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SOCIAL WORK PROGRAM

Murray State University established a social work program in 1975 to prepare students for beginning professional generalist social work practice. The social work program has been accredited by the Council on Social Work Education since 1975. Graduates are awarded a Bachelor of Social Work (B.S.W.) degree. The program, housed in the Department of Social Work, Criminal Justice & Gerontology, is delivered to Murray State social work students at both the main campus in Murray and to satellite campuses in Paducah, Hopkinsville, Madisonville, & Henderson, KY. The Murray State Social Work program curriculum can be found on the program website http://www.murraystate.edu/academics/hshs/SWKCRJ/SWK/program.htm.

This manual has been prepared to facilitate field practicum. The field practicum is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting. The agency and university are educational partners in the professional development of social work practitioners for generalist practice.

The Murray State Social Work Program requires a minimum of 500 hours in field practicum completed in block style at the end of the student’s college education. The university field education director is responsible for ensuring educationally directed and monitored practicum experiences for all students. And while the program cannot guarantee a field placement for every student, the field director works with the student to find an appropriate field experience for that student. The university supports agency field instructors by sharing student biographical information, providing information about the content of the curriculum, articulating clear field practicum objectives (found in the syllabus) and by offering a training workshop each semester.

Field agencies are asked to provide students with opportunities for:

1. Practice experience in the application of knowledge, values and ethics, and practice skills with client systems of all types and sizes.
2. Use of oral and written professional communication.
3. Professional supervision to enhance learning and professional development.
4. Application of critical thinking skills to analyze the impact of social policies on client systems, workers, and agencies.
5. Involvement in agency based research for evaluation of practice, program evaluation, or community needs assessment.
6. Self awareness; professional use of self.
PROCEDURES USED IN THE FIELD PRACTICUM PROCESS

Agency Selection

1. A student is eligible for field placement after being formally admitted into the social work program and after completing the seven upper-level required social work courses (303, 310, 311, 312, 313, 350, & 498).

2. All applicants for field practicum are interviewed by the Field Admissions Committee. Issues of concern that may have been identified during the applicant’s program admission interview are addressed. The needs, strengths, and interests of the student, as well as the availability of agency placement resources, are discussed. In the event a student is denied admission to field placement, the student has the right to utilize the appeals process (see Admission, Termination, and Appeals Policies and Procedures in Social Work Student Handbook).

3. The university field education director discusses field settings with the student and recommends two agencies for the student to contact. The student meets with the agency field instructor of one or both agencies to discuss the placement, mutual expectations, and available learning opportunities. Each agency determines if there is a “fit” between student and agency. The student then discusses his or her preference with the field education director. A final decision is reached by the university field education director after consultation with the agency field instructor, and the field director communicates the decision to the student.


5. The first field seminar is held prior to the beginning of the semester to discuss common concerns, review the course syllabus, and discuss field expectations.
During Placement

6. A student will spend a minimum of 500 clock hours in the field agency setting.

7. In conjunction with the practicum, students attend field seminar, considered part of the entire experience. Students share case presentations and discuss concerns while preserving confidentiality. Opportunities for peer learning abound as students learn about the different agencies represented. Assignments and professional issues are also discussed.

8. Faculty liaisons visit the student and supervisor periodically during the placement period. Contacts are based on individual need, but typically two contacts are arranged during the semester. When problem situations arise, these are handled individually; but many times the student will be helped to deal with the situation directly. Agency field instructors should feel free to initiate the need for additional contacts if indicated. Two evaluations of the student's performance are made by the agency field instructor, at mid-term and at the end of the semester. The final grade is assigned by the university field education director in consultation with the faculty liaison after reviewing the evaluation of student's field performance and the student's completed field seminar assignments.

9. Students are asked to evaluate the course, field seminar instructor (liaison), and evaluate the agency field placement at the end of the semester.
AGENCY EXPECTATIONS

Agency field instructors are asked to make assignments that provide for constructive educational experiences and to guide students in using their knowledge and developing professional skills in the methods of social work. Actual practice assignments should be made on an individual basis according to the educational needs of the student, the experience (or lack of) that a student brings to the field, and the function of the agency. Good field assignments move from simple tasks to more complex ones and hence afford the student a feeling of achievement. Social work faculty will provide consultation and assistance to this end.

The overall objective of field instruction is to produce a competent entry-level generalist social work practitioner. This objective is to be achieved through experiences such as those described in the following sections.

Expected Educational Experiences

I. Development of Knowledge and Skills

A. Community and Agency

The student will show evidence of knowledge and understanding of the purposes of the agency and the agency position in the community social service delivery system. When appropriate the student will serve as a representative of the agency in helping the client and in contacts with other agencies and professional persons. The student will be able to identify social needs in the community and will be able to consider resources for meeting these needs.

The student should have sufficient knowledge of the policies and procedures of the agency in order to provide this information to clients. This knowledge should enable the student, using the agency field instructor as a resource, to initiate appropriate client contacts.

