



CARVER SCHOOL OF SOCIAL WORK

Master of Social Work

MSW FIELD MANUAL

Field Practicum Manual and Policies

(subject to change – last updated February 2021)

The MSW Program at Campbellsville University is accredited by
The Council on Social Work Education

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I. Introduction

Welcome to the MSW Field Practicum at the Carver School of Social Work

This manual will serve as a resource to the MSW Field Education program at the Carver School of Social Work. Your field placement is an opportunity to put into practice your knowledge, skills and values. It is also the place to see theory in action and learn firsthand how theory, policy, research and practice intersect. Fieldwork is exciting and challenging! All of this is necessary to prepare you to become an ethical and competent master level social worker. Our goal at CSSW is to challenge you to learn the skills and knowledge you will need as a master level social worker.

The goal of the MSW Field program is to provide students the opportunity, through the practicum experience and concurrent field course, to integrate into practice the conceptual knowledge gained from coursework so students can successfully function as social work practitioners.

We, at the Carver School of Social Work, are committed to your success in the program and your future contributions to the profession.

Sincerely,

Kalon Moody

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Carver School of Social Work Master of Social Work Mission

The mission of the Master of Social Work (MSW) program is to expand career opportunities and prepare advanced generalist social service practitioners and/or administrators through advanced social work academic preparation in a Christ-centered environment. In the spirit of Christian service, graduates apply advanced level professional social work skills in regional, national and/or international settings for the purposes of improving the quality of life.

Goals of the Master of Social Work Program

The goals of the Master of Social Work program are:

1. To prepare competent and effective advanced generalist or advanced clinical level social work professionals to empower, lead and serve as practitioners, service coordinators, service administrators, policy analysts' and program developers.
2. To equip graduates with advanced generalist or advanced clinical social work knowledge, values, and skills in the preparation for service with diverse, at-risk, marginalized, oppressed populations, which exist in rural, urban, national and international locations.
3. To prepare advanced generalist social work practitioners that are skilled in evaluating and linking empirical knowledge, social work practice wisdom, and social research and practice outcomes.
4. To stimulate a desire within graduates for the pursuit of life-long-learning and Christ-centered service.

II. Field Education Program

Overview of Field Education

Field education provides an opportunity for students to integrate into practice the theoretical knowledge gained from coursework. MSW students participate in generalist social work learning opportunities intended to provide experience with Individuals, Groups, Families, Communities, and Organizations. This is accomplished through the practicum placement of students in social work service organizations.

Goals of Field Education

The goal of the MSW Field Education program is to provide students the opportunity, through a practicum experience and concurrent seminar class, to integrate into practice the conceptual knowledge gained from coursework so students can successfully function as social work generalist practitioners. All forms discussed in this manual are found at the conclusion of this manual.

Field Titles

Field education, the signature pedagogy of social work curriculum, heavily relies on the work and commitment of numerous individuals to provide an effective educational experience for future professional social workers. The field education department uses the following titles:

- *Director of Field Education* – The Director of Field Education provides leadership to all aspects of field instruction, including monitoring of field students, oversight of the evaluation of field students, and approval of field agencies. The Director of Field Education has oversight of the MSW field education program, which is responsible for the administration of the field program, including field curriculum, planning the program, development of placement processes, oversight of field course instructors, and maintaining the field manual and field forms.
- *Field Course Instructor* – Refers to the member who represents the Carver School of Social Work and provides the link between the department, the agency, and the student. The Field Course Instructor monitors, consults, and intervenes when necessary to ensure a quality field experience occurs for all students. The Field Course Instructor acts as the *liaison* between the university and the agency. The Field Course Instructors are assigned to oversee the field experience, and maintains close contact with the student and field agency instructor throughout the placement.
- *Field Agency Instructor* – staff person employed by the agency, who serves as the individual at the agency who met criteria for supervising an undergraduate social work student and agrees to provide supervision through the field experience. For Foundation Students and Advanced Standing Generalist Students the Field Agency Instructor will have earned an MSW from a CSWE accredited program and have at least two years postgraduate experience. For Advanced Clinical students the Field Agency Instructor will have a LCSW or equivalent for state of licensure.

III. Field Education Process

The Director of Field Education admits students to the Field Education Program.

