



Field Practicum Manual

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Mississippi State, Mississippi 39762

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Mississippi State University Social Work Program Field Practicum Manual

Acknowledgement

The [2022 Education Policy and Accreditation Standards \(EPAS\) of the Council on Social Work Education \(CSWE\)](#) underscore the importance of the field practicum by designating the field component as the “signature pedagogy” of social work education.

Students of Mississippi State University, a CSWE accredited baccalaureate social work program, complete a significant portion of their total academic social work curriculum hours through field practicum experience. The field practicum as a field component is a necessary and vital part of our total curriculum—as are our students, field instructors and field/program faculty to our field education processes.

The purpose of this manual is twofold: 1) to give field practicum students and Field Instructors an overview of the field practicum as an orientation guide and 2) to serve as an on-going resource guide throughout the field practicum for field practicum students, Field Instructors, and field/program faculty. Content within this manual was developed in response to and is directly derived from the 2022 CSWE EPAS, so language consistency should be expected upon review. For additional consistency purposes, information in this manual concerning various areas of Mississippi State University has been directly derived from the currently posted web content at the time of revision. For AI Attrition purposes: Microsoft Co-Pilot was used to help generate a limited number of ideas for the development of this manual and for help with wording/re-wording some content.

Any comments/inquiries regarding information in this manual should be directed to:

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Overview of the Social Work Field Practicum

Social Work Field Practicum Context

Mississippi State University, through its CSWE accredited baccalaureate social work program, necessitates a social work field practicum. The social work field practicum is the area of student learning that provides the student with opportunities to apply theories learned in the classroom to the agency setting through a structured and educationally directed environment. For the social work field practicum, all social work majors designated within the Department of Sociology seeking to obtain the Bachelor of Social Work are required to complete a minimum of 450 field practicum hours including field activity through an agency setting and an embedded seminar course. The field practicum is the equivalent of 12 semester hours and is represented in the curriculum as SW4916 Social Work Field Practicum/Seminar I and SW4926 Social Work Field Practicum/Seminar II.

Missions

The social work field practicum complements the missions of the University, College of Arts and Sciences, Department of Sociology, and the Social Work Program. The missions are explicated as follows:

Mississippi State University

Mississippi State University is a public research, land-grant university with a mission to provide access and opportunity to all sectors of Mississippi's diverse population, as well as other states and countries, and to offer excellent programs of teaching, research, and service. Mississippi State University offers a comprehensive range of undergraduate, graduate, and professional programs across many disciplines.

The university embraces its role as a major contributor to the economic development of the state and beyond through targeted research and the transfer of ideas and technology to the public, supported by faculty, staff, student, and alumni relationships with industry, community organizations, and government entities. Mississippi State University is committed to its tradition of instilling among its community ideals of citizenship, leadership, and service.

Building on its land-grant tradition, Mississippi State University strategically extends its resources and expertise for the benefit of Mississippi's citizens, the nation, and the world by offering access for working and place-bound learners through its on- and off-campus education and research sites, Extension, and distance education programs.

College of Arts & Sciences

The [core vision of the College of Arts & Sciences](#) is to prepare “students to be leaders in whatever career they choose by imparting the skills of creative and collaborative thinking and communication essential to navigating the enormous challenges the world faces today.

With our emphasis on approaching problems from a range of perspectives, our students, faculty, and staff seek out new solutions to big problems, develop ideas to make the lives of our neighbors better, and inspire others to do the same. A degree in the College of Arts & Sciences provides students with an educational experience that uniquely prepares them for their career of choice and a life filled with learning, growth, and change.”

The College offers curricula in the fine arts, the humanities, the sciences, and the social sciences. These curricula are designed to introduce students to the basic methods of inquiry in diverse disciplines, to develop their analytical abilities, to improve their skills in writing and speaking, and to broaden their perspectives on humanity and culture in the natural and technological worlds. Additionally, they provide intensive preparation in one or more academic disciplines.

A liberal education attained in this context should ensure that graduates of the College have gained an understanding and appreciation of human culture. They should have examined the social, historical, political, philosophical, and economic dimensions of the human condition and humankind’s perception of the world as it is expressed through the fine arts, language, and literature. They should have learned the use of quantitative and scientific methods and should have participated in the universal quest to comprehend natural phenomena and to utilize this knowledge beneficially and ethically.

Department of Sociology

The [mission of the Mississippi State University Department of Sociology](#) is “to integrate our research, service and teaching into a holistic educational experience, as suited to the land-grant mission of a research-intensive university.” The department provides a high quality undergraduate education to students majoring in criminology, social work, and sociology within the liberal arts education mission of the College of Arts & Sciences.

