Murray State University

SOCIAL WORK PROGRAM

FIELD PLACEMENT MANUAL



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BSW Program Overview

The Bachelor of Social Work (BSW) program at Murray State University prepares students for entry-level generalist social work practice and supports the development of the knowledge, values, skills, and cognitive and affective processes necessary for professional social work practice.

The BSW program requires a minimum of 400 clock hours of supervised field education. Field education is completed during the final stage of the program and provides students with opportunities to demonstrate social work competencies in an approved practice setting under qualified supervision.

Social Work Program Mission

The mission of the Murray State University Social Work Program is to prepare students for ethical, competent, entry-level generalist social work practice in a diverse and interconnected world. The program prepares graduates to apply professional knowledge, values, critical thinking, scientific inquiry, and appropriate technology to promote human and community well-being, advance human rights and social, racial, economic, and environmental justice, and serve individuals, families, groups, organizations, and communities.
Consistent with the needs and opportunities of the communities it serves, the Social Work Program places particular emphasis on preparing graduates for professional practice in rural communities, small cities, underserved areas of Western Kentucky, and the surrounding region. Through academic instruction, experiential learning, field education, and community engagement, the program prepares graduates for responsible professional practice and lifelong learning.

Social Work Program Admissions

Students interested in pursuing a major in social work may declare social work as their major upon entering Murray State University or change their major to social work after enrollment. Declaring social work as a major does not constitute formal admission to the Social Work Program.

Admission to and progression through the Social Work Program follows a two-step acceptance process:

1. **Initial Advising and Social Work Introduction**
   Students may begin introductory Social Work coursework prior to formal admission to the BSW Program. Formal admission occurs prior to enrollment in SWK 310 – Generalist Social Work Practice I.
   - Students meet with their academic advising.
   - Students enroll in SWK 200 – Being a Social Worker.
   - Upon completion of SWK 200, students complete the initial application to the Social Work Program.
   - The Social Work faculty review the application and determine eligibility to continue in the program.
2. **Formal Admission to the Social Work Program**
   To be formally admitted to the Social Work Program, students must:
   - Demonstrate appropriate academic and professional readiness for social work education and practice;
   - Complete at least 60 semester hours of college coursework with a minimum cumulative G.P.A. of 2.5;
   - Earn a grade of C or higher in all social work courses at the time of admission review;

- Demonstrate competency in written and oral communication;
- Sign a statement agreeing to abide by the National Association of Social Workers (NASW) Code of Ethics.

Prior to enrollment in SWK 310, the Social Work Program reviews each student's academic record and other applicable evidence of academic and professional readiness to determine whether the student meets the published requirements for formal admission to the BSW Program.
The admission review uses information already generated through the student's academic participation in the program, including the student's academic record, performance in Social Work coursework, demonstrated written and oral communication, and documented professional-performance concerns, when applicable. Students are not required to duplicate information already maintained by the University or Social Work Program as part of the admission review.

Following review, the student will receive one of the following admission decisions:

- **Admitted:** The student has satisfied the requirements for formal admission and may progress into SWK 310 and the professional practice sequence.
- **Admission Deferred:** One or more admission requirements have not yet been satisfied. The student will be informed of the unmet requirement(s) and what must be completed before admission may be reconsidered.
- **Not Admitted:** The student does not meet the requirements for admission to the BSW Program.

Students will be notified of the admission decision in writing. Students may seek review of an admission decision through the applicable Social Work Program and University grievance and appeal procedures.

Accreditation

The BSW program has been accredited by the Council on Social Work Education (CSWE) since 1974. https://www.cswe.org/

CSWE Commission on Accreditation Educational Policy and Accreditation Standards
CSWE's Educational Policy and Accreditation Standards 2022 can be found here:
https://www.cswe.org/accreditation/policies-process/2022epas/

The BSW is recognized by both the CSWE and the National Association of Social Workers (NASW) as the beginning professional degree, indicating that students are prepared for generalist social work practice. Graduates of BSW programs are eligible to pursue licensure at the baccalaureate level in states that offer such licensure for social work. BSW is the foundation and provided eligibility for the advanced standing in master's level social work educational programs. The benefit to the advanced standing program allows students to complete the MSW program in a shorter time than others who may hold a baccalaureate degree. Please consult the graduate school of your choosing to discuss their graduate admission requirements.

Core Competencies

The CSWE has adopted a competency-based education framework for its EPAS. A competency-based approach identifies and assesses what students demonstrated in practice. In social work, the approach involved assessing students' ability to demonstrate the competencies identified in the educational policy (EPAS, 2022, p. 7).

EP 2.1.1 Demonstrate ethical and professional behavior

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; The Nine Social Work Competencies 2022 Educational Policy and Accreditation Standards
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgment and behavior.

EP 2.1.2 Advance human rights and social, economic, and environmental justice

- Advocate for human rights at the individual, family, group, organizational, and community system levels
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

EP 2.1.3 Engage diversity and difference in practice

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

EP 2.1.4 Engage in practice-informed research and research-informed practice

- Apply research findings to inform and improve practice, policy, and programs
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

EP 2.1.5 Engage in policy practice

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

EP 2.1.6 Engage with individuals, families, groups, organizations and communities

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

EP 2.1.7 Assess individuals, families, groups, organizations, and communities

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

EP 2.1.8 Intervene with individuals, families, groups, organizations, and communities

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

EP 2.1.9 <u>Evaluate practice with individuals, families, groups, organizations, and communities</u>

- Select and use culturally responsive methods for evaluation of outcomes
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Eligibility Requirements for Field Practicum

Field education is described as the signature pedagogy in social work. The intent is to connect the theoretical and conceptual contributions of the classroom with the practical world setting and is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and is the integration of classroom learning in the field setting. The practicum is the culmination of the social program and provides the final evaluation of the student's competency and readiness to practice during their last semester of the program. The Council on Social Work Education requires BSW students to complete a minimum of 400 hours, Murray State University Social Work Program requires 400 hours, in an agency placement under the supervision of BSW or MSW. A student is eligible for field placement after:

- Being formally admitted into the social work program and after completion of all other course work, including all non-social work classes, required for graduation.
- Attend a mandatory Field Orientation meeting after being formally admitted into the social work program.
- All incomplete grades must be cleared prior to the beginning of the semester in which the student is enrolled in SWK 499 Field Practicum.
- The student must have completed at least 108 hours prior to starting SWK 499.
- An MSU GPA of at least 2.5 is required before registering for SWK 499 unless waived by the Program Director.
- All applicants for SWK 499 must have completed an application for admission to field as a part of SWK 498 Senior Seminar

Field Practicum Course Structure

The field practicum is distinct from most university courses because field education in community settings involves both educational objectives for the student and professional responsibilities to clients, agencies, and communities. The practicum provides a supervised, hands-on learning environment in which students integrate social work knowledge, skills, values, and theory into entry-level generalist BSW practice.

Students complete SWK 499: Field Practicum during the final semester of their senior year in one approved field setting. The practicum consists of a 16-week block placement requiring a minimum of 400 clock hours and a minimum of 25 agency-based hours per week. Placements are primarily arranged during the fall and spring semesters. Summer placement may be considered on a limited basis with Field Director approval.

