allow student enough time to process with another agency in case the student is denied field placement.
- h. Student is to continue to communicate with the agency until placement is confirmed and onboarding process is completed.
- i. When placement is confirmed, student is to enter the following information in Tevera and provide the FFC/L the following information:
  - Name of Agency and location address
  - Telephone number
  - The MSW Field Supervisor's name, telephone number, and email address.
- j. The approval of the FEO is required before any placement is finalized.
- k. Field Supervisors and Students are to attend field orientation/training before the start date at the field agency.

1. If at any point, after filing a field practicum application, a student determines that he or she will not be going into a field placement as planned, such student is expected to notify the FEO and the placement site to which the referral was made.

11. Students are notified if they have not met certain criteria for field placement and will continue to work with the Field Director or the FFC until the criteria are met.

The Field Director has the ultimate responsibility of approving all field internships. Once students complete and sign the Field Placement form, the signed form by both the assigned Field Supervisor and the Field Director/FFC, students may register for field education credit hours. The FFC must approve a field agency before the student accepts a placement site. Field Manual information can also be found at [www.pvamu.edu](http://www.pvamu.edu)

*Table 3* **Outline/Steps for Securing Field Placement**

Activities	When	Who	How
Students needs to read the Field Manual and complete field placement application.	Upon enrollment and acceptance into the MSW program	New Students	Accessible on PVAMU Social Work Department website
Purchase the Tevera Software package and get the UserID No. to log in to the Tevera	Upon enrolment into MSW program and courses	New and Advanced Students	University Bookstore
Identify three (3) possible placement sites for practicum using the Tevera or identify field agencies in their local area.	Upon enrollment and acceptance into the MSW program  For 90 days before Practicum III	New, Advanced, and students entering clinical/specialization year.	Submit in the Tevera software that will notify the Field Office.
Explore and identify three (3) possible field agencies with specialized interest. Express interest and availability of agency and field supervisor.	As soon as desired and to begin no later than three (3) months before the start of practicum.	New, Advanced, and students entering clinical/specialization year.	Access list of contracted agencies posted in Tevera or agencies identified by student.

Contact site to complete Affiliation, i.e., Memorandum of Understanding (MOU) (Appendix B) if the agency is not already in Tevera.	90-60 days before the start date of practicum.	Students, Director/Faculty Field Coordinator	Provide copies of MOU to agency and request completion. Submit the completed and approved MOU in the Tevera.
Complete Field Interview with Field Director or Faculty Field Coordinator	Not later than 10 days before scheduling the agency interview.	Student and Field Director/Faculty Field Coordinator	Zoom meeting
Schedule and complete interviews with agencies that meets Field Manual Criteria for agency selection.	As soon as desired and to begin no later than three (3) months before the start of practicum.	New, Advanced, and students entering clinical/specialization year.	Tevera or use Field Manual for Agency Criteria selection.
Notify the Field Office and through the Tevera of the selected agency. Enter all demographic documentation in the Tevera and the selected Hospital Clinical Software.	Due no later than 30 days before the practicum start date.	New, Advanced, and students entering clinical/specialization year.	Tevera software and/or Hospital Clinical Software
Conclude approval of Field Placement Agency selection.	No later than 30 days before the start of the practicum date.	Student and Field Director/Faculty Field Coordinator	In Tevera Software
Finalize start date and schedule for field placement	30-10 days before placement.	Student and Field Supervisor/Instructor.	Tevera Software

**IMPORTANT.** Complete required documentation must be received **14 calendar days before the start of Foundation and Advanced Clinical Practicum/Seminars** (SOWK 5308, SOWK 5351 SOWK 6601, and SOWK 6602);

Students' failure to submit all required documentation by the deadline may result in being **dropped** from the course and must contact their academic advisor for rescheduling of courses.

## **AGENCY SELECTION CRITERIA**

An agency is accepted for Field Instruction when an Affiliation Agreement/Memorandum of Understanding (MOU) (Appendix B) contract is signed and meets the following criteria:

1. The agency is appropriate for Generalist/Advanced Clinical practice experience.
2. The agency is committed to active participation as a partner in social work profession education and utilizes the NASW Code of Ethics.
3. Agency is ready and agrees to align the social work field education to the university's mission, program mission, vision, and goals.
4. The agency agrees to provide learning opportunities for students to establish competencies and recognize behaviors that include knowledge, values, skills, and cognitive and affective processes.
5. That Field Supervisor from the agency interested in working with social work students have:
  - a. MSW degree from a CSWE accredited program, have a license, and with two years post MSW practice experience.
  - b. or a BSW from an accredited program with 3 to 5 years post-BSW practice experience; and
  - c. is available on-site to provide supervision to students at least 50% of the time.
6. The Agency demonstrates the ability to invest time and effort in the social work field educational process by providing instructional staff who will serve as field supervisors for students.
7. Affords student(s) ample opportunities to apply classroom knowledge, skills, and values to problems in a practice setting.
8. Demonstrates commitment to diversity and social justice through hiring and populations served including gender, race, ethnicity, social class, religion, disability, national origin, and sexual orientation.
9. Provides adequate office/workspace for student(s) including desk w/chair, telephone, and other resources necessary for working with agency/setting clientele.
10. Respect client confidentiality and provide privacy training to students.



11. Agrees to the flexibility of the Field Supervisor's workload to accommodate time to meet student's learning needs, attend virtual orientations, training(s), and agency presentations during field seminars.
12. Provide students with opportunities to observe and get an orientation to the service-delivery system and the population served.
13. Provide students an orientation to agency policies that includes a safety plan.
14. Provide students with safety training.
15. Allows time for field supervisors to receive Social Work Program training for field supervision.
16. Willing to provide feedback to the PVAMU MSW program through annual or periodic evaluation when it is due.

### **FIELD SUPERVISOR SELECTION CRITERIA**

Field Supervisors must commit to meet all documentation, supervision, and evaluation requirements of the program, and must have the ability to assess student progress based on the nine social work competencies as defined in the 2015 CSWE EPA Standards. Field Supervisors must complete the online field supervisor form and be approved by an FFC staff. In addition, they are expected to fulfill the following criteria:

1. Field Supervisors/Instructors must hold an MSW degree from a CSWE-accredited program with a minimum of two years of practice experience post-MSW education and six months at the agency.
2. A field instructor must have a minimum of 50% supervision time to devote to the student and the learning instruction experience.
3. Field Instructors should be available to provide one (1) hour of weekly individual or group supervision meetings with the student.
4. Be willing to enter into a contract based on course objectives and CSWE competencies.
5. Have knowledge of CSWE competencies and apply it in their professional settings with the ability to assign appropriate student learning from the competencies.
6. Be willing to provide the student with appropriate learning activities that address the Learning Agreement and the nine competencies and practice behaviors.

7. Field Supervisors/Instructors are willing to collaborate with faculty field coordinators/liaisons in the evaluation of the students and demonstrate the ability to work with diverse students.
8. Readiness to participate in orientation training, other required training, or special events and activities provided by the department for field supervisors.
9. Field instructors must have satisfactory job performance evaluations in their job responsibilities in their agencies.

## **PRACTICUM OBJECTIVES**

PVAMU field education across program options prepares students to enter the social work field practice by meeting the following objectives:

1. Demonstrate the ability to work within the purpose, structure, and constraints of social work settings.
2. Refine and strengthen a professional sense of self for diversity and social justice through the integration of knowledge of micro, mezzo, and macro systems.
3. Promote the development of professional work habits including time management and planning.
4. Build the knowledge for generalist practice in the first field semester to establish a broad foundation for direct social work practice with individuals, families, groups, communities, and organizations.
5. Enhance the student's ability to relate theory to practice in the provision of social services and specialized areas.
6. Develop the social work skill needed by understanding and utilizing a broad range of modalities and interventions found in any of the micro, mezzo, and macro systems with a diverse population and Black families.
7. Provide students with a value orientation that takes into account the promotion of social and economic justice.
8. Follow one or more professional Codes of Ethics; and
9. Prepare students to engage in planned change and/or advocacy.

## SEQUENCE OF LEARNING

Prairie View A&M University, Department of Social Work field instruction is designed to allow students to learn and use a range of social work interventions for providing direct services at generalist and advanced clinical levels with individuals, families, groups, organizations, and communities. The objective is to promote homeostatic and healthy change in these systems. Therefore, upon completion of field instruction, the student should be able to:

1. demonstrate knowledge, values, and skills of generalist and clinical social work practice in alignment with the social work code of ethics and application in a field instruction setting(s).
2. integrate theory and practice in the provision of social services across system learning and exchange.
3. demonstrate professional work habits including time management and planning.
4. demonstrate knowledge of human diversity, social and economic justice, discrimination, and oppression, which include strategies for the amelioration of injustice.
5. establish effective use of supervision and constructive criticism as tools for learning.

To demonstrate social work competencies in the generalist field practicum, students will be exposed to the following field experiences:

1. Two to four cases that involve direct work with individuals and/or families with consideration for the complexity and duration that the assignment will take to complete including other agency requirements when allotting the caseload (Competencies 1, 2, 6, 7, and 8)
2. One of more group assignments that promote mutual support and or educational components in which the student has some direct leadership responsibility. (Competencies 6, 7, 8, and 9).
3. Students are given an opportunity to participate in macro social work experience within the agency or community. (Competencies 5, 6, 7, 8, and 9)

4. Participation in staff meetings and case conferences, including appropriate presentations by the student. (Competency 1)
5. The FS can approve students to attend agency-sponsored or community-based training(s), continuing education events, or in-services. (Competency 3)
6. As part of the practice, experience student is given opportunities to participate in research that may include information gathering, literature review, needs assessments, and presentations (Competency 4)
7. Students are given opportunities to actively participate in activities or meetings relating to the formulation and evaluation of agency policies, such as board meetings or staff committees. (Competency 5)
8. Involvement in the network of social agencies serving the clientele of the field placement agency (Competencies 6 and 8)
9. Consultation and collaboration with other staff (Competency 1)
10. Documentation to meet agency and academic requirements. (Competency 1)

Students must take field instruction courses concurrently with the foundation and concentration practice courses and field seminars. Students enrolled in a practice course must also be enrolled in the appropriate field instruction and seminar course simultaneously, and vice versa. Students taking the Two-Year and Three-Year Program Options must complete a minimum of 900 field education hours during the program (400 for the foundation year, 500 for the concentration year). Students taking the One-Year, Full-Time Advanced Standing Program Option must complete 500 hours during their concentration year.

