



Wellstar College of Health
and Human Services

Department of Social Work
and Human Services

MSW Field Education Manual



Department of Social Work and Human Services
1000 Chastain Road, MD 4103
Kennesaw, Georgia 30144
Department located on the 3rd Floor of Prillaman Hall

Contents

INTRODUCTION 1

MSW PROGRAM MISSION STATEMENT 2

MSW SPECIALIZATION AREAS 2

 MSW PROGRAM GOALS AND OBJECTIVES 3

GENERAL OBJECTIVES FOR THE FOUNDATION INTERNSHIPS 4

GENERAL OBJECTIVES FOR THE ADVANCED INTERNSHIP 7

OVERVIEW OF FIELD EDUCATION 10

 Foundation Field Internship/Integrative Seminar 11

 Advanced Field Internship/Integrative Seminar 11

 Learning Process 11

 Responsibilities of Faculty Field Mentor 12

 Responsibilities of Students 14

MSW STUDENT GUIDELINES FOR CONDUCT 14

 Academic Performance 14

 Professional Behavior 14

 Ethical Conduct 15

 Responsibilities of Students to the Client System 15

 Responsibilities of Students to Self 15

 Responsibilities of Students to the University 15

 Time Requirements and Vacations 16

 Learning Contracts 18

 Evaluation of Student Performance 22

PROCEDURES FOR ENTERING FIELD PLACEMENT 22

 Foundation Internship Student Responsibilities 23

 Advanced Internship Student Responsibilities 24

 Field Placement Procedures Following Agency Selection and Prior to
 Beginning Internship (Foundation and Advanced Students) 24

 Agency Assignment Procedure for Students with Disabilities 25

 Preparing for the Agency Interview 25

 The Interview 25

 Agency Reassignment Process 26

 Worksite Internships 27

Credit for Work Experience.....	27
Night and Weekend Placements	28
Freedom of Information	28
Field Education Organizational Structure, Roles and Responsibilities	28
Responsibilities of Director of Field Education.....	28
AGENCY RESPONSIBILITIES.....	29
General.....	29
Prerequisites for Agency Selection and Approval	29
Prerequisites for Agency Supervisor	30
Process for Becoming an Agency Supervisor for KSU MSW Student Interns	30
Agency Supervisor Responsibilities	31
Purpose and Process of Evaluation.....	32
Student Grievance Procedures for Field	33
Causes for Student Termination from Field Placement.....	33
Student Leave of Absence (Academic and Field Work)	39
READMISSION POLICY	39
TRANSFER OF CREDIT FOR MSW PROGRAM	39
APPENDICES cover page.....	Error! Bookmark not defined.

INTRODUCTION

The Master of Social Work (MSW) program at Kennesaw State University (KSU) is an academic unit in the Department of Social Work and Human Services (SWHS) in the College of Health and Human Services (CHHS). The MSW Field Education Program is organized around the belief that structured supervised graduate level internships are a critical foundation for the education and training of competent clinical social workers. The program offers concurrent field practicum experiences for students such that first year foundation level students are in field practicum two days per week and second year advanced level students are in field practicum three days per week. Field agencies for students are selected for their ability to provide experiences that integrate students' theoretical knowledge with the constantly evolving practice of the profession and for their capacity to prepare and train future social workers for clinical practice in a range of settings.

Field practicums serve as arenas in which students test and apply theory, knowledge, values and skills gained in the four academic areas: Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, and Research. Students test their commitment to the social work profession and work to consolidate an identity as a professional social worker. Throughout these learning experiences students are expected to gain a working knowledge of and to comply with the NASW code of ethics.

Students enrolled full-time may complete the MSW program in two years. Students enrolled in the part-time program may complete the program in a maximum of four (4) years. The last cohort of the part-time program will be admitted in fall semester 2012.

The MSW program offers two specializations: Children and Family Services and Mental Health Services. The Mental Health Services specialization offers a subspecialty in Substance Abuse.

The Director of Field Education, who oversees its day-to-day operations, staffs the Field Education Office. The Director ensures that internship agencies provide learning opportunities that correspond with students' educational needs. Each student's learning is monitored by faculty members who serve as faculty field mentors - the liaisons between the social work program, the practicum agency and the student. Students' field learning is carefully planned and promoted by an individual supervisor from within the agency setting.

Field agencies are located throughout Metropolitan Atlanta and surrounding areas. A few agencies are located in states contiguous to Georgia to accommodate students who live in those areas. First year students are placed in agencies that allow them to learn generalist social work practice. Second year students are placed in agencies that correspond with their area of specialization. Students experience multiple clinical roles through their internships

and learn to work within the many environments in which clients live so that they can facilitate counseling, social networking, mediation, brokering, and advocacy.

This *Field Education Manual* provides policies and procedures pertaining to student field internships. It answers many of the questions students may have about the MSW field internship experience. Students should understand the policies and procedures in the manual in order to successfully complete field internship requirements. It is the student's responsibility to become familiar with the manual and refer to it when there are questions.

ACCREDITATION

The Council on Social Work Education (CSWE) establishes guidelines and policies for all accredited bachelor and master social work programs. The KSU MSW program has been accredited by CSWE since 2005.

MSW PROGRAM MISSION STATEMENT

The mission of the MSW program at KSU is to educate graduates to improve the quality of life for individuals, groups, and families in Northwest Georgia and Metropolitan Atlanta (*Revised, approved and adopted February 7, 2011*). The program's mission is consistent with the university's commitment to "outstanding programs of distinctive characteristics that have a magnet effect throughout the region or state." (www.kennesaw.edu/mission.shtml) The program is in the WellStar College of Health and Human Services, where it provides "quality graduates for employment in the broad-based fields of health and human services." The MSW program also supports the profession's historic commitment to serve diverse, oppressed and at-risk members of society, by equipping graduates for leadership and direct services.

MSW SPECIALIZATION AREAS

The MSW program offers two specializations: Children and Family Services and Mental Health Services. The Mental Health Services specialization offers a subspecialty in Substance Abuse. The specializations are designed to prepare students to help individuals, families, and groups facing personal, social and practical problems with which they are not fully able to cope. The program builds upon a liberal arts perspective and provides students with an ability to apply a range of evolving theories that take into account the larger social systems in which they are embedded. The program promotes critical thinking, self-reflection, and professional values and ethics that assist students in appreciating a bio-psychosocial-spiritual framework for understanding client systems. The MSW program also supports the profession's historic commitment to serve diverse, oppressed and at-risk members of society.

MSW PROGRAM GOALS AND OBJECTIVES

Goal 1: Students will demonstrate a well-defined clinical social work identity and the ability to practice advanced clinical social work with individuals, families, and groups.

The clinical MSW program provides students with a distinctive body of knowledge and skills to assess, treat, and engage in prevention activities and services addressing problems and social conditions that interfere with the healthy bio-psychosocial-spiritual functioning of individuals, families and groups. The program emphasizes providing services to vulnerable populations. The vertically and horizontally integrated program curriculum also supports students' development of sound clinical social work identities.

Goal 2: Students will demonstrate the principles, values and ethics of the social work profession. Throughout the curriculum, students are taught to address professional values and ethics. In foundation courses, students review the core values of the profession as defined by the NASW Code of Ethics. Students move from the abstract definition of ethics and values to their application to clinical practice.

Goal 3: Students will demonstrate knowledge of bio-psychosocial-spiritual, cultural, economic and social dimensions of development and human behavior to inform practice.

The program integrates a bio-psychosocial-spiritual perspective into the curriculum. Students are taught to take into account the influence of cultural, economic and social dimensions on human development and behavior. Integral to this process is conducting assessments and interventions that consider cultural, economic and bio-psychosocial-spiritual factors that inform practice.

Goal 4: Students will demonstrate the skills and attitudes necessary for critical thinking and reflective practice. Over the course of the program, students become increasingly able to use critical thinking skills to identify the strengths and limitations of various theories for diverse populations. Students learn to intervene appropriately with clients, based upon this analysis. Students also adapt their clinical knowledge base to the client's lived experiences.

Goal 5: Students will demonstrate and apply dimensions of diversity and its value in advancing human rights, and social and economic justice. The MSW program supports the social work profession's historical commitment to serve diverse, oppressed and at-risk members of society to advance human rights and economic justice. In both the foundation and advanced level courses, special attention is paid to individuals, families and groups who have been historically marginalized and disadvantaged.

Goal 6: Students will demonstrate the ability to recognize various factors and contexts that influence policies and practice that will allow one to advocate on behalf of vulnerable, oppressed and diverse populations. MSW graduates will work in a range of

agency settings in suburban, urban and rural environments located in Metropolitan Atlanta and Northwest Georgia. Students learn that they must take into account various factors and contexts in their work and community environments that influence policies and practices impacting their clients. They also learn that they have the professional obligation to modify and/or change policies and practices that negatively impact the client systems with which they work.

Goal 7: Students will demonstrate the use of evidence-based research in one's engagement, assessment, interventions, and evaluation to inform one's practice. Both research methods and practice evaluation courses are taught in the MSW curriculum. These courses help students integrate clinical knowledge and skills with evidence-based interventions, approaches, and strategies. The program's curriculum emphasizes the importance of a clinical social worker's ability to synthesize findings to empirically evaluate practice.

GENERAL OBJECTIVES FOR THE FOUNDATION INTERNSHIPS

1.0 Learning Goal: Students will demonstrate a beginning identity as a professional social worker and conduct one's self accordingly.

Objectives - Students will demonstrate the beginning ability to:

- 1.1 advocate for client access to the services of social work;
- 1.2 practice personal reflection and self-correction to assure continual professional development;
- 1.3 attend to professional roles and boundaries;
- 1.4 professional demeanor in behavior, appearance, and communication;
- 1.5 engage in career-long learning; and
- 1.6 use supervision and consultation.

2.0 Learning Goal: Students will demonstrate a beginning ability to apply social work ethical principles to guide professional practice.

Objectives - Students will demonstrate the beginning ability to:

- 2.1 recognize and manage personal values in a way that allows professional values to guide practice;
- 2.2 make ethical decisions by applying standards of the *NASW Code of Ethics* (1999) and, as applicable, the *International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles* (IFSW 2004);
- 2.3 tolerate ambiguity in resolving ethical conflicts; and
- 2.4 apply strategies of ethical reasoning to arrive at principle decisions.

3.0 Learning Goal: Students will apply critical thinking to inform and communicate professional judgments.

Objectives - Students will demonstrate the beginning ability to:

- 3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
- 3.2 analyze models of assessment, prevention, intervention, and evaluation; and
- 3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4.0 Learning Goal: Students will develop a beginning ability to engage diversity and difference in practice.

Objectives - Students will demonstrate the beginning ability to:

- 4.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create and/or enhance privilege and power;
- 4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- 4.3 recognize and communicate one's understanding of the importance of difference in shaping life experiences; and
- 4.4 view themselves as learners and engage those with whom they work as informants.

5.0 Learning Goal: Students will demonstrate a beginning ability to advance human rights and social and economic justice.

Objectives - Students will demonstrate the beginning ability to:

- 5.1 understand the forms and mechanisms of oppression and discrimination;
- 5.2 advocate for human rights and social and economic justice; and
- 5.3 engage in practices that advance social and economic justice.

6.0 Learning Goal: Students will demonstrate a beginning ability to engage in research and practice-informed research.

Objectives - Students will demonstrate the beginning ability to:

- 6.1 use practice experience to inform scientific inquiry; and
- 6.2 use research evidence to inform practice.