SWK 499 is a 12-credit-hour course consisting of:

- 8 credit hours: Supervised field education in an approved agency setting.
- 2 hours, 40 minutes: Faculty instruction connecting field experiences to social work knowledge, skills, ethics, professional practice, and CSWE competencies.
- 1 hour, 20 minutes: Structured student engagement activities, including but not limited to, reflections, case/scenario activities, competency self-assessments, peer interaction, video responses, and knowledge checks.

The field practicum provides opportunities for students to demonstrate the nine CSWE social work competencies across the five client system levels: individuals, families, groups, organizations, and communities.

Students are evaluated through competency-based field education requirements, including the Learning Plan, field assignments, supervision, and midterm and final evaluations. Students must meet the established benchmark on the field evaluation instrument to successfully complete the practicum. At the conclusion of SWK 499, students are expected to demonstrate the knowledge, skills, values, and professional behaviors necessary for entry-level generalist BSW social work practice**.**

Approval Process for Field Placement Agencies

The Social Work Program engages field education settings through an ongoing process of agency identification, recruitment, screening, approval, orientation, communication, evaluation, and continued relationship development. The Field Director identifies potential field settings through professional networks, community partnerships, agency inquiries, alumni connections, current students, and program outreach. Potential settings are reviewed to determine whether they can provide appropriate competency-based generalist BSW practice opportunities, qualified supervision, appropriate learning activities, and a safe and supportive educational environment. Approved agencies receive information regarding program expectations and field policies and remain in communication with the Field Director throughout the placement. Student and Field Instructor feedback is used to evaluate the continued appropriateness of each field setting. The BSW Program maintains relationships with social service agencies throughout Kentucky, Tennessee, Illinois, Indiana and South Carolina to provide students with diverse opportunities for competency-based generalist social work practice.

Agency Eligibility

To serve as an approved field agency, an organization must:

- Provide services and practice opportunities that are consistent with the mission, goals, and educational objectives of the BSW Program.
- Provide opportunities for students to develop and demonstrate the competencies established by the Council on Social Work Education (CSWE).
- Maintain nondiscriminatory policies and practices in employment and service delivery.
- Provide an appropriate professional learning environment and opportunities for student supervision.
- Agree to comply with applicable University, BSW Program, and agency policies.
- Maintain a current Memorandum of Understanding (MOU) with MSU prior to a student beginning a field placement.

Field Agency Approval Process

All agencies, including worksite placement agencies, must be approved through the BSW Program's field agency approval process before a student may begin a field placement.

The agency approval process includes:

1. An authorized agency representative completes and submits the Field Agency Application**.**
2. The Field Director or designee reviews the agency and determines whether it meets the program's requirements for an approved field site.
3. The agency identifies appropriate student learning opportunities and provides position or student role descriptions as requested.
4. The Field Director reviews the qualifications and suitability of the proposed Field Instructor.
5. The Field Instructor submits the required Field Instructor Application and a current résumé or curriculum vitae.
6. The Field Instructor completes MSU Field Instructor Orientation.
7. The agency and Field Instructor agree to actively participate in the student's educational experience and comply with agency and BSW Program policies.
8. An MOU is established between MSU and the agency before the placement is finalized.

Agency approval is ongoing. The Field Director and agency representatives share responsibility for communicating changes that may affect the appropriateness of the field placement and for maintaining current MOU documentation.

Field Instructor Requirements

The agency must identify a qualified Field Instructor who meets the requirements established by the BSW Program and applicable accreditation standards. Field Instructors must hold a BSW or MSW degree from a CSWE-accredited social work program and have at least two years of post-social-work-degree practice experience.

In circumstances where an agency-based professional does not meet the Field Instructor qualifications, the Field Director may approve an alternative supervision arrangement when appropriate. This may include a community practitioner, agency board member, contracted practitioner, community partner, or faculty member serving as the Field Instructor, with an appropriately qualified agency-based task supervisor providing day-to-day supervision. Such arrangements must be approved by the Field Director and must provide adequate supervision and support for the student's competency development.

Field Education Orientation and Placement Process

Field Orientation

All social work students preparing for field practicum are required to complete the Field Orientation Module in Canvas during SWK 498: Senior Seminar during the first semester of their senior year. The Field Orientation Module provides students with information about the field practicum, placement process, accrual of hours, professional expectations, required forms, and student responsibilities.

The Field Director will provide an overview of the field practicum process through recorded instructional materials. Students are responsible for reviewing all orientation materials and completing required forms by the established deadlines. Students may contact the Field Director at any time during the placement

process if they have questions or concerns. The Field Director is available by appointment in person, by phone, or through Zoom.

Required Field Placement Documents

Students must complete and submit the following documents as part of the field orientation and placement process:

- Signed Field Manual and Student Manual Acknowledgement Statement
- Signed NASW Code of Ethics Acknowledgement Statement
- Field Practicum Placement Application
- Current résumé
- Liability Insurance
- Employment-Based Internship Request Form, if applicable

Field Practicum Application

The Field Practicum Placement Application must be completed and submitted through Canvas within two weeks of the beginning of SWK 498: Senior Seminar**.**

Students are responsible for completing all required paperwork accurately and by the established deadlines. Failure to submit required materials on time may delay the placement process and may result in the student not having a confirmed placement when the field semester begins.

Students are required to identify two agencies in which they have an interest on the Field Practicum Placement Application. Listing an agency indicates a student's interest only and does not guarantee placement with that agency or with either agency identified by the student.

Final placement decisions are made by the Field Director and Program Director based on the student's educational needs, strengths, interests, readiness for field education, professional considerations, and the availability and suitability of field placement resources.

Field Placement Process

The field placement process is a collaborative process involving the student, the Field Director, and the prospective field agency. Students are expected to take an active role in identifying potential placement opportunities, communicating professionally with agencies, and completing required placement steps within established deadlines. The Field Director retains responsibility for overseeing the placement process and granting final approval for all field placements.

Students are provided with a list of contracted field agencies and contact information to assist with identifying potential placements. Students may indicate geographic preferences, populations of interest, and potential agencies on the required Field Practicum Placement Application. Placement preferences are not guaranteed, and the Field Director retains final authority for all placement decisions.

Students are responsible for contacting designated agency representatives and scheduling interviews as directed by the Field Director. Students may suggest new field settings; however, they must obtain the Field Director’s permission before contacting an agency not included on the program-provided list. Students may pursue only one agency at a time and may not contact additional agencies without authorization. Students may only contact one agency at a time and should not contact or pursue another agency until authorized by the Field Director to do so. Students must initiate contact, schedule interviews, and complete required steps within the timeframe established by the Field Director. Students are expected to communicate respectfully and professionally with agency representatives and represent Murray State

University's Social Work Program appropriately. Students must report their progress and communicate any difficulties scheduling an interview or contacting an agency promptly.

An agency's inclusion on the program-provided list does not guarantee that the agency will be available to accept a student during a particular semester or that a placement will be approved for every student. Students are responsible for following the directions of the Field Director throughout the placement process. When instructed, students must contact designated agency representatives to request and schedule interviews.