Social Work Program

The [mission of the Social Work Program](#) is “to educate undergraduate students for generalist social work practice framed by an understanding of the history, purposes, and philosophy of the profession.” The curriculum is grounded in the liberal arts perspective, adheres to social work knowledge, values, skills, and cognitive/affective processes outlined by the CSWE EPAS and reinforces the [National Association of Social Workers \(NASW\) Code of Ethics](#).

Goals

Mississippi State University Goals

All academic, academic-support, and student-support programs either directly or indirectly foster the following student learning outcomes:

- Students will realize the specific learning outcomes for their chosen disciplines.

- Students will apply their specialized knowledge in their careers
- Students will demonstrate communication fluency
- Students will consider a variety of perspectives and solutions
- Students will engage in scholarly or scientific inquiry

Social Work Program Goals

The social work field practicum is an avenue through which the Social Work Program's goals are actualized. The Social Work Program's goals are consistent with the essential component of the social work field practicum within our curriculum structure.

The Social Work Program goals derived from the mission statement are:

- To provide a positive educational environment that models social work values, ethics, and ideals, as well as encourages the development of critical thinking skills.
- To provide a curriculum that promotes competent baccalaureate generalist social work practice and is responsive to the changing political, social, cultural, economic and global influences based on current research data and evidence-based practice information.
- To prepare competent entry-level social work practitioners for generalist practice with diverse client systems of various sizes and types of groups marginalized by social and economic injustice.

The Social Work Program's goals are supported by the program's curriculum and degree requirements. For a general overview of the BSW curriculum, please access [MSU's course catalog](#). For specific course information/description, please access [Social Work General Education and College Requirements & Major Core](#) information in the course catalog.

Grievances

Any grievance concerning the social work field practicum falls within the purview of the MSU Social Work Program. Students should consult the *Social Work Program Handbook*, which includes established Grievance Procedures.

Commitments

Commitment to Non-Discrimination and Anti-Harassment

Non-Discrimination

Mississippi State University is an equal opportunity institution. Discrimination is prohibited in university employment, programs or activities based on race, color, ethnicity, sex, pregnancy, religion, national origin, disability, age, sexual orientation, genetic information, status as a U.S. veteran, or any other status to the extent protected by applicable law. Questions about equal opportunity programs or compliance should be directed to the Office

of Civil Rights Compliance, 231 Famous Maroon Band Street, P.O. 6044, Mississippi State, MS 39762, (662) 325-5839.

Title IX and Sexual Misconduct

Mississippi State University is committed to preventing all forms of sexual misconduct, and to ensuring prompt, fair investigation and appropriate remedial measures whenever it occurs. The [MSU Office of Civil Rights Compliance](#) is a campus resource for helping ensure the welcoming nature of the MSU environment, investigating possible violations, remediating matters, policymaking, advising, and training purposes. The office can be reached at 662-325-5839 or at titleix@msstate.edu.

Key documents about Commitment to Non-Discrimination and Anti-Harassment

- [University Statement on Equal Opportunity and Nondiscrimination \(OP 3.02\)](#)
This policy summarizes MSU's commitment to non-discrimination in all university programs and activities, as well as in employment, and directs readers to other resources on issues ranging from Title IX to disability accommodation.
- [Discrimination, Harassment, and Retaliation Policy \(OP 3.03\)](#)
This policy describes the university's mechanisms for preventing and responding to discrimination, harassment, and retaliation in more detail. It provides avenues for reporting and explains the process for investigating and remedying claims of discrimination and harassment.
- [Sexual Misconduct Policy \(OP 3.04\)](#)
This policy defines the offenses that constitute sexual misconduct, outlines avenues for reporting, describes procedures for investigation and disciplinary action, lists the procedural rights of complainants and accused parties, and addresses supportive measures the university can provide.
- [Students with Disabilities \(OP 91.122\)](#)
This policy outlines the procedure for MSU students to seek disability accommodations in connection with academics or other university programs or activities.

Commitment to Learning

The field practicum is the area of student learning that provides the student with opportunities to apply theories learned in the classroom to the agency setting through a structured and educationally directed environment.

Educational Outcomes

Expected educational outcomes of the MSU Social Work Program are consistent with the competency-based standards set forth by the Council on Social Work Education.