Planning for Your Field Practicum

Being realistic in your thinking and planning for your field practicum is key to your success. Talk with your spouse, family and support system about your personal responsibilities and how things may need to be changed or adjusted for your academic success. (2 graduate courses typically take 20 hours of course work plus the addition of a 16 hour of practicum = 36 plus hours a week)

If you work full-time and register full-time as a student, you could be averaging 72 hours a week between work and school. Part-time is an option that might be a good fit for you if you have a full-time job, a family and/or are a caregiver to children or loved ones and cannot make adjustments or changes to your personal responsibilities.

The majority of our field agencies and the field agency instructors work during the workweek. If you are employed full-time, you might want to talk with your employment supervisor about your decision to earn your degree and if there is a modified schedule to accommodate hours during the workweek for your practicum. For some, this may not be an option, so we offer an Employment Based Practicum. If you work for a social service agency or an organization that has a social work department, the agency may apply to be a placement site by our field department. (See Employment Based Practicum in Section V for details and requirements)

Field Practicum Orientation

The Field Practicum Website can be found at the following address. It contains the Field Manual and other Field Practicum Orientation information and steps for field practicum process.

<https://www.campbellsville.edu/academics/programs/social-work/degrees/msw-field-practicum/>

Intern Placement Tracking (IPT) System

The Carver School of Social Work (CSSW) uses an Intern Placement Tracking System called (IPT). Students are be given a user code and password when they are admitted into the program. It is crucial for all students to access IPT to begin the field practicum registration process upon acceptance into the program immediately. Students will complete the Student Tab with basic demographics.

In IPT, the student can review, research and choose an agency preference from a list of Field Agencies that are of interest to you. There is a contract between these Field Agencies and the CSSW for student internships. If the student does not find an agency listed in IPT, the student initiates a search for an agency.

The student will then begin the process of contacting their preferred agency. Introduce yourself by phone using the contact information provided in IPT for the field agency or that you have secured.

Ask to speak with who is in charge of interns. Introduce yourself with your full name and explaining you are a CU Master of Social Work student and calling to inquire about a possible practicum placement.

If a slot is available and they are accepting students see if you can arrange a face-to-face interview or over the phone interview for a practicum placement.

Please research the agency and bring a notepad to take notes about what to expect from the agency practicum. After leaving, write a thank you note to the staff member who interviewed you. They should let you know verbally if your request for a practicum has been accepted. It may be at the end of the interview or it may take longer due to agency policies.

If your practicum site is also your employer, ensure the distinction of employment role and practicum role is discussed and agreed upon. Follow the Employment Based Practicum policies in this manual and contact the field office to ensure inclusion of the agency in IPT.

NASW Student Malpractice Liability Insurance

Students are required to have NASW malpractice liability insurance BEFORE beginning the practicum and documentation must be uploaded in the IPT Student page the first week of field. You will be withdrawn from the course if this is not completed within the requested time frame.

<https://naswinsure.com/home/>

Academic Requirement for Enrollment in Foundation Field Practicum

In order to enroll in the foundation field practicum, a student must have successfully completed 12 hours of core foundation classes and meet the following academic criteria:

- No D's or F's
- GPA of 3.00

If a student does not meet these criteria, they will be required to retake their courses and improve their academic standing before enrolling in the foundation field practicum.

Academic Requirements for Enrollment in Advanced Generalist Field Practicum

In order to enroll in the advanced generalist field practicum, a student must have either successfully completed the foundation year of the curriculum or have already completed a BSW from a CSWE accredited undergraduate social work program within the last seven years.

To progress to the advanced standing year, students without a BSW must meet the following criteria:

- Successfully completed the foundation curriculum
- No D's or F's
- GPA of 3.00

In order to enroll in the advanced generalist field practicum, a student must meet the following academic criteria:

- No D's or F's
- GPA of 3.00

Field Practicum Placement Deadlines

Summer Practicum

April 1 **Deadline** for submission of all Field documents
Placement Secured/Documents Completed
Field Placement entered in IPT

May Summer Semester

Fall Practicum

July 1 **Deadline** for submission of all Field documents
Placement Secured/Documents Completed
Field Placement entered in IPT

August Fall Semester

Spring Practicum

December 1 **Deadline** for submission of all Field documents
Placement Secured/Documents Completed
Field Placement entered in IPT

January Spring Semester

Field Learning Contract

The evaluation of the student's performance is an ongoing process in which the Field Course Instructor and Field Agency Instructor provide the student with constructive feedback and an accurate description of his/her performance. The student is jointly evaluated at the Midterm and Final. The Field Learning Contract is agreed upon, signed in IPT at an Initial Teleconference (within first two weeks of semester), signed at Mid-term Teleconference, and signed again at the Final Teleconference and provides the framework for the evaluation. Evaluations are tied directly to the Learning Contract for a clear picture of the competency, practice behavior, and the task being evaluated. The rating scale is located in the Field Learning Contract in IPT.