The Field Director may modify these procedures or provide additional instructions based on agency availability, geographic considerations, and individual placement circumstances. Students must schedule and attend interviews within the timeframe established by the Field Director. Following each interview, students must report the outcome to the Field Director, including how the interview went and whether a placement offer was extended and accepted. Students must promptly communicate any difficulties contacting an agency or scheduling an interview.

Failure to schedule or complete an interview as directed may result in denial of field placement for the semester. An interview or agency offer does not guarantee placement approval.

The Field Director oversees the identification, assessment, and approval of all field settings, including agencies outside the program's established geographic areas. Prospective settings are evaluated for their alignment with social work values and ethics, suitability for BSW generalist practice, availability of qualified supervision, opportunities to demonstrate the nine social work competencies, safety, and ability to meet program requirements.

Preparing for Agency Interview

The pre-placement interview is an important part of the field placement process. Students should approach the interview as a job interview and are expected to demonstrate appropriate professional behavior, communication, preparation, and knowledge of social work practice.

Before the interview, students should:

- Review the agency's website and available information about its services.
- Become familiar with the agency's location and the location of the interview, if different.
- Review their educational and career goals.
- Consider their learning interests and priorities.
- Prepare questions about the agency, client populations, services, available learning experiences, supervision, and opportunities to develop social work knowledge and skills.

Agency Interview

During the interview, students should be prepared to discuss:

- Their educational and career goals.
- Their interest in social work.
- Their previous education, employment, volunteer, or practicum experiences.
- Their professional strengths and areas for growth.
- Their interest in the agency and the populations it serves.
- Their learning goals and priorities for field practicum.

Students should also ask questions that help them determine whether the agency can provide an appropriate educational experience. Appropriate questions may address the types of clients served, services provided, available learning opportunities, supervision, agency expectations, and the structure of the field experience. The agency will assess the student's suitability for the placement and determine whether the student is an appropriate match for the agency's available learning opportunities. Once a

student accepts an approved field placement, a change of placement will not ordinarily be permitted based solely on student preference. Requests involving significant educational, supervisory, ethical, safety, accessibility, or other exceptional concerns will be reviewed under the Change in Practicum Placement policy. If the student or agency has significant concerns about the potential placement, the Field Director should be notified as soon as possible.

To avoid dual relationships and maintain professional boundaries, students will not be placed in agencies where family members or friends are employed or volunteer. If a student fails to disclose such relationships prior to placement and they are discovered afterward, the placement will be terminated, and an alternative placement may or may not be explored at the discretion of the Field Director. The Field Director will arrange at least one interview for students with an agency that may or may not align with their stated preferences.

If a student declines an interview, no-shows to an interview, refuses a placement offer, the Field Director and the Social Work Program will not make additional accommodations for placement. In such cases, the student's acceptance into the Field Program may be rescinded, and the student will be referred to the Program Director for further review.

Failure to Place

The BSW Program recognizes that a potential field placement may be unable to accept a student for reasons unrelated to the student's qualifications or professional readiness. An agency may be unavailable, may not meet program requirements, may lack appropriate supervision or learning opportunities, or may otherwise be unable to accommodate a student. In these circumstances, the Field Director will continue working to identify or develop an appropriate field placement. An agency's inability or decision not to accept a student does not, by itself, constitute student failure in the field placement process.

Field placements cannot be guaranteed. However, the Field Director will make reasonable efforts to identify and develop an appropriate placement throughout the semester in which the student completes the pre-field placement process. If an appropriate placement cannot be secured by the end of that semester, the student's entry into field education may need to be delayed until a subsequent semester. The Field Director will communicate with the student regarding the status of the placement process and any anticipated delay.

If a delay in field placement would create a significant barrier to the student's timely completion of the BSW degree, the Field Director and Program Director will work with the student to review available academic options. Options may include continuing the placement process for a subsequent semester or discussing other appropriate academic pathways. Students should understand that the acceptance and applicability of previously completed coursework by another program or institution is determined solely by that program or institution.

A separate process applies when suitable field agencies decline to accept a student because of concerns related to the student's professional readiness or conduct during the placement process. If two suitable field agencies decline to accept a student based on documented concerns regarding professional presentation, communication, maturity, readiness for field education, interview performance, or other significant professional concerns identified by the Field Director, the Field Director may refer the matter to the Program Director for further review.

The purpose of this review is to distinguish between circumstances in which an appropriate placement cannot be secured and circumstances in which repeated placement concerns may indicate that the student is not currently prepared to enter field education. The Field Director will provide the Program Director with information regarding the placement attempts and identified concerns. The Program Director will review the matter in accordance with BSW Program academic and professional standards and applicable

Murray State University policies and procedures. Administrative withdrawal from field courses may be considered when warranted under applicable University policies.

Prior to Starting a Placement

Students must have completed the Field Orientation module, required paperwork and submitted purchased liability insurance. Students are expected to complete any agency pre-internship requirements prior to a student attending their first day. This may include but not limited to agency required background checks, child welfare/abuse registry checks, immunization records, TB skin tests, or other health and safety requirements. Students must comply with agency requirements for special screenings.

Some agencies may cover associated costs; however, students should be prepared to pay for these requirements if the agency does not. Failure to complete required agency onboarding requirements may prevent the student from beginning or continuing the field placement. The matter will be referred to the Field Director and, when appropriate, the Program Director for review under applicable field education, program, and University policies. Failure to resolve the requirements may result in delay or removal from field education and may affect successful completion of SWK 499.

Field Hours

The internship will begin the last semester of the student's senior year. These start dates vary and are consistent with the academic calendar set forth by Murray State University. Only those students who have made other arrangements for accommodations with the Field Director will be permitted to an alternative schedule. If the student begins earlier than the stated beginning of the semester, those hours will not be counted as part of the 400 internship hours. The only exception to this rule is "mandatory orientation" of the agency that is only scheduled prior to placement date.

The practicum consists of a 16-week block placement requiring a minimum of 25 agency-based hours per week. The schedule agreed to by the student, the agency, and the program does not change if the student completes the hours before the end of the 16-week semester. Exceptions (military duty, maternity, etc.) must be approved by the Field Director. Students should not independently alter their field schedule, reduce their weekly hours, or change their placement dates without prior approval from the Field Director. Finals week may be used to finish hours and final evaluations, if needed.

The student must work hours like those of agency professional staff and if the student works extra hours, they must abide by agency policies for using comp time. The student must abide by federal requirements for hours worked and take a half hour lunch daily. Taking time off for lunch, driving to and from internship, or any other time missed does not count towards the minimum number of required hours. During the summer field placement, special arrangements may be made to complete the required hours.

In addition to the required agency-based hours, students are required to participate in the weekly Field Seminar as a component of the field education experience. Field Seminar hours are required in addition to the minimum 25 agency-based hours per week and do not reduce the student's required agency-based field hours. Students will submit a spreadsheet tracking their hours on a weekly basis that has been verified and signed by their Field/Task Instructors. Timesheets must be submitted by the designated deadline. Hours from the previous week will not count toward the required 400 hours if the timesheet is not submitted on time. Students are responsible for accurate and timely documentation of their hours.

The Field Director also reviews and verifies hours while meeting with the student and their Field and/or Task Instructors during the mid-term and final evaluations.