### **STUDENT LEARNING IN THE FIELD SEQUENCE**

All MSW students completing both the foundation generalist and advanced specialized curriculum at PVAMU must complete a minimum of 900 hours of supervised field practicum to graduate. This number of hours is required for graduation by all students, including those in employment-based placements, and those entering the program part-time. The only students exempted from fulfilling the 900 hours are those admitted into the advanced standing program, who must fulfill 450 hours of field education. Students and field instructors will monitor required field experience hours with timesheets maintained at the field agency. Timesheets are signed and dated by the field instructor. Practicum sites may require students to keep a separate log of their field hours for their

internal use. Should unforeseen circumstances arise that require students to miss some hours during the academic year, FFCs shall work closely with field instructors and students to identify a plan for making up missed hours.

The hours for the generalist and specialized curriculum, the advanced standing program, and for students requesting an extended field schedule are detailed in the Student Handbook and below:

### **Generalist Practicum**

Students in the generalist curriculum are in field practicum for a minimum of two (2) full days per week (16 hours) in the fall and spring semesters. They complete a total of 400 hours by the end of their second semester (16 hours for each of 15 weeks, or 200 hours per semester). This includes a minimum of 1 hour of supervision per week by a qualified and approved social work Field Supervisor. Students receive three credits for SOWK 5308 (*Foundation Field Practicum I*) and SOWK 5351 (*Foundation Field Practicum II*) with three credit hours for each course.

### **Advanced Clinical Practicum**

Students in the specialized curriculum are in the field for up to three (3) days per week, or 18 hours per week, during the fall and spring semesters. Specialized field practicum students complete a total of 500 hours by the end of their second semester (18 hours for each 15 weeks, or 250 hours per semester). This includes a minimum of 1 hour of supervision per week by a qualified and approved social work FS. Students specializing in clinical practice receive six credits hours for SOWK 6601 (*Field Practicum III*) and six credits for SOWK 6602 (*Field Practicum IV*).

Advanced standing students complete a total of 500 hours of field education and seminars throughout fall, spring, and summer semesters and as applicable. In the fall semester, Advanced Standing students will embark on field practicum and seminar combined SOWK 5450 for a credit of four (4) hours. In the spring semester, students will take SOWK 6452 (Practicum & Seminar III) for four (4) credit hours. Summer semester of practicum and seminar for a credit of four hours will be taken with SOWK 6451

### **Timeline and Attendance**

Students in the specialized curriculum are in the field and average of 2 ½ days per week, or 18 hours per week, during the fall and spring semesters. Specialized field practicum students complete

a total of 500 hours by the end of their second semester (18 hours for each of 15 weeks, or 250 hours per semester). This includes a minimum of 1 hour of supervision per week by a qualified and approved social work FS. Students specializing in clinical practice receive six credits hours for SOWK 6601 (*Field Practicum I*) and six credits for SOWK 6602 (*Field Practicum II*).

Advanced standing students complete a total of 500 hours of field education and seminars throughout fall, spring, and summer semesters two (2) days a week. In the fall semester, Advanced Standing students will embark on field practicum and seminar combined SOWK 5450 for a credit of four hours. In the spring semester, students will take SOWK 6451 (Practicum & Seminar II) for credit hour four. Summer semester of practicum and seminar for a credit of four hours will be taken with SOWK 6452

## **RESPONSIBILITIES OF FIELD DIRECTOR**

The Field Director's main responsibility is to provide the pathway for the administration of the field education office. The Director of Field Education responsibilities includes:

1. Responsibility for the ongoing field administration and provide oversight of departmental policies relating to field placement.
2. Responsibility for the development of the field education handbook that provides the context and guidance for parties involved in field education.
3. Align field education with social work theories and competencies.
4. Provide training for faculty field coordinators/liaisons and field instructors.
5. Approve student applications, agency affiliation agreements, and field agencies and placements of students into agencies.
6. Locate field agencies, improve communication with all stakeholders and problem solve conflicts between field supervisors, faculty field liaisons, and students.
7. Interview students who have requested international placement with the Program Director.
8. Coordinate internal field placement with students and foreign countries and agencies.
9. Review agencies and students' evaluations with Field Faculty Coordinators or Liaisons.
10. Provide continuous evaluations and assessment of the quality of field education

- program and recommend opportunities for improvement.
11. Provide training(s) for field agencies on field curriculum, policies, protocol and address potential challenges and issues among students, field agencies, and university.
  12. Arrange for the recognition of field supervisors/instructors.
  13. Provide support, monitoring, and feedback to Faculty Field Coordinators/Liaisons
  14. Quarterly meets with faculty field coordinators/liaisons to discuss initiatives that impact field education and report on their experiences with students and field supervisors.
  15. Arrange for quarterly meetings with students to discuss their concerns, experiences in the field, the strengths and limitations of the field education programs, current policies, and answer questions.
  16. Ensure the implementation of the Field Education Office policies and procedures

#### **RESPONSIBILITIES OF AGENCY FIELD SUPERVISOR/INSTRUCTOR**

1. The contracted agencies with the PVAMU MSW Field Education Office assign a qualified field supervisor to students. The field supervisor identifies student tasks and activities that will meet the learning objectives and CSWE competencies. Field supervisors are expected to attend orientation and training seminars that are arranged by the field director.
2. The field supervisor meets with the student at least once a week for a minimum of one hour to discuss the student's activities in the agency and her/his progress with every client system.
3. Students will be introduced to appropriate staff and oriented to various agency policies and facilities by the field supervisor.
4. The field supervisor will review and sign student weekly timesheets and logs. The field supervisor keeps a record of time spent at the agency by the student according to the agreed time and days.

6. The field supervisor will arrange for a backup staff member (task supervisor) that the student can approach for questions in case of emergencies or the unavoidable absence of the field supervisor.
7. Agency field supervisors are responsible for the evaluation of the progress made by the student during the semester that will be used to determine the grade by the University.
8. The field supervisor will share and expose students to all local and agency resources in addition to orienting students to agency resources and facilities.
9. The field supervisor or a qualified task supervisor should be scheduled for work at least 50% of the same hours that the student is scheduled for placement.

### **RESPONSIBILITIES OF FIELD FACULTY COORDINATOR/LIAISON**

The Faculty Field Coordinator/Liaison, (FFC/L) who plays the dual role as the seminar instructor, plays a key role in the field education experience. The Faculty Liaison also plays the role of an intermediary between the agency, social work program, and students. The faculty liaison also collaborates with the Field Supervisor (FS) to ensure the delivery of quality instruction and help the student to incorporate theory and practice. The FFC/L enables evaluation of the student, guides the student during the field practicum experience, serves as a consultant to the FS, and mediates between the student, FS, and agency when needed. The FFC/L also advocates for the student to ensure a quality practicum experience. The FFC/L also arranges for and facilitates mutual discussions with the FS and student at mid-term and end of practicum to discuss topics from the learning agreements, advancement in achieving competencies, application of theory, and recurring challenges. The responsibilities of the Faculty Field Coordinator/Liaison, (FFC/L) will include the following:

1. Contact the FS during two weeks from the start of practicum for self-introduction and provision of additional orientation by providing answers to questions on curriculum or assignments.
2. Consult virtually with the FS at mid-term and end of the semester to discuss the practicum experience to review student's needs, progress, and to ensure the educational focus of the field practicum experience.



3. Communicate via email or phone with the FS at least once during the semester/quarter to make inquiries about needs, concerns, or questions.
4. In consultation with the FS and student, the FFC/L can suggest or assign additional learning experiences as necessary to facilitate the integration of class and field learning.
5. The FFC/L assists in the development and approval of a vigorous and performance-based student-learning plan that supports all competency areas and assesses the student's learning and professional development in the practicum experience to determine the final grade.
6. Provide educational consultation to agency FS and Instructors as needed.
7. The FFC/L is to be available to hold conferences with students when necessary.
8. Consult and problem-solve with FS and students on field-related problems.
9. Assess the student for suitability in the social work profession, including adherence to the professional code of ethical conduct.
10. Provide evaluative data to the Director of Field on the quality of the agency's field education and recommend modifications to the field education program.
11. Teach field seminar courses to help students integrate social work theory and practice.
12. The FFC/L is to be familiar with the contents and policies in the field manual, support its implementation in the MSW program, and field experience.
13. The FFC/L monitors and ensure timely submission of time sheets, ensure weekly one-hour meeting of the student and FS as required and to reach out to the student when hours are falling short of planned averages.
14. Provide feedback to the Office of the Field Education and participate in field liaison meetings with the field director.

### **ALTERNATIVE FIELD SUPERVISOR/TASK MANAGERS**

Students placed in agencies without a qualified MSW social worker on-site or the field supervisor is known as Task Managers. However, a trained MSW social worker shall be regarded as the Field

Supervisor/Instructor. Such MSW Field supervisor may be arranged by the agency, or the Faculty Field Coordinator/Liaison staff may provide oversight supervisor to the Task Manager. The assigned on-site supervisor, designated as the Task Manager shall assume the responsibilities for ensuring completion of the field supervision for the student while the Field Supervisor collaborates with the Task Manager in performing the following responsibilities as described in this manual and below:

1. Submit the application to the FEO to be considered as Field Supervisor/Instructor
2. Ensure completion of MOU between the agency and the university before students are placed in the agency
3. Students are oriented to the agency's policies, staff, physical location, equipment, dress code, use of social media or media, the first week of practicum.
4. Collaborate with the out-of-site MSW Field Supervisor and the student in formulating Learning Agreement, Assignments, etc,
5. Sign necessary documents, e.g., logs, timesheets, treatment plans, etc.
6. Connect students with local resources and expose them to therapy techniques, process recordings, research, social work values, etc
7. Arrange for one (1) hour weekly meetings for supervision, review of practice strengths and limitations, sign logs, etc.
8. Provide feedback to the student and the MSW Field Supervisor for mid-term and end of term evaluations.

## **RESPONSIBILITIES OF THE STUDENT**

1. Student to notify the Field Supervisor/Instructor (FS/I) in case of illness or an emergency via approved mode of communication by the agency. In consultation with the FS/I, arrange for the make-up of lost hours due to illness or emergency.
2. Must fulfill all required field practicum hours by the end of each course
3. Prepare for and attend regular individual and/or group supervisory and instructional meetings with the Field Supervisor/Instructor.
4. Collaborate with the FS/I and Faculty Field Coordinator/Liaison (FFC/L) to identify learning needs, specifically in areas of learning objective as related to competencies and practice behaviors at both generalist and advanced clinical levels.