Outcomes/Competencies (*see bold*) with related behaviors are as follows:

1) Demonstrate Ethical and Professional Behavior

- a. 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
 - b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication
 - c. Use technology ethically and appropriately to facilitate practice outcomes
 - d. Use supervision and consultation to guide professional judgement and behavior
- 2) Advance Human Rights and Social, Racial, Economic, and Environmental Justice**
 - a. Advocate for human rights at the individual, family, group, organizational, and community system levels
 - b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice
- 3) Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**
 - a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
 - b. 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
- 4) Engage in Practice-Informed Research and Research-Informed Practice**
 - a. Apply research findings to inform and improve practice, policy, and programs
 - b. 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
- 5) Engage in Policy Practice**
 - a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services
 - b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice
- 6) Engage with Individuals, Families, Groups, Organizations, and Communities**
 - a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies
 - b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies
- 7) Assess Individuals, Families, Groups, Organizations, and Communities**
 - a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies

- b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan
- 8) Intervene with Individuals, Families, Groups, Organizations, and Communities**
 - a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
 - b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies
- 9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
 - a. Select and use culturally responsive methods for evaluation of outcomes
 - b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

Field Practicum Course Information

Course Descriptions

SW4916 Social Work Field Practicum/Seminar I (6 hours) and SW4926 Social Work Field Practicum/Seminar II. (6 hours) (Prerequisites: Admission to the Social Work Program and SW 4713). These courses provide students opportunities to apply generalist social work practice methods by completing a minimum of 450 supervised hours in a social work agency.

Course Requirements

All students entering field practicum should have a cumulative grade point average of 2.0 and a social work grade point average of 2.5, as well as meet all other criteria for being a Social Work Program Official Admit (SWOA) as outlined in the *Social Work Program Handbook*.

Course Syllabus

The syllabus for SW4916/SW4926 and this manual serve to complement each other. One cannot be used without the other. Students are advised to review both this manual and the course syllabus thoroughly—before beginning in the practicum agency and intermittently throughout the practicum semester—and address any concerns/questions with the Field Coordinator.

Course Objectives

Course objectives are specifically linked to all 9 competencies (Learning Outcomes) and all 20 behaviors essential to social work practice as determined by CSWE. Due to the comprehensive nature of the field experience, students are afforded opportunities to hone knowledge, values, skills, and cognitive/affective processes preparing them for professional practice with individuals, families, groups, organizations, and communities. Through

completion of SW4916 Social Work Field Practicum/Seminar I and SW4926 Social Work Field Practicum/Seminar II students will:

1. Fulfill a supervised learning experience in an agency setting integrating theory, generalist social work practice skills, and ethical standards. (Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)
2. Develop and implement a learning contract/plan for meeting relevant social work competencies with appropriate practicum representative. (Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)
3. Engage in practice informed research and research informed practice for the purpose of professional development. (Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)
4. Incorporate knowledge, values, skills, and cognitive/affective processes in practice situations across the phases of social work and involving individuals, families, groups, organizations, and communities. (Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)
5. Analyze the structure and function of resource and delivery systems within the agency and community. (Competencies 1, 2, 3, 5 & 9)
6. Develop the ability to utilize professional social work supervision as a mechanism to improve one's own generalist social work practice. (Competencies 1, 2, 3, 6 & 9)
7. Evaluate one's own values and ethics and how these affect working with different client systems. (Competencies 1, 2, 3, 6 & 9)

Collaborative Partners in Learning

Collaborative Partners in Learning Overview

The field practicum experience is based on a partnership of learning. This learning experience links the knowledge, values, skills, and cognitive/affective processes learned in the classroom setting to the field practicum setting. The key partners involved are: the Field Coordinator, the Field Instructor, the student, the University, and the field practicum agency. The most positive outcomes of the field practicum occur when there is an understanding of each partner's role in this process. Therefore, it is very important that each partner understands their respective roles and responsibilities, as well as the roles and responsibilities of the other partners.

Field Coordinator Leadership

The Field Coordinator, who has a full-time appointment to the Department of Sociology's Social Work Program, provides administrative oversight and leadership to field education efforts. The Field Coordinator designs, supervises, coordinates, and evaluates the quality of the field education curriculum. As an essential collaborative partner, the Field Coordinator contributes to the development of and modifications to the curriculum in accordance with University personnel, the Sociology Department Head, and Social Work Program Director, as well as relevant committees.

Field Instructor Stewardship

The Field Instructor, who is responsible for supervising the student throughout the practicum experience, has a major responsibility and opportunity in guiding the student

entrusted to their stewardship. The Field Instructor guides student orientation, assigns meaningful and stimulating cases and learning experiences, helps students in their professional role development within the agency, and models generalist social work practice. By creating and maintaining an atmosphere for learning, the Field Instructor will continue to grow as a professional by keeping abreast of the changes in social work practice.