The BSW Program requires that all students complete their 400 hours in field practicum in person at one approved agency site. Virtual or remote field practicums are not permitted. Exceptions may be made only under extenuating circumstances, such as declared public health emergencies and must receive prior written approval from the Field Director. Any student completing field hours outside the approved parameters without authorization will be considered out of compliance with program requirements.

Field Standards and Expectations for the Student

1. The student is expected to meet the course requirements for each level of field instruction and be in good standing.

   SWK 498-Senior Seminar- SWK 310, 312, and SWK 313. SWK 312 or 313 may be taken concurrently.

   SWK 499-Field Practicum- Formal admission to the social work program, consent of field education review committee and completion SWK 498

2. Prior to beginning the field practicum, students must acknowledge that they have read, understand, and agree to comply with the policies and expectations outlined in the Field Manual.

3. Make arrangements to complete the required 400 hours of field. There are few sites with non-traditional hours, therefore, creating a schedule to the get the necessary hours is not the responsibility of the MSU Social Work Department and falls to the student.

4. Students must adhere to the National Association of Social Workers (NASW) Code of Ethics throughout the field practicum. Students are required to review the NASW Code of Ethics during the first week of placement and are expected to demonstrate ethical and professional conduct in all field activities. Violations of ethical standards may result in removal from the field placement and/or additional action in accordance with BSW Program policies.

5. Students are expected to conduct themselves in a manner consistent with the standards and expectations of the University, the BSW Program, and the social work profession. It is mandatory that the students maintain the confidentiality of agency records.

6. The student will not alter the program requirements or any other condition of his or her field place Students must maintain the confidentiality of all agency records and client information and comply with applicable agency, university, and professional requirements related to privacy and confidentiality.

7. The student will adhere to the Agency's schedule of holidays, closings, etc. Students must consult with their Field Instructor to negotiate time off during these breaks in the academic calendar. The student will adhere to the Agency's schedule of orientation and in-service training as a requirement of her/his practicum.

8. The student must keep a record of the number of hours they work in the field.

9. Students are responsible for maintaining copies of their Learning Plan, evaluations, assignments, timesheets, and other required field-related documentation throughout the practicum. Required completed documents must be submitted to the Field Office according to established deadlines. Students are encouraged to retain copies of their field records through graduation.

10. Practice experience in the application of knowledge, values and ethics, and practice skills with client systems of all types and sizes—individual, family, group, and community.
11. Apply critical thinking skills to analyze the impact of social policies and agency practices on client systems, workers, and other community agencies.
12. Actively participate in the evaluation process, seek ongoing feedback from the Field Instructor and participate in the required mid-term and final evaluations meetings with the Field Instructor, Task Instructor (where applicable) and the Field Director.
13. Bring to the Field Instructor any problems or dissatisfaction with the field experience to constructively find possible solutions. In the event, the problems are unresolved, schedule an appointment with the Field Director.

Special Requirements for Field Placements

Background Checks and Other Additional Documentation

Many agencies that serve as field sites require additional documentation such as background checks, child welfare/abuse registry checks, immunization records, TB skin tests, or other health and safety requirements. Students must comply with agency requirements for special screenings.

Some agencies may cover associated costs; however, students should be prepared to pay for these requirements if the agency does not. Failure to submit required background checks or to comply with an agency's onboarding requirements will result in automatic failure of the field practicum and referral to the Program Director for further review.

Having a criminal history does **not** automatically disqualify a student from field placement. However, students must understand that their individual history may limit available field sites during practicum and may impact employment opportunities after graduation. Requirements and restrictions vary by state, agency, and personal circumstances. Students are responsible for understanding and navigating any limitations related to their background. Failure to disclose a criminal background on the application, if later discovered, may result in dismissal from the social work program.

Obtaining Professional Liability Insurance

Each student is required to purchase professional liability insurance policy to cover the term of the field placement and show proof of purchase by the first day of the semester in which the internship is to be carried out. No student may begin the internship without a copy of the insurance policy uploaded to the appropriate place in the current Learning Management System**.**

The Department requires a minimum individual coverage of $1,000,000 occurrence/$5,000,000 aggregate. There will be no exceptions. Failure to qualify for or obtain liability coverage by the beginning date of practicum will result in a student not being allowed to begin field placement and possibly being withdrawn from the field courses. Insurance options will be provided by the Field Director.

Transportation and Commuting

Students should anticipate that their field practicum placement may require travel beyond their immediate residential area. While the Field Director makes every effort to place students within a reasonable distance from their home community, placement decisions are based on agency availability, educational needs, and the student's learning goals.

As a result, students may be assigned to agencies located in other cities or counties and should be prepared to commute as needed. Reliable transportation is essential to meet attendance and professional expectations in the field. Time spent traveling to and from the student's residence and field placement agency is considered commuting time and does not count toward required field practicum hours**.** Travel time between locations during the student's scheduled field practicum activities may be counted when it is part of an approved field-related activity and is consistent with agency and program expectations.

Students are prohibited from transporting agency clients in their personal vehicles or in an agency vehicle. Students may accompany agency staff in the staff member's personal vehicle or an agency-provided vehicle when the staff member is driving, and the travel is related to the student's field learning activities. Students may not drive a personal vehicle or an agency vehicle to a client's home or transport clients as part of the field practicum. An exception may be made for students approved for an employment-based internship when driving to clients' homes and/or transporting clients is an established and required responsibility of the student's regular employment.

Murray State University is not responsible for transportation arrangements, transportation-related expenses, vehicle damage, traffic violations, or accidents that occur while a student is traveling to or from the field placement or while driving in connection with field practicum activities.

Safety

Students are encouraged to be aware and consider that social work practice include some potential risk to personal safety. It is the student's responsibility to assess risks of environmental factors and take precautions to ensure personal safety. It is the expectation of the student to follow the safety policies and protocols for service delivery within the agency or when making home visits and/or community services.

Students must follow the agency's guidelines on Universal Precautions. All students must follow Center for Disease Control, state guidelines, and agency protocol regarding public health matters. If a student has any safety concerns regarding their field agency, the concerns must be reported to the Field Director immediately.

Agencies are expected to take reasonable measures to ensure the safety of each student. At a minimum, the same security and safety procedures provided to the agency staff must be provided to field practicum students. In certain circumstances students may need additional support and security.

All personal safety incidents, (e.g. an accident during placement which may have resulted in student injury or a case of sexual harassment or stalking) must be reported immediately to the Field Director by either the student or Field Instructor.

If the student's supervisor is not available or at the agency, the student should be assigned temporarily to another supervisor for safety and liability reasons.

> All Murray State University faculty and staff comply with the Murray State University's Title IX policies and procedures for reporting sexual harassment, sexual violence, stalking and domestic/dating relationship violence. For more information go to https://www.murraystate.edu/about/administration/titleix/training-resources.aspx or contact the Title IX Coordinator

In the event of an emergency or threat to safety while on Murray State University Campus please inform Campus Security at 270-809-2222.

In the event of an emergency or threat to safety while at your field practicum site, follow safety procedures of your field placement and notify the Field Director as soon as possible.