The Field Learning Contract contains all nine Social Work Core Competencies and all Practice Behaviors. Students are required to complete all listed Practices Behavior tasks within their 450-hour practicum. A joint collaboration between the student and Field Agency Instructor will decide how the tasks will be completed within the agency. Students will comment on each Competency how they completed the Practice Behaviors and Field Agency Instructor will comment on each Competency on how well the student completed the Practice Behavior and their overall comprehension of the Competency.

Students will be rated on the following scale:

Scale	Performance Measure	Description	Definition
5	Strong Competent Performance	The intern/student demonstrates strong application of the knowledge, values, and skills related to the performance of the practice behavior.	Above average performance of the practice behavior.
4	Adequate Competent Performance	The intern/student demonstrates adequate application of the knowledge, values, and skills related to the performance of the practice behavior.	Average performance of the practice behavior.
3	Emerging Competent Performance	The intern/student demonstrates emerging application of the knowledge, values, and skills related to the performance of the practice behavior.	Dependably implements the basic elements of the practice behavior.
2	Inadequate Performance	The intern/student demonstrates inadequate application of the knowledge, values, and skills related to the performance of the practice behavior.	Inconsistently performs the basic elements of the practice behavior.
1	Lacking Performance	The intern/student lacks the ability to demonstrate application of the knowledge, values, and skills related to the performance of the practice behavior.	Fails to perform the basic elements of the practice behavior.
N/A	Lack of opportunity	The intern/student has not had the opportunity to work on the skills related to the performance of the practice behavior.	**Mid-Term Rating Only**

Course Competencies, Practice Behaviors & Dimensions

The MSW Field Practicum will encompass all Competencies, all Practice Behaviors, and all Practice Dimensions.

Foundation Competencies and Practice Behaviors

1. Demonstrate Ethical and Professional Behavior

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

2. Engage Diversity and Difference in Practice

- 2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- 2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences, and
- 2.3 Apply self-awareness and self-regulations to manage the influence of personal biases and values in working with diverse clients and constituencies.

3. Advance Human Rights and Social, Economic, and Environmental Justice

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

4. Engage in Practice-Informed Research and Research-Informed practice.

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

5. Engage in Policy Practice

- 5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 5.2 Assess how social welfare and economic policies impact the delivery of and access to social services;
- 5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

6. Engage with Individuals, Families, Groups, Organizations, and Communities

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

7. Assess Individuals, Families, Groups, Organizations, and Communities

- 7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- 7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

- 8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
- 8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

Advanced Generalist Competencies and Practice Behaviors

1. Demonstrate Ethical and Professional Behavior

- A1.1 Engage with clients and colleagues conveying a strength-based demeanor and attitude.
- A1.2 Demonstrate professional and ethical social work conduct in all levels of practice.
- A1.3 Demonstrate the ability to critically analyze cases and articulate how to manage ethical issues in practice scenarios.
- A1.4 Demonstrate the ability to apply social work ethics and values to the evaluation of social intervention.
- A1.5 Engage in self-reflection and self-care practices which may include reflective trauma responsive supervision to prevent and address secondary trauma in self and organization.

2. Engage Diversity and Difference in Practice

- A2.1 Demonstrate culturally centered practice that recognizes the impact of diversity factors, to include trauma experiences and responses at the micro, mezzo and macro levels
- A2.2 Apply self- awareness to manage the influence of personal biases and values in working with diverse individuals, families, groups, organizations, communities and constituencies.