7.0 Learning Goal: Students are to apply knowledge of human behavior and the social environment.

Objectives - Students will demonstrate the beginning ability to:

- 7.1 use conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- 7.2 critique and apply knowledge to understand person and environment.

8.0 Learning Goal: Students are to engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Objectives - Students will demonstrate the beginning ability to:

- 8.1 analyze, formulate, and advocate for policies that advance social well-being; and
- 8.2 collaborate with colleagues and clients for effective policy practice.

9.0 Learning Goal: Students will demonstrate a beginning ability to respond to contexts that shape practice.

Objectives - Students will demonstrate the beginning ability to:

- 9.1 discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- 9.2 provide leadership in promoting sustainable changes in service delivery and practice to improve quality of social services.

10.0 (a) Learning Goal: Students will demonstrate a beginning ability to practice engagement.

Objectives - Students will demonstrate the beginning ability to:

- 10a.1 substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- 10a.2 use empathy and other interpersonal skills; and
- 10a.3 develop a mutually agreed upon focus of work and desired outcomes.

10.0 (b) Learning Goal: Students will demonstrate a beginning ability to do assessment.

Objectives - Students will demonstrate the beginning ability to:

- 10b.1 collect, organize, and interpret client data;
- 10b.2 assess client strengths and limitations;
- 10b.3 develop mutually agreed upon intervention, goals, and objectives; and
- 10b.4 select appropriate intervention strategies.

10.0 (c) Learning Goal: Students will demonstrate a beginning ability to apply intervention(s).

Objectives - Students will demonstrate the beginning ability to:

- 10c.1 initiate actions to achieve organizational goals;
- 10c.2 implement prevention interventions that enhance client capacities;
- 10c.3 help clients resolve problems;
- 10c.4 negotiate, mediate, and advocate for clients; and
- 10c.5 facilitate transitions and endings.

10.0 (d) Learning Goal: Students will demonstrate a beginning ability to employ evaluation(s).

Objectives - Students will demonstrate the beginning ability to:

- 10d.1 critically analyze, monitor, and evaluate interventions.

GENERAL OBJECTIVES FOR THE ADVANCED INTERNSHIP

During the second year field practicum, students will be assigned to work in an agency setting where they will integrate skills in greater depth to prepare them for their future roles as professional social workers. The learning goals for the second year Field Practicum follow.

1.0 Learning Goal: Students will demonstrate a solid identity as a professional social worker and conduct one's self accordingly.

Objectives - Students will demonstrate advanced ability to:

- 1.1 identify as a social work professional;
- 1.2 demonstrate professional use of self with client(s) ;
- 1.3 understand and identify professional strengths, limitations, and challenges; and
- 1.4 develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strength's perspectives.

2.0 Learning Goal: Students will demonstrate an advanced ability to apply social work ethical principles to guide professional practice.

Objectives - Students will demonstrate advanced ability to:

- 2.1 apply ethical decision-making skills to issues specific to clinical social work;
- 2.2 employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on clients' rights;
- 2.3 identify and use knowledge of relationship dynamics, including power differentials; and

- 2.4 recognize and manage personal biases as they affect the therapeutic relationship in the service of clients.

3.0 Learning Goal: Students will apply advanced critical thinking to inform and communicate professional judgments.

Objectives - Students will demonstrate advanced ability to:

- 3.1 engage in reflective practice;
- 3.2 identify and articulate clients' strengths and vulnerabilities;
- 3.3 evaluate, select, and implement appropriate multidimensional assessments, diagnostic interventions, and practice evaluation tools;
- 3.4 evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations; and
- 3.5 communicate professional judgments to other social workers and professionals from other disciplines in both verbal and written format.

4.0 Learning Goal: Students will develop an advanced ability to engage diversity and difference in practice.

Objectives - Students will demonstrate advanced ability to:

- 4.1 research and apply knowledge of diverse populations to enhance client well-being;
- 4.2 work effectively with diverse populations; and
- 4.3 identify and use practitioner-client differences from a strengths perspective.

5.0 Learning Goal: Students will demonstrate an advanced ability to advance human rights and social and economic justice.

Objectives - Students will demonstrate advanced ability to:

- 5.1 use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and interventions; and
- 5.2 advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.

6.0 Learning Goal: Students will demonstrate an advanced ability to engage in research-informed practice and practice-informed research.

Objectives - Students will demonstrate advanced ability to:

- 6.1 use evidence-based practices, processes, and clinical assessments and interventions with clients;

- 6.2 participate in the generation of new clinical knowledge through research and practice; and
- 6.3 use research methodology to evaluate clinical practice effectiveness and/or outcomes.

7.0 Learning Goal: Students will demonstrate an advanced ability to apply knowledge of human behavior and the social environment.

Objectives - Students will demonstrate advanced ability to:

- 7.1 synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice;
- 7.2 use bio-psychosocial-spiritual theories and multiaxial diagnostic classification systems in the formulation of comprehensive assessments; and
- 7.3 consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.

8.0 Learning Goal: Students will develop an advanced ability to engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Objectives - Students will demonstrate advanced ability to:

- 8.1 communicate to stakeholders the implication of policies and policy changes in the lives of clients;
- 8.2 use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being; and
- 8.3 advocate with and inform administrators and legislators to influence policies that impact client and service.

9.0 Learning Goal: Students will demonstrate an advanced ability to respond to contexts that shape practice.

Objectives - Students will demonstrate advanced ability to:

- 9.1 assess the quality of clients' interactions within their social contexts;
- 9.2 develop intervention plans to accomplish systemic change; and
- 9.3 work collaboratively with others to effect systemic change that is sustainable.

10.0 (a) Learning Goal: Students will demonstrate advanced engagement abilities.

Objectives - Students will demonstrate advanced ability to:

- 10a.1 develop culturally responsive therapeutic relationships;

- 10a.2 attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance; and
- 10a.3 establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

10.0 (b) Learning Goal: Students will demonstrate an advanced ability to do assessment(s).

Objectives - Students will demonstrate advanced ability to:

- 10b.1 use multidimensional bio-psycho-social-spiritual assessment tools;
- 10b.2 assess clients' readiness for change;
- 10b.3 assess clients' coping strategies to reinforce and improve adaptation to life situations, circumstances and events;
- 10b.4 and modify appropriate intervention strategies based on continuous clinical assessment; and
- 10b.5 use differential multi-axial diagnoses.

10.0 (c) Learning Goal: Students will demonstrate an advanced ability to employ intervention(s):

Objectives - Students will demonstrate advanced ability to:

- 10c.1 critically evaluate, select, and apply best practices, and evidenced-based interventions;
- 10c.2 use appropriate clinical techniques for a range of presenting concerns identified during the assessment process including crisis intervention strategies as needed; and
- 10c.3 collaborate with other professionals to coordinate treatment interventions.

10.0 (d) Learning Goal: Students will demonstrate an advanced ability to employ evaluation(s):

Objectives – Students will demonstrate advanced ability to:

- 10d.1 contribute to the theoretical knowledge-base of the social work profession through practice-based research; and
- 10d.2 use clinical evaluation of the process and/or outcomes to develop best-practice interventions for a range of bio-psycho-social-spiritual conditions.

OVERVIEW OF FIELD EDUCATION

The Department of Social Work and Human Services (SWHS) at KSU has established a long history of community partnerships with more than 200 agencies in the Metropolitan Atlanta

area and in a few states that are located contiguously to Georgia. Agencies are selected based on their ability to provide students with field placements that correspond with their educational needs.

The Office of Field Education continues to develop practicum placement sites across the region. The goals and objectives for foundation and advanced level internships correspond with competencies and practice behaviors approved by the Council on Social Work Education (CSWE) in 2008. These competencies and practice behaviors have been adopted by the SWHS Departmental Faculty. Course syllabi for both foundation and advanced field internships/seminars are located in the Appendices. (See Appendices 1.1 – 1.2)

Foundation Field Internship/Integrative Seminar

The foundation internship focuses on generalist social work practice. It requires two full days in an agency setting where the student must complete 480 hours of supervised field experience (240 clock hours per semester). Students must have a minimum of one hour of agency supervision per week. The first year Field Internship/Integrative Seminar provides an arena for students to discuss cases and any other issues they may be experiencing, to learn from each other, and to receive constructive feedback from their faculty field mentor.

Advanced Field Internship/Integrative Seminar

Advanced students build on the knowledge and experience gained in their foundation year. The second year field internship requires three full days in an agency setting where the student must complete 720 hours of supervised field experience (360 clock hours per semester). Students must have a minimum of one hour of agency supervision per week. Second year field internship allows the student to engage in direct practice in his/her area of specialization.

The advanced field internship requires that students experience in-depth interviewing techniques; practice the application of multi-dimensional bio-psychosocial-spiritual assessment tools; synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice; employ advanced ethical decision making skills; apply knowledge of diverse populations to enhance clients' growth; assess clients' readiness for change; modify treatment goals and interventions as appropriate; and use research methodology to evaluate clinical practice.

Learning Process

The learning process offers foundation and advanced students ongoing academic support and integration of knowledge and skills as well as solid mentoring to enhance the continuity of their learning experiences.

A unique component of the Field Education Program is its emphasis on structuring field internships that keep students at the center of the learning process. To do this, full-time MSW

faculty members serve as faculty field mentors to students. Biweekly integrative field seminar classes are required as part of the field experience for both the foundation and advanced internships.

Examples of foundation internship assignments include: presentation of the agency structure and clients served; process recordings, case presentations, monthly statistical reports that detail the number and types of cases seen by students, committees and activities participated in, and hours of supervision. These assignments allow the faculty field mentor to assist students with integrating what is learned in the classroom with what is learned in the field.

Examples of advanced internship assignments include: case presentations, in-depth case studies, monthly statistical reports and a comprehensive bio-psychosocial-spiritual assessment that is presented during the second semester of the second year.

Responsibilities of Faculty Field Mentor

The faculty field mentor has three main functions: (1) liaison between a specific field placement agency, the SWHS Department, and the student; (2) advisor to individual students during their concurrent field placement period; and (3) facilitator of the biweekly field seminar.

The faculty field mentor evaluates the quality of supervision students receive at their internship placement and also engages in problem-solving when there are difficulties. In addition, the mentor provides support to agency supervisors in their work with students and informs the Director of Field Education of any changes in agency policies. The faculty field mentor also keeps the Director of Field Education apprised of any problems within a Mentee's field placement.

During the field placement, the faculty field mentor is the contact person when field performance difficulties arise. If indicted and as appropriate, the Director of Field Education may be contacted and advised of specific field problems. If difficulties are considered serious, the faculty field mentor, in collaboration with the agency supervisor, the Director of Field Education, the MSW Program Director and the student, will devise a plan of action that the student must complete by a designated time period. This process is monitored closely by the faculty field mentor and the Director of Field Education.

The second function of the faculty field mentor is to provide individual advisement to students assigned to the mentor's field seminar. In order to fulfill this responsibility, the faculty field mentor makes one visit and one additional contact per semester (phone call or e-mail) to the agency supervisor to discuss the student's learning, areas of strength, and areas requiring improvement.

For additional support, students are required to meet biweekly for a field seminar with their faculty field mentor. These biweekly field seminars allow students to discuss the application of theory to practice and a range of issues experienced during the field placement. The faculty field mentor serves as a consultant to the supervisor regarding students' learning styles and any issues that may occur between the supervisor and the student.