5. Actively pursue and explore learning opportunities within the agency and seek appropriate learning material and activities through the FS/I
6. Comply with agency and field placement policies, procedures, and standards on background checks, drug screening, and professional dressing and behavior.
7. Be receptive to constructive feedback and sort to implement changes identified in the feedback
8. Play an active role as a learner, express learning needs, and seek to accomplish them
9. Commit to attending and participating in agency staff and professional meetings or conferences as recommended by the field supervisor.
10. Integrate classroom learning with field practicum by applying theory and concepts to field assignments and participating in the field seminar.
11. Adhering to the principle of confidentiality-related tasks and responsibilities and uphold all agency privacy policies.
12. Take appropriate responsibility for individual learning by participating fully in activities assigned by the field supervisor and seek clarification to concerns in the field agency with the field instructor and faculty liaison.
13. Complete the similar course and field assignments promptly and submit the timesheet log weekly/monthly.
14. Read and understand the NASW Code of Ethics and apply it to practice in the field.
15. Uphold a commitment to the field practicum site for the agreed-upon hours per week scheduled to complete the required total semester hours.
16. Uphold punctuality by arriving on time and staying for the full duration of the agreed-upon hours in the agency made with the field supervisor.
17. Develop, in collaboration with the FS and FFC/L, a learning agreement specifically focusing on activities and expectations that meet the learning objectives and outcomes adhering to competencies and practice behaviors identified by PVAMU MSW Social Work Program.
18. Communicate your educational needs and interests to the Field Instructor and notify the FS if not receiving regular individual and/or group supervision.
19. In a timely manner, discuss with the FS and/or FFC/L any areas of concern or confusion.

20. Participate in scheduled three-way conferences with the FS and Faculty Field Coordinator/Liaison.
21. Ensuring that all evaluation forms are completed, reviewed, signed, and delivered to the FFC/L promptly.
22. Seek and effectively use help for problems that interfere with scholastic and professional performance; engage in self-care to cope with stress and utilize the university counseling department of mental health help.
23. Avoid dual relationships with clients by maintaining appropriate boundaries at all times.
24. Immediately inform the Field Supervisor and Faculty Field Coordinator/Liaison of any dual relationships that exist between you as a student and someone at the practice site.
25. Do not transport clients with a personal vehicle as an intern and ensure that the agency has appropriate automobile insurance that covers interns when transporting agency clients.
26. Refrain from violating agency policies on use of media, social media, and technology or office equipment including the use of cell phones during internship hours for personal emergency except with prior permission of the Field Supervisor.
27. Do not use the field practicum time/hours to complete classroom work except materials related to Field Seminar having obtained prior authorization from the FS and/or FFC/L.
28. Observe professional dress code and or field agency dress code.

### **PLACE OF EMPLOYMENT-BASED FIELD PRACTICUM**

PVAMU MSW Program discourages students from using their employment agencies as their field practicum sites. Student and employer agency are encouraged to weigh conflicts of employment-based field practicum such as:

1. the agency's emphasis on productivity over student learning,
2. decreased willingness on the part of students or agency to disclose problems that arise relating to field placement.
3. inadequate supervision, or assignments that are not congruent with practicum expectations and CSWE social work competencies.

Students' requesting for employment-based internships must complete a Field Practicum In Place of Employment application. When approved, these agency exceptions must offer new and different learning opportunities from those associated with the student's regular employment. In addition, field experience must be educationally directed by an FS who meets the University's required qualifications for field supervisors and is not the student's employment supervisor.

### **CRITERIA FOR APPROVAL OF EMPLOYMENT-BASED FIELD PLACEMENT**

1. To be eligible for an employment-based placement, a student must be a full-time employee and in good standing for at least six months before the start of the academic year in which he or she is applying for an employment-based placement (Appendix G)
2. Employment-based field education placements will be approved for organizations with multiple divisions, which have the capacity to provide opportunities for students to work with diverse client systems and to demonstrate the social work competencies and behaviors identified by PVAMU.
3. The practice site must be able to demonstrate that a student's employment responsibilities are separate and distinct from the proposed field education assignments/activities. This can be addressed by reassignment of the student to another unit, division, or department, with an FS who is not the student's work supervisor, for the days that the student is in field placement.
4. All of the required field hours must be under the supervision of an MSW Field Supervisor who possesses the qualifications required by the university and is not the student's employment supervisor.
5. Field placement assignments must be different from the student's regular work assignments.
6. The availability of release time for the student for coursework and field education must be ensured and documented.
7. The Learning Agreement must be educationally focused, not centered solely on agency services, and must meet the criteria established for all field education placements.
8. Assignments must constitute opportunities for new learning for the student, such as a new population, new treatment methodology, or new field of practice.
9. The student's educational goals and Learning Agreement must be the primary focus of the position during field placement hours.

10. The field instructor must meet the same requirements as all other field supervisors, i.e.,
  - a. have an MSW degree with two years of post-master's experience and be licensed in the state where the practice is taking place.
  - b. Before a student's referral for an employment-based placement, the FS and the assignment must be approved by the FEO. The transfer to the new unit, division, or department begins on the first day of field placement.

The Council on Social Work Education provide the following position used as guidelines in the provision of employment-based internship sites:



COUNCIL ON SOCIAL WORK EDUCATION

### **UNPAID INTERNSHIPS FOR SOCIAL WORK FIELD EDUCATION**

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act (<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>).

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and **does not** require payment.

Social work field education at Prairie View A&M University meets the following provisions:

1. Field education is associated with the MSW program at PVAMU.
2. Field education is structured around classrooms and academic experience, with articulated learning objectives/competencies.
3. PVAMU exercises oversight over the internship program and provides educational credit.
4. The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.

5. The Social Work Field Education program is solely educationally meant to provide training and prepare students to be professional social workers. It is not meant to replace existing employees of social work at the field practicum agency site.
6. The field placement of students in agencies is meant to provide an educational and training opportunity and is not meant to provide any immediate gain to the employer or the field agency.

**FIELD SUPERVISOR ORIENTATION, TRAINING, AND COMMUNICATION**

*Table 4*

Field supervisors complete an application and submit them to Field Director	60-30 days to start of practicum
The Field Supervisor receives a welcome letter with overview requirements from the Field Director.	30-15 days before the start of practicum
The Field Director provides a copy of the field manual, roles and responsibilities of Field Supervisor, and links to Field Orientation training contents (policies, role, etc.), and or media presentations.	30-15 days to the beginning of practicum.
Faculty Field Coordinator/Liaison contact Field Supervisor for review of policies, dues dates, evaluations, virtual site visit, logs, etc.	Within 2 weeks of the start of practicum
The Field Director provides the Field Supervisor the electronic links to media presentations on sample student learning agreement, process, describing student learning contract, process of record of supervisor, e-portfolio, etc.	Within 2 weeks start of practicum
Field Instructor maintains contact with Faculty Field Coordinator/ Liaison on issues of concerns, questions, or problem-solving.	Throughout practicum as needed
The Faculty Field Coordinator/Liaison, Field Supervisor, and student attend a virtual site visit to review progress and competencies evaluation	At mid-term and end of practicum placement.

Field Supervisor completes evaluation of PVAMU field experience and interactions and submit.	At end of practicum placement
Field Director may initiate advisory meetings with the Field Supervisor.	Annually

## STUDENT LEARNING AND PERFORMANCE MONITORING

Students are monitored in their field placements for attendance and progress toward achieving the key components of the Learning Agreement and obtaining competency. Students will be monitored through the report of the Field Supervisor, Communication with the Field Supervisor by the Faculty Field Coordinator/Liaison, and on-site or virtual visit of the practicum site by the faculty liaison. Other forms of performance monitoring will be obtained through the self-assessment evaluation submitted during each field seminars (Appendix E). The following tool will be used to monitor students' demonstration of the mastery of competencies:

Table 5

Evaluator	Measurement of	Questions measuring competencies
Student	Agency, Field Supervisor, Field Education Office (FEO)	<p><b>Competency 1</b></p> <ol style="list-style-type: none"> <li>1. My role was appropriate for a student</li> <li>2. My field placement reinforced identification with the purposes, values, and ethics of the profession</li> <li>3. My field placement promoted the development of professional ethics.</li> <li>4. My FFC or other staff provided an orientation to the practice site policies, services, and client systems.</li> </ol>
		<p><b>Competency 2</b></p> <ol style="list-style-type: none"> <li>1. I was treated with respect at my placement/by my Field Supervisor.</li> <li>2. I felt comfortable being myself (age, race, ability, sexual orientation, religion, etc.) in my agency/with my Field Supervisor.</li> <li>3. I was able to practice in an environment that provided services to diverse client systems.</li> </ol> <p><b>Competencies 2-3</b></p>



		<p>1. My agency/FS provided opportunities to discuss issues related to diversity and social justice.</p> <p><b>Competency 3</b></p> <p>1. My FS challenged me to think about how issues of oppression and social justice affect client systems</p> <p><b>Competency 4</b></p> <p>1. My field placement used research-based evidence to inform social work practice.</p> <p><b>Competency 5</b></p> <p>1. My field placement provided opportunities for me to learn, examine, and apply policy.</p> <p><b>Competencies 6-9</b></p> <p>1. My placement provided me with an opportunity to work with individuals.</p> <p>2. My placement provided me with an opportunity to work with families.</p> <p>3. My placement provided me with an opportunity to work with groups.</p> <p>4. My field placement had assignments for me with communities/organizations.</p> <p><b>Others</b></p> <p>1. My FFC contributed to my achievement of core competencies and challenged me to excel in demonstrating competencies.</p> <p>2. My FFC was familiar with the foundation curriculum, the advanced curriculum, and the core competencies.</p>
<b>Field Supervisor</b>	FFC; Field Education Office (FEO)	<p><b>Competencies 2-3</b></p> <p>1. The faculty liaison was attuned to issues of diversity and social justice and challenged me to consider them as was appropriate</p> <p>2. The faculty liaison was open to assisting with and discussing issues related to diversity and social justice</p> <p>3. I felt comfortable bringing up issues pertaining to diversity and social justice as they arose.</p> <p><b>Others</b></p> <p>1. The FEO provided me with a comprehensive orientation.</p> <p>2. I understand my responsibilities as an FS.</p>

		3. I have a basic understanding of the MSW curriculum and CSWE core competencies.
<b>Faculty Field Coordinator</b>	Agency, Field Supervisor	<b>Competency 2</b> 1. The FS treated students with respect and worked well with students from diverse backgrounds.