3. Advance Human Rights and Social, Economic, and Environmental Justice

- A3.1 Demonstrate effective and diplomatic skills in advocacy.
- A3.2 Deconstruct situations (culture, social, political, economic, etc.) where human rights are being violated.
- A3.3 Compare how social, economic, cultural, and political frameworks can oppress and violate human rights.
- A3.4 Recognize and seek to redress human rights, social, economic and/or environmental injustices resulting from or perpetuating trauma.

4. Engage in Practice-Informed Research and Research-Informed Practice

- A4.1 Appraise, evaluate, and propose various methods of program evaluation.
- A4.2 Collect and organize data, and apply critical thinking to interpret information from individuals, families, groups, organizations, communities, and constituencies.
- A4.3 Evaluate how personal values and biases impact research-informed practice and practice-informed research.
- A4.4 Advocate for strategies to improve practice-informed research and/or research informed practice in trauma care.

5. Engage in Policy Practice:

- A5.1 Apply analytical knowledge to assess the impact of policies; to engage in the policy proposal process and/or to amend policies that are counter to the principles of trauma informed practice or that re-traumatize, victimize, or oppress.
- A5.2 Evaluate the impact (intended and unintended) of global policies and regulations.
- A5.3 Interpret societal trends in order to develop and promote the empowerment of vulnerable populations within social work practice.

6. Engage with Individuals, Families, Groups, Organizations, and Communities

- A6.1 Establish a relationally based process that encourages Individuals, Families, Groups, Organizations, and Communities to be equal participants in the establishment of expected outcomes.
- A6.2 Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model.
- A6.3 Utilize self-reflective and intrapersonal skills to effectively engage diverse individuals, families, groups, organizations, communities, and constituencies.
- A6.4 Integrating trauma-informed principles of engagement with practices at the micro, mezzo and macro levels that are responsive to those underrepresented and oppressed in society.

7. Assess Individuals, Families, Groups, Organizations, and Communities

- A7.1 Articulates and demonstrates the influence theory has on assessment process.
- A7.2 Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model.
- A7.3 Design and conduct trauma informed assessment and planning strategies that include risk and protective factors that empower service recipients

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

- A8.1 Utilize effective leadership skills to promote sustainable changes in service delivery and practice to improve the quality of interventions.
- A8.2 Implement effective intervention strategies to work with individuals, families, groups, organizations, and communities within a particular theoretical model.
- A8.3 Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice.
- A8.4 Critically select and implement trauma-informed evidence-based interventions to address the adverse consequences of trauma.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- A9.1 Discern evaluation methods to measure the extent of change to individuals, families, groups, organizations, and communities.

- A9.2 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to achieve target outcome.
- A9.3 Critique evaluation practices informed from a particular theoretical model.
- A9.4 Systematically use evaluation to include historical or current trauma, intergenerational trauma, trauma reactions, and/or risk and resilience factors.

Course Dimensions

Within each competency, there are dimensions necessary for learning and developing the competence and practice behaviors for application in social work practice. The dimensions are indicated using the following key:

- **Knowledge (K)** – indicates location in which necessary knowledge is present that is necessary to achieve a given competency
- **Values (V)** – indicates location in which values are learned and practiced in order to demonstrate adherence to SWK values
- **Skills (S)** – indicates location in which skills are learned and/or demonstrated in order to achieve a given competency
- **Cognitive and Affective Reactions and Processes (C/A)** – indicates location in which knowledge is learned or skills are demonstrated in practicing critical thinking, affective reactions and judgment.

IV. Policies and Procedures Related to Field Practicum

Agency Practicum Requirements

Most, if not all social service agencies require at least one if not more than one background check for their volunteers/interns/practicum students. Some agencies require drug testing. Some agencies have more requirements. These items and the costs are the responsibility of the student. (Please keep in mind these items may take a few weeks to be approved when planning for your practicum approval). Hospitals have additional requirements.

Safety Requirements

The student and Field Agency Instructor meet during Week 1 of the practicum at the agency and individually review each item on the Safety Checklist. This document contains vital information for the student in the event of an emergency. The Field Agency Instructor and student sign in IPT, acknowledging review of each item on the document.