The student will demonstrate job related behavior that is in keeping with agency standards and the values of the social work profession. The student will maintain appropriate professional behaviors, i.e., confidentiality, record maintenance and storage, professional values and ethics, etc.

B. Client Relationships

The student should show skill in listening and observing obvious feelings and behavior. He or she should be able to demonstrate entry-level practice skills in the areas of data collection, problem exploration, assessment, planning, intervention, and evaluation. Data obtained should be preserved in the form appropriate to agency record
keeping and maintenance. The student should also be able to demonstrate how practice relates to the curriculum content areas of human behavior and research.

The student's desire to help will be conveyed to clients, and a beginning positive relationship with most clients should be evident. The ability to work with diverse populations and to employ professional values related to populations-at-risk should also be evident. The student should also have some awareness of his/her effect on clients and groups.

When possible, the student should have the experience of working with a group situation. If the agency does not provide group services, the student should be able to relate an understanding of the group process to other group situations, such as staffings, committee meetings, etc.

C. Assessment Skills

In the assessment of human behavior, the student should employ a biopsychosocial, behavioral, cultural, and spiritual perspective. S/he should be cognizant of the effects on human behavior of diversity in ethnic background, race, class, sexual orientation, and culture. The student, using a strengths perspective, should be able to order information logically and to see some of the more prevalent cause and effect relationships in the client's problems. Differentiation of his/her own feelings from those of the client should be evident in most situations.

D. Intervention Skills

The student should show evidence of the ability to problem-solve and utilize the steps related to assessment, planning, intervention, evaluation, termination, and follow-up. The student should recognize that intervention may take place at a variety of levels and in a variety of ways, depending on the problems faced by the client system, the internal and external resources of the client, and the availability of community resources.

Evidence of appropriate intervention methods should be demonstrated in case handling. The student should demonstrate increasing confidence in working with clients from diverse backgrounds and in clearly defining and implementing beginning level treatment methods. The student should show evidence of the ability to systematically evaluate his/her own practice.

E. Agency Administration and Social Planning

The student should demonstrate the ability to obtain information about the founding, chartering, and incorporation of the field placement agency and/or department. S/he should be able to understand the formal and informal structure of the agency. The
student should develop an understanding of the ways in which the agency establishes priorities in relation to its goals, policies, and service programs.

The student should also develop an understanding of agency funding procedures. Student observations of and participation in committees, task forces, and meetings should enable the student to gain an understanding of the relationship of policy making to service delivery.

The student should have knowledge of the information system of the agency and the ways in which data are used and transmitted. The student should see how information, recording, and reports that s/he prepares are a part of the agency's information system.

II. Use of Supervision

The student should assist in the planning of individual and/or group conferences and make known interests and needs, demonstrating involvement in taking responsibility for the learning situation. The student should demonstrate an ability to use practice ideas and plans that were discussed in conference.

In evaluation conferences, the student should be able to consider with the agency field instructor activities in specific assignments, to look at his/her own performance, and to identify strengths as well as limitations.

III. Capacity for Professional Development

The student should keep appointments, record and complete forms promptly, and show concern for the confidentiality of his/her and the agency's relationship to clients. The student should give evidence of movement toward some degree of independent functioning.

The student should show evidence of correlating theory and practice. A concern for people and a genuine desire to be helpful should be evident. S/he should be able to understand the meaning of helping an individual to help himself. The student should be able to demonstrate flexibility and to take on the role of the social worker and the values of social work. The need for ongoing learning and developing should also be recognized.

IV. Evaluation of Student Performance

The student will be evaluated twice during the course of their semester in field practicum. Each time the student and the field instructor should individually evaluate the student’s performance to that point in the semester and then come together to negotiate a score for that student's performance on the 28 item evaluation tool. The agreed upon evaluation is then discussed with the MSU faculty liaison and plans for continued growth and development are discussed. The evaluation tool can be found on the MSU Field Education website.
THE FACULTY FIELD EDUCATION DIRECTOR

The Murray State University field education director is responsible for:

1. Developing agency placements.

2. Coordinating all placements and the field placement process.

3. Conducting/overseeing the field seminars.

4. Coordinating and developing training for agency field instructors.

5. Providing consultation for faculty field liaisons.

University faculty will visit the field placement agency at least twice during the semester, at mid-term and at the end of the semester. Additional conferences may be scheduled as the need arises. The first conference, held with the agency field instructor and the student jointly, will focus on the intern's progress and the goals for the remainder of the semester. In addition to assessing the student's performance and growth, the final conference will involve an overall evaluation of the placement experience.

Field Seminar, taught by the field education director and/or the faculty field liaison, will focus on enhancing the integration of theory and practice through the utilization of case presentations, group discussion, video presentations, and guest speakers, etc. Strict rules of confidentiality will apply; students are expected to adhere to privacy principles with regard to privileged information. Students are expected to attend all scheduled field seminar classes.