The faculty field mentor facilitates students' midterm and final evaluations. *The Field Practicum Manual* provides the reporting requirements required by agency supervisors. These requirements include a written mid-semester and final evaluation for each internship semester. The faculty field mentor provides the student's final grade based on the agency supervisor's written mid-semester and final evaluations, discussions with the student and supervisor during field visits, the extent to which the student has met his/her written goals that were approved by the supervisor and mentor, completion of the various reports and forms required of the student by the Field Education Department, and the student's participation in and grade for the biweekly Field Integrative Seminar (SW 7708 and SW 7709 for Foundation Year and SW 8712 and SW 8713 for the Advanced Second Year). The faculty field mentor is ultimately responsible for evaluating each student's field performance and for posting the student's final grade. A more detailed listing of the faculty field mentor's responsibilities is listed below:

- Participate in an orientation training session conducted by the Office of Field Education each year and other faculty field mentor meetings as needed;
- Facilitate the development of students' integration of academic knowledge with field experiences;
- Facilitate biweekly student seminars;
- Meet with assigned students and their agency supervisor s for a minimum of one (1) face to face contact per semester and one (1) telephone or e-mail contact per semester;
- Assess students' progress at the end of each semester based on evaluations from the agency supervisor , students' self-evaluations, and student's performances in the Field Integrative Seminar;
- Report student internship concerns to the Director of Field Education;
- Respond to requests and participate in decision-making processes regarding student internship placement withdrawals in collaboration with The Director of Field Education;
- Serve as students' advocate;
- Serve as consultant to the Office of Field Education concerning students' progress and learning during the internship; and
- Submit final student evaluation forms to The Director of Field Education prior to the end of each semester.

Note: The suggested focus of the faculty field mentor's first field visit for the first semester includes:

- Observing the agency setting;
- Reviewing internship goals and expectations with the student and supervisor;
- Clarifying the roles and responsibilities of the student, agency supervisor, and faculty liaison;
- Reviewing the learning contract and student's progress with meeting its goals; and
- Making learning contract modifications as appropriate.

Responsibilities of Students

All students admitted to the MSW program have three general responsibilities: (1) to attain knowledge and skills in the social work profession, (2) to participate fully in the learning process, and (3) to act in accordance with the ethics, values and norms of the social work profession. To meet these responsibilities, students adhere to the following requirements:

- Develop with the agency supervisor and faculty field mentor measurable learning objectives, using the appropriate curriculum for the internship being completed.
- Complete the learning contract for the academic year at the start of the fall semester, review the learning contract in January, and make additions/changes as appropriate with advisement from the agency supervisor and faculty field mentor; and
- Participate in activities assigned by the agency supervisor and offer services to client systems with increasing knowledge and autonomy and within the policies and practices of the agency setting.

MSW STUDENT GUIDELINES FOR CONDUCT

Academic Performance

MSW students are expected to:

- Maintain a 3.00 GPA or higher;
- Attend classes on time and complete all assignments as specified by each instructor; and
- Review and adhere to the instructions and guidelines in each course syllabus.

Professional Behavior

MSW students are expected to:

- Obtain and analyze data, synthesize information, and reach sound assessment judgments;

- Plan and implement effective interventions;
- Relate well with clients, client systems, colleagues, agency supervisors, and community systems;
- Demonstrate a commitment to and skill in self-evaluation of practice; and
- Respond to evaluation, testing, and constructive criticism with appropriate modification of behavior.

Ethical Conduct

MSW students are expected to:

- Demonstrate honesty and integrity in all areas of the academic program;
- Adhere to ethical professional standards in all interactions with clients, peers, staff, full and part-time faculty, practicum supervisors, field faculty field mentors, and all other members of the University community;
- Abide by the standards as specified in the NASW Code of Ethics; and
- Abide by the guidelines as specified in the *KSU University Graduate Catalog*, *MSW Student Handbook*, and *MSW Field Practicum Manual*.

Responsibilities of Students to the Client System

- Practice social work in a disciplined manner and at the highest level of competence in view of skill and knowledge limitations;
- Work to maintain and improve social work services;
- Provide service promptly and professionally, putting clients' interests first; and
- Respect the privacy and confidentiality of clients.

Responsibilities of Students to Self

- Identify learning needs and objectives;
- Be ethical in all activities;
- Strive to meet reasonable expectations of a learner in the field; and
- Develop professional awareness.

Responsibilities of Students to the University

- Maintain open, honest communication with the faculty field mentor and the Office of Field Education;
- Complete all assignments on time; and
- Attend all orientation sessions and seminars for the allocated time.

Time Requirements, Holidays, Vacations, University Breaks, Weather and other Absences

Time Requirements: During the first internship year, full-time students are expected to dedicate two full days per week on Mondays and Tuesdays (16 clock hours per week) at the internship placement each semester.

- Foundation Internship (first semester): 240 hours (two 8 hour days per week for 15 weeks)
- Foundation Internship (second semester): 240 hours (two 8 hour days per week for 15 weeks)

During the second year, full-time students are expected to dedicate three full days per week on Wednesdays, Thursdays, and Fridays (24 clock hours per week) at the internship placement each semester.

- Advanced Internship (first semester): 360 hours (three 8 hour days per week for 15 weeks)
- Advanced Internship (second semester): 360 hours (three 8 hour days per week for 15 weeks)

Holidays: Most agency settings are able to honor KSU holidays; however, a few agencies such as hospitals and child advocacy centers, cannot coordinate agency holidays with KSU because of the need for continuity of client care. For such agencies, time off must be negotiated between the student and the agency supervisor, which may result in the student securing permission to observe agency holidays. In all cases, students should have no difficulty completing the minimum number of hours required.

Sick Leave and Personal Emergencies: The time assigned for the field practicum is accorded "sacred" status. In the usual course of events, students are not excused from the field experience for personal reasons. The human dimension of life dictates that there will be some emergencies caused by personal illness, family crises such as death or serious illness, which may come up in the course of the student's tenure. First year students have every other Friday (days not in field seminar) to make up time due to illness or emergencies, and are expected to work with their supervisors to make up any time missed during their field practicum.

The MSW program recognizes that second year students do not have as much flexibility to make up days missed during the semester. Therefore, **TWO** days in any one semester, as a maximum, may be allowed to students to cover such situations as described above without having to be made up. However, in no case are these days to be considered a right or

entitlement but only a hedge against unavoidable absences. Any time beyond the two days will have to be made up during the same semester in which they occurred. Professional responsibility precludes such personal decisions by a student such as she/he might make in missing days in the field – “sick days” at the end of a semester are highly suspect and are subject to further scrutiny by the Director of Field.

It is very important that every effort be made to treat **All Students** (foundation and concentration) equitably in regard to particular requests for an alteration in field time. Field instructors are requested not to make unilateral decisions about unusual requests for time off in the field even though it is understood that the student will have to make it up later. The field instructor should discuss such a request with the faculty field liaison who has a better overview of the total student group. Also, when any longer absence is anticipated due to medical treatment, surgery, etc. this must be discussed with the liaison by the student, with further planning carried on between the liaison and the field instructor.

Vacations: Students should not schedule personal vacations during the semester unless they are during the scheduled University breaks. If such a situation is unavoidable, the student is required to submit in writing a request to be absent from their field practicum. The request must be submitted to the Director of Field Education as well as their agency supervisor, and should be done **BEFORE** any plans are made. Plans for make-up hours should be included in their written request, and students must make up any time missed prior to the end of the semester. It is up to the discretion of the Director of Field as well as the agency supervisor if this time away will be granted.

Study Abroad: Students planning to participate in Study Abroad programs should notify their agency supervisor at the start of the semester of these plans. While classes are considered excused absences during Study Abroad, field hours are **NOT** excused absences. Students should discuss with their agency supervisor how missed field practicum hours will be handled.

Inclement Weather/Breaks: Students will be excused from practicum if the University is closed because of inclement weather. Students should contact their field supervisor if the University is closed and determine the best way to make up hours. Additionally, students will be excused from practicum for fall and spring breaks. It should be noted that students in a school setting take their breaks on the school’s not the university’s schedule. **However, the total number of clock hours for practicum must still be met.**

Students are not allowed to complete their internship early even if they have completed more than the required hours in any given semester. Also, students are not allowed to begin their internship early such as during Christmas break or before the semester begins.

Social Media Guidelines

Social media sites, including but not limited to, Facebook, Twitter, YouTube, Blogs, etc. are standard and accepted forums for personal and professional communication. The ease of accessibility and common use of these tools can present potentially serious challenges for social workers and social work students, both personally and professionally. Issues related to privacy, confidentiality, the establishment of professional boundaries and safety, can be compromised when the necessary precautions to protect the clients have not been taken.

Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media in the field setting include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. If the field site/agency already has a policy on social media use, this policy should be shared with social work students as part of their orientation to the fieldwork site. Even without its own formal social media policy, the field site should have clear guidelines and expectations for students regarding social media use at home and at the field site.

Questions to review with your field instructor and/or task supervisor:

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

The following guidelines address questions regularly raised by students and are designed to aid field agencies and students in determining appropriate online conduct within the context of their field work sites.

1. Can I “friend” a client or former client?

Do not “friend”/“follow” a client under any circumstance. Standard 1.06 of the Code of Ethics states that “social workers should not engage in dual or multiple relationships...in which there is a risk of exploitation or potential harm to the client...and social workers...are responsible for setting clear, appropriate, and culturally sensitive boundaries” Our ethical obligations to clients, colleagues and other professionals are no different when using Facebook, Twitter or other social media channels as well as communications via our cell phones such as texting or email.

2. What do I do if a client “friends” or “follows” me?

It is our professional responsibility to make clients and former clients aware of the limits of our professional relationship and types of communication. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts or other interactions on your site. Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates and see who you’ve friended. It is your responsibility as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.

3. What privacy and confidentiality concerns should I consider when texting, emailing and/or using Twitter?

There is a huge potential for unintentionally sharing protected information so always use good ethical judgment. Warn clients that email is not secure and may not be as private as they may think. Be cautious about discussion information about your field placement, classroom work, or agency staff. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas. Standard 1.07(i) of the Code of Ethics states that “social workers should not discuss confidential information in any setting unless privacy can be ensured.” There is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal information such as your home address or full birth date. Don’t post in advance when you plan to be on vacation or away from home for an extended period of time. Be sure to project the image you want potential faculty members, future employers, advisors and friends to know you by.

4. When is it ok, if ever, to look for information about a client online?

Do not search for clients online without their consent unless you have a clinically significant reason for doing so (e.g. to ensure the safety of a client). Code of Ethics Section 1.07a: “social workers should respect clients’ rights to privacy. Social workers should not solicit private information from clients unless it is essential to providing services...” In a macro setting, this may be common practice when doing evaluation or other work, but in a clinical setting, such searches may lead to boundary violations and other interference with both client trust and the therapeutic process.

5. Is it ok to use social media outlets on behalf of the field agency?

Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.

Personal Conduct and the Use of Social Media

As a social worker, we must be aware that our private world has a greater likelihood of becoming public when using social media. Field instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families. Section 4.03 of the Code of Ethics states that “social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.” It is inappropriate for students to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, My Space, Twitter, and Blog), no matter how many security settings have been invoked. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information. See Section 4.06(a) of the Code of Ethics: “Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.” Social media channels provide an excellent means to build community; however, as you utilize these tools, do no harm to yourself, your field site, your clients, the School of Social Work, your classmates or to the social work profession in the process.