Timesheets

Students in the MSW Field Practicum are required to spend a minimum of 450 hours in an approved practicum agency under the supervision of an approved Field Agency Instructor. Field hours may not begin prior to the semester beginning, without prior approval by the Director of Field Education, and ends during the final week of the semester. An exception to field hours beginning prior to the semester include mandatory orientation/training at the agency and approved field hours earned on a CSSW service/mission trip. The Director of Field Education must preapprove these field hours. Students may complete field hours during Spring break, and Fall break but are not permitted to complete hours during Christmas break without prior permission from the Director of Field Education. Fields hours begin the first day of the semester if the student has verified obtaining their liability insurance and continues throughout each week.

Background Checks

In the event an agency requires students to complete finger printing/background checks the student will be responsible for any costs associated with this.

Drug Screening/Immunizations/TB Test

In the event that an agency requires any type of drug screening or medical requests, the student will be responsible for any costs associated with this.

Transporting Clients

MSW students are not allowed to transport clients in their own vehicles or in an agency vehicle. Students may accompany an employee of the agency when the employee is transporting a client(s).

V. Employment Based Practicum

What is an Employment Based Practicum (EBP)?

In order to accommodate students who, need to balance their degree completion and their employment have the option of applying for an Employment Base Practicum (EBP). An EBP allows a student to use his or her current place of employment, but not the actual employment position, as the site for the field practicum. Students can earn up to 16 hours of field practice per week while retaining their employment position. This entails the employer to adjust workloads or decrease employee responsibilities to allow time for the student to conduct the practicum. The requirements are as follows:

- Student must be at their place of employment for at least 4 months.
- The agency is able to provide educational opportunities that are clearly different from the student's employment responsibilities
- The student's practicum learning assignments must be different from her/his work responsibilities. This is often accomplished by assigning the student to a different unit, a different population of clients, opportunities to work with different staff, different agency documentation, or different community supports from the student's regular employment responsibilities during the 16 hours.
- The agency and the employment supervisor can ensure the integrity of the field placement by agreeing the student will not be moved out of practicum to attend to pressing or urgent job duties during the designated practicum time.
- The agency is able to provide a qualified Field Agency Instructor. The Field Agency Instructor cannot be the student's employment supervisor. This means the Field Agency Instructor cannot have managerial or supervisory responsibility for the student's employment. The Field Agency Instructor agrees to provide regular supervisory conferences, meeting face to face with the student on a weekly basis for at least 1 hour throughout the practicum.

Student's Responsibility to Facilitate the EBP Application Process

Before completing the EBP application, the student should carefully discuss with his/her employment supervisor and/or agency administrator if the above criteria can be fulfilled within the student's employing agency. It is the student's responsibility to ensure the integrity of this process. Open and clear communication between all parties is imperative. If the agency or the student is unable to maintain the standards required for a sound educational experience, the result may be a terminated EBP.

What an Employment Based Practicum is not:

A way for the student to get educational credit for the doing their regular job nor is the EBP a way for employers to get more hours of work out of an employee.

Submitting EBP Application Requirements

It is the responsibility of the student to complete the application for an Employment Based Practicum and email the required documents to the Field Education Office. All applications must be received in the Field Education Office by the due date or they will not be considered. If the student has questions concerning the EBP process, they can consult with the Field Education staff.

The EBP application involves the following documents:

- 1) Employment Based Practicum Form with signatures
- 2) A current job description of the student should be attached to the application. This document is very important in understanding the separation between the proposed practicum learning activities and the current job responsibilities.
- 3) A letter from the student's employment supervisor on agency letterhead assuring Carver School of Social Work
 - The student has been at the agency for at least 4 months
 - The student is not starting a new position in place of a practicum hours
 - The agency is able to provide educational opportunities that are clearly different from the student's employment responsibilities
 - The agency will assign the student learning assignments different from the student's regular work responsibilities.

Employment Based Practicum Form

Please list the primary roles/tasks under the appropriate heading below for documentation of field activities versus paid employment activities.

Employment Role/Task:	Field Placement Role/Task:
Employment Hours Per Week _____	Additional Field Hours Per Week _____

All parties who sign below are agreeing that the field placement hours at this agency are different in role and activity from the paid employment hours. The field placement hours are designed to meet the 9 social work competencies/practice behaviors.