Employment

Many students in the BSW program are employed on a part-time or full-time basis. Students who are employed are responsible for communicating with their employers and making arrangements to ensure they are available for the required practicum schedule. Students should not assume that employment obligations will be accommodated by the field placement agency or the BSW program.

Field practicum placements generally occur during the regular business hours of the assigned agency. Evening and weekend placements are limited, may be difficult to secure, and are not guaranteed. Students who have employment, family, or other scheduling obligations should consider these commitments when preparing for the practicum and should be prepared to adjust their work schedule as necessary to meet field practicum requirements.

Employment Based Internships

Field education is an educational experience designed to provide students with opportunities to develop and demonstrate the competencies required for entry-level generalist BSW practice. Students may request to complete their field practicum at their current place of employment when the employment setting can provide an appropriate educational experience and meet all BSW Program and applicable accreditation requirements.

Approval of an employment-based field placement is not guaranteed. The Field Director must approve the placement before the student may begin counting hours toward the field practicum.

Compensation

Students participating in an employment-based field placement may receive compensation from the employing agency in the form of salary, stipend, or other agency-provided compensation, at the sole discretion of the agency. The BSW Program does not determine, regulate, or guarantee whether a student receives compensation for an employment-based field placement.

Any compensation arrangement is separate from the BSW Program's evaluation and approval of the educational components of the field placement. Compensation does not exempt the student or agency from meeting any field education requirements, including required field hours, supervision, Learning Plan requirements, competency development, or evaluation.

An employment-based field placement must provide a clear educational component that is distinct from the student's regular employment responsibilities. The agency must demonstrate that the proposed placement provides meaningful opportunities for the student to develop and demonstrate the nine social work competencies at the entry-level generalist BSW practice level.

Employee duties and assignments may count toward field education hours when they are directly related to the student's approved Learning Plan, the nine social work competencies, and generalist BSW practice. Routine employment duties do not automatically qualify as field education hours.

The following requirements must be met:

- The agency must provide an appropriate learning environment and assignments that support the student's development of the nine social work competencies.

- The proposed field assignments must be identified and connected to the student's Learning Plan and required competencies.
- The Field Instructor must meet the BSW Program's Field Instructor qualifications, including a BSW or MSW from a CSWE-accredited social work program and have at least two years of post-social-work-degree practice experience.
- The Field Instructor must provide at least one hour of individual field education supervision each week.
- Field education supervision must be separate from employment supervision, even when the same individual serves as both the employment supervisor and Field Instructor.
- Field education supervision must focus on the student's educational experience, Learning Plan, competency development, field assignments, professional development, and progress toward entry-level generalist BSW practice.
- Field education supervision must be documented separately from employment supervision on the student's weekly timesheet.
- The student and appropriate agency representatives must complete and sign the Employment-Based Internship Request before the placement begins.
- The Field Director must review and approve the proposed arrangement before field hours may be counted.

The roles of employment supervisor and Field Instructor are distinct, even when they are performed by the same individual. Employment supervision addresses the student's responsibilities and performance as an employee, including job duties, agency policies, productivity, attendance, and employment-related performance expectations.

Field education supervision addresses the student's educational development and must include discussion of field assignments, application of social work knowledge and skills, competency development, professional growth, ethical practice, and progress toward the Learning Plan.

Employment supervision time does not substitute for the required field education supervision time. Please complete the Employment Based Request Form.

Changes in Employment Status
An employment-based field placement depends upon the continued ability of the agency to provide an approved field education experience. The student must notify the Field Director in writing within 24 hours if:

- the student is terminated from employment;
- the student voluntarily leaves employment;
- the agency no longer permits the employment setting to be used for field education; or
- a significant change in the student's employment duties or status affects the approved field placement.

When employment ends or the approved employment-based arrangement can no longer continue, the Field Director will review the circumstances with the student and determine an appropriate course of action. When necessary, the BSW Program will initiate the process for identifying an alternative approved field placement so the student can continue working toward completion of field education requirements.

Students should not independently change their field placement, field duties, supervision arrangements, or field schedule following a change in employment. Any change to an approved employment-based field placement requires prior approval from the Field Director.

Non-discrimination Policy and Students with Disabilities

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.
For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155, (270) 809-3361.
Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence.
For more information, contact the Assistant Vice President for Equal Opportunity and Title IX (OEO)/Title IX Coordinator, 103 Wells Hall, Murray, KY 42071. 270-809-3155, 270-809-6887
Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270- 809-2018, 270-809-5889.

If a student requires accommodation, the student must provide documentation from the MSU Office of Student Disability Services explaining the nature of the accommodation prior to beginning the placement process.

Responsibilities Once in Field Placement

Field Practicum Learning Plan

The field practicum provides students with an opportunity to integrate classroom learning with supervised social work practice. Throughout the field experience, students are expected to demonstrate the knowledge, values, skills, and cognitive and affective processes associated with the CSWE competencies.

Students must complete and submit a Learning Plan within three weeks of beginning their field placement. The Learning Plan identifies learning activities and practice opportunities that allow students to develop and demonstrate the CSWE competencies within their specific field setting.

The program provides standardized learning tasks to support competency development across a variety of practice settings. Students are also required to develop one or more additional learning tasks based on the services, populations, responsibilities, and learning opportunities available at their agency. Additional tasks must be reviewed and approved by the Field Instructor and Field Director.

The completed Learning Plan must be submitted to the Field Instructor and Field Director for review, approval, and signatures. Students are responsible for obtaining all required signatures and maintaining the original Learning Plan throughout the field placement.

The Learning Plan serves as the foundation for the student's formative and summative evaluation each semester and should be updated as appropriate to reflect the student's progression in competency development. Students may not earn field hours until their Learning Plan has been approved. Failure to submit the Learning Plan within three weeks of beginning the placement may result in removal from the field placement.

Students should retain a copy of their completed Learning Plan and related field documents for their records through graduation. Review the syllabus for description and additional information regarding assignment expectations.

Field Seminar Assignments

Students will have required assignments in SWK 499 Field Practicum. Be sure to review the syllabi each semester for a description and additional information regarding expectations for each assignment. Field Instructors have the latitude to require additional assignments to assist students in acquiring relevant knowledge and skills.

Documentation of Completed Hours

Students will submit a spreadsheet tracking their hours on a weekly basis that has been verified and signed by their Field/Task Instructors. The Field Director also reviews and verifies hours while meeting with the student and their Field and/or Task Instructors during the mid-term and final evaluations.

Addressing Concerns in Field Education

The BSW Program is committed to supporting students' academic success, professional development, and preparation for ethical and competent social work practice. Concerns may arise during field education related to academic performance, professional conduct, interpersonal interactions, ethical behavior, field performance, or other behaviors that affect the student's ability to successfully participate in field education.

The BSW faculty have a responsibility to support students' professional development while also serving as gatekeepers to the social work profession. Concerns will be addressed in a timely, consistent, developmental, and fair manner, with consideration given to the nature, severity, frequency, and circumstances of the concern. This process provides a framework for identifying, documenting, addressing, and resolving concerns related to student academic, interpersonal, ethical, or professional behavior.