On occasion, an individual may have difficulty functioning as a student intern within the framework of the agency. Thus, it is important to recognize early and respond to a failing performance in practicum. Faculty are available to assist both student and supervisor in responding to areas of concern. There may be circumstances in which the field placement may be terminated, after consultation with the field education director. The student may be advised to repeat the course; he or she may be asked to appear before the Field Admissions Committee, to explore options; or the student may be terminated from the program.
THE FIELD PRACTICUM AGENCY AND AGENCY FIELD INSTRUCTOR

An agency selected for field placement must have demonstrated a social work program with standards and philosophy acceptable to the community, to the profession, and to the Social Work Program at Murray State University. The agency must be willing to conduct the student training program without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, and sexual orientation and to follow similar non-discrimination policies in its own hiring practices.

The board of the agency, as well as the administrator and staff, should have some understanding of social work education and be committed to field education as a significant function of the agency. The social work staff should be of such size as to maintain the basic agency program without reliance on students.

Field instructors are those agency staff members assigned to provide primary direct supervision to the social work intern. The person designated as field instructor must have minimally a baccalaureate degree in social work and 2 years post BSW practice experience. Any other arrangement must be approved by the MSU Field Education Director according to CSWE standards. The agency must recognize that student training takes time in terms of planning assignments, providing supervision, and consulting with the university. At least one hour per week formal supervision must be made available to the student.

Because of the extreme importance of the field instructor in providing a meaningful field education, all field instructors are expected to have the following additional qualifications:

1. Sufficient time to devote to a student.
2. A positive attitude towards students and social work education.
3. A strong desire to learn and grow both personally and professionally.
4. A minimum of two years experience in the social work field.
5. Satisfactory job performance.
6. Physical presence during time of student placement.
7. A willingness to deal with average as well as outstanding students.
8. A strong commitment to ethical practice as defined by the NASW Code of Ethics.
THE SOCIAL WORK STUDENT INTERN

A student is eligible for field placement (SWK 499, Field Practicum) after being formally admitted to the social work program and after completing the five social work practice courses and other required social work courses (42 hrs.). This 12 semester hour (500+ clock hours) course is designed to provide the student with practical experience in the application of the theory and skills acquired in the liberal arts courses as well as the professional foundation areas. The field practicum is designed to create an environment in which the student grows professionally, i.e., becomes a professionally reflective, self-evaluating, knowledgeable, and developing generalist social worker.

SWK 499 Field Practicum = 12 credit hour course
  500 hour internship - ~ 9 credit hours
  Field Seminar - ~ 3 credit hours

Applying for Field Placement

Placements are set up when student is enrolled in SWK 498. Students planning to enroll in SWK 499, Field Practicum, must complete a Student Application for Field Placement. Placements are arranged for fall and spring semesters. Placements are available during the summer on a limited basis and requires the approval of the Field Director.

All applications for field placement are reviewed by the social work Field Admissions Committee. The needs, strengths, and interests of students, as well as the availability of agency and program placement resources are discussed. Additionally, the Field Admissions Committee interviews each applicant. Issues of concern that may have been identified during the applicant’s program admission interview are addressed. Goals for the student and possible agency options are explored. The Field Education Director and Field Admissions Committee cannot guarantee the student a field placement. In the event that a student is denied admission to field placement, the student has the right to utilize the appeals process (see Admissions, Termination, and Appeals Policies and Procedures, Section V of the Social Work Program Handbook).

Agency Interview(s)

The field education director discusses placement with the student and arranges an agency contact. The student meets with the agency supervisor to discuss the placement, mutual expectations, and available learning opportunities. The field director reaches a final decision after consultation with the student and the agency supervisor. Suggested readings and pre-placement contacts are worked out on an individual basis.

The Placement

Prior to the beginning of the semester, a field seminar class meeting is held for all social work interns to discuss common concerns, i.e., course requirements, required papers and reports, agency hours and regulation, confidentiality, dress codes, illness, snow days, etc. Outlines for papers, information concerning course requirements, and dates for the field seminars are disseminated.
A student will spend a minimum of 500 hours in the agency setting. Field seminar is considered part of the internship experience but does not count toward the 500 hour requirement.

Field Seminar

In conjunction with field placement, all students meet regularly for field seminar. These seminars are set by the Field Director prior to the beginning of the semester. Students share case presentations, discuss concerns and problems, and learn about the different agencies and programs presented. Assignments and professional issues are also discussed. Confidentiality is stressed; agency regulations concerning case materials are respected.

Social work interns have both special privileges and responsibilities. They are responsible for meeting all time commitments as to hours, reports, and any record keeping. Interns are permitted to attend workshops and conferences relating to the field of practice, if the faculty and agency agree it will not unduly interfere with agency work.

Interns should understand that confidentiality of material entrusted to them by clients must be maintained and respected. Agency regulations regarding the release of information must be followed.

The field practicum is distinct from most other university courses in that field instruction in the community entails not only educational objectives for the student, but professional responsibilities to clients, agencies, and the community. As such, when interns engage clients and assume service obligations, there are important and ongoing professional and ethical matters to be considered in addition to the learning needs of the student.