Adapted with permission from:

Tulane University School of Social Work:

<http://tulane.edu/socialwork/fieldeducation/upload/2013-TSSW-Field-Manual.pdf>

University of Michigan School of Social Work:

<http://sww.umich.edu/programs/msw/ofc/SocialNetworkingBrochure.pdf>

<http://sww.umich.edu/programs/msw/ofc/SocialNetworkingGuidelines.pdf>

The University of North Carolina at Chapel Hill, Tate Turner Kuralt, School of Social Work:

<http://sww.unc.edu/files/GuidelinesfortheUseofSocialMedia-2012-2013.pdf>

Learning Contracts

All students in collaboration with their agency supervisor develop learning contracts that clarify their individualized learning goals and objectives. (See Appendix 1.4 - 1.5) The learning contract should articulate how the student will demonstrate practice behaviors that reflect competencies identified by the Council on Social Work Education (CSWE) for either the foundation or advanced levels. For the advanced internship, students must develop a set of learning objectives within the context of their area of specialization (Children and Family Services or Mental Health). The learning objectives must be operationalized which means that

they must be specific, stated in behavioral terms that are observable and measurable, and evidence clear criteria that can demonstrate how the student, agency supervisor, and faculty field mentor can determine that the goals have been met.

Students will meet with their agency supervisor and develop the learning contract within two weeks of beginning the internship. The learning contract will serve as a guideline for assessing knowledge and skill acquisition and is reviewed regularly by the student's faculty field mentor and agency supervisor.

Evaluation of Student Performance

The agency supervisor and the faculty field mentor evaluate students' practice performance in the field. Students have the opportunity to offer written and oral feedback in response to and as a component of the evaluation process. The agency supervisor's evaluation and grade is given a weight of 50% of the final internship grade. The remaining 50% of the final grade is based on student performance in the Integrative Seminar. Students are evaluated in accordance with the learning objectives identified in their learning contract and their demonstration of foundation social work skills and/or advanced clinical skills as indicated by each intern's objectives. The faculty field mentor submits a letter grade of "A, B, C, or F." The students' completed evaluation forms should be submitted to the mentor prior to the deadline for grade submission each semester. All students' evaluations are kept permanently in the students' personal files. Students in the foundation and advanced internship are evaluated at mid-term and at the end of Fall and Spring semesters (Appendix 2.0-2.3).

PROCEDURES FOR ENTERING FIELD PLACEMENT

For both foundation and advanced internships, the KSU Director of Field Education interviews students individually. As a prerequisite, advanced field placement students must have **successfully completed** both the foundation course work and internship requirements. Following the interview with the field education director, both foundation and advanced-level students must adhere to the following guidelines:

- Students may be expected to complete a criminal background check before placement in most agencies.
- All students are required to Review the *Field Education Manual*.
- Students assigned to health facilities for internship placement may be required to have immunizations and possibly AIDS and/or CPR training.
- All students must complete all required agency orientations prior to beginning field placements.
- Liability insurance is provided to each student prior to beginning the field practicum. The Department of SWHS orders and pays for this insurance through the Healthcare

Providers Service Organization (HPSO) and gives each student and faculty field mentor a copy of the proof of insurance. All students must show proof of current liability insurance to their internship supervisor prior to beginning the field placements.

- All students must schedule a meeting with the assigned faculty field mentor prior to the beginning of the internship semester.
- All students must prepare a current resume.
- The Director of Field Education will contact all students within two weeks of the New Student Orientation meeting.
- The Director of Field Education contacts the agency to which an individual student is referred for an interview. Note: Students **cannot** solicit their own internship agency. All placements are arranged through the Office of Field Education.
- An interview with an agency is needed before placement approval. Students are required to coordinate and complete field internship interviews with the agency supervisor.
- Students engaging in internship placement interviews must contact the Director of Field Education after the interview. The Director will contact the agency to either confirm the practicum site placement or provide the student with another referral.
- After the interview, students must return the interview form confirming or declining acceptance of the student by the agency to the Director of Field Education.
- If a student is denied a placement following an interview, a second agency referral is made and the above process is repeated.
- If a student is denied a placement by two agency supervisors following interviews, the student must meet with the Director of Field Education to discuss reasons for the rejections. If the rejections are based on inappropriate attire, lack of professionalism, inability to articulate their stated goals or language challenges, the Director of Field Education will meet with the student to discuss his/her readiness for the field and offer suggestions that may include the student postponing admission.
- Students must attend biweekly Field Integrative Seminars.

Foundation Internship Student Responsibilities

- Students attend internship orientation scheduled within one month of acceptance to the program. At the orientation, students are given details regarding orientation to the field, role of faculty field mentor, and how to obtain the Field Education Manual online.
- Students are required to review the Field Education Manual.
- Students schedule a meeting with assigned faculty field mentor prior to beginning internship.
- Students prepare a current resume.
- Students update contact information with the Office of Field Education.

- Students will receive one approved agency referral at a time from the Office of Field Education. Agency placements are assigned based on the students' identified area of interest.
- After a maximum of two denied placements, the foundation internship candidate meets with the Director of Field Education regarding interview challenges and next steps.
- Students schedule an interview with the agency supervisor within two weeks of receipt of referral. Students should bring a copy of their resume to the interview.
- The Agency Interview Form must be completed by the agency supervisor and returned to the Office of Field Education by the student (Appendix 1.9).
- If the student is declined placement following their first interview, a second agency referral is made and the above process is repeated.
- Students must complete any required agency orientation sessions prior to the beginning of the field placement.
- Students must attend biweekly Field Integrative Seminars.
- If any problem arises in this process, the Director of Field Education must be contacted.

Advanced Internship Student Responsibilities

- Students may review the agency database located in the Office of Field Education to assist in making advanced year internship choices.
- Students are placed in groups based upon their area of specialization: Children and Family Services or Mental Health Services. Faculty field mentors are assigned to a group based on the specialization area.
- The Office of Field Education cannot guarantee students are placed in one of their preferred agencies, but student preferences are used to assist in determining the agency setting that best corresponds with a student's learning needs.
- Students schedule an interview with agency within three weeks of referral receipt. Students are to provide a copy of their resume to the interviewer.

Field Placement Procedures Following Agency Selection and Prior to Beginning Internship (Foundation and Advanced Students)

- Contact assigned faculty field mentor to confirm schedule and the internship start date.
- Review the learning contract form (Appendices 1.4-1.5) and be prepared to develop learning objectives with the agency supervisor during the first two weeks of the internship.
- The student provides the learning contract to the faculty field mentor for review and approval.
- The student provides a final copy of the learning contract to the agency supervisor and the faculty field mentor.

- Students utilize their agency supervisors, practice courses, and faculty field mentors to process internship experiences.

Agency Assignment Procedure for Students with Disabilities

As required by federal and state law and KSU policy, internship placements must be accessible to students with disabilities. This requirement means that students with disabilities should have the same kinds of educational opportunities - including field placements. However, given the wide range of disabilities, it is possible that not every placement will have the capability to accommodate every student. It may not be feasible, for example, for a site to accommodate students who use wheelchairs because of the site's location and existing architecture, but this same site could easily accommodate students with visual or hearing impairments. Every effort is made by the Office of Field Education to ensure equal access to internship opportunities.

Students with special needs must contact the KSU Office of DisAbled Student Support Services and the Director of Field Education after being accepted into the MSW program to discuss accommodations that may be necessary in the internship site. Students who wish to participate in an activity or program offered by KSU and need accommodations should contact the office sponsoring the program at least five days prior to the program so that arrangements can be made.

Office of DisAbled Student Support Location: Carmichael Student Center, Second Floor – Suite 267

Contact Information: 770-423-6443, Fax: 770-423-6667, TTY: 770-423-6480

After a MSW student registers with the KSU Department of DisAbled Student Support Services (DSSS), The Office of Field Education will consult with DSSS personnel as necessary to arrange appropriate accommodations for the internship.

Preparing for the Agency Interview

Prior to the agency interview, the Director of Field Education meets with students to discuss the agency interview process. Students can request a meeting with a representative from the KSU Career Services Center to discuss interviewing techniques and other relevant issues. The Director of Field Education engages the students in a values exercise to begin the process of recognizing, understanding, and managing personal biases that may affect their therapeutic relationships with clients.

The Interview

- Students schedule the interview after receiving the agency contact information from the Office of Field Education. If the designated contact person cannot be reached,

students find out that person's availability and call back accordingly. A student should also leave his/her name, a return telephone number, and the best time to be reached when leaving phone messages. Students are to indicate that they are a potential MSW intern from the Department of Social Work and Human Services at KSU.

- Once the appointment with the potential agency is confirmed, the placement interview should be conducted as a job interview, which requires appropriate professional attire and behavior.
- During the interview, students learn the educational requirements and opportunities available at the agency. The interview is a two-way process. Students must have clear goals and learning priorities and be prepared to ask specific questions about the learning experiences available, clients served, skills that can be developed, type of setting (structured vs. unstructured), methods of supervision, and supervisory expectations, etc.
- Students must be prepared to answer questions about their background, educational and career goals, and why they are interested in the agency. At the interview, agency personnel assess students' level of interests and suitability for the learning experiences available at the agency. If there are clear reservations about the goodness of fit between the agency and the student, the agency supervisor informs the Director of Field Education.
- After placement acceptance by the agency, students should discuss scheduling (to include holidays) with the agency.
- If there is an identified problem at the agency before the field internship begins, the student and/or agency supervisor should contact the Office of Field Education immediately.

Agency Reassignment Process

- If it appears that the agency assignment is not appropriate, students should discuss it with the faculty field mentor and set up a meeting with the Director of Field Education to discuss reassignment to another agency.
- After fieldwork has begun, students seeking approval to leave an agency assignment must first speak with their faculty field mentor to determine the nature of the concerns.
- A meeting with the student, faculty field mentor, and the Office of Field Education must be held to discuss the concerns.
- If it is determined that reassignment is appropriate, a reassignment plan is developed to outline next steps for the student and the Office of Field Education. (Reassignment is only approved for educational reasons.)
- Under no circumstances is the student to quit an internship assignment before consulting with his/her faculty field mentor and/or the Director of Field Education.

Worksite Internships

Students interested in worksite internships must submit an application to the Director of Field Education describing the agency and program where they work, their current position and duties, work schedule, and name and title of supervisor. The request also includes a description of the proposed field placement internship, assignments, agency supervisor's name and contact information and the internship placement schedule. The student and the current/proposed Agency and Employment Supervisors must sign the request. Submitting this request does not guarantee approval of the request. All requests are considered on a case-by-case basis. Students may have their internship located within their employing agency if the following conditions are met:

- The agency is currently an approved internship agency.
- The intended agency placement is administered in accordance with the same guidelines established for all other students.
- The student, assigned faculty field mentor, and the Office of Field Education are assured that the student and the agency supervisor will have release time for academic and field supervision respectively.
- Field placement assignments and instruction are educationally focused rather than agency service focused.
- The activities and assignments for fieldwork are specifically related to the internship course objectives.
- The agency supervisor meets the criteria established for all other agency supervisor s.
- The activities and assignments for the internship are clearly delineated and separate from other work assignments:
 - Consisting of a different set of tasks
 - Being located in a different work unit or division; and
 - Assigning different persons to fill the Agency and Employment Supervisor roles.
- If the above criteria are met, the responsible agency official sends the Office of Field Education a proposal letter signifying acceptance of the conditions above. In addition, a general plan is presented identifying the nature and quantity of the student's intended assignments/tasks.
- Each proposal that meets the above criteria is examined on its own merits. Approval of a work site placement does not affect the total number of internship credit hours a student must earn.