## **POLICIES FOR CONFLICT RESOLUTION**

### **Field Appeal Procedures**

Within 25 days of notice of dismissal from field education, students may appeal to the Field Director or Field Coordinator's decision by submitting a letter of appeal to the MSW Program Director. When the appeal letter is received, the Program Director will meet with the student to review all evidence within ten business days. If the student is not satisfied with the outcome of the meeting with the Program Director, a committee for Grievance and Termination will meet to determine termination for non-academic or professional reasons.

The Committee will review all complaints of student misconduct, determine the seriousness of the behavior, and develop an appropriate course of action. Termination from the Social Work Program may be immediate if there is a conviction of a serious violation such as assault, rape, murder, etc. The Committee will conduct a thorough investigation of the allegation against the student as well as:

1. Inform the student of the specific behavior(s) in question and how and why it violates the NASW Code of Ethics
2. Identify the person(s) reporting the behavior and provide clear evidence that the student in question is in violation, and
3. Present corrective steps with timetables to resolve the problematic behavior.

The Committee will prepare a written agreement detailing the conditions the student must satisfy before final action is taken against her/him. The Student, the Committee, and Program Director will sign the agreement. A copy of the agreement will be placed in the student's file in the Office of the MSW Academic Student Services. The Committee will brief the Program Director on the situation. If the student fails to meet the agreement's requirements according to the timetable, the

Committee will then recommend termination from the Social Work Program. The student will be advised about other educational programs that may be available in the University.

### **Retaking Field Seminar Courses**

Students who fail, withdraw or are administratively withdrawn from any field seminar course are required to retake the course in its entirety. Retaking the course includes submission of new and original work for the new course. Assignments from previous seminar coursework may not be resubmitted. Moreover, field hours from previous seminar courses where the student failed or withdrew do not carry over and must be repeated. The student must complete additional field hours as assigned by the course (200 hours for each generalist field seminar and 250 hours for each advanced field seminar).

### **Request for Change in Field Placement Assignment**

A request for change in field placement assignment by a student will be assessed by the Faculty Field Coordinator/Liaison and the Director of Field Education for a decision. Conditions that warrant a change in field placement assignments include the following:

1. A change in the employment status of the field supervisor.
2. The student or field supervisor perceives a problem of serious magnitude with the field placement assignment, which interferes with the student's performance in the internship.
3. Agency termination of students due to unethical behavior, and/or undesirable attitudes that may jeopardize agency client base.
4. A student's request for a change from the agency/setting due to substantiated risk of safety and/or wellbeing.

## **EVALUATIONS**

### **Students Performance**

All MSW students must earn a grade of "B" or above in all field courses. When the grade of "C" is earned in a field course, the course must be repeated. Before Graduation from PVAMU Social Work Program, students must complete their required field practicum(s) hours. The Field Supervisor will complete an evaluation of evidence of employability as demonstrated by the

student at the agency during each field seminar (Appendix F) and competency demonstrated through the assignments given through the Field Practicum Seminars. Students must pass the field evaluation components in each Field Seminar to pass the seminar and continue in the Field.

It is understood that the agency Field Supervisor/Instructor, assigned Faculty Liaison, and the Field Director make up a teaching team, jointly sharing the responsibility for developing learning opportunities in the various placements and individualizing the learning experiences to meet the needs of the student. Even though most students admitted to the field placement complete the experience, some situations may result in termination from placement and the Social Work Program. The following conditions are indicators that provide evidence that the student may be unsuitable or unable to perform in a professional capacity:

1. Student's inability to assess and progress in practice interventions and skills.
2. Reluctance to evaluate one's professional development and use of attendance skills related to practice and inability to identify the client's strengths and limitations
3. Unwillingness or refusal to comprehend the role of diversity, advocacy, and social and economic justice in practice.
4. Inability to follow agency policies in working with clients and in collaborating with staff and community stakeholders.
5. Consistent display of lack of communication skill to form working relationships with clients and families, colleagues, interdisciplinary team, and community stakeholders
6. Students fail to take corrective actions after intervention for inferior performance centering on knowledge, skills, and values.
7. Student's demonstration of unprofessional attitudes and values consistent with the practice of social work code of ethics and values
8. Behavior during field practice that endangers clients, the agency, the University, colleagues, and self.
9. Having to be placed in new field agencies more than once due to behavioral concerns or performance.
10. Breach of confidentiality, the commitment of academic dishonesty, and falsification of the document in the field agency
11. Inability to apply social work skills in areas of knowledge, values in generalist, and specialization practice working with various client systems.

When the Field Supervisor/Instructor informs the assigned Faculty Liaison or the Field Director of any concerns, an investigation may be conducted and a meeting with all parties involved to determine the most appropriate course of action. The meeting may result in an agreement for the student to make corrective actions or terminate the student from field practicum. Students may be dismissed from a field placement site or the field program because of any of the above-identified items or not meeting required professional performance standards as assessed in the field seminars.

Readmission or continuation in the field program following dismissal from a field site or the field program is not guaranteed. It may be granted only if the student presented compelling evidence of some fundamental change that would demonstrate his or her ability and willingness to maintain professional standards. Students who fail a field seminar or who are terminated from the field program must submit a request for reentry to the field program in writing, including a plan of correction regarding issues leading to dismissal. The MSW full-time faculty will evaluate requests for reentry, and a determination will be made regarding acceptance or dismissal from the MSW program.

### **Field Program Effectiveness**

Annually, data will be collected from students learning contracts and performance evaluation in the foundation and advanced clinical practice years. Data collected will be reported yearly and be published on Social Work Department website. Methods of evaluation will include:

1. Field Supervisor/Instructor evaluation (Appendix D)
2. Student evaluation of the practicum experience (tool: Student Evaluation of Field Experience) (Appendix E)

All MSW students must earn a grade of "B" or above in all field courses. When the grade "C" is earned in a field course, the course must be repeated. Before Graduation from PVAMU Social Work Program, students must complete their required field practicum(s) as demonstrated by the agency Field Instructor's evaluations during each field seminar and competency demonstrated through the assignments given through the Field Practicum Seminars.

## **SAFETY IN THE FIELD**

Safety is the responsibility of everyone. The Field Education Office (FEO) requires all placement agencies to conduct safety training(s) with students during their orientation. Students are to familiarize themselves with the policy, procedures, and guidelines regarding safety of social work students. Safety dialog between students and field supervisors during the first days of practicum are encouraged. These policies recognize that unsafe behaviors in the lives of clients can create potential dangers to professional social workers and students. Issues of safety are relevant in all communities and settings, and it is required that students become familiar with the safety policies regardless of the client population or location of their field placement. Students and Field Instructors should work out a plan, in advance, for how to get help if a student feels unsafe. All human services agencies should have safety policies and protocols contained in a written safety plan. This will not only maximize client and worker safety, minimize the agency's liability, but it will also facilitate a quicker recovery for the victim and agency should an incident occur. The PVAMU Social Work Program will rely on the Field Agency to engage students placed at their agencies to have training in the agency's safety plans. In addition, students are also encouraged to utilize the NASW Social Work Safety plan at:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3d&tabid=4525&portalid=0&mid=21426>

Before going to communities, client's residencies, or attending to clients in the agency, students are to receive safety tips such as:

1. Gather, as much information as possible about the client from agency records, third-party reports, or intake. Areas of focus can be family histories, prior record of violence with police, schools, social services, history of mental illness in the family, and determine whether there has been aggressive interaction with agencies in the past.
2. Observe the neighborhood and streets for a small gathering.
3. Be modest in the use of ornaments like jewelry, especially around abandoned building areas or drug-infested areas.
4. Learn if there are any cults or militia groups around the areas. Be aware of the perception of these groups on the issue of constitutionality as they may view social workers as threatening.

5. Seek consultation from a more seasoned social worker about the client or place that may pose a threat to life.
6. Leave contact information about the location you are visiting with families and agencies at all times and keep your cell phone handy.
7. Protect your last name and home address from being known to your clients and have unlisted telephone,
8. Be cautious about posting personal or family information on social media.
9. Always go with good working condition vehicles and check your tires before embarking on a home visit to a client. Be sure to have ready jumper cables, jack, and extra tire.
10. Check to make sure you have enough gas in your car and carry a first-aid or survival kit in your car.

Be prepared for emergencies at all times and be aware of your surroundings!

## **SEXUAL MISCONDUCT**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

### **Field Education Practicum Sites**

Prairie View A&M University Social Work student interns are expected to treat the staff and clients of their practicum agencies with respect and courtesy. Sexual harassment of such persons by a social work intern will be grounds for termination of the student's placement, failure in the practicum course, and/or dismissal from the Social Work Program. All interns are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics.

Although the Field Supervisor is not subject to the University's sexual harassment adjudication procedures, the agency will receive orientation on sexual harassment before students are posted to the practicum site. Any reports of students being sexually harassed during their internships will be investigated by the faculty field coordinator/liaison. If she/he believes that such harassment has occurred, the situation will be reviewed in a meeting of the Grievance and Appeal Committee of the MSW program who will issue a recommendation for action. Examples of possible actions

include but are not limited to: holding a problem-resolution conference with the harasser; reporting the incident to the harasser's agency supervisor; changing field instructors; placement termination, temporarily or on a long-term basis; and/or reporting the harassment to the NASW Committee on Inquiry or other appropriate regulatory body.

## **LIABILITY AND DISABILITY ACCOMMODATIONS**

### **Professional Liability Insurance:**

Students are required to obtain Malpractice Liability Insurance and submit proof to the Field Education Office before they are placed in field agencies. Malpractice Liability Insurance up to \$1,000,000 can be obtained at NASW: <https://naswassurance.org/about/> or through any other insurance vendor of student's choice. The university is not responsible for events that may occur while students are performing their field practicum duties. The liability policy must provide amounts not less than \$1,000,000 per occurrence. Students wishing to obtain coverage are responsible for the expense of the coverage and may contact the National Association of Social Workers Insurance Trust at (800) 638-8799, ext. 387. The University does not provide automobile liability coverage.

### **Disability Services**

Prairie View A&M University will continue to abide by the State of Texas law and the Americans with Disabilities Act of 1990 (ADA) and the Rehabilitation Act of 1973 in recognizing the rights of all learners. The university will continue to fulfill its obligations by giving recognition to students who may need reasonable accommodation. The Office of Students' Affairs will continue to bear the responsibilities in compliance with the ADA and the Rehabilitation Act.

### **Accommodation to Students with Disabilities**

1. A formal request for accommodation must be submitted by the student.
2. Accommodation request is accompanied by medical or psychometric documentation issued by a licensed medical doctor, psychologist, or mental health professional indicating the presence of a diagnosis of physical, mental, or learning disorder.