Process:

1. A concern may be identified at any point by a Field Instructor, Task Instructor, Field Director, faculty member, agency personnel, or other individual involved in the student's field education. Concerns may include, but are not limited to:
    - Academic performance or progress;
    - Attendance or participation;
    - Interpersonal or communication concerns;
    - Professional conduct or judgment;
    - Failure to follow university, program, course, or agency policies;
    - Failure to demonstrate appropriate professional boundaries;
    - Concerns related to confidentiality or privacy;
    - Behavior inconsistent with the NASW Code of Ethics;

- Dishonesty, misrepresentation, or academic misconduct;
- Behavior that interferes with the learning environment or the work of others;
- Failure to meet field education expectations;
- Behavior that raises concerns regarding professional suitability or readiness for social work practice; or
- Other behavior that may negatively affect the student, clients, classmates, faculty, field instructors, agency personnel, or the profession.

2. Whenever appropriate, concerns should first be discussed with the student to provide an opportunity for clarification, feedback, and corrective action. Minor or isolated concerns may be addressed through supervision, feedback, advising, or other supportive measures without initiating a formal review.
3. When a concern is related to field education and cannot be resolved through the student's Field Instructor, Task Instructor or external Field Instructor, the concern should be documented in writing and submitted to the Field Director. The Field Director will review the concern and may meet with the student, Field Instructor, Task Instructor, or other individuals as appropriate.

4. The Student Review Form will be shared with the student before submission whenever practicable. The student will be provided an opportunity to submit a written response or rebuttal and may provide relevant documentation or other information for consideration. The student's response does not necessarily require agreement between the student and faculty member. The purpose of the response is to ensure that the student has an opportunity to provide relevant information before the concern is formally reviewed.

5. The completed Student Review Form and relevant supporting information will be submitted to the appropriate BSW program administrator or department chair for review. When further action is warranted, the BSW program faculty may review the concern and determine an appropriate response based on the nature, severity, frequency, and circumstances of the behavior. Responses may include, but are not limited to:

    - Resolve the concern through consultation, clarification, supervision, or additional monitoring;
    - Develop a Student Improvement Plan;
    - Require additional documentation, supervision, or follow-up;
    - Consult with the BSW Program Director;
    - Refer the concern to the BSW faculty for review; or
    - Take other appropriate action consistent with University and BSW Program policies.

The goal of this process is to provide the student with a reasonable opportunity to address concerns and demonstrate progress whenever circumstances permit.

6. Not all concerns require progressive intervention. Behavior that presents a significant or immediate risk to the safety or welfare of a client, student, field instructor, faculty member, staff member, agency, or other individual; constitutes a serious violation of professional ethics; or demonstrates significant impairment in professional judgment or suitability may result in immediate review and may warrant removal from a field setting, non-continuance, or dismissal from the BSW program. Examples may include serious breaches of confidentiality, significant violations of the NASW Code of Ethics, threats or acts of violence, serious dishonesty or misrepresentation, or other conduct that presents a substantial concern regarding the student's ability to safely and ethically participate in social work education or practice. Immediate action

may be taken when necessary to protect clients, students, faculty, field instructors, agency personnel, or others.

7. In the event removal from a field setting, non-continuance, or dismissal from the BSW program

    - Hours worked at the former agency may or may not be counted toward the 400-hour minimum at the discretion of the Field Director and/or Program Director under the circumstances of termination.
    - The student may be replaced in the same semester at a different agency. A decision made by Field Director and/or Program Director.
    - The student may be given an incomplete, "I", grade and must redo the internship at a different agency the following semester. A decision made by Field Director and Program Director.
    - The student may be failed in the internship and may be allowed to reregister the following semester with the permission of the Program Director.
    - The student may be failed in the internship and terminated from the social work program, with the concurrence of the Department Chair.

Field Practicum Evaluation/Grading

SWK 499 is a competency-based field education course. Students are evaluated on their academic work, intentional development of social work competencies, professional participation in the field placement, completion of required field hours, and demonstrated competency in social work practice. Students must satisfy all required components of the Field Practicum to successfully complete SWK 499. A student's cumulative Canvas point total does not, by itself, determine whether the student passes Field Practicum.

Students must meet the following four requirements:

1. Complete required academic and field assignments
2. Complete and document 400 verified field hours
3. Demonstrate satisfactory progress and final competency
4. Receive a minimum rating of 3 on every required competency on the Final Field Evaluation

Students must demonstrate competency in each of the nine Competency Areas. Each competency area has specific behaviors that students are expected to successfully demonstrate in order to be competent in that particular standard. Instructions for rating the Learning Plan Evaluation can be found on the front page of the Learning Plan.

Planning for the final evaluation should begin at the start of the semester. All parties— the Field Instructor, student, and Field Director—should review the Core Competencies and behaviors to ensure that the criteria are met over the course of the semester. Each Director visit/contact will include a discussion of how the Core Competencies are being met and to brainstorm ways of meeting any that seem to be problematic. Any such difficulties should be addressed well in advance of the final evaluation.

The Field Director uses University supported video conferencing software, Zoom, to conduct field visits with students and Field Instructors rather than driving to the agency.

Students are evaluated as a formative assessment at midterm and as a summative assessment at the final field evaluation at the conclusion of each semester based on their performance on the (behavioral indicators) core competencies. Field Instructors and students are asked to complete evaluations using a copy of the Learning Plan independently, compare results, and reach an agreed-upon conclusion prior to

the Field Director's meeting. Spaces for commentary are provided related to each competency and at the end of the form. These should address strengths, areas for continued learning, and any other areas deemed noteworthy by any of the three parties. Again, it is anticipated that any concerns will have been addressed well in advance of the final evaluation.

Any student who believes that he/she has been unfairly graded must follow the University appeal procedures outlined in the BSW Student Handbook.

Important: Students must meet both the course grading requirements and the Field Practicum completion requirements to successfully complete SWK 499. A student may earn enough course points to meet the minimum passing grade but still be unable to successfully complete SWK 499 if required Field Practicum requirements have not been met. These requirements include, but are not limited to, accruing 400 verified field hours and meeting the required benchmark scores on the Final Field Evaluations.

The final grade is assigned by the university Field Director after reviewing the evaluation of the student's field performance and the student's completed field seminar assignments and all other required work.

Evaluation of Field Process

Social work education is excellence driven. We must remain dynamic and forward-thinking by actively engaging with the practice community and other key stakeholders while continuously developing and evaluating new knowledge and technology. Feedback is essential—not only for our program but also for our social work students. Therefore, evaluations from a diverse range of sources are required.

At the conclusion of the field practicum, all students are required to evaluate their placement experiences and the overall effectiveness of the field instructor and agency as a practicum site. The information provided will not be shared with the Field Instructor and the evaluative tool will be used as a basis for evaluating future placements in the agency. The evaluation tool will be provided to students through Canvas.

Agency/University Relationships and Responsibilities

The BSW program and each field agency share responsibility for providing a structured, educationally appropriate, and supportive field practicum experience. Prior to a student being accepted for placement, the agency and the University will enter into a formal affiliation agreement outlining the mutual expectations and responsibilities of the agency and the BSW program.