Title:	Signature:
Student:	
MSW Field Supervisor:	
Agency Supervisor: <small>(If MSW Field Supervisor is not present)</small>	
Paid Employment Supervisor:	

VI. Roles and Responsibilities

A. Field Course Instructor (CU Faculty)

The Field Course Instructor is an MSW with at least two years post-graduate experience for foundation and advanced generalist students. The Field Course Instructor is a LCSW for advanced clinical students. The position is the student's course instructor. They also serve in the liaison role for the university in relationship to its field agencies. The Field Course Instructor's responsibilities are as follows:

1. The FCI is in contact with the student by teleconferencing/videoconferencing with student and Field Agency Instructor at the beginning of the term to ensure understanding of roles and responsibilities.
2. The FCI will work with the student on the Field Learning Contract activities supported by the CSWE core competencies.
3. The FCI serves as a communication link between the Field Agency Instructor and the Director of Field Education regarding student progress.
4. The FCI serves as a problem solver regarding practicum student questions.
5. The FCI reviews timesheets.
6. The FCI conferences with the Field Agency Instructor and student regarding Field Learning Contract progress mid-term and evaluation.
7. The FCI provides student course grade
8. The FCI provides feedback to the Director of Field Education.

B. Field Agency Instructor (FAI)

Foundation:

A social work practitioner with an MSW degree who has at least two years of social work practice experience.

Advanced Standing Student: No Area of Focus

A social work practitioner with an MSW degree who has at least two years of social work practice experience.

Advanced Standing Student: Area of Focus Clinical

A LCSW or equivalent for state of practicum site

Advanced Standing Student: Area of Focus Addictions

A LCSW or equivalent for state of practicum site

OR

LCADC with an MSW and CSW certification

The Field Agency Instructor must be employed at the agency or under a host agency unless an exception is granted by the Director of Field Education. If there is not an MSW or LCSW at the agency then you can request to have an onsite task supervisor and an offsite Field Agency Instructor who has the mandated credentials. The offsite Field Agency Instructor is responsible to provide one-hour consults with the student per week, participate in teleconferences, review and sign time sheets, work with the student and task supervisor developing the field learning contract, evaluate the student progress, and evaluate the student on the field learning contract at mid-term and finals. The task supervisor and offsite Field Agency Instructor must collaborate and are responsible for the student's education. This role is voluntary (unpaid) basis.

Field Agency Instructor Responsibilities

1. FAI shall actively seek to establish a positive, courteous and effective working relationship with the student and the Field Course Instructor.
2. Reviews Field Practicum Information sent from the Field Education Department including but not limited to policies, procedures, calendar, and documents for the student.
3. Ensure that the student is appropriately oriented to the organization and is afforded reasonable and adequate opportunity to enter the "culture" of the organization as a learner.
4. Ensure that the student is informed of, and understands all safety procedures of the agency by completing the provided Safety Check List.
5. Facilitates the student in the development and implementation of a written achievable Field Learning Contract that will allow him/her access to learning opportunities related to the core competencies/practice behaviors.
6. Provides the student with opportunity to engage, assess, intervene, and evaluate in social work change efforts with individuals, families, groups, communities and organizations, or on their behalf.
7. Prepares for and conduct weekly field supervision meetings (a minimum of one hour per week) with the student, and use the student's Field Learning Contract as a guide in planning student progress in the placement.
8. Provides signature for timesheets in IPT.
9. Provides written progress of student behaviors and activities related to the core competencies using the Field Learning Contract Evaluation mid-year and at finals BEFORE Field Course Instructor conferences.
10. Conferences with the Field Course Instructor and student at the beginning of the semester, at mid-term and for the final evaluation.
11. Notifies the Field Course Instructor of potential problems or conflicts in a timely manner to allow for problem solving at the earliest possible moment.

C. Field Agency

A Field Agency is an agency meeting the highest standards of providing a quality social work placement while ensuring students the opportunity to practice the NASW Core Competencies. To become a field agency, an agency completes a qualification form ensuring the 9 CSWE core competencies can be completed on site under the supervision of an approved field agency instructor. A signed memorandum of agreement between the agency and the university outlays the specifics and is up to date and on file.

Field Agency Responsibilities

A social welfare or human service organization identified as a potential organization to provide field placement experience. The agency must be in conformity with standards of the Council on Social Work Education. Therefore, field agencies should:

1. Have a commitment to the Social Work profession with its values, skills, and knowledge and to the provision of social services;
2. Have a staff member with the social work supervisory qualification of an MSW degree plus two years post MSW experience or a LCSW as applicable.
3. Provide opportunities for student learning at the master's level social work practice with individuals, families, groups, communities, and organizations;
4. Agree to provide students with learning opportunities that relate to the core competencies/practice behaviors.
5. Agree to the conditions and mutual responsibilities outlined in the Carver School of Social Work Memorandum of Agreement.