Field Placement Monitoring and Grading

The faculty field liaison visits the student and agency supervisor periodically during the placement period. Contacts are based on individual needs, but typically two contacts are arranged during the semester. When problem situations arise, these are handled individually; in many instances the student will be helped to deal with the situations directly.

Two evaluations of the student’s performance are made by the field supervisor, at mid-term and at the end of the semester. The final grade is assigned by the field education director in consultation with the faculty field liaison upon review of the field instructor’s evaluations and the student’s completed assignments.

Interns participate in the formal course evaluation and practicum agency evaluation at the end of the placement period.

Professional Liability Insurance

Each student is required to purchase a professional liability insurance policy to cover the term of the field placement. (see page 3 for more information and links to websites)
Social Work Field Placement Agencies

The following list is representative of social agencies that provide social work field placements.

**Aging:**
- Calloway County Senior Citizens Center, Murray, KY
- Henry County Nursing Home, Paris, TN
- Spring Creek Health Care, Murray, KY

**Criminal Justice:**
- Department of Juvenile Justice, Purchase & Pennyrile Regions
  - Community Programs
  - McCracken Co. Detention Center
- Court Designated Worker Program – Purchase & Pennyrile Regions
- Drug Court – Calloway Co. & potential in other counties

**Education:**
- Family Resource Centers, Purchase & Pennyrile Regions
- Head Start Programs, Purchase Area
- Henry County School System, Paris, TN

**Family and Children’s Services:**
- Community Youth Services, Benton & Murray
- Department for Community-Based Services, The Lakes Region
- DCBS-Recruitment and Certification, The Lakes Region
- PACS – Intensive In-Home Services, Hopkinsville, KY
- Youth Villages, TN

**Health:**
- Henry County Medical Center, Paris, TN
- Murray-Calloway County Hospital, Murray, KY
  - Acute care
  - Homecare & Hospice
- Western Baptist Hospital, Paducah, KY
  - Acute care
  - Home Heath Care
- Lourdes Hospital, Paducah, KY
  - Acute Care
  - Hospice
Mental Health:
Four Rivers Behavioral Health, Purchase Area
  - general mental health, adult & children’s case management, day treatment
Pennyroyal Regional Mental Health, Hopkinsville/Madisonville, KY
  - adult & children’s case mangement
Western State Hospital, Hopkinsville, KY
Lourdes Hospital Behavioral Health Center, Paducah, KY

Miscellaneous:
Center for Accessible Living, Murray, KY
Merryman House Domestic Crisis Center, Paducah & Purchase Region
Purchase Area Development District, Mayfield, KY
Purchase Area Sexual Assault Center, Paducah
Sanctuary House, Hopkinsville, KY

Special arrangements can be made for agencies outside the Murray State service region.
SWK 499-01 FIELD PRACTICUM (12 credit hours)

CATALOG DESCRIPTION: Internship in a community social service agency. Field practicum is designed to give students an educational work experience in which they apply generalist social work practice theory and skills. Concurrent field seminar class meets regularly on campus to explore current issues related to service delivery to individuals, families, groups, organizations, and communities. Field practicum requires a full semester (500+ clock hours) of full-time agency-based work. Prerequisites: formal admission to the social work program, consent of Field Admissions Committee, and SWK 498.

MISSION STATEMENT: The primary mission of the Murray State Social Work Program is to prepare students as professional entry-level generalist social workers. Additionally the program strives to improve the quality of social services in general as well as specifically within the Murray State University service region.

GOALS: I. To advance professional social work practice in human service agencies and organizations by preparing students for employment as generalist social workers.

II. To promote and provide professional social work services to human service agencies and organizations.

III. To assist students in developing the readiness for graduate study in social work.

COURSE OBJECTIVES: The experiences in the field instruction experience are developed to help the student:

1. Articulate basic concepts, processes, and methods for working with individuals and families (micro), small groups (mezzo), and organizations and communities (macro) within a generalist, multi-modal approach to practice;

2. Demonstrate entry-level analytical and interactional skills in carrying out each phase of the planned change process in a systems framework at the direct (micro) level and when appropriate, at the indirect (macro) level of action;

3. Reflect use of social work values and ethics in work with client systems, organizations, and others involved in the change effort, particularly in maintaining confidentiality and rights to self-determination and in respecting uniqueness, worth, and dignity of individuals;

4. Reflect through practice activities an understanding of, sensitivity to, and respect for sociocultural differences particularly in working with ethnic minorities of color, women, and other special population groups;
5. Demonstrate beginning use of social work research principles and techniques in collecting data, assessing situations, reviewing courses of action, and evaluating the outcome of those actions, as well as in evaluating field agency performance in the service delivery system;

6. Assume appropriate direct practitioner roles in contributing to the policy process for monitoring and improving the service delivery system in which they function; and

7. Identify strengths and limitations in their knowledge, values, and skills base from regular feedback of agency field instructor, peers, and faculty.

**COURSE FORMAT:** Students work full time in a social service agency and meet on campus as scheduled for field seminar class.