Field agencies are expected to:

- The agency and the School will enter into an agreement regarding the mutual expectations for affiliation prior to a student being accepted for placement.
- Participate in meetings with the Field Director and/or other Field Education staff as needed. Meetings may be conducted virtually via Zoom and may occur during the initial development of a field site or throughout the student's placement.
- Provide a sufficient variety, quality, and quantity of learning experiences to support competency-based generalist social work practice.
- The agency will be expected to assure the availability of case material and work activities for instructional use.
- Provide opportunities for students to attend staff meetings and participate in appropriate interdisciplinary, collaborative, and professional activities.

- The agency should allow its Field Instructors adequate time for student supervision and for attendance at seminars and other meetings pertinent to this role.
- The agency should have formal safety policies and procedures. These procedures should be discussed with students in the beginning of placement.

Field Instructor Orientation

Orientation sessions are held annually for all agency Field and Task Instructors. Completion of the orientation video is required for all new Field Instructors prior to or at the beginning of their service as a Field Instructor. The orientation video also serves as a refresher for current Field Instructors. These sessions are designed to acquaint the agency representatives with the various requirements for BSW program. MSU offers Multimedia training for Field and Task Instructors using a pre-recorded training video and digital copies of the program manuals.

Orientation to the Agency

The agency Field Instructor is responsible for providing the student with an orientation to the agency, its programs and services, the populations served, agency policies and procedures, and the student's role and responsibilities within the organization.

Agency orientation must occur during the first week of the student's field practicum and should provide students with the information necessary to begin their field activities safely and appropriately.

Change in Practicum Placement

Any changes in a student's field placement after the agency assignment becomes the responsibility of the Field Director. Changes in placement are designated for extreme and exceptional cases during the semester and should be submitted in writing to the Field Director. Prior to any change, the student and the Field Director, Field Instructor or Task Instructor (where applicable) may determine the following.

1. The agency is no longer able to provide the learning experiences needed and required for the student's educational growth as determined by the agency Field Instructor or Task Instructor (where applicable) and the Field Director.
2. The relationship between the student and Field Instructor or Task Instructor (where applicable) will no longer be conducive to the student's continued learning.
3. Unethical practices and/or exploitations of the student are occurring at the agency.
4. The student chooses to terminate or is terminated from their employment-based internship.

All efforts must be made to rectify any problems or concerns to preserve the current placement. If all efforts are not successful, then the Field Director will:

1. Notify the Field Instructor regarding the withdrawal of the student from the practicum site.
2. Notify the student of his/her/their withdrawal from the practicum site.
3. A mutual decision regarding the student's plans, new placement, or other arrangements will be made between the Field Director and the student.
4. Documentation detailing the change will be recorded in the student's file and the agency file at the university.

Confidentiality

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. Failure to do so is a direct violation of the client's rights to privacy and NASW Code of Ethics 1.07.

Roles of Field Staff

Successful field education depends on a collaborative relationship among the BSW Program, field agencies, Field Instructors, Task Instructors (when applicable), and students. Clear roles and responsibilities help ensure that field placements provide intentional, educationally directed, supervised, and competency-based learning experiences.

Field Director

The Field Director has primary administrative and educational responsibility for the field practicum component of the BSW Program. The Field Director is responsible for ensuring that students receive appropriate, educationally directed, and monitored field experiences that support the development and demonstration of the CSWE competencies.

The Field Director's responsibilities include:

Administrative Responsibilities

- Ensure that required student application and placement documents are completed and on file before placement.
- Develop and approve field agency placements.
- Assign students to approved field agencies.
- Ensure that a current MOU is established and maintained for each placement.
- Coordinate annual orientation and training for Field Instructors.
- Monitor and document student field hours.
- Maintain required field education records.
- Coordinate the field evaluation process and assign the final course grade in accordance with program requirements.

Educational and Supervisory Responsibilities

- Conduct and/or oversee field seminars.
- Collaborate with faculty, students, Field Instructors, and agencies to evaluate and strengthen the field education curriculum.
- Consult with students, Field Instructors, and Task Instructors as needed.
- Support the development and revision of student Learning Plans and field learning activities.

- Monitor communication and the supervisory relationship between the student and Field Instructor and facilitate problem-solving when concerns arise.
- Review and monitor student field seminar assignments.
- Respond to concerns or problems identified by students, Field Instructors, or Task Instructors.
- Ensure that the educational purpose and competency-based focus of the field placement are maintained.
- Monitor student progress toward demonstration of the CSWE competencies throughout the practicum.

Field Director's Placement Contacts

Following placement confirmation, the Field Director initiates contact the Field Instructor approximately two weeks before the beginning of the semester. The Field Director will:

- Confirm that the Field Instructor has received or reviewed the Field Manual, course syllabus, and other relevant field education materials.
- Explain the Field Instructor's role in supporting student learning and competency development.
- Reinforce the expectation that the Field Instructor and student participate in weekly supervision to discuss the student's practice experiences, learning activities, and field seminar assignments.
- Explain the Field Director's role in monitoring student progress and supporting the student and Field Instructor throughout the semester.
- Remind the Field Instructor that evaluation meetings will occur at approximately the midterm and end of the semester and that additional consultation is available whenever concerns arise.

Approximately two weeks after the semester begins, the Field Director will contact the Field Instructor to assess the student's initial progress, confirm that the placement is functioning appropriately, and identify any questions or concerns requiring follow-up.

Midterm and Final Contacts

The Field Director schedules and participates in the formative and summative assessments at the midterm and final evaluation meetings with the student and Field Instructor and, when applicable, the Task Instructor.

During each evaluation, the student and Field Instructor review the competencies and associated behaviors identified in the Learning Plan. The evaluation process considers the student's demonstrated practice behaviors, progress toward competency development, areas requiring additional learning or support, and overall performance in the field setting.

The midterm evaluation provides an opportunity to assess progress, identify areas requiring additional development, and establish plans for continued learning during the remainder of the placement.

The final evaluation assesses the student's overall progression and demonstration of the expected competency behaviors at the applicable end-of-placement benchmark.

Students are expected to have opportunities to demonstrate all required competency behaviors during the field placement. A behavior may be identified as Not Applicable (NA) early in the placement when the student has not yet had an appropriate opportunity to demonstrate it. As the placement progresses, the Field Instructor and Field Director should identify or create appropriate learning opportunities to ensure that students have the opportunity to demonstrate all required competency behaviors before completion of the practicum.

Field education communication and monitoring may occur through email, telephone, virtual meetings (including Zoom), field seminar, and agency or campus visits, as appropriate.

Agency Field Instructor

The Field Instructor is a qualified social work professional employed by the field agency who provides educational supervision and supports the student's development of generalist social work practice competencies. Field Instructors are selected by the agency based on their professional competence, experience, commitment to social work education, and ability to provide appropriate supervision and learning opportunities.

1. Participate in Field Instructor orientation and training provided by the BSW Program.
2. Arrange for student orientation at the beginning of their field placement;
3. Collaborate with the student and Field Director (as needed) in developing and reviewing the student's Learning Plan to ensure that identified learning activities and practice opportunities are appropriate to the agency and support development of the CSWE competencies.
4. Provide the student with a minimum of one hour of formal, individual supervision each week. The Field Instructor should provide ongoing feedback and promptly communicate significant concerns regarding student performance or professional behavior to the student and Field Director.
5. Teach and reinforce agency policies, procedures, documentation and recording requirements, applicable regulations, and other expectations necessary for the student's effective participation in the agency.
6. Provide opportunities for the student to participate in appropriate agency activities, department or team meetings, community activities, professional events, and other experiences that support generalist social work practice.
7. Provide practice experiences and relevant feedback, and assisting students in goal attainment;
8. Participate in the midterm and final evaluation processes, providing oral and written feedback regarding the student's performance and progression.