3. The PVAMU and the Department of Social Work Program review submitted documents for a decision on the type of reasonable accommodation to be recommended.
4. Upon receipt of the request for accommodation with necessary documents, students will be sent a notification letter by the Office of Disabilities and the type of accommodation granted. Faculties teaching the student will also receive a copy of the letter.
5. Students with approved reasonable accommodations are considered for the type of modification highlighted in their approval. The exception will be for short-term disabilities as broken bones or major surgery. In consultation with the program director or head of the department, faculties may grant short-term disability accommodation.
6. Disability accommodations are not to be perceived as an entitlement, but an opportunity to allow equal access to education for all students.
7. Students who have been given reasonable accommodation by the university should also require the field agency for disability accommodation. This may also be incorporated into the learning contract for appropriate assignments.
8. Students are to notify the director of the field through their field application before the start of field practicum.

## **NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS**

The organizational body for the practice of social work provided guidelines through the Code of Ethics for all practicing social workers and is assessable through:

**<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>**

## **CSWE ACCREDITATION STANDARDS**

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge-based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community.

Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describes four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level." (CSWE, EPAS 2015).

## APPENDIX A: Accreditation Standards



### CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

**Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards**

#### Social Work Competencies

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage Diversity and Difference in Practice

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

**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 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

## **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity, and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and

- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

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

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

#### 2015 Educational Policy and Accreditation Standards

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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





# APPENDIX B: Field Practicum Agreement

## FIELD PRACTICUM AGREEMENT



**Prairie View A&M University, Department of Social Work,  
Masters Social Work Program  
Affiliation Agreement**

**CLINICAL FACILITY OR SOCIAL SERVICES AGENCY**

This agreement (“Agreement”) is by and between Prairie View A&M University (hereafter referred to as “University”), a member of The Texas A&M University System, an agency of the State of Texas, and [FULL NAME OF CLINICAL FACILITY OR SOCIAL SERVICES AGENCY] (hereafter referred to as “Clinical Facility or Social Services”).

University, through its College of Social Work (hereafter referred to as “Program”), offers a course of study for Social Work. A critical component of the Social Work Program is providing students with an opportunity to directly apply knowledge and skills gained in the classroom in a clinical setting.

University and Clinical Facility or Social Services Agency share a mutual interest in providing students in the Social Work Program with experience in Generalist/Specialization Area (Advance Clinical Social Work) and agree to cooperate in the conduct of educational activities (hereafter referred to as Social Services Field Practicum”) as described below:

**I.**

**PURPOSE OF AGREEMENT**

This Agreement sets forth the terms under which Clinical Facility or Social Services Agency will provide University faculty, staff, and student access to its facilities consistent with the purpose of this Agreement. This Agreement also establishes how the University will access the Clinical

Facility or Social Services Agency so that the well-being of the Clinical Facility or Social Services Agency, its staff, patients, and clients will not be jeopardized.

## **II.**

### **TERM OF AGREEMENT**

This Agreement shall become effective when executed by both parties and shall remain in effect from the date of final signature [or Start Date] through [End Date] unless sooner terminated as provided in this Agreement. Either party may terminate this Agreement without cause by giving thirty (30) days' written notice to the other. University students scheduled to participate in the Social Services Field Practicum Placement at the time of any such termination shall be allowed to complete their assigned rotations.

## **III**

### **SCOPE OF THE SOCIAL SERVICES FIELD PRACTICUM**

Neither University nor Clinical Facility or Social Services Agency will incur any financial obligation to the other as a result of this Agreement. University and Clinical Facility or Social Services Agency acknowledge that the ultimate responsibility for all patient or client care remains with Clinical Facility or Social Services Agency, and students will not provide services apart from its educational value.

## **IV.**

### **RESPONSIBILITIES OF UNIVERSITY**

University agrees to:

1. Select students for participation in Generalist/Advance Clinical Field Practicum Placement, selecting only those students with a satisfactory record in the Social Work Program and who have met University requirements.
2. Be responsible for deciding to exclude or remove students from the Clinical Facility or Social Services Agency.
3. Provide Clinical Facility or Social Services Agency with copies of the course outline and course objectives, evaluation criteria as requested, and a tentative list of course instructors and their qualifications before the beginning of each Field Practicum Placement.
4. Maintain full responsibility and control for planning and execution of the Social Work Program, including curriculum, evaluation of students, administration, instructor appointments, and other matters which are normally reserved as university functions, such as granting degrees and advising students.
5. Make representatives of the university available to Clinical Facility or Social Services Agency for assistance and consultation as the need arises and when possible.

6. Appoint in writing one or more representatives of the university to communicate with the Clinical Facility or Social Services Agency representative(s) during planning for student placement at Clinical Facility or Social Services Agency;
7. Provide Clinical Facility or Social Services Agency instructors and/or preceptors during times that students are at Clinical Facility or Social Services Agency and provide proof of having a degree in Social Work Degree from a CSWE accredited Social Work Program for all University faculty.
8. Advise students of their responsibilities regarding participation in the Field Practicum, including the responsibility to exhibit professional conduct and to follow all rules and standards set by Clinical Facility or Social Services Agency.
9. Ensure students attend Social Services Field Practicum Placement orientation if required by Clinical Facility or Social Services Agency.
10. Provide Clinical Facility or Social Services Agency with written Social Services Field Practicum Program objectives for each level of students assigned to Clinical Facility or Social Services Agency.
11. Prepare Field Practicum Program schedules; ensure that Clinical Facility or Social Services Agency receives the student schedule before their assignment.
12. Provide to Clinical Facility or Social Services Agency, when requested, the following information regarding students:
  - a) Proof of personal liability insurance coverage to be carried by each student;
  - b) Proof of each student's current immunizations as required; an
  - c) Proof of current basic life support (b/s) for health care providers;
13. Educate students on communicable disease reporting guidelines; and
14. Notify student, staff, and faculty that Clinical Facility or Social Services Agency requires a criminal history background check on every student, staff, and faculty member as a condition for participation in the Social Services Field Practicum Program. The student, staff, or faculty member will be required to personally obtain the criminal background check. Clearance information will be provided to the Clinical Facility or Social Services Agency by University. Should the background check disclose adverse information, the student, staff, or faculty member shall immediately be removed from participation in the Social Services Field Practicum Program at Clinical Facility or Social Services Agency.

## **RESPONSIBILITIES OF CLINICAL FACILITY OR SOCIAL SERVICES AGENCY**

Clinical Facility or Social Services Agency agrees to:

1. Provide an on-site educational experience that is pertinent and meaningful for students;
2. Designate and inform University of a liaison to schedule hours for students participating in the Social Services Field Practicum Program;
3. Accept from University a number of students appropriate to the staff, space, and operations of Clinical Facility or Social Services Agency;
4. Allow authorized representatives of the University to participate in the Social Services Field Practicum Program planning;
5. Make representatives of Clinical Facility or Social Services Agency available to University for assistance and consultation as the need arises and when possible;
6. Encourage and allow students to gain properly supervised Field Practicum experience appropriate to each student's level of knowledge and training (Generalist or Advance Clinical);
7. Based on the availability of facilities allow student access to departments appropriate to each student's level of knowledge and training;
8. Immediately provide medical care in the event of acute injury or illness experienced by a student while participating in the Social Services Field Practicum Program, the cost of such health care to be the sole responsibility of the student;
9. Initiate the documentation process for student exposures as well as notifying University for further, follow up; draw and process baseline blood samples were appropriate for communicable disease exposures;
10. Be responsible for deciding to exclude students from individual patient care, and the University and students will adhere;
11. Be responsible for deciding to deny a student access to the Clinical Facility or Social Services Agency site by sending University written notice, and the University and student will adhere;
12. Provide adequate space for student-faculty conferences; and
13. Provide training to students regarding the confidentiality requirements of the Clinical Facility or Social Services Agency.

## VI

### **STUDENT RESPONSIBILITIES**

1. Personally responsible for the purchase of Malpractice Professional Liability Insurance and provision of proof to the Field Education Office and Clinical Facility or Social Services Agency .

2. Obtain all required vaccine and provide proof to the Field Education Office and Clinical Facility or Social Services Agency when applicable.
3. Obtain Background Check and provide proof to Field Education Office and Clinical Facility or Social Services Agency as needed.
4. Obtain CPR Certification and provide proof to Clinical Facility or Social Services Agency as necessary when applicable.

## VII

### JOINT RESPONSIBILITIES

University and Clinical Facility or Social Services Agency agree to act jointly as follows:

1. University and Clinical Facility or Social Services Agency will not discriminate, sexually harass, or retaliate against any employee, applicant or student enrolled in their respective programs because of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or any other basis protected by law. Should either University or Clinical Facility or Social Services Agency be given actual or constructive notice of discrimination, harassment, or retaliation based on any of these protected classes, the University and Clinical Facility or Social Services Agency will cooperate in an investigation to ascertain the facts; stop the discriminatory, harassing, or retaliatory conduct; remedy the effects of such conduct; and prevent the recurrence of such conduct. The University takes responsibility for training its students on its nondiscrimination policies and grievance procedures, and the Clinical Facility or Social Services Agency takes responsibility for training its employees on its nondiscrimination policies and grievance procedures.
2. For determination of the number of students to be assigned to the Agency site, Field Practicum Program shall be a joint decision based on staff and space available at Clinical Facility or Social Services Agency and eligible students enrolled in the Social Work Program who desire to be educated at Clinical Facility or Social Services Agency.
3. This Agreement does not prevent Clinical Facility or Social Services Agency from participating in any other program. Nor does this agreement prevent University from placing students with other licensed health care facilities.
4. University and Clinical Facility or Social Services Agency agree to assist each other in obtaining and maintaining approvals of regulatory agencies needed to conduct the Social Services Field Practicum under this Agreement.

There will be ongoing, open communication between University and Clinical Facility or Social Services Agency to promote understanding of the expectations and roles of both institutions in providing the appropriate Field Practicum experience for students. University and Clinical Facility or Social Services Agency **representatives** will meet as needed at the convenience of both parties to coordinate and improve the Social Services Field Practicum Program.