Credit for Work Experience

In accordance with the Council for Social Work Education standards, **no credit is given for work experience that occurred prior to beginning the MSW program.**

Night and Weekend Placements

There are some approved sites that offer night and weekend hours. However, such agencies are few and under no circumstance will the educational objectives of the curriculum be compromised to allow students to secure non-traditional placements. Agency supervisors must be available for at least 10 hours per week for foundation students and 16 hours per week for concentration students.

Freedom of Information

Information about student interns that agency supervisors share with the Office of Field Education may be shared with the student. Similarly, students are free to see any forms or notes prepared by the Office of Field Education personnel. All of these forms and notes are destroyed upon student graduation.

Field Education Organizational Structure, Roles and Responsibilities

The Office of Field Education is responsible for the overall administration of the field education program. The Director of the Office of Field Education works under the supervision of the Director of the MSW program in collaboration with the Department Chair.

Responsibilities of Director of Field Education

The Director of Field Education, housed in the Office of Field Education:

- Maintains a list of approved partnering agencies capable of providing MSW students with high quality learning experiences;
- Identifies openings for students at approved agency sites;
- Coordinates student placements with agency openings;
- Coordinates student agency interviews and conducts follow-up confirmation of placements;
- Provides agency and student information to faculty field mentors;
- Trains and orients agency supervisors prior to placing interns;
- Orients students to internship process;
- Provides and distributes field placement materials (i.e. applications, learning contracts, syllabi, evaluation forms, etc.);
- Provides consultation regarding all issues impacting the program-agency relationship and quality of students' learning experiences;
- Recruits new agencies and conducts agency evaluations for potential sites;
- Maintains file of professional student liability insurance policies and ensures insurance is current;
- Ensures that approved and established field standards, processes and protocols are accepted by all faculty involved in carrying out field responsibilities;

- Ensures that faculty and staff involved in the delivery services to students through the Office of Field Education receive the training, supervision, and support needed to carry out their responsibilities;
- Serves as a resource to Office of Field Education constituents including the dean, faculty, students, partnering agencies and community;
- Ensures that the Office of Field Education maintains at all times a sufficient number of trained and experienced faculty field mentors skilled in providing internship students with positive learning experiences;
- Develops long-range plans for the Office of Field Education; and
- Evaluates feedback from students, faculty field mentors and agency supervisors regarding field experiences and utilizes this information as a basis for recommending new program initiatives.

AGENCY RESPONSIBILITIES

Prior to a student being placed with any agency or organization for internship, the agency must subscribe to the following guidelines, which are derived from the NASW Code of Ethics and KSU.

General

Internship experiences must be compatible with classroom theory and enhance the MSW program's educational mission and objectives: a strengths-based perspective within an ecological context preparing students to work as advanced social work practitioners and supporting students' professional development.

Prerequisites for Agency Selection and Approval

- The agency does not discriminate in hiring or service delivery on the basis of race, creed, gender, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran, and the selection, assignment and education of students.
- The agency interviews and approves students' proposals for placement consistent with agency and KSU policies with regard to nondiscrimination.
- The agency allows students to practice within the NASW Code of Ethics. (Appendix 2.5)
- The agency provides necessary office space, telephone, and other office support to allow students to function effectively in the internship, and agrees to reimburse students for expenses incurred on agency business.
- The agency provides an orientation for students, KSU faculty field mentors and/or the Director of Field Education that addresses agency rules, regulations, procedures, facilities and equipment.

- The agency provides meaningful and challenging learning activities respective to the course objectives for foundation and advanced internships.
- The agency will assign a MSW agency supervisor responsible for providing a minimum of one hour of face-to-face supervision per week. Occasionally the program will consider waiving this requirement if the following criteria are met:
 - The placement offers a unique learning opportunity, related to the department's mission, which cannot be achieved in another agency;
 - The designated agency supervisor has a master's or doctoral degree in a human service related profession; and
 - Supplementary MSW supervision is provided from outside the agency.
- The agency may not change designated agency supervisors without the agreement of the MSW Director of Field Education.
- The agency consents to students leaving the agency, if necessary, in order to obtain learning experiences unavailable in the agency.
- The agency gives students time off to attend internship related meetings with the understanding that the internship hours are made up.
- The agency allows students to work with staff members within the agency and with outside resources significant to the agency's services.
- Increased complexity of tasks is expected as students gain confidence and competency.

Prerequisites for Agency Supervisor

The person designated as the agency supervisor by the approved agency serves as a key partner in the field education program to prepare students to become competent social work practitioners. The essential role and responsibility of the agency supervisor is to collaborate with the faculty field mentor to provide students with vital on-site learning experiences and opportunities for professional growth and development. Most importantly, the agency supervisor is to exemplify the values, ethics, knowledge and skills of the social work profession.

Agency supervisors are expected to hold a MSW degree (preferred) or master's degree in a related field (determined on a case by case basis by the Office of Field Education) with a minimum of two years of social service experience. Recent MSW graduates with considerable experience in the agency may be an exception. In the case of agencies offering exceptional experiences that complement the program's mission and purpose, the Office of Field Education may explore alternatives for supervisory arrangements.

Process for Becoming an Agency Supervisor for KSU MSW Student Interns

- The agency completes application for approval as internship site.

- Upon agency approval, interested staff who meet the criteria to become an agency supervisor submit a Credentials Form or resume to the Office of Field Education and attend an orientation for agency supervisors prior to providing supervision to any graduate MSW interns.
- The potential supervisor must exhibit a willingness to mentor challenging as well as exceptional graduate interns.
- The potential supervisor understands the importance of social work education and the MSW curriculum at KSU.
- The potential supervisor understands of the role of agency supervisor as an opportunity to learn and grow professionally and personally.
- The potential supervisor shows a willingness to examine his/her own supervisory styles and approaches, handle day-to-day situations with the student, and his/her commitment to the standards of social work education and practice.
- The potential supervisor maintains cordial working relationships with colleagues.
- The potential supervisor manages his/her current workload at a satisfactory level while providing a minimum of one hour of supervision per week to each intern as well as group supervision when appropriate.

Agency Supervisor Responsibilities

- The agency supervisor will orient students to the administrative structure, policies, purposes and services of the agency.
- The agency supervisor will identify tasks and learning opportunities within and outside the agency setting.
- The agency supervisor will support and encourage students to interact both formally and informally with other members of the agency and to attend community workshops of special interest to individual students and the placement agency.
- The agency supervisor will monitor all assignments by offering appropriate direction and coordination.
- The agency supervisor will provide consultation sessions designed to enhance students' learning and performance.
- The agency supervisor will require accountability for practice behaviors while in the field placement.
- The agency supervisor will assess students' competence by completing written evaluations for each student.
- If serious concerns about a student's ability to meet professional expectations are identified, document such concerns and follow protocol in developing an intervention plan to seek remediation of the concerns.

- The provision of a minimum of one hour per week of supervision is required for foundation and advanced internships.

Supervision is a “right” of the student as well as a “responsibility” of faculty field mentors and agency supervisors. It is important for the agency supervisor to be open and flexible in providing various types and models of supervision. Supervision focuses on students’ needs and educational objectives as well as agency’s needs and objectives. Students are not to be considered employees even though inclusion as a team player is critical. Students have the freedom to make mistakes, procure continuous direction as needed, receive feedback, engage in discussions regarding educational goals and be given time for reading agency materials that pertain to the field placement.

All areas of student performance should be evaluated and discussed on a weekly basis. The evaluation form is integrated with the learning contract. (Appendix 1.4-1.5) As part of the supervisory process, feedback should be given as immediately as possible and should be structured in such a way as to facilitate, rather than impede the educational process. Modeling a strengths-based approach to student performance is encouraged. Corrective feedback should be presented in a manner that can be assimilated by the student, and the student should have opportunities to demonstrate that this feedback has been utilized (i.e. performing the same task again). All persons involved in supervising or working with a student should be given an opportunity to provide feedback.

Students need to be prepared for supervision sessions and field visits by their faculty field mentor. Part of their performance evaluation should focus on the appropriate use of and preparation for supervision sessions and field visits. Agency supervisors must require some method of recording or observation, which will clearly demonstrate student skill and performance including but not limited to the following areas:

- Written records
- Oral reports of activity (Appendix 1.7-1.8)
- Direct supervision
- Feedback from other staff engaged with the student

Purpose and Process of Evaluation

Evaluation is a continuous process that encourages active student participation and input. It is based on defensible education related criteria that are openly shared with the student. It takes situational factors into consideration, is tentative and is concerned both with student strengths as well as areas for potential growth. It is enacted in the content of a positive relationship.

Evaluation is seen as an integral part of social work education and social work practice. The continual assessment and evaluation of one’s own practice and awareness of one’s use of self

are basic to social work. Evaluation is a beginning place for a process that will continue throughout one's professional social work career. Comprehensive evaluation includes the following considerations:

- Recognition of evaluation as a continuous process encouraging active (student) participation and input;
- Students are expected to be familiar with the content of the written evaluation and have the opportunity to read and sign it;
- Signature means the student has read the evaluation but not necessarily agrees with the content;
- When a student disagrees with any part of the evaluation, the student is expected to address concerns with the agency supervisor to resolve the matter;
- If disagreement is still unresolved, the student is to put in writing his/her concerns which become part of the evaluation report turned in to the faculty field mentor;
- All internship evaluations become part of the student's permanent record and become property of the Office of Field Education;
- Records are only open to students and faculty or staff in the MSW program;
- Evaluation may not to be used for reference letters or any other purpose; and
- Material cannot be taken from the file without written consent from the student.

Student Grievance Procedures for Field

It is expected that students will meet the required competencies and practice behaviors for the first year foundation and advanced second year course work and field internships; follow the policies and procedures of the respective agency in which they are placed for their internship; and adhere to the standards for professional performance and conduct as addressed in the NASW Code of Ethics. The *NASW Code of Ethics* is included in the Appendix of the MSW Field Manual & MSW Student Handbook.

The Field Work and Professional Performance Committee (FWPPC) serves as both a consultation resource and a professional performance review committee. The committee is chaired by the Director of the MSW Program and has representatives from the resident faculty and agency setting (for field related issues). Any party to the fieldwork process or any party questioning a student's deficiencies in field practicum, violation of agency policies and procedures or professional performance as it relates to violation of the NASW Code of Ethics (supervisor, faculty field mentor, faculty member), may request consultation or initiate a request for review by the FWPPC. The MSW program attempts to approach student's field work and professional performance matters in a preemptive fashion, to the extent possible.

An important issue for students during the field practicum is that of confidentiality of case records and recordings. Students are expected to review their work with clients to include tapes, written materials to include supervisory sessions with **their supervisors, faculty field mentors, and appropriate agency personnel during case conferences and staff**

meetings. The student cannot discuss or share client records or information with parties outside the agency unless given permission to do so by the agency supervisor with appropriate permission from the client. If students use case materials for written or verbal classroom presentations, to include bio-psychosocial-spiritual assessments, they must inform the agency supervisor and ensure that the materials exclude names or other identifying client information to ensure confidentiality.