The Field Instructor should maintain regular communication with the Field Director and promptly communicate concerns regarding student performance, professional behavior, ethical issues, supervision, or the student's ability to meet field requirements. The Field Instructor may request consultation with the Field Director at any point during the placement. The BSW Program also maintains a process for addressing changes in field supervision. If a Field Instructor becomes unable to provide appropriate supervision or facilitate the student’s learning, the Field Instructor or agency is expected to notify the Field Director. The Field Director works with the agency to identify and approve another qualified Field Instructor to ensure continuity of supervision and the student’s field learning experience.

Agency Task Instructor

The agency Task Instructor is used to indicate an agency employee who assumes certain responsibilities for the student's field education. A Task Supervisor may be utilized when a student can benefit from regular interaction with a professional whose expertise or responsibilities provide valuable learning opportunities within the student's field placement. The Task Supervisor is selected by the Field Instructor, in consultation with the Field Director when appropriate, based on the individual's professional experience, expertise, and ability to provide relevant practice instruction. The Task Supervisor may assist with day-to-day assignments, activities, and practice supervision. The Task Supervisor does **not** replace the Field Instructor or assume the Field Instructor's overall responsibilities for the student's educational experience.

Role of the External Field Instructor

An External Field Instructor may be used when an agency provides an appropriate educational opportunity but does not have a qualified social work professional available to serve as the agency-based Field Instructor.

When an external Field Instructor is approved by the Field Director, the agency identifies a Task Supervisor who provides day-to-day direction, assignments, and practice supervision within the agency. The External Field Instructor provides the student's social work educational supervision and fulfills the responsibilities of the Field Instructor as outlined in this Field Manual.

The External Field Instructor must meet the BSW Program's requirements for Field Instructors, including holding a BSW or MSW degree from an appropriately accredited program and meeting the program's professional experience requirements.

The External Field Instructor works collaboratively with the Task Supervisor to obtain information regarding the student's assignments, practice activities, performance, and progress. The External Field Instructor is responsible for ensuring that the student's field experience supports the Learning Plan and CSWE competencies and participates in the student's midterm and final evaluations.

The use of a Task Supervisor or External Field Instructor does not diminish the BSW Program's responsibility for monitoring the student's educational experience or the student's responsibility for meeting field education requirements.

Code of Ethics Agreement

Please read the National Association of Social Work Code of Ethics. You can review it online at the following address: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Once you have accessed the NASW homepage, review all of the following sections of the Code of Ethics: Preamble, Purpose, Ethical Principles, and the Ethical Standards to Clients, to Colleagues, in Practice Settings, as Professionals, to the Profession, and to the Broader Society.

_____ I have reviewed and understand the NASW Code of Ethics.

_____ I agree with, support, and commit myself to uphold the principles contained within the NASW Code of Ethics.

_____ I understand that any violation of the principles contained within the NASW Code of Ethics can result in my removal from the Social Work Major.

_____
(Name - Print)

_____
(Signature)

_____
(Date)

Field Manual Acknowledgment Statement

The MSU BSW Student Handbook can be reviewed and/or printed from the Bachelor of Social Work (BSW)'s Homepage:

1. Insert links

_____ I acknowledge that I have received, read, and understand the contents of the BSW Field Education Manual.

_____ I agree to abide by the policies, procedures, and expectations outlined within it, and I understand that it is my responsibility to seek clarification from the Field Director or other designated faculty if I have any questions or concerns.

_____ I confirm my commitment to uphold the standards of the Murray State University Social Work Program and to conduct myself in a manner consistent with the values and ethics of the social work profession.

_____
(Name - Print)

_____
(Signature)

_____
(Date)

BSW Student Review Form

Student: _____ M#:_____

Course:_____ Section: _____ Sem/Yr: _____

Professor: _____

I perceive this student is demonstrating particular problems in this course that potentially could interfere with success as a social worker. Entries that are checked indicate observed problems with the National Association of Social Workers Code of Ethics, Academic Performance/Professional Behaviors. Additional information or needed explanation can be recorded or attached to this form.

____ NASW Code of Ethics/Professional Conduct

____ Academic Performance

____ Professional Behaviors

Describe the specific behavior, incident, or pattern of behavior observed:

_____
_____
_____
_____
_____

How does this concern affect the student's academic performance, professional development, or potential social work practice?

_____
_____
_____
_____
_____

If applicable, identify the relevant NASW Code of Ethics provision, social work value, university policy, course expectation, or program standard:

_____
_____
_____
_____
_____

* Rather than perceiving problems with this student, I have identified an unusually high level of effort or ability in coursework for this student. Include comments on additional pages, if desired.

Student Comment:

Additional comment (Professor)

I HAVE DISCUSSED THESE MATTERS WITH THIS STUDENT – Date:_____

Student signature indicates that the issues have been discussed. It does not indicate that the student agrees with the issue(s).

Professor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Level	Action	Description of Problem or Concern
Informal	Discussion initiated by faculty member. No formal documentation required.	Minor behavior most likely improved with informal discussion. Does not involve a violation of professional ethics.
Advisory	Discussion initiated by faculty member. Starfish Procedures and/or Student Review Form completed by faculty member, discussed with student, and signed by student and faculty member (if Student Review Form was completed). The student's advisor, social work program faculty and the CJSWK department chair will be notified of the Advisory level process. If the Student Review Form was complete, then the student's advisor will place the original signed form in the student's academic file, and the student will receive a signed copy of the form.	Isolated episode of problem behavior or pattern of minor behavior that has not been formally brought to the student's attention. Level of training and severity of behavior are both low.
Remediation (Continuation in the program dependent on successful completion of the Student Assistance Plan)	Meeting with all social work program faculty and student; Student Assistance Plan developed and signed by student and all social work program faculty. The CJSWK department chair will be notified of the Remediation level process. The student's advisor will place the original signed Student Assistance Plan in the student's academic file. The student will receive a signed copy of the plan.	Pattern of problem behavior or performance or serious violation of academic achievement, field performance, professional dispositions or ethical standards.
Non-continuance	Meeting with student, all social work program faculty, and CJSWK department chair; suspension of training. Student Assistance Plan is developed and signed by student and all social work program faculty. The student's advisor will place the original signed Student Assistance Plan in the student's academic file. The student will receive a signed copy of the plan.	Clear indication that student behavior and performance is not conducive to professional development and/or places clients/students at risk. Determination made by all social work program faculty.
Expulsion from training	Meeting with student, all social work program faculty, and CJSWK department chair. Student prohibited from continuing in the MSU Social Work Program.	Problem is so severe that continuation in the program is denied (e.g., a serious safety or legal issue) or student shows no or little serious effort to remediate an existing problem. Decision made by all social work program faculty. Students facing expulsion have the right to appeal to the Dean of

		the College of Education and Human Services.