The student will be expected to spend a minimum of 500+ hours in the agency setting for the entire semester. The social work intern is considered a part of the agency staff and is expected to follow agency policy regarding office hours, breaks, lunch hour, and other regulations pertaining to personnel. Also, students are required to adhere to the agency's policy regarding its service program to clients.

Students may expect to be assigned various tasks and activities by the agency field instructor, or anyone designated by the agency field instructor. Work assignments will relate to the mission and purpose of the general operation of the agency. Every task may not directly relate to casework, and some tasks may be clerical. Students are expected to be physically and psychologically present at the agency throughout the semester. Students may expect educational opportunities to practice generalist social work skills.

Field seminar class is considered part of the practicum experience. Students are expected to actively participate in class and share field experiences with classmates. Students must maintain client confidentiality. Blackboard (Bb) is used to complement the academic portion of the class.

**WORK ATTENDANCE POLICY:** Students are expected to spend 500+ hours in the field agency experience. All hours must be completed. If a student misses work due to an illness, etc., arrangements should be made with the agency field instructor to make up the time missed. In complicated situations, faculty should be consulted. Repeated tardiness and frequent absences from work may result in termination from field.

**SEMINAR CLASS ATTENDANCE POLICY:** Attendance at field seminar is required. Absenteeism will result in lowering the overall course grade. If an emergency arises, the intern must notify the instructor immediately; or as soon as possible. For each seminar class missed the student’s final score may be reduced by 50 points.

**SUPERVISION:** An agency staff member designated as the agency field instructor will direct the intern's daily work/learning experiences in the agency. Agency field instructors are asked to designate a regular time weekly to meet with the student intern; a one-hour weekly student conference is recommended.
Training is available for all field supervisors at the beginning of each semester. The faculty liaison is available to assist the agency field instructor in the selection of appropriate practice activities upon request.

ASSIGNMENTS:

STUDENT CONTRACT - Arrange time during the first week to sit down with your agency field instructor to discuss the student contract. Make a copy of your student contract for yourself and submit the original to faculty. Submit with journal and time sheet for **Week #1**.

LEARNING GOALS - Revise your learning goals with feedback from the agency field instructor. Submit two signed copies with journals and times sheet for **Week #2**.

RESUME – Ask your agency field instructor to look over your resume (be sure to include your field placement experience). Submit the revised resume with journals and time sheet for **Week #4**.

JOURNALS - Journal daily (work days) about the field placement experience. Submit the journals weekly to university faculty by mail, e-mail, or in person at field seminar on Fridays. Mailed and e-mailed journals are to be **postmarked (or dated) by Monday of the next week**. The journal may be handwritten (**must be legible**) or typewritten (use of electronic journals are encouraged). Poorly written journals, and/or sporadic mailings will significantly lower the overall course grade. E-mailed journals and time sheets must be in the format given and should be sent as **attachments to an e-mail**. Format is available electronically on Blackboard (Bb). Journals will be read and commented upon by the assigned faculty liaison, and returned to students in field seminar class (or returned via email).

TIME SHEETS - The time sheet must **accurately** reflect hours spent at the agency. Please make sure the completed time sheet is neat and clean. Students are advised to make copies for their own records. Use the format given & available on Bb. Electronic copies are acceptable, but an original copy must be delivered to the liaison for each week in field. Time sheets will be retained by the faculty and are not graded.

Journals and time sheets may to be mailed to the appropriate faculty liaison at Murray State University at the following address:

**Dept. SWK/CRJ/GTY**  
**Murray State University**  
**101S Applied Science Building**  
**Murray, KY 42071**

***Note:*** You must use the complete address; otherwise the mail will be delayed.

You are expected to mail journals and time sheets each week. The weeks of scheduled field seminar bring the journal and the time sheet to class. **Do not hold** and mail several weeks at one time, this is considered late.
ASSESSMENT - Each student will submit one written assessment of a case carried in the field agency. You may utilize the agency’s written assessment method, if the agency assessment form requires significant writing. Provide a copy of your agency assessment form to the faculty liaison as soon as possible for approval. If the agency does not have a written assessment format, or the utilized format does not require much writing, you must use the format provided on Bb. Client information must be disguised. The faculty liaison will provide feedback to students on this assignment. The assessment (and reaction paper) is due Week #6.

REACTION PAPER - The above assessment is to be conducted by interviewing a client. With the assessment, submit a two-page reaction paper. Discuss how you prepared for the interview and the setting where the interview took place. Identify specific skills that were utilized, discuss reactions the client had to the process (both verbal and non-verbal), analyze how you handled the process (be specific), and identify the skills that you need to further develop (be specific).

RESEARCH - Students will participate in a qualitative research project by preparing a case study paper to evaluate practice. Students are advised to immediately begin to discuss with the agency supervisor possible client cases that would be appropriate for this study. When you and the agency person have selected a viable client case, discuss with faculty. All projects must have written approval by faculty. Students must submit the research project approval form with journals and time sheet for Week #3.