Each student must carefully read the NASW Code of Ethics. The Code of Ethics is discussed with students in Field Seminar and in various classes. A student's failure to meet first and second year competencies and practice behaviors, adhere to agency policies and/or follow standards of professional performance and ethical conduct, as defined by the NASW Code of Ethics, will be considered grounds for a remediation plan. If the remediation plan is not appropriately followed by the student, they may receive a failing grade, and be terminated from the program. The aforementioned trajectory of outcomes is determined by the FWPPC, in consultation with the KSU's Department of Student Conduct and Academic Integrity.

Field supervisors are expected to contact Faculty Field Mentors whenever there are deficiencies in field learning, violations of agency policies and/or Professional Performance issues by a student, when the issues first surface so that every effort is made to resolve these deficiencies or issues early on. When deficiencies in field learning, violation of agency policies and/or professional performance issues with a student first surface, the following process is followed:

1. Attempts should be made by the field supervisor in collaboration with the Faculty Field Mentor and the student to resolve any deficiencies in field learning, violations of agency policies and/or professional performance issues when they first arise. Similar effort is made by the faculty member and the Program Director to address professional performance issues in the classroom.
2. Early intervention and development of a written remediation plan by the Faculty Field Mentor, supervisor and student (or the faculty member and the student in professional performance matters) are given high priority and importance (i.e., field/professional performance remediation plan). The plan will delineate the agency violations, and professional performance issues requiring address and the time line within which the issues must be addressed. For example, a field issue with regard to reporting to work each day at the time expected by the agency and/or dressing in a professional manner must show improvement immediately and the time-line will indicate that the student is expected to report to the agency on time each day and to dress in appropriate attire beginning immediately. A time- line for violation of agency policies or professional performance issues, including violations of the NASW Code of Ethics, will be determined by the agency supervisor, Field Mentor and/or faculty member. **The Faculty Field Mentor and the student must sign The Field Performance Remediation Contract** and a signed copy will be provided to the student, Field Supervisor, Faculty Field Mentor, Director of Field Education and the Director of the

MSW Program. (The Field Performance Remediation Contract can be found in the Field Placement Manual.) **The faculty member and student will sign the Professional Performance Remediation Contract and provide a copy to the Program Director.**

3. If the deficiencies are not resolved/or plan not implemented in a timely fashion, the MSW Program Director should be notified for professional performance and the MSW Director of Field Education should be notified for field performance.
4. If deficiencies in field learning, violation of agency policies and/ or professional performance issues in the Field Performance Remediation Contract/ Professional Performance Remediation Plan are met within the identified time line, the student continues his/her internship at the agency and remains a student in the MSW Program.
5. If deficiencies in field learning, violation of agency policies and/or professional performance issues in the Field Performance Remediation Contract are **not** met within the identified time line, the procedures below will be followed:
 - a. The Director of the MSW Program will call a meeting of FWPPC. The meeting will include: The Director serving as Chair, the person filing the charge(s) (Faculty member, Faculty Field Mentor, the Field Supervisor), the Director of Field Education if the matter pertains to the field, or a faculty member selected by the Director of the MSW Program if the issue is filed by a faculty member, and one Faculty Member of the student's choosing.
 - b. The Field Supervisor or faculty member and the student must each provide a written statement to the Director of the MSW Program, detailing their perspective of the deficiencies, violations of agency policies, and/or professional performance issues. The Director of the MSW Program, who serves as Chair of the FWPPC must receive this written statement from each party no later than three (3) business days in advance of the scheduled meeting.
 - c. The Director of the MSW Program will share the written statements, provided by the Field Supervisor or faculty member and the student, with members of the FWPPC. The Field Supervisor or faculty member will receive a copy of the student's written statement and the student will receive a copy of the Field Supervisor's or faculty member's written statement in advance of the meeting.
 - d. At the meeting, the Field Supervisor or faculty member will verbally present his/her concerns regarding the deficiencies in field learning, violations of agency policies and/or professional performance issues to members of the committee.
 - e. The student will verbally present his/her concerns regarding the deficiencies in field learning, violations of agency policies, and/or professional performance issues to members of the committee.

- f. Following the verbal presentations by the Field Supervisor or faculty member and the student, they will each be asked to leave the meeting.
- g. The FWPPC will discuss the issues presented and make a decision regarding steps the student must take to continue in the program or a decision to terminate the student.
- h. The Director of the MSW Program will verbally inform the student of the committee's decision immediately following the committee's decision.
- i. The verbal decision will be provided to the student in writing within three (3) business days.
- j. The student may appeal the decision of the FWPPC by following the grievance/appeal process listed in the KSU Graduate Catalog. The Department Chair is the first level of this appeal process. The KSU grievance process is designed to insure that students receive due process.

Causes for Student Termination from Field Placement

The following behaviors may result in a MSW student's termination from the program:

- **Falsification of Client Records or other agency documents** - Falsification of client records during field placement will result in a student's receiving a grade of "F" and will result in automatic termination from the MSW Program.
- **Violation of Confidentiality** - From the first day of the MSW Program, students are taught to understand the complexities of client confidentiality and the importance of respecting and protecting a client's right to confidentiality, which is embedded in the NASW Code of Ethics. Students learn that they cannot discuss information about a client outside of the agency context and within professional parameters (supervision, case conferences, consultations, other disciplines within the agency). Also, students cannot maintain personal contact with clients outside of the professional relationship and the context of agency guidelines. Violation of client confidentiality or developing a non-professional relationship with clients can result in termination from the program.
- **Physical/Verbal Abuse of clients, colleagues, and supervisors or other Agency Personnel** - Physical/Verbal Abuse of clients, colleagues, supervisors or other agency personnel during one's field placement at an agency will result in termination from the program.
- **Evidence of being under the influence, possession, use or sale of illegal substance and/or alcohol during agency hours** will result in immediate termination from the program.

- **Theft from Clients, agency personnel or agency sites** will result in immediate termination from the program.
- **Off campus travel with department faculty.** Any student, who participates in travel that is sponsored by the Department of Social Work and Human Services (SWHS), under the supervision of a faculty member, must abide by the rules and guidelines established for the trip. A student cannot miss meetings or not participate in activities designed for the trip unless authorized by the faculty member in charge. If a student does not follow these guidelines for a departmental sponsored trip, he/she may be terminated from the program.
- **Violation of the NASW Code of Ethics** - Violation of the Professional standards set forth in the NASW Code of Ethics (Appendix 2.5) will result in immediate termination from the MSW Program.
- **Field Practicum Attendance Problems-** KSU Department of SWHS, like other schools and departments of social work, is organized around the belief that structured supervised graduate level practicum experiences are a critical foundation for the education and training of competent and professionally proficient social workers. Because of the importance of the field practicum experience, attendance is critical.
 - *Tardiness to Field Practicum* - Attendance and meeting the time requirements for reporting to and leaving the agency site are required for students to meet the goals and objectives of the MSW degree requirements. Consistent lateness and failure to report to the agency at the times designated by the agency supervisor can result in the development of a Field Performance Remediation Contract by the faculty field mentor and agency supervisor. If the lateness and absences persist and remediation is not successful, the student can receive a grade of “F” in Field Practicum, which will mean automatic dismissal from the MSW Program.
 - *Absence or Unauthorized Departure from an Affiliated Agency Site* - Should a student have reason to be absent from field practicum, the procedure below must be followed:
 - If a student is to be absent from Field Practicum for any period of time, she or he must inform the agency supervisor in person or via phone in advance and provide the reason for the absence. The student must discuss with the supervisor what will be required to make up for the absence.
 - If there is an emergency, the student must contact the agency supervisor as soon as possible to clarify the nature of the emergency. If the absence is for more than two days, the student must also inform his or her faculty field mentor. If there is a medical reason, the student must provide a medical statement from a doctor to the agency supervisor.

- If the agency supervisor is not notified of an absence, the supervisor may include this behavior in the student's mid-term or final evaluation.
- If an absence is longer than a week (two days for professional foundation internship and three days for the advanced year), the student must contact the faculty field mentor who will discuss the matter with the agency supervisor to determine next steps.
- Continued absences or unauthorized departures can result in the development of a Field Performance Remediation Contract by the faculty field mentor and agency supervisor. If the absences and unauthorized departures persist, the student can receive a grade of "F" in field practicum, which will mean automatic dismissal from the MSW Program.

Other issues or Concerns that may Result in the Development of a Field Performance Remediation Contract - All students are expected to be guided in their behaviors and actions by the professional ethics guidelines as defined in the NASW Code of Ethics. Deficiencies in any of the following areas, as well as others, can result in the development of a Field Performance Remediation Contract by the faculty field mentor in collaboration with the agency supervisor.

- Student's ability to engage clients;
- Student's ability to use supervision for one's professional development;
- Student's ability to consistently follow the supervisor's guidance;
- Student's ability to follow agency procedures and policies;
- Student's ability to report to the agency at the time designated by the supervisor during agency hours;
- Student's ability to complete agency assignments in a timely manner;
- Student's ability to work with other professionals;
- Student's ability to establish appropriate boundaries with clients;
- Student's ability to engage in professional behaviors and activities with clients; and
- Other matters that may impact the student's professional performance in the field placement.

Once a Field Performance Remediation Contract is developed and time lines established the student must meet these expectations and timelines. Failure to meet the terms of the Field Performance Remediation Contract can result in a grade of "F" for Field Work. A grade of "F" in Field Work will mean automatic dismissal from the MSW Program.

Student Leave of Absence (Academic and Field Work)

A leave of absence may be requested in writing by a student who is in good standing, in both his/her academic and field work. Students may petition for a leave not to exceed a total period of three semesters, with the understanding that the MSW program will evaluate the situation on an individual basis. A student extending leave beyond the approved period will be considered to have withdrawn from the MSW program, and reinstatement will be subject to the procedures governing withdrawal.

A written request for leave, detailing the reason, must be sent to the Director of the MSW program. The Director will refer the request to a faculty Review Committee that includes the MSW Director, Director of field education, student's faculty field mentor/academic advisor, and one additional faculty member appointed by the MSW program Director. Students taking a leave for medical reasons are required to submit a letter from their physician prior to the leave and to provide a release statement upon return that indicated the student can meet the demands of the program.

READMISSION POLICY

Students, who withdraw from the program prior to completing the degree requirements, may submit a letter to the Director of the MSW Program indicating an interest in reapplying to the program. The letter must be written within a five-year period from the date of withdrawal from the program. The Director of the MSW Program will consult with appropriate faculty and subsequently notify graduate admissions if the student is to be readmitted. The Director of the MSW Program has the final decision.

TRANSFER OF CREDIT FOR MSW PROGRAM

The KSU MSW program will allow a student to transfer in a maximum of 30 semester hours of course work that was taken at a CSWE accredited MSW program. In such cases, students are required to provide a catalog course description of the course(s), and/or a course syllabus. All requests for transfer of MSW courses are directed to the MSW Program Director who will maintain sole responsibility for approval.

Transfer grades are not used in calculating semester, summer term, or cumulative grade-point averages (See, Academic Policies in the Graduate Catalogue).