6. Either University or Clinical Facility or Social Services Agency may remove a student participating in the Social Services Field Practicum Program if, in the opinion of either party, the student is not making satisfactory progress. Any student who does not satisfactorily complete the Generalist or Advance Clinical Field Practicum Program or any portion of thereof may repeat the placement with Clinical Facility or Social Services Agency only with the written approval of both Clinical Facility or Social Services Agency and the University.
7. At no time shall University students be considered representatives, employees, or agents of the University or Clinical Facility, or Social Services Agency. University students are not eligible to receive payment for services rendered, replace or substitute for a University or Clinical Facility or Social Services Agency employee, or possess the authority to enter into any form of agreement, binding or otherwise, on behalf of Clinical Facility or Social Services Agency or University.
8. Clinical Facility or Social Services Agency **and** University each acknowledge that neither party assumes liability for actions taken by Social Work students during the time that they participate in the Social Services Field Practicum Program with Clinical Facility or Social Services Agency.
9. University is not responsible for providing personal liability or medical insurance covering students. It is the student's responsibility to provide proof of personal liability before starting the Social Work Internship Rotations.
10. Clinical Facility or Social Services Agency and University shall be responsible for training students regarding Bloodborne Pathogens in accordance with the Occupational Safety and Health Administration's (OSHA) Occupational Exposure to Bloodborne Pathogens (29 CFR Par1910.1030).
11. University, to the extent permitted by the laws and constitution of the State of Texas, and Clinical Facility or Social Services Agency agree to defend, indemnify and hold harmless the other party, and their respective agents, officers, and employees from and against any liability or damages incurred in connection with claims for damages of any nature resulting from bodily injury, death, personal injury or property damage arising from the negligent or willful acts or omissions of the indemnifying party, its agents or employees, except in all cases to the extent arising from the negligent or intentional misconduct of the indemnified party, or their respective agents, officers or employees. Under no circumstances shall either party be liable to the other party for any special, indirect or consequential damages, including without limitation lost profits or cost of capital.

### **VIII**

#### **FERPA**

For purposes of this Agreement, according to the Family Educational Rights and Privacy Act of 1974 (FERPA), the University hereby designates the Clinical Facility or Social Services Agency as a school official with a legitimate educational interest in the

educational records of the students who participate in the Social Services Field Practicum Program to the extent that access to the records is required by the Clinical Facility or Social Services Agency to carry out the Social Services Field Practicum Program. The Clinical Facility or Social Services Agency agrees to maintain the confidentiality of the education records under the provisions of FERPA

## **IX**

### **HIPAA**

University and Clinical Facility or Social Services Agency agree that:

1. Clinical Facility or Social Services Agency is a covered entity for purposes of the Health Insurance Portability and Accountability Act (HIPAA) and subject to 45 CFR Parts 160 and 164 (“the HIPAA Privacy Regulation”);
2. University students participating in the Social Services Field Practicum Program and University faculty providing supervision at the Clinical Facility or Social Services Agency as part of the Social Services Field Practicum Program, such students and faculty members shall:
  - a) be considered part of Clinical Facility or Social Services Agency’s workforce for HIPAA compliance purposes under 45 CFR §160.103, but shall not be construed to be employees of Clinical Facility or Social Services Agency ;
  - b) receive training by Clinical Facility or Social Services Agency on, and subject to compliance with, all of Clinical Facility or Social Services Agency’s privacy policies adopted under the Regulations; and
  - c) not disclose any Protected Health Information, as that term is defined by 45 CFR §160.103, to University which a student accessed through Program participation or a faculty member accessed through the provision of supervision at Clinical Facility or Social Services Agency that has not first been de-identified as provided in 45 CFR §164.514(a);
3. University will not access or request to access any Protected Health Information held or collected by or on behalf of Clinical Facility or Social Services Agency, from a student or faculty member who is acting as a part of the Clinical Facility or Social Services Agency’s workforce as outlined in subsection 2.a., above, or any other source, that has not first been de-identified as provided in 45 CFR §164.514(a).
4. No services are being provided to Clinical Facility or Social Services Agency by University under this Agreement and therefore this Agreement does not create a “business associate” relationship as that term is defined in 45 CFR §160.103

**X**

**MISCELLANEOUS PROVISIONS**

1. Execution and modification. This Agreement is binding only when signed by both parties. Any modifications or amendments must be in writing and signed by both parties
2. Assignment. This Agreement, with the rights and privileges it creates, is assignable only with the written consent of both parties.
3. Force Majeure. Each party shall be excused from any breach of this Agreement that is proximately caused by government regulation, war, strike, the act of God, or other similar circumstance normally deemed outside the control of well-managed businesses.
4. Entire Agreement. This Agreement contains the entire understanding of the parties concerning the Social Services Field Practicum Program and supersedes all other written and oral agreements between the parties pertaining to the Social Services Field Practicum Program. It is acknowledged that other contracts may be executed. Such other agreements are not intended to change or alter this Agreement unless expressly stated in writing.
5. Governing Law. This Agreement is construed under the laws of Texas. The venue is in Waller County, Texas.
6. Independent Contractor Status. This Agreement will not be construed as creating an employer/employee relationship between University and Clinical Facility or Social Services Agency or the students.
7. Headings. Headings appear solely for the convenience of reference. Such headings are not part of this Agreement and shall not be used to construe it.
8. Severability. If any provision or provisions of this Agreement shall be held to be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.
9. Notice. Any notices required by this agreement shall be delivered to the following address:

University:                   Prairie View A&M University  
  P.O. Box 519 MS 1311  
  Prairie View, Texas 77446  
  Attention: Contracts Office  
  Email: [Contracts@pvamu.edu](mailto:Contracts@pvamu.edu)



Clinical Facility or Social Services Agency: [Full Name of Clinical Facility or Social Services Agency]

[Address]

[City, State Zip]

Attention: [Full Name], [Title]

[Telephone]

[Email address]

10. Non-Waiver. Clinical Facility or Social Services Agency expressly acknowledges that University is an agency of the State of Texas and nothing in this Agreement will be construed as a waiver or relinquishment by University of its rights to claim such exemptions, privileges, and immunities as may be provided by law.

11. Dispute Resolution. The dispute resolution process provided in Chapter 2260, *Texas Government Code*, and the related rules adopted by the Texas Attorney General under Chapter 2260, shall be used by University and Clinical Facility or Social Services Agency to attempt to resolve any claim for breach of contract made by Clinical Facility or Social Services Agency that cannot be resolved in the ordinary course of business. Clinical Facility or Social Services Agency shall submit written notice of a claim of breach of contract under this Chapter to the Vice President of Business Affairs at the University,

who shall examine Clinical Facility or Social Services Agency’s claim and any counterclaim and negotiate with Clinical Facility or Social Services Agency to resolve the claim.

EXECUTED in multiple originals this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_ by University and Clinical Facility or Social Services Agency through their respective duly appointed officers.

PRAIRIE VIEW A&M UNIVERSITY

By: \_\_\_\_\_

Date: \_\_\_\_\_

Jackson De Carvalho, PhD, MSW  
Director, MSW Social Work Program

By: \_\_\_\_\_

Date: \_\_\_\_\_

James Palmer, PhD  
Interim Provost & Senior VP for Academic Affairs

[FULL NAME OF CLINICAL FACILITY OR SOCIAL SERVICES AGENCY]

By: \_\_\_\_\_

Date: \_\_\_\_\_

[Name]

[Title]

## APPENDIX C: Field Placement



# PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System

### *Masters Social Work Education Program*

### FIELD PLACEMENT INFORMATION

*Student Email: FALL 2021*

**Students name:** \_\_\_\_\_

**Emergency Contact Person:** \_\_\_\_\_

**Emergency Contact's Phone:** \_\_\_\_\_

**Agency Instructor's Name:** \_\_\_\_\_

**Agency Instructor's Phone:** \_\_\_\_\_

**Agency Name:** \_\_\_\_\_

**Agency Phone:** \_\_\_\_\_

**Agency Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_

**Student Phone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

## APPENDIX D: Evaluation of Student Performance

### FIELD PLACEMENT EVALUATION

Prairie View A&M University

Department of Social Work

The Social Work Education Program

### EVALUATION OF STUDENT PERFORMANCE IN FIELD PLACEMENT

STUDENT

---

AGENCY

---

FIELD-INSTRUCTOR

---

FALL/SPRING/SUMMER SESSION

---

This form is used to evaluate the student's performance in her/his field placement in your agency. The evaluation should be based on the expectations outlined in the learning contract. Evaluation should reflect reasonable expectations for student performance based on a generalist social work perspective. Evaluation of the student at the end of the internship should be based upon whether or not the student has completed the terms of the learning contract in a satisfactory manner.

Please use the following scale to evaluate the student's ability to perform the tasks outlined in this evaluation:

4 (SA) . . . . Strongly Agree

3 (A) . . . . . Agree

2 (D) . . . . . Disagree

1 (SD) . . . . . Strongly Disagree

---

**Competency 1: Demonstrate Ethical and Professional Behavior**

<i>Student intern demonstrated potential to:</i>	<b>Strongly Disagree</b> (SD)	<b>Disagree</b> (D)	<b>Agree</b> (A)	<b>Strongly Agree</b> (SA)
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	1	2	3	4
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	2	3	4
Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication.	1	2	3	4
Use technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4
Use supervision and consultation to guide professional judgment and behavior.	1	2	3	4

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

<i>Student intern demonstrated potential to:</i>	<b>Strongly Disagree</b> (SD)	<b>Disagree</b> (D)	<b>Agree</b> (A)	<b>Strongly Agree</b> (SA)
Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1	2	3	4
Engage in practices that advance social, economic, and environmental justice.	1	2	3	4

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

<i>Student intern demonstrated potential to:</i>	<b>Strongly Disagree</b> (SD)	<b>Disagree</b> (D)	<b>Agree</b> (A)	<b>Strongly Agree</b> (SA)
Use practice experience and theory to inform scientific inquiry and research.	1	2	3	4
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	1	2	3	4
Use and translate research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4

**Competency 5: Engage in Policy Practice**

<i>Student intern demonstrated potential to:</i>	<b>Strongly Disagree</b> (SD)	<b>Disagree</b> (D)	<b>Agree</b> (A)	<b>Strongly Agree</b> (SA)
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1	2	3	4
Assess how social welfare and economic policies impact the delivery of and access to social services.	1	2	3	4
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1	2	3	4

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

<i>Student intern demonstrated potential to:</i>	<b>Strongly Disagree</b> (SD)	<b>Disagree</b> (D)	<b>Agree</b> (A)	<b>Strongly Agree</b> (SA)
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1	2	3	4
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4

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

<i>Student intern demonstrated potential to:</i>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

	(SD)	(D)	(A)	(SA)
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	1	2	3	4
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	1	2	3	4
Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies.	1	2	3	4

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

<i>Student intern demonstrated potential to:</i>	<b>Strongly Disagree</b> (SD)	<b>Disagree</b> (D)	<b>Agree</b> (A)	<b>Strongly Agree</b> (SA)
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	2	3	4
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	2	3	4
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	1	2	3	4
Facilitate effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4

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

<i>Student intern demonstrated potential to:</i>	<b>Strongly Disagree</b> (SD)	<b>Disagree</b> (D)	<b>Agree</b> (A)	<b>Strongly Agree</b> (SA)
Select and use appropriate methods for evaluation of outcomes.	1	2	3	4
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1	2	3	4
Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1	2	3	4

Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1	2	3	4
--	---	---	---	---

**SIGNATURES**

Certify that student has read and received a copy of this evaluation and has been informed of her/his right to disagree. In cases in which student is in disagreement with the evaluation, she/he is entitled to write a statement under student comment above, or attach a written statement to evaluation.