Use the outline and other tools provided on Bb to prepare the paper. A rough draft will be due to your liaison around the end of Week #10. Please make these rough drafts as thorough as possible and get them in on time so faculty can read and return them to you as soon as possible.

The final paper is due by the end of Week #12 and can be sent electronically or mailed. The Social Work Program will retain these documents. Students are encouraged to keep a copy and make a copy available to their field agency.

AGENCY EVALUATION: The agency field instructor will complete two evaluations of the student's functioning within the agency, at mid-term and at the completion of the practicum. University faculty will make field site visits close to these two dates to meet with the agency field instructor and the intern to discuss the intern's evaluation. The student intern will participate in the evaluation process and will sign the evaluation form, indicating the form was discussed.

Any disagreement with the evaluation may be noted. Faculty will visit the agency to discuss this evaluation with the student and the agency field instructor. The student should prepare for these conferences by being able to provide examples of performance in each area.

GRADING CRITERIA:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Journals</td>
<td>200</td>
</tr>
<tr>
<td>Assessment</td>
<td>130</td>
</tr>
<tr>
<td>Interview paper</td>
<td>50</td>
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<tr>
<td>Case study draft</td>
<td>90</td>
</tr>
<tr>
<td>Case study paper</td>
<td>230</td>
</tr>
</tbody>
</table>
Mid-term evaluation 240
Final evaluation 280
1,250**

**Note: Failure to attend all seminar classes may result in the reduction of the final grade by 50 points for each class missed.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1125-1250</td>
<td>A</td>
</tr>
<tr>
<td>1000-1124</td>
<td>B</td>
</tr>
<tr>
<td>875-999</td>
<td>C</td>
</tr>
<tr>
<td>750-874</td>
<td>D</td>
</tr>
<tr>
<td>749 &amp; below</td>
<td>E</td>
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</table>

The responsibility for the assignment of the student's final grade will rest solely with University faculty.

LATE ASSIGNMENTS POLICY: The following policy was adopted by the Social Work Program faculty:

*All late assignments will be graded less one point per day until they are turned in.*

CODE OF CONDUCT: The Murray State University Code of Conduct regulations found in the Student Life Handbook apply to student interns while in the agency setting. Student violation of the code may result in being sent home and/or terminated from field placement. The university may take disciplinary action against the student.

ACADEMIC HONESTY POLICY: Cheating, plagiarism (submitting another person’s material as one’s own) or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place. (Adopted by the Board of Regents, 1975).

MURRAY STATE NON-DISCRIMINATION POLICY
Murray State University does not discriminate on grounds of race, color, gender, sexual orientation, religion, national origin, age, disability, or veteran's status in providing any educational or other benefits services of Murray State University to students or those applying for admission at Murray State University. Murray State University attempts to provide equal opportunity in all areas of student admissions, financial aid, employment, and placement and provides upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. (adopted April 5, 2008)
REQUIRED TEXT:


or


TEACHER AND COURSE EVALUATION: Students will be asked to submit an evaluation of the instructor, the course, and the placement at the end of the semester.

NOTE: The information in this syllabus comprises a general guideline. Since variation from it may be necessary to meet the needs of the class or scheduling changes, the right is reserved to make adjustments consistent with fundamental fairness and based on practical and reasonable discretion.

SUGGESTED ADDITIONAL RESOURCES:


**WORLD WIDE WEB RESOURCES:**

Information on obtaining a license
**Association of Social Work Boards:**
[www.aswb.org](http://www.aswb.org)

**Kentucky State Social Work Board:**

To seek employment with state government
**Kentucky Merit System:**
[www.state.ky.us/agencies/personnel/pershome.htm](http://www.state.ky.us/agencies/personnel/pershome.htm)

Professional organizations
**National Association of Social Workers (NASW):**
[www.socialworkers.org](http://www.socialworkers.org)

**KY Chapter NASW (must create log-in as a member)**
[http://www.naswky.org/registerupdatemembersform.cfm](http://www.naswky.org/registerupdatemembersform.cfm)
A magazine for social work students and recent graduates

**The New Social Worker:**
[www.socialworker.com](http://www.socialworker.com)

**Fried Social Worker Website**

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**Important Program Information Websites**

**Murray State Social Work Curriculum**
A listing of the Social Work Program curriculum can be found on the program website at:
[http://www.murraystate.edu/academics/hshs/SWKCRJ/SWK/program.htm](http://www.murraystate.edu/academics/hshs/SWKCRJ/SWK/program.htm)

**Murray State Social Work Field Education Website**
http://www.murraystate.edu/academics/hshs/SWKCRJ/SWK/fieldwork.htm

**Council on Social Work Education**
The accrediting body for social work education. Criteria for BSW programs can be found at:

**NASW Code of Ethics**
The social work profession is committed to ethical practice as established in the Code of Ethics which can be found on the National Association of Social Workers Website at:
FIELD PRACTICUM FORMS

Agency Agreement
Agency Field Instructor Data
Student Application
Student Contract
Practicum Time Sheet
Daily Journal
Field Evaluation Tool Outline
AGREEMENT CONCERNING SOCIAL WORK FIELD EXPERIENCE

BE IT AGREED THAT ____________________________________________ (hereinafter “Agency”), located at __________________________________________________, and Murray State University (hereinafter “University”) will enter into arrangements for the use of Agency facilities and supervisory personnel for social work training of students from the University. This agreement will continue until it may be terminated by either or both parties. If terminated unilaterally by Agency, care will be given so as to allow any student participating in the field experience to complete the assignment if possible.