APPENDICES

- 1.1 Internship syllabus SW 7708-09
- 1.2 Internship syllabus SW 8712-13
- 1.3 Practice Behavior Log (Foundation)
- 1.4 Practice Behavior Log (Advanced)
- 1.5 Learning Contract Form Foundation
- 1.6 Learning Contract Form Advanced
- 1.7 Time Sheet Form
- 1.8 Process Recording Form (Foundation)
- 1.9 Process Recording Form (Advanced)
- 2.0 Agency Interview Form
- 2.1 Student Self-Evaluation
- 2.2 Supervisor Mid-Term Evaluation (Fall only)
- 2.3 Supervisor Final Evaluation
- 2.4 Student Evaluation of Field Placement (Spring Only)
- 2.5 MSW program of Study
- 2.6 NASW Code of Ethics
- 2.7 Field Performance Remediation Contract
- 2.8 Frequently Asked Questions

Appendix 2.4 MSW Program of Study**YEAR 1 - FOUNDATION YEAR (30 credits)****Semester 1**

SW 7700	Foundations: Diversity, Social Justice and Ethics	03 credits
SW 7701	Social Work Practice I	03 credits
SW 7704	Human Behavior in a Social Environment I	03 credits
SW 7706	Introduction to Social Work Research	03 credits
SW 7708	Advanced Internship/Integrative Seminar I	03 credits
Total Number of Credit Hours		15 credit hours

Semester 2

SW 7702	Social Welfare Policy and Services	03 credits
SW 7703	Social Work Practice II	03 credits
SW 7705	Human Behavior in a Social Environment II	03 credits
SW 7707	Practice Focused Research Methods	03 credits
SW 7709	Advanced Internship/Integrative Seminar II	03 credits
Total Number of Credit Hours		15 credit hours

**YEAR 2 – ADVANCED CLINICAL
CONCENTRATION YEAR (30 Credits)****Semester 1**

SW 8702	Advanced Clinical Practice I: Working with Individuals	03 credits
SW 8820	Social Work Forensics	03 credits
SW 8711	Advanced Clinical Practice II: Working with Groups	03 credits
SW 8706	Addiction Theory and Policy	03 credits
SW 8712	Advanced Internship/Integrative Seminar III	03 credits
Total Number of Credit Hours		15 credit hours

Semester 2

SW	Clinical Elective	03 credits
SW	Clinical Elective	03 credits
SW	Clinical Elective	03 credits
SW	Clinical Elective	03 credits
SW 8713	Advanced Internship/Integrative Seminar IV	03 credits
Total Number of Credit Hours		15 credit hours

NOTE: Clinical Electives are selected in consultation with faculty mentor. The selection of electives will reflect the training interests of the student.

The following is a current list of available clinical electives:

- SW 8701 - Individual and Group Practice in Addictions
- SW 8705 - Clinical Assessment, Diagnosis, and Service Planning
- SW 8725 - Social Work Practice with Domestic Violence
- SW 8729 - Crisis Intervention
- SW 8801 - Seminar on Clinical Practice in Child Welfare
- SW 8810 - Community Mental Health Practice
- SW 8812 - Clinical Practice with Abused and Neglected Children and Their Families:
Child Protective Services
- SW 8813 - Family Therapy
- SW 8814 – Seminar in Substance Abuse
- SW 8715 - Children and Youth Mental Health
- SW 8815 – Prevention Theory and ATOD Abuse
- SW 8816 - Social Work Practice with Addicted Families
- SW 8821 – Perspectives of Child Maltreatment and Child Advocacy
- SW8822 – Professional and System Responses to Child Maltreatment

All Course Descriptions

Foundation Courses

SW 7700 Social Work Foundations: Diversity, Social Justice and Ethics (3)

As an introductory course, *Social Work Foundations: Diversity, Social Justice and Ethics* provides a **conceptual framework** for the social work student by addressing the foundation knowledge, values and skills associated with the profession, and the ethical standards and principles according to the Social Work Code of Ethics. **Knowledge** of the concepts of discrimination, oppression, social and economic justice are explored relative to the role of the social worker as an advocate for empowerment of marginalized groups and oppressed persons based on race, gender, age, religion, social class, sexual orientation, religion, and mental and physical capabilities; and how group affiliation places one at risk for discrimination and oppression. This course provides avenues of learning that explore the **value** base of the profession to develop and enhance sensitivity to and appreciation for diversity. Students will be afforded opportunities to engage in in-class and out of class activities and assignments to develop **skills** associated with cultural and ethnic sensitive practice.

SW 7701 Social Work Practice I (3)

The foundation practice course provides a beginning base of practice knowledge, values, and skills for work with individuals and families in a variety of community and agency contexts. The course helps students learn the beginning phase of practice: to engage clients, assess them, and plan for intervention. The effects of clients' ethnic, racial, and gender differences on practice are emphasized throughout.

SW 7702 Social Welfare Policies and Services I (3)

The foundation level *Social Welfare Policy and Services* course provides students with a working knowledge of the social welfare policy-making process that is designed to address a variety of social problems. Even though you will be introduced to “traditional” ways of policy-making, this course will stress a new model being used to create social welfare policy – a strengths perspective. This model focuses on removing external barriers to individuals in their attempt to fulfill basic needs, such as food, shelter, education, clothing, etc. Also, the strengths perspective seeks to secure the input of individuals who are impacted by these barriers and who can offer solutions to their problems.

SW 7703 Social Work Practice II – Communities and Organizations (3)

This second practice course in the foundation year course is designed to provide students with theory and practice skills to engage in macro-level social work practice. The course content includes, but is not limited to such social work skills and processes as leadership, facilitation, education, empowerment, disclosure, interdependence, and separation. The course is designed to include various experiences allowing students to develop a generalist

practice perspective on planned change in organizations and communities. Discussions will include an assessment of current interventions and practice models used on prevailing social issues, as well as various theoretical perspectives for change. A problem-solving approach will be utilized to assist students in becoming more comfortable in the role as a group facilitator with attention to diversity of group members relative to age, gender, race, ethnicity, class, sexual orientation, religion and geography. Small groups are often found to be the catalyst or medium for change in communities and organizations.

SW 7704 Human Behavior and Social Environment I (3)

This course is designed to provide students with an understanding of human behavior in the context of the social environment. The course uses a strengths perspective to develop awareness of diversity and ways of understanding behavior and problem solving. Specifically, the course focuses on the biological, sociological, cultural, spiritual, and psychological development and mastery from birth through adulthood. Included in the course are current theories and research about the life cycle, with particular emphasis on the ways in which culture, ethnicity, and community influence and shape development.

SW 7705 Human Behavior and Social Environment II (3)

This human behavior course builds upon the learning begun in HBSE I. Whereas HBSE I focused on normal development, this course focuses on psychosocial dysfunction. Health and dysfunction of individuals and families are viewed within a framework that emphasizes the multiple determinants of human behavior. Content is selected and organized based on the view that healthy emotional and social development are related to biological, psychological, social and environmental factors. The course is premised on the assumption that knowledge of etiology of psychosocial function and dysfunction provides the basis for effective prevention and intervention.

SW 7706 Introduction to Social Work Research (3)

This course is designed to help students acquire an understanding of and the use of use research in the social work profession. Students are introduced to philosophies and theories in social work research, ethics inherent to the social work profession and research methods, problem formulation and conceptualization, measurement, study and sampling designs, and quantitative/qualitative methods and data analysis.

SW 7707 Practice Focused Research Methods (3)

This course provides advanced knowledge and skills in research methods, with particular emphasis on process and outcome practice research methods. It is the second research course in the MSW curriculum. It builds on Research I and is a study of practice-outcome research. The course focuses on single case designs, needs assessment and program evaluation; recording methods; behavioral and standardized measures; applications to individuals, families, groups, programs, and communities. This course is being taught in an online format. Therefore, there will not be any traditional class meetings. The online readings will

sometimes introduce material that was not covered in the lecture. However, you will still be responsible for this information. Students will need to check GeorgiaVIEW-Vista weekly for the weekly learning modules. Students will also be responsible for posting information to the discussion board.

SW 7708 Foundation Internship/Integrative Seminar I (3)

Crucial to the foundation year learning is the field requirement. The foundation field internship course is designed to provide a service based educational experience with specific objectives in an agency setting, completing the required hours per week during the duration of the field placement. The course provides a beginning base of practice knowledge, values, and skills for work with individuals and families in a variety of community and agency contexts. The course helps students learn the beginning phase of practice: to engage clients, assess them, and plan for intervention. Field Instruction I requires a minimum of 240 clock hours of supervised internship.

SW 7709 Foundation Internship/Integrative Seminar II (3)

This course will serve as a continuation of the skills and experiences gained from the prerequisite internship/integrative seminar. The description for this course is the same as SW 7708 – Foundation Internship/Integrative Seminar I; however the assignments for this course will require students to exhibit increased field comprehension. Field Internship II requires a minimum of 240 clock hours of supervised internship.

Advanced Courses

SW 8701 Individual/Group Practice in Addiction (3)

Building upon the generalist base developed in the foundation year Social Work Practice sequence, MSW program students in the Substance Abuse subspecialty synthesize a broad range of knowledge and skills related to practice with addicted clients individually and in groups. The course presents techniques and skills needed to assess and diagnose all categories of substance abuse and dependence. Additionally, instruction is given on treatment planning and the continuum of care, including interviewing in substance abuse services.

SW 8702 Advanced Clinical Practice I (3)

This Advanced *Clinical Practice I: Working with Individuals* course builds upon basic skills covered in the first year foundation practice, human behavior and the social environment, policy, research courses and field experiences. The course will assist students with specializations in Child and Family Services, Mental Health and the sub-specialty, substance abuse, in their assessment and intervention with individuals.

SW 8705 Advanced Clinical Practice II: Assessment, Diagnosis, & Service Planning (3)

This advanced social work practice course focuses on assessment and treatment planning. It builds upon the content of HBSE and Direct Practice foundation courses. This course will begin with a review of the DSM-IV-TR. It presents advanced clinical content related to the assessment of individuals and families. Using this advanced knowledge, the course will focus on the process of treatment planning via the linkage of individual assessment data with unique client strengths and culturally specific concerns and issues.

SW 8706 Addiction Theories and Policies (3)

Building upon the generalist base developed in the foundation year Human Behavior in the Social Environment sequence, students taking this course will synthesize that broad range of knowledge with the theories regarding the etiology of addiction. This course also examines historical and current treatment approaches and policies dealing with substance abuse. Additionally, this course will present the student with opportunities to learn how policy and culture intersect when working with individuals of differing racial, ethnic or cultural backgrounds.

SW 8711 Advanced Clinical Practice III: Working with Groups (3)

This advanced practice course provides a beginning base of practice knowledge, values, and skills for working with social work clients within a group treatment model in a variety of behavioral healthcare settings and contexts. The course helps students learn to engage asses

and intervene with clients within a group treatment format. The importance of client diversity and its role in the group treatment process is emphasized.

SW 8712 Advanced Field Placement III (3)

This course is to provide a service based educational experience with specific objectives in an agency setting, completing the required hours per week during the duration of the field placement. The course provides a beginning base of practice knowledge, values, and skills for work with individuals and families in a variety of community and agency contexts. The course helps students learn the beginning phase of practice: to engage clients, assess them, and plan for intervention. Advanced Field Internship III requires a minimum of 360 clock hours of supervised internship.

SW 8713 Advanced Field Placement IV (3)

This course will serve as a continuation of the skills and experiences gained from the prerequisite internship/integrative seminar. The description for this course is the same as SW 8712 – Advanced Internship/Integrative Seminar III; however the assignments for this course will require students to exhibit increased field comprehension. Advanced Field Internship IV requires a minimum of 360 clock hours of supervised internship.

SW 8715 Children and Youth Mental Health (3)

This second year advanced practice course builds upon foundation courses taught during Year 1 and enhances other advanced practice courses taught during Year 2. The course is designed to provide students who select specializations in Children and Family Services and Mental Health Services with a subspecialty in Substance Abuse, with a comprehensive understanding of the latest knowledge and theories on child development, assessment and treatment interventions so that they can apply this information to their work with children, ages infancy to 16, and their families.