\_\_\_\_\_  
**Field Supervisor/Instructor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student**

\_\_\_\_\_  
**Date**

Please mail or return to:

Department of Social Work Education  
 Prairie View A&M University  
 W.R. Banks Building, Suite 231  
 Prairie View, TX 77446-0519



# APPENDIX E: Student Evaluation of Field Placement

## FIELD PLACEMENT EVALUATION

Prairie View A&M University

Department of Social Work

The Social Work Education Program

### STUDENT EVALUATION OF FIELD PLACEMENT

STUDENT:

AGENCY:

A. Please rate your practicum agency experiences in reference to each of the following criteria using the scale provided. Provide more details as needed in the space below each criteria.

4 Strongly Agree

3 Agree

2 Disagree

1 Strongly Disagree

0 Uncertain or Not Applicable

Your Practicum Agency Overall Provided:

- |    |  |   |   |   |   |   |   |   |
|----|--|---|---|---|---|---|---|---|
| 1. | Adequate orientation to agency/services  | 0 | 1 | 2 | 3 | 4 |   |   |
| 2. | Adequate work facilities (e.g. office space, work material, telephone, etc.)     |   |   |   |   |   | 0 |   |
|    |  | 1 | 2 | 3 | 4 |   |   |   |
| 3. | Variety of learning experiences  | 0 | 1 | 2 | 3 | 4 |   |   |
| 4. | Opportunities to function independently  | 0 | 1 | 2 | 3 | 4 |   |   |
| 5. | Acceptance and inclusion of student by agency staff                              |   |   |   | 0 | 1 | 2 | 3 |
|    |  |   |   |   | 4 |   |   |   |
| 6. | Accessibility of support and consultations from field instructor and other staff |   |   |   |   |   |   |   |
|    |  | 0 | 1 | 2 | 3 | 4 |   |   |

7.	Adequate time for quality consultation	0	1	2	3	4
8.	An atmosphere conducive for learning	0	1	2	3	4
9.	Satisfactory field instruction experience	0	1	2	3	4

**B. Please rate your practicum instructor experiences in reference to each of the following criteria using the scale provided. Provide more details as needed in the space below each criteria.**

**4 Strongly Agree**

**3 Agree**

**2 Disagree**

**1 Strongly Disagree**

**0 Uncertain or Not Applicable**

**Your Practicum Agency Instructor Overall Provided:**

1.	Included you in decision making	0	1	2	3	4
2.	Encouraged discussion and interaction	0	1	2	3	4
3.	Provided constructive criticism	0	1	2	3	4
4.	Scheduled weekly supervision session	0	1	2	3	4
5.	Encourage critical thinking in problem solving	0	1	2	3	4
6.	Advocated on your behalf when necessary	0	1	2	3	4
7.	Supported your participation in setting learning goals and objectives	0	1	2	3	4
8.	Provided you with knowledge of community resources	0	1	2	3	4
9.	Provided me with a satisfactory learning experience	0	1	2	3	4

**C. Summarize your main activities in the agency.**

**D. Discuss any changes or improvements you recommend.**

**E. Please identify any information regarding this placement which was not covered and would be important to the placement of future students.**

**F. Field supervisor's reaction to evaluation:**

**Signature of Student**

**Date**

**Signature of Field Supervisor**

**Date**

## APEENDIX F: Student Employability

### EMPLOYABILITY POTENTIAL ASSESSMENT OF MSW STUDENT

Please complete the following survey of the employability potential of MSW candidates based on your observation of the student in the internship. Your feedback is very important and will assist the Social Work Program at Prairie View A&M University in the ongoing assessment of our curriculum.

**MSW CANDIDATE:**

**EVALUATOR:**

**AGENCY:**

**YEAR:**

Please rate the candidate in reference to each of the following employability criteria using the scale provided. Provide more details as needed in the space below each criteria.

- 4 Strongly Agree
- 3 Agree
- 2 Disagree
- 1 Strongly Disagree
- 0 Uncertain or Not Applicable

**Knowledge (Liberal Arts Perspective)**

In your setting, Prairie View A&M students are:

- |    |  |   |   |   |   |   |  |
|----|--|---|---|---|---|---|--|
| 1. | Writing at an acceptable level?            | 0 | 1 | 2 | 3 | 4 |  |
| 2. | Required to write reports of interviews?   | 0 | 1 | 2 | 3 | 4 |  |
| 3. | Competent in recording and record keeping? | 0 | 1 | 2 | 3 | 4 |  |

- |    |   |   |   |   |   |   |  |
|----|---|---|---|---|---|---|--|
| 4. | Able to communicate effectively with clientele?       | 0 | 1 | 2 | 3 | 4 |  |
| 5. | Able to demonstrate empathy and caring appropriately? | 0 | 1 | 2 | 3 | 4 |  |
|    |   | 3 | 4 |   |   |   |  |
| 6. | Prepared to respond effectively to diversity?         | 0 | 1 | 2 | 3 | 4 |  |

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 7.  | Able to demonstrate cultural competency?          | 0 | 1 | 2 | 3 | 4 |
| 8.  | Respectful of various racial/cultural traditions? | 0 | 1 | 2 | 3 | 4 |
| 9.  | Professional in responding to criticism?          | 0 | 1 | 2 | 3 | 4 |
| 10. | Appearing to manage time appropriately?           | 0 | 1 | 2 | 3 | 4 |
| 11. | Appropriately uses help in services provisions?   | 0 | 1 | 2 | 3 | 4 |
| 12. | Able to easily demonstrate a “professional self”? | 0 | 1 | 2 | 3 | 4 |

- |     |   |   |   |   |   |
|-----|---|---|---|---|---|
| 13. | Easily able to grasp the elements of case management?   | 0 | 1 | 2 | 3 |
|     | 4   |   |   |   |   |
| 14. | Able to utilize the settings’ organizational structure? | 0 | 1 | 2 | 3 |
|     | 4   |   |   |   |   |

15. Displaying respect for clientele?

**Knowledge, Values, and Skills (The Professional Foundation)**

Prairie View A&M students:      0      1      2      3      4

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 16. | Dress appropriately for your setting and clientele?        | 0 | 1 | 2 | 3 | 4 |
| 17. | Behave as beginning professionals?                         | 0 | 1 | 2 | 3 | 4 |
| 18. | Demonstrate familiarity with agency policy and guidelines? | 0 | 1 | 2 |   |   |
|     | 3      4   |   |   |   |   |   |
| 19. | Speak clearly and audibly in discussions?                  | 0 | 1 | 2 | 3 | 4 |
| 20. | Engage in follow up studies of clientele?                  | 0 | 1 | 2 | 3 | 4 |
| 21. | Work effectively within the constraints of this setting?   | 0 | 1 | 2 | 3 |   |
|     | 4  |   |   |   |   |   |

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 22. | Have access to setting-related training?                        | 0 | 1 | 2 | 3 | 4 |
| 23. | Utilize the generalist/problem solving method effectively?      | 0 | 1 | 2 | 3 |   |
|     | 4   |   |   |   |   |   |
| 24. | Integrate human concerns and social environments appropriately? | 0 | 1 |   |   |   |
|     | 2      3      4   |   |   |   |   |   |

25. Generally define selves as Social Workers?

<b>Prairie View Student has potential use of:</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>26. Small group process skills?</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>27. Community resources skills?</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>28. Professional social work values?</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>29. Their academic preparation for agency practice?</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>30. Social justice matters and social action?</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>31. Their professional self, as related to authority figures?</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>32. Their ability to conceptualize and implement planning?</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>33. Their ability to function effectively under stress?</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>34. Confidentiality</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>35. Displaying a nonjudgmental attitude?</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**Summer 2021**

# APPENDIX G: Field Placement at Employment Agreement

## AGREEMENT FOR PRACTICUM AT PLACE OF EMPLOYMENT

To be approved for “Place of Employment Practicum,” the following criteria must be followed:

1. The practicum hours and activities are separate from those of the employment.
2. The practicum field supervision is different from employment supervision.
3. The work being done during the practicum isn't part of your current employment tasks. I understand that by not following these guidelines I am subjected to being reassigned to another field location or dismissed from the MSW program. My signature on this form verifies that I understand and agree to the above terms and stipulations.

(Please indicate your schedule of employment hours' vs field practicum hours.)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Field Hours

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Student Name (print):

---

Signature

---

Date: \_\_\_\_\_

Field Instructor Name (p rint):

---

Field Instructor

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

\_\_\_\_\_  
Supervisor Name (print): Agency

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Supervisor Agency

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Liaison Name (print): Faculty Field

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Liaison Faculty Field

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Field Instruction Name (print): Director of

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Field Instruction Signature: Director of Date: \_\_\_\_\_



# APPENDIX H: Application for Field Placement



Prairie View A&M University  
Department of Social Work  
Master of Social Work Program

## *Application for Field Placement*

The completion of the Master of Social Work degree at Prairie View A&M University requires field practice experience for foundation and advance clinical years. The Field Practicum consists of a total of 400, 450, and 500 clock hours as it may apply. This requirement meets the Council on Social Work Education's (CSWE) criteria for field placement. Field Practicum/Integrative Seminar (SOWK 5308; SOWK 5351; SOWK 5450; SOWK 6601; SOWK 6451; SOWK 6602; SOWK 6452) taken concurrently, are designed to provide students with an opportunity to observe and participate in direct service delivery at the micro, mezzo, and macro levels at both generalist and advanced clinical levels of practice. The Field Practicum course also provides the student with an experiential opportunity to apply social work knowledge, values, skills, and methods while participating in generalist practices with clients and/or client systems.