BE IT FURTHER AGREED that all such arrangements will be consistent with the Agency's policies as well as the policies and plan for field experience for social work students as conducted by the University (See attached syllabus for detailed plan).

BE IT FURTHER AGREED in addition that:

(A) The university will not attempt to exercise any authority in relation to Agency programs and procedures. The only control function by the University will be through consultations between the University field education director and the Agency supervisor in order to satisfy requirements for proper student learning experiences and proper reports concerning the progress of students.

(B) Students assigned to the Agency will be under the administrative authority of the Agency regarding rules, regulations, policies, and procedures.

(C) Students assigned to the Agency will carry personal liability insurance in the amount of $1,000,000/##1,000,000 during their field placement experience.

(D) No student shall replace or act in lieu of any employee of the Agency.

BE IT FURTHER AGREED that the assignment of any student to the Agency or the assignment of any Agency employee as a supervisor of any student may be terminated for just cause and upon notification and consultation between the Agency and the University. All students shall be given an opportunity to be heard prior to termination from the field experience.

BE IT FURTHER AGREED that this arrangement for off-campus field work experience for social work students is designated to be mutually beneficial to both the Agency and the University and that both parties will continually strive for ideas and incentives that will result in a better social work training program.

BE IT FURTHER AGREED that the field placement experience will be carried out without discriminating on the basis of race, color, creed, religion, sex, age, national origin, physical handicap, or veteran's status.

Signed:

_____________________________  _______________________________
Randy Dunn, EdD., President  Jeff Wylie, ACSW, LCSW
Murray State University  Field Education Director

_____________________________
Agency Director or Chairperson

_____________________________
Board of Directors

_____________________________
Date
AGENCY FIELD INSTRUCTOR

Name _______________________________ Title _________________________

Agency __________________________________________________________________

Address ______________________________ Telephone ______________________

City ____________________________ State ______ Zip Code ______________

Agency mission/purpose ______________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Length of time in current position: ______
Length of time with this agency: ______
Please list other work experiences and years of service:
________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Years of experience in supervision: staff _____ students ___

Degree ____________________________________________ Year ______ College/University

________________________________________________________________________

Degree ____________________________________________ Year ______ College/University

________________________________________________________________________

Please describe learning opportunities available:

1. 

2. 

3. 

4. 
STUDENT APPLICATION FOR FIELD PLACEMENT  
SWK 499 Field Practicum

Field practicum is a supervised work experience in a community social service agency. Students will work under the supervision of a professional social worker (BSW/MSW) with at least two years post BSW experience. The internship period is for the full semester—sixteen weeks. Students must have the approval of the Field Admissions Committee (MSU social work faculty) to enroll in SWK 499 Field Practicum. The Field Admissions Committee, will review this application and interview the student as part of the admission to field process. Also, students are required to join NASW and purchase liability insurance. Students must be approved for field one semester prior to the semester in which field practicum is requested. With committee approval, practicums are arranged while the student is enrolled in SWK 498. After the student has been assigned to a field agency, this application will be forwarded to the agency field instructor. Students enroll in field practicums the semester after successfully completing SWK 498. Practicums are scheduled for fall and spring semesters; there are no summer field practicums.

Please type the requested information legibly.

I. PERSONAL DATA:

Name _______________________________ Date ____________

Local Address ____________________________________________

Telephone (___) __________________________

Permanent Address ____________________________________________

Telephone (___) __________________________

Will you have a car at your disposal for field placement? Yes ___ No ___

Do you have a valid driver's license? Yes ___ No ___

Do you have medical insurance? Yes ___ No ___

Person to be notified in case of emergency

Name _______________________________ Relationship ________________

Address __________________________________________

Telephone (___) __________________________ Alternate Telephone (___) __________________________

II. STATEMENT:

Write a brief autobiographical sketch to include pertinent information about your life. Tell briefly about why you have selected social work. Briefly discuss your current personal/family situation and how this might influence your field experience/opportunities. Give information about your employment history and recent work experience. Discuss volunteer experiences for class and other volunteer experiences. Discuss your selected minor, social work electives and educational experiences. (Attach a two page statement.)
III. A. Will you be involved in any extracurricular activities (campus activities, or paid employment) during field practicum? Yes ______ No ______

B. If yes, describe the activities in which you will be involved, the time you will need to commit to each activity, and the specific schedule of activities (if known). Please note that students are encouraged to limit extracurricular activities during field.