SW 8729 Crisis Intervention (3)

This course applies crisis theory to intervention services for suicide, rape, natural disasters, and other crises. A base of crisis theory are developed and then applied to various types of crises including suicide; sexual assault/rape; natural and manmade disasters; personal loss; basic needs attainment; terminal illness; and life cycle crises.

SW 8810 Community Mental Health Practice (3)

This course is aimed at developing the knowledge and skills necessary for working in community based mental health programs with individuals with a diagnosis of serious mental illness using recovery-oriented, evidence-based practices. It is designed for MSW students and MSW mental health practitioners. Students will become familiar with evidence-based

practices, within a recovery-oriented paradigm, as a general approach to community mental health practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. It is assumed that students will have a basic knowledge of serious mental illness as a pre- or co-requisite, however a review will be provided. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles of community-based mental health practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality community mental health practice. Each evidence-based community mental health practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness in a community mental health program is the focus of this course and will be discussed in detail.

SW 8812 Clinical Practice with Abused & Neglected Children & Families (3)

Drawing on the bio-psychosocial-spiritual perspective for understanding the multiplicity of causes of child maltreatment, this course focuses on the special intervention needs of the victims of physical and sexual abuse and neglect and of those who commit such acts. It provides students with the skills essential to a variety of social work roles and practice modalities used with this population. Selected research findings and social policy, legal, and service delivery issues are considered. Clinical intervention strategies and dilemmas in role expectations of the social work practitioner are analyzed. Attention is given to evaluation and the use of research content in prevention and intervention programs and services.

SW 8813 Family Therapy (3)

This specialization practice course provides students with social work practice knowledge, values, and skills to work with families in variety of clinical and therapeutic settings.. The course helps students learn practice skills to engage, assess, and intervene with families in need.

SW 8814 Seminar in Addiction Substance Abuse (3)

This course will cover various areas of discussion, including such topic areas as; HIV/AIDS, co-existing disorders, sexual orientation, and racial and cultural issues, among others. This seminar will give students the chance to help direct their learning experience by using their skills in researching topics for discussion, and communication and presentation skills, as they take a leadership role in the classroom.

SW 8816 Social Work Practice with Addicted Families (3)

Building upon the generalist base developed in the foundation year Social Work Practice sequence, MSW program students in the Substance Abuse subspecialty synthesize a broad range of knowledge and skills related to practice with addicted families. The course presents

techniques and skills needed to work with families of addicts as a primary means of treatment. Additionally, instruction is given on the theory and techniques of working with individuals raised in addicted families.

SW 8820 Forensic Social Work (3)

This course provides an overview of the interplay between human service professionals and the court systems. It will also focus on forensic social work practice and theory. Additionally, it illustrates skills for working with diverse populations across the lifespan and across diverse settings, such as community, medical, school, child welfare, mental health and addictions, and juvenile and criminal justice settings.

SW 8821 Child Maltreatment (3)

This course covers the history, comparative perspectives, legal framework, responses to child maltreatment, professional skills, and other pertinent issues pertaining to child maltreatment and child advocacy and the future. The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies. The approach of the course will be from a variety of diverse, professional perspectives including the perspectives of a prosecuting attorney versus a defense attorney. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal, or other areas where knowledge of child maltreatment and advocating for children might be necessary.

SW 8822 Professional and System Responses to Child Maltreatment (3)

This course is one of three courses designed for the Child Advocacy Certificate Program in the Department of Social Work and Human Services. The Certificate Program is designed for graduate students in the MSW Program. The purpose of this course is to prepare students to identify the effects of child maltreatment and apply intervention strategies for children and their families. Approaches from several disciplines will be used to discuss prevention, advocacy and treatment of child maltreatment survivors. Students taking the course for graduate credit will be expected to complete an additional assignment.

Appendix 2.5 The NASW Code of Ethics **Summary of Major Principles***

I. The Social Worker's Conduct and Comportment as a Social Worker

- A. **Propriety.** The social worker should maintain high standards of personal conduct in the capacity or identity as social worker.
- B. **Competence and Professional Development.** The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.
- C. **Service.** The social worker should regard as primary the service obligation of the social work profession.
- D. **Integrity.** The social worker should act in accordance with the highest standards of professional integrity.
- E. **Scholarship and Research.** The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.

II. The Social Worker's Ethical Responsibility to Clients

- F. **Primacy of Client's Interests.** The social worker's primary responsibility is to clients.
- G. **Rights and Prerogatives of Clients.** The social worker should make every effort to foster maximum self-determination on the part of clients.
- H. **Confidentiality and Privacy.** The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
- I. **Fees.** When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the client's ability to pay.

III. The Social Worker's Ethical Responsibility to Colleagues

- J. **Respect, Fairness, and Courtesy.** The social worker should treat colleagues with respect, courtesy, fairness, and good faith.
- K. **Dealing with Colleagues' Clients.** The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

IV. The Social Worker's Ethical Responsibility to Employers and Employing Organizations

- L. **Commitments to Employing Organizations.** The social worker should adhere to commitments made to the employing organizations.

V. The Social Worker's Ethical Responsibility to the Social Work Profession

- M. **Maintaining the Integrity of the Profession.** The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.
- N. **Community Service.** The social worker should assist the profession in making social services available to the general public.
- O. **Development of Knowledge.** The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

I. The Social Worker's Ethical Responsibility to Society

- P. **Promoting the General Welfare.** The Social worker should promote the general welfare of society.

* A complete copy of the N. A. S. W. Code of Ethics is available in the office of the Director of Field Education and on line at <http://www.naswdc.org/pu;s/code/code.asp>

Appendix 2.6 MSW Field Practicum Performance (FPP)/Remediation Contract

Faculty members of KSU MSW Program are committed to helping each student maintain a high level of academic and professional performance to ensure that she or he will have a rewarding and successful experience in the MSW Program. When performance or other problems in the field work practicum experiences occur with a student, faculty members will respond in a humane, encouraging, and restorative manner that is grounded in a strengths perspective. Emphasis is placed on early intervention, written agreement for remediation, satisfactory resolution, or termination from the program.

All students enrolled in first or second year field practicum in the Department's MSW Program are expected to meet field practicum performance expectations to include professional ethics and behaviors as defined in the NASW Code of Ethics which all students are required to read. Field learning professional performance expectations includes such matters as ability to engage clients; ability to consistently follow the supervisor's guidance; ability to follow agency procedures and policies; ability to report to the agency at the time designated by the supervisor during agency hours; ability to complete agency assignments in a timely manner; and other matters that may impact the student's professional performance in the field placement.

Field Work Grading System

The following grading system is used for Field Practicum Performance:

A	Excellent
B	Good
C	Poor
F	Failing

If a student receives a grade of "C" in the Field Practicum for any semester during the MSW Program, the Field Practicum for that semester must be retaken. The student must receive a grade of "B" or above in the retake of the Field Practicum. Only one retake is possible. If a student receives a second grade of "C" in Field Practicum, a retake is not possible and the student is automatically terminated from the program.

Evaluation of the student's performance in the field is a collaborative process between the agency supervisor and the faculty field mentor. The agency supervisor is responsible for providing to the field mentor two evaluations each semester: at mid-term and at the end of the semester. The student has the right to read and countersign the evaluation and may add an addendum should they wish to do so. The final grade for a given semester is assigned by the faculty field mentor based on a review of the mid-

year and final evaluations by the agency supervisor, observations and visits to the agency by the faculty field mentor for discussions with the student and supervisor, participation in faculty field mentor/Mentee group meetings and timeliness of field reports to the faculty field mentor. Each faculty field mentor provides a copy of each student's grade to the Director of Field Education.

MSW Field Performance Remediation Contract

The deficiencies outlined below must be satisfactorily met by (date) _____ in order for the student whose signature appears below to pass Field Practicum _____.

Deficiencies

Tasks to be met by Student

Field Performance Remediation Contract

I, _____, a student in the MSW Program at KSU, understand that I must satisfactorily master the deficiencies outlined above by the designated date in order to pass Field Work _____.

Student: _____ Date: _____

Faculty Field Mentor: _____ Date: _____

My signature indicates that I have read and comprehended the contents of this contract. My signature does not indicate that I am in agreement with the faculty field mentor's evaluation of me. I further understand that if I do not sign this form, I will not be permitted to continue in Field Practicum. If I interrupt Field Practicum, I will not be able to meet the Field Practicum Expectations for Field Practicum which will result in my being awarded the grade of "F". A grade of "F" in Field Practicum means that I am automatically dismissed from the program.

If I satisfactorily master the deficiencies in Field Practicum as established in this contract, and make a grade of "C", I must retake the Field Practicum and make a grade of "B" or better. I understand that I can only make one grade of "C" in Field Practicum to be allowed to retake Field Practicum. A second grade of "C" in Field Practicum will result in termination from the MSW Program.

The student, _____, has satisfactorily met the deficiencies set forth in the Field Performance Remediation Contract. The final Field Practicum grade for this semester is given at the end of the semester.

The student, _____, has not satisfactorily met the deficiencies set forth in the Field Performance Remediation Contract and will receive a grade of "F" and be terminated from the MSW program.

Appendix 2.7 Frequently Asked Questions

Q: Do I inform all clients that I have contact with that I am a student Intern?

A: Yes, it is part of their rights under informed consent.

Q: Should I continue to work at my field placement during school breaks or holidays?

A: No, unless specifically authorized and negotiated with your faculty field mentor and agency supervisor.

Q: Does it matter how many hours you work each day as long as you make 16 hours a week?

A: No, variation of hours is fine and might be needed depending on the internship site.

Q: How do we make up hours if we miss days?

A: This should be negotiated with the agency supervisor, and you are responsible to complete all the hours of internship.

Q: If I have issues with my agency supervisor or another employee at my internship site, what are the steps I should take to resolve this issue?

A: Notify your faculty field mentor to discuss plan of action.

Q: If I am having an issue that is not being resolved through my faculty field mentor, who should I talk to next?

A: The Director of Field Placement.

Q: What if I witness something I am uncomfortable with at my internship site?

A: Talk to your agency supervisor and then your faculty field mentor.

Q: How much personal disclosure is appropriate with clients and co-workers at my internship site?

A: Consider your personal comfort level and the professional boundaries that are needed.

Q: What do I do if I am asked a question by a client that I feel uncomfortable answering?

A: Turn the question back on the client; redirect the conversation to focus on the client.

Q: Can I socialize with my supervisor and co-workers outside of the office?

A: Professional boundaries should be considered when assessing if it is appropriate to socialize outside of the work setting.

Q: What if my internship asks me to use my own vehicle for agency business?

A: You can NEVER transport clients using your own vehicle. If you use the vehicle for agency business (trainings, errands, etc.) you can ask to be reimbursed for the mileage.

Q: Do I get a gas stipend if my internship site is far away?

A: No.

Q: Can I count my drive time towards my internship hours?

A: No.

Q: Can I also shadow other professionals at the agency, such as, nurses, LPC's, case managers, etc.?

A: Yes you may shadow other professionals to gain a better understanding of the agency and other professions. The majority of your internship hours, however, should be spent with an LCSW.

Q: What do I do if my internship supervisors would like more communication with the school?

A: Discuss with The faculty field mentor to make a plan of action.