**NOTE:** The MSW Program does not grant field credit for previous work or life experiences

Student's Name: \_\_\_\_\_  
Last First Middle

DOB : \_\_\_\_\_ SID : \_\_\_\_\_

Permanent Address:

\_\_\_\_\_  
City State Zip

Local Address: \_\_\_\_\_

(If different from permanent)

\_\_\_\_\_  
City State Zip

Permanent Telephone: (\_\_\_\_\_) \_\_\_\_\_  
Area Code Number

Local Telephone: (\_\_\_\_\_) \_\_\_\_\_ Mobile: (\_\_\_\_\_) \_\_\_\_\_  
Area Code Number Area Code Number

Have you ever been convicted of a misdemeanor and/or felony?

No      Yes      If yes, specify nature of conviction and date(s)

### **Criminal Background Statement**

Social workers hold positions of trust and often work with vulnerable clients. Therefore, a review of the criminal history, including convictions and deferred adjudication of a prospective social worker is necessary to protect the public’s safety, health, and welfare.

The criminal history of an applicant to the Social Work Education Program will be considered in making admission and retention determinations. Failure to disclose a criminal history in response to admissions and retention materials may be considered an attempt to defraud the university and the program and may subject the student to immediate dismissal from the program.

Prospective students must be aware that agencies have the right to refuse to accept them for field practicum. Acceptance into the social work program does not guarantee a student a practicum if the refusal is based on a student’s criminal history. Refusal of a practicum under such circumstances will not entitle the student to any refund of tuition or other fees incurred up to that point of the program. No student will be allowed to graduate with a degree in social work without completing the field placement requirement.

In addition, the Texas State Board of Social Work Examiners requires a specific case by case evaluation to determine eligibility for licensure. Graduation from Prairie View A&M University Social Work Program does not guarantee that a graduate with a criminal history will be eligible to sit for the state licensure examination. Furthermore, employers may refuse to employ anyone, based on criminal history. It is the responsibility of the students with such histories to inform themselves whether or not their particular circumstance may affect their eligibility for licensure and employment.

**Please answer the following question. The written explanation must accompany a “yes” answer.**

**Yes, No** Have you ever been convicted of or charged with a crime in any state or country, the disposition of which was other than acquittal or dismissal? Do not include Class C misdemeanor traffic offenses. (If “yes”, please include dates and location of criminal history).

**My printed name and signature indicate that I have read and answered the statement above truthfully to the best of my knowledge. I understand that any attempt to misrepresent the truth will be considered fraud and may result in termination from the program. I further understand that the following information, along with any accompanying written explanation, will be provided to agencies where I am assigned to interview, upon request.**

\_\_\_\_\_ Printed Name

\_\_\_\_\_ Date \_\_\_\_\_  
Signature

**The Social Work Education Program**  
P.O. Box 519, Mail Stop 2203

The following are examples of some of the diverse problems and client groups with which professional social workers are involved. Please select the categories that represent your current major interests in your social work education.

*Special Age Groups:*

- Pre-School Children
- School-Age Children
- Adolescents
- Adults
- Geriatrics
- Women Issues
- Political Advocacy
- Substance Abuse

*Communities:*

- Rural Communities
- Suburban/Urban Communities

*Problems/Special Population:*

- Child Welfare
- Child & Family Services
- Juvenile Services
- School Social Work
- Criminal Justice
- Health
- Mental Health
- Gender-Related Issues
- Developmental Disabilities
- Minorities/Depressed Groups
- Physically Disabled
- HIV Services
- Low Income/poverty

*Direct Services Delivery*

- |  |  |
|--|--|
| <input type="checkbox"/> Adult Day Care  | <input type="checkbox"/> Hospice Care                    |
| <input type="checkbox"/> Advocacy        | <input type="checkbox"/> Housing                         |
| <input type="checkbox"/> Case Management | <input type="checkbox"/> Information and <i>Referral</i> |
| <input type="checkbox"/> Child Care      | <input type="checkbox"/> Legal Aid                       |

- Counseling
- Crisis Intervention
- Education
- Employment

- Protective Services
- Residential
- Skills Training
- Temporary/Emergency
- Transportation

*cont'd*

Please indicate three fields of practice in which you have an interest.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Indicate your status in the following Social Work courses by marking “ER” for all courses in which you are currently enrolled and the letter grade for those completed.**

**List grades for each professional foundation and Social Work elective completed**

SOWK 5300, 5205, 5215, 5301, 5302, 5207, 5207, 5206, 5303, 5303, and completed prior to enrolling in Field Practicum and Integrative Seminar (SOWK 5308, 5351, 6601, 6602).

Prefix and Number	Required/Core Course Title	GRADES
*SOWK 5300	Human Behavior in the Social Environment (HBSE)	
*SOWK 5205	Social Work Research I	
*SOWK 5215	Social Welfare Policy	
*SOWK 5301	Social Work Practice with Individuals and Families	
*SOWK 5308	Social Work Practicum and Seminar I	
*SOWK 5302	Social Work Practice With Groups, Organizations and Communities	
*SOWK 5207	Diversity, Oppression, and Inclusion	
*SOWK 5206	Social Work Research II	
*SOWK 5303	Clinical Assessment & Diagnosis	
*SOWK 5351	Social Work Practicum and Seminar II	
*SOWK 5450	Social Work Practicum and Seminar II (Advanced Standing)	
*SOWK 5304	Clinical Practice in Medical and Behavioral Healthcare	

*SOWK 5305	Public Health and Mental Health Policy & Analysis	
*SOWK 5306	Advanced Africentric Theory and Interventions in Healthcare	
*SOWK 6601	Social Work Practicum and Seminar III	
*SOWK 6451	Social Work Practicum and Seminar III (Advanced Standing)	
*SOWK 5307	Advanced Clinical Practice in Medical and Behavioral Healthcare	
*SOWK 6602	Social Work Practicum and Seminar IV	
	SOWK ELECTIVE	
	SOWK ELECTIVE	
	SOWK ELECTIVE	

**What are your career plans immediately after graduation?**

**What are your long-term career goals?**

**Current Social Work Grade Point Average:** \_\_\_\_\_

(Minimum SOWK GPA required 2.5)

**Name of Advisor:**

If other, specify name: \_\_\_\_\_

**Has your faculty advisor:**

Discussed field practicum with you? No Yes Questions or  
comments: \_\_\_\_\_

Evaluated completion of all prerequisites for Field Practicum? No Yes Questions  
or comments: \_\_\_\_\_

If the answer to either of the above is “NO” you must make an appointment with your faculty advisor to discuss Field Practicum and/or evaluate your degree plan.

***Signatures***

\_\_\_\_\_  
**Student (*print*)**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Faculty Field Coordinator/Liaison**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Director of MSW Social Work Program**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

***I give permission for the information contained in this application to be shared with social work faculty members and field instructors who are involved with my placement.***

***I have completed this application as accurately as possible, and I understand that it and subsequent interview(s) will be utilized to determine the best placement for me. I also understand that any false information deliberately included in this application will disqualify me from field placement.***

Student (print)

Signature

Date

### Statement of Purpose Essay

The Social Work Program at Prairie View A&M University is designed to prepare students for professional generalist social work practice. The Social Work Program is accredited by the Council on Social Work Education and must meet and adhere to the standards set by this accrediting body.

Social Work is a helping profession. The essay requirement is an important part of your application. It is required that you submit no more than **5** pages, typed and double spaced, on the topic ***Why I Desire to Pursue a Professional Degree in Social Work*** and attach it to your application. You will receive written notification from the Social Work Faculty Admission Committee regarding admission to the program.

Please include the following areas in your essay:

- A. Your volunteer and/or paid experience pertaining to social work
- B. A list of persons and experiences that influenced you to choose social work as a major and career choice
- C. Qualities you possess that can contribute to the social work profession
- D. Your long term goals
- E. Discuss a contemporary social problem outlining how you will contribute to its solution

Prairie View A&M University and any of its sponsored programs are open to qualified individuals regardless of race, color, sex, creed, age, national origin, or educationally unrelated disabilities.

### Statement by the Applicant

*I certify that this information is complete and correct to the best of my knowledge. I authorize the Social Work Program to verify the information I have provided. I further understand that this information will be relied upon by the officials of the Social Work Program in determining my admission and residence status for tuition purposes and that submission of false information is grounds for rejection of my application, withdrawal of an offer of acceptance, cancellation of enrollment and/or disciplinary action. I also authorize the university to electronically access my Texas Academic Skills Program test results.*

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Student Signature

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### Optional Information:

*Please indicate which of the following groups best describes your ethnic background. This information is voluntary and will be used for federal and/or state law reporting purposes only and will not be used in any admission or scholarship decisions.*

**Race/Ethnicity/National Identity:**

**African American**  
**Asian American**  
**Hispanic American**  
**Multiracial American**  
**White American, Non-Hispanic**

**Other** \_\_\_\_\_  
*Please specify*

**DO NOT WRITE BELOW THIS LINE (OFFICIAL USE ONLY)**

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**Application:**

Received on \_\_\_\_\_  
Date

Reviewed on \_\_\_\_\_  
Date

Transcript/transfer credits evaluated on \_\_\_\_\_  
Date

Cum GPA \_\_\_\_\_ Number of Hours Completed \_\_\_\_\_

**Review Decision:**

Approved \_\_\_\_\_ Approved Conditionally \_\_\_\_\_ (*List conditions below*)

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Disapproved \_\_\_\_\_ (*List reasons below*)

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**Placement Information:**

\_\_\_\_\_ is assigned to the following site:  
Student Name

\_\_\_\_\_ Agency/Program Name

Address \_\_\_\_\_



Street / P.O. Box

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City County State Zip

Field Instructor \_\_\_\_\_ Date \_\_\_\_\_

Field Coordinator \_\_\_\_\_ Date \_\_\_\_\_

# APPENDIX I : Field Supervisor Profile

## PRACTICUM AGENCY & FIELD SUPERVISOR PROFILE

Student Name: \_\_\_\_\_

PVFEO Number: \_\_\_\_\_ Daate: \_\_\_\_\_

### Agency Information

Agency Name:

\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Website \_\_\_\_\_

Agency Address:

\_\_\_\_\_

\_\_\_\_\_

City,

State,

Zip

Agency Director:

\_\_\_\_\_

Agency Mission:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Program within Agency (if different from above):**

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**Client Populations:**

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**Services Provided:**

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## References

Council on Social Work Education (CSWE) Commission on Educational Policy. (2015). Educational policy and accreditation standards: For baccalaureate and master's social work programs. Retrieved from <http://www.cswe.org/Accreditation/EPASRevision.aspx>