IV. Will you have completed all required course work in your major and for your minor prior to entering your field practicum? Yes _____ No _____

If not, list the courses you have yet to take and your plan for completing them. Please note that students are encouraged to complete all course work prior to field.

V. What is your overall GPA? _______ What is your GPA in Social Work? _______

VI. Indicate your current thinking about your career plans and goals. What do you hope you will be doing immediately after successfully completing all BSW degree requirements.

VII. What are your career goals as you perceive them five years/ten years into your professional career.

VIII. List those strengths which you believe you bring to and can contribute to your field placement.
IX. Discuss any limitations at this point related to your readiness for beginning social work practice.

X. Discuss the learning opportunities you wish to have while in practicum. Discuss skill areas you expect to utilize and enhance during filed practicum.

XI. Indicate the preferences you have about the client populations you wish to work with, or the type of agency based work you wish to gain experience with, and your reasons for these preferences. Note any geographic location preferred.

__________________________  ________________________________
Student's Signature                   Jeff Wylie, ACSW, LCSW  
                                      Director of Field Education
STUDENT CONTRACT FOR FIELD PLACEMENT

1. I agree to spend 32 hours weekly at___________________________________________
   beginning _________________________________ .  (Agency Name)

2. I understand that in the course of my work I have access to confidential information and that I am
   required to keep this information confidential and will not disclose any such information unless
   authorized to do so by the Agency Field Instructor.

3. I agree to contact my Agency Field Instructor to discuss any absences and to make up those hours if
   necessary in order to complete the 500 hours.

4. I agree to attend and participate in all Seminars, and turn in written assignments timely.

5. I agree to treat my field placement in a responsible manner and be open to supervision.

6. I agree to participate during the mid-term and final agency evaluation. I understand that the university
   field education director and my faculty field liaison will assign my final grade. The grade will be
   determined with input from the agency field instructor regarding agency work, evaluation of course
   assignments, adherence to NASW Code of Ethics, and my demonstrated ability to work within the role of
   a student intern in field placement.

7. Other agreements: ____________________________________________________________
   ________________________________________________________________________

The following is my weekly schedule of hours:

   MON_________ TUE_________ WED_________

   THUR_________ FRI_________ SAT__________

   ___________________________________________  Date

   Student

   Agency field instructor

Original to MSU/copies to agency and student
# Weekly Time Sheet

**Murray State University**  
**Social Work Program**  
**SWK 499 Field Practicum**

Week # _______

Student Name: _________________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>Start Time</th>
<th>Lunch</th>
<th>End Time</th>
<th>Daily hours</th>
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</table>

hours this week  _____  
total hours last week  _____  
hours to date  _____

Comments:

___________________________________  _______________

Student’s signature  

___________________________________  _______________

Agency field instructor’s signature  

___________________________________  _______________

Date  

___________________________________  _______________

Date
SWK 499 Field Practicum
Daily Journal

Name: ___________________________ Date ___________

A. List specific tasks and activities you have been involved in today.

B. Process your learning: reflect on observations, discuss skills utilized, describe insights gained, share thoughts and feelings about work today. Also, make connections between course content (especially social work courses) and agency work.

C. Discuss progress toward learning goals: identify the learning goal you are working on (be specific), and explain in detail progress made today.
**Murray State University**  
**Social Work Field Education Program**

*Evaluation of Student Field Performance* – Outline of categories. Each item carries specific behavioral markers to assist with the evaluation process.

**I. Professional / Personal Characteristics**
1. Professional Responsibilities  
2. Poise & Self-Control  
3. Assertiveness  
4. Personal Appearance as Related to Agency Standards

**II. Application of Social Work Practice Skills**
5. Ability to Identify & Use Community Resources  
6. Interviewing Skills  
7. Written Communication Skills  
8. Assessment Skills  
9. Effectiveness in Planning Interventions  
10. Ability to Develop & Maintain Professional Relationships with Consumers from diverse cultures & backgrounds  
12. Effectiveness in Providing Services to Individuals & Families  
13. Knowledge/Skills Related to Small Groups  
14. Knowledge/Skills Related to Effective Community Level Services  
15. Effectiveness in Providing Services at an Organizational Level  
16. Critical Thinking Skills  
17. Impact of Social Policies on Client Systems  
18. Evaluate Research Studies & Apply Findings to Practice  
19. Evaluate Own Practice Interventions

**III. Professional Development**
20. Effectiveness in Planning & Arranging Work Responsibilities  
21. Ability to Assume Responsibility for Own Learning  
22. Ability to Work w/in the Purpose, Structure, & Constraints of the Agency  
23. Relationship with Coworkers  
24. Relationship with Staff of Other Agencies  
25. Use of Supervision  
27. Understanding of Oppression & Discrimination  
28. Understanding of the Dynamics & the Impact of All Levels of Violence on the Functioning of all levels of Society

Evaluation can be found on the MSU Field Education Website:  
[www.murraystate.edu/academics/hshs/swkerj/swk/fieldwork.htm](http://www.murraystate.edu/academics/hshs/swkerj/swk/fieldwork.htm)