D. Field Student

The student is responsible for reading and learning the policies, procedures and protocols on the Field Orientation materials.

The student accepts responsibility for and ownership of his/her learning process by:

1. Actively seeks to establish a positive, courteous and effective working relationship with the Director of Field Education, Field Agency Instructor, Field Course Instructor, and other staff at the practicum site in a manner that reflects a commitment to the ethics and values of the social work profession, the Carver School of Social Work and the mission, policies, procedures and protocols of the practicum site.
2. Completes all work essential to an effective practicum within the agency and documents that work on the Practicum Hours form and the Field Learning Contract.
3. Prepares for and participate in weekly field supervision meetings with the Field Agency Instructor.
4. Ensures that the Field Agency Instructor has the most current Field Learning Contract completed.

5. Completes and uploads the Field Learning Contract, Check List, Timesheets and course assignments based on the Field Education Calendar in the Moodle course and or IPT.
6. Accepts responsibility that the field course adheres to the standard university policy regarding late work.
7. Meets with the Field Agency Instructor and Field Course Instructor at the beginning, mid-term and finals to discuss progress, achievements on the student's core competency behaviors and practices. (via teleconference)
8. Informs the Field Agency Instructor and Field Course Instructor of issues in a timely and appropriate manner to ensure opportunity for discussion and problem solving at the earliest possible time.
9. Completes end of the year surveys regarding Field Course Instructor and the Practicum Agency.

VII. Frequently Asked Questions

Can I start my practicum early?

The practicum begins when the semester begins. Some agencies require students to complete an orientation to their organization prior to beginning the practicum. In such circumstances, students are permitted to attend their agency orientation prior to the start of the semester and can count those hours towards the total hours required for the semester practicum. Students should inform the Director of Field Education about such required orientations. After completion of the early, required agency orientation, students then wait until the start of the semester to continue in the practicum.

Are there any afterhours/weekend placements?

The vast majority of placements are available only during regular weekday business hours. Although there are many organizations that serve clients on 24 hour/7 days a week basis, the social work staff usually works during normal business hours. If a Field Agency Instructor is willing to work with a student to ensure weekly meetings and a competent Task Supervisor is on site, an after-hours placement is possible. However, students should consider altering their full-time work schedule to ensure the highest quality of practicum experience.

Can I get a paid practicum?

Most social service organizations in which students are placed do not have funding to pay students for their work. Paid practicums for social workers are few and far between. However, on a rare occasion a field agency will make an offer to provide the student with a stipend during their practicum. If an organization has funding for a student stipend, the student may accept this as long as the student's role as learner remains primary. (Examples of practicum with a paid stipend: AmeriCorps) The student may not accept a regular full-time employee at the organization and count this as field. (See Employment Based Practicum Policies)

Can I do a hospital practicum?

Yes, you can, however these types of agencies typically take longer to secure. There are a few types of institutions where there are specific gatekeeping items in place before they accept students. These are often social work host agencies where their primary mission is medical services. Large hospitals or medical groups require Campbellsville University sign their Blanket Student Internship Affiliations Agreement. This may differ completely with the Campbellsville University Memorandum of Agreement. This may require the legal document to be re-written and examined by an attorney. If you chose this route, please understand you will be responsible for providing Campbellsville University Field Education department with copies of all the medical requirements for the internship, including but not limited to: immunizations, TB skin tests, certification in CPR, and several other items in order to fulfill their own accreditation standards and risk management purposes. These must be on file before a student can begin the practicum at the hospital. This entire process can take 4-6 months to complete.

What happens if I do not have a practicum by the deadline?

You will have to delay your practicum. The deadline for registering your practicum (securing the agency and submitting all required documents to the field department) is the 1st day of the month prior to the month the practicum starts. For example, if you have a May entry date then the deadline is April 1st.

Can I use student service learning trips towards practicum hours?

Yes, please see the section titled student service learning trips.

Can I take a break in between practicums?

No, your 450 hours must be completed in two consecutive semesters.

Can I do my foundation and advanced practicum at the same agency?

No, your foundation and advanced have to be at two different agencies. There are rare exceptions made to this policy but they must be approved in advance by the Director of Field Education.

Is there someone to help me find a placement?

Finding and securing a placement is self-initiated. There is a list in IPT of agencies that students have completed their practicum at in the past or are currently doing their practicum at. You can choose from one of these or search for one. The Director of Field Education is available to assist if needed.

What happens if I need to change my placement?

Students are expected to complete their field placement at their assigned agency. All requests for changes must follow the protocol listed in the following section. Changes are only made in extreme cases and highly discouraged. Practicum sites may be changed if there are circumstances that either the Field Agency Instructor or the Field Course Instructor agree would be in the best interest of the student. In the event a student desires to change practicum sites for personal reasons, the student would have to be in agreement that he/she would start over at the new site and not be allowed to carry over hours from the previous site.

There are unique circumstances where a change of placement is necessary such as a program closing or conditions where a student is in an unethical, illegal or unsafe environment. In these rare cases, students would be allowed to carry hours earned forward to the new practicum agency.

VIII. Incomplete Grade Request Process

When a student is unable to complete the practicum hours due to a health or an emergency situation, the student may request an incomplete grade if they are in good standing. A student in good standing means the student has completed assignments timely and has a quality Field Learning Contract.

On the form the students shall describe the reasons for the extension, ask for additional time to complete the hours and place a specific timeframe for completion. If the Field Course Instructor and the Director of Field Education approves the request and a student fulfills their extension contract, the student shall receive a passing grade. When a student does not complete the required hours in the agreed upon time frame the student will receive an unsatisfactory grade for that term. Students cannot move forward in the practicum sequence until the incomplete grade has been changed.

IX. Student Service Learning Trips

Students may earn additional hours through sanctioned Carver School of Social Work service learning/mission trips. Sanctioned is defined as a CU faculty member accompanies and/or organizes the trip. The student shall complete a form requesting field hours. These hours must be related to the CSWE core competencies and link into the students Field Learning Contract. If approved, the additional hours accrued will be counted toward the 450 hours and therefore, decrease the overall hours provided at the field agency.

Only Campbellsville University Carver School of Social Work Mission and Service Learning Trips are eligible to count towards MSW field hours. Students are eligible to earn up to 8 hours a day with a maximum of 40 hours. Any additional hours above and beyond 40 hours will need field department approval. The trips must be within 6 months of a student beginning their field seminar/course. The field hours should be documented on a separate time sheet with the student is in the field course. Students are not allowed to earn field hours while taking a course related to the trip.

Field Hours Earned on CSSW Mission Trips

Only Campbellsville University Carver School of Social Work mission and service learning trips are eligible to count towards MSW Field hours. Students are eligible to earn up to 8 hours a day with a maximum of 40 **total** hours. The trips must be within 6 months of a student beginning their Field seminar/course. Students enrolled in a course related trip only earn Field hours after the first 32 hours of the trip and cannot combine Field hours or assignments if enrolled in multiple courses for the same related trip.

Form Instructions

The faculty member who leads the trip will provide the number of hours to the student and faculty will sign this form. The student will attach a separate paper (follow APA guidelines) describing the activities completed on the trip. List and explain how **each** activity fits under one or more of the nine social work core competencies below. The student will then submit to the MSW Director of Field Education for approval.

Mission Trip Name: _____
Date of Trip: _____
Students Name: _____
Students ID #: _____
Number of Days/Hours Earned _____

Competencies and Practice Behaviors

- 10. Demonstrate Ethical and Professional Behavior
- 11. Engage Diversity and Difference in Practice
- 12. Advance Human Rights and Social, Economic, and Environmental Justice
- 13. Engage in Practice-Informed Research and Research-Informed practice.
- 14. Engage in Policy Practice
- 15. Engage with Individuals, Families, Groups, Organizations, and Communities
- 16. Assess Individuals, Families, Groups, Organizations, and Communities
- 17. Intervene with Individuals, Families, Groups, Organizations, and Communities
- 18. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Lead Professor Signature _____

Student Signature _____

MSW Director of Field Education _____

Effective date: January 2019

X. Resolving Issues in Practicum