Student Engagement

The student is an active partner in the field education learning process and assumes primary responsibility for engaging fully in the educational opportunities provided through the practicum experience. Through self-reflection, professional communication, and a commitment to lifelong learning, the student strengthens their competence in generalist social work practice and develop the professional identity expected of an entry-level social worker. By taking ownership of their learning and seeking constructive feedback, the student maximizes the educational value of the field practicum experience and contribute positively to the collaborative learning partnership.

University Support

The provision of administrative support and resource allocation through the University is instrumental to the success of the Social Work Program's field education efforts. The Sociology Department Head and Social Work Program Director provide essential consultation and administrative guidance to the Field Coordinator. The Social Work Program has personnel and technological support to administer the field education program by readily utilizing the Department of Sociology Business Manager and Administrative Assistant.

Agency Allegiance

The field agency serves as a vital educational partner in the preparation of future social workers by providing a supportive and professionally appropriate learning environment. Through its allegiance to social work education, the agency offers students opportunities to engage in meaningful practice experiences that promote the integration of classroom learning with real-world application. The agency provides access to learning activities, clients, programs, and resources that support student achievement. By fostering an environment that values learning, supervision, and professional development, the agency contributes significantly to the preparation of competent, ethical, and effective social work practitioners.

Learning Environment

Integration of Classroom and Field

Classroom and field are of equal importance with each complementing the other. The interwovenness of these two curriculum components provide the foundational design of field education within the MSU Social Work Program.

Integration of Learning Dimensions

Dimensional learning deepens the achievement and mastery by students of the social work program's identified learning outcomes. Specifically, the MSU Social Work Program supports the learning dimensions highlighted by CSWE that include: knowledge, values, skills, and cognitive/affective processes. The field practicum experience of the Social Work Program prepares future social work practitioners through educational efforts that afford students learning through multiple learning dimensions for all 9 competencies and 20 behaviors, first, through its generalist practice opportunities with the agency, and again, through a variety of field-based assignments that serve to enrich the experience involving research and reflective writing, as well as oral presentations, as part of SW4916 and SW4926.

Learning Directed Through the Learning Contract

Although each student will have successfully completed the required prerequisite social work courses, prior to entering the agency, there is a wide range across students' experiences and learning styles. Therefore, just as assessment is key to effective intervention with clients, so is the assessment of students an integral component of a successful field practicum.

The *Learning Contract* is the initial step in assessing each student's learning goals, as well as agency expectations. Reflective of the Council on Social Work Education's competencies and emphasis on competency-based education, the *Learning Contract* is developed with prominence on the related competency achievement at the behavior level. Essentially, during the field practicum experience, the student should be afforded the opportunity to demonstrate competency achievement at the behavior level and document associated plans for completion through the *Learning Contract*. The *Learning Contract* should reflect learning objectives relative to the unique and individualized experience possible through each field practicum placement. Please refer to the *Learning Contract* for more specific information.

Incorporation of the Professional Practice Community

The Social Work Program is responsive to the changing nature of social work practice relying on our relationships in, through, and with the professional practice community. The integration of our students into agency settings affords them ample exposure to both social work professionals and professionals from other disciplines. Additional ways incorporation of the professional practice community occurs through the field practicum experience includes practitioners serving as guest lecturers for the embedded seminars and one of the

field-based learning assignments of students involving professional development through a continuing education event (i.e., conference, workshop) for networking with and learning from professionals.

Engaged Learning Methods

Our engaged learning methods help prepare our students for professional social work practice within the current practice context and relies heavily on simulation and real-world agency-based encounters for assuming instrumental interprofessional collaboration skills. The field practicum experience offers students practice opportunities (1) to apply social work theories and methods learned in academic classes to actual social work situations and (2) to share these experiences with social work students through planned, embedded seminars on campus (Please note: this sharing must be done in accordance with standard 1.07(u) of the NASW Code of Ethics.

Inclusive Practices

Students, Field Instructors, and Social Work Program Faculty are expected to foster inclusive learning environments and engage in ethical and culturally responsive social work practice. The field practicum provides students with opportunities to develop cultural humility, critically examine personal and professional biases, advocate for equitable access to resources and services, and engage respectfully with people whose experiences, identities, and backgrounds differ from their own. Students are encouraged to demonstrate inclusive practice behaviors, promote human rights and social justice, and contribute to learning environments that value the dignity, worth, and strengths of all people.

Use of digital technologies

A variety of digital technologies are used in preparation for, through various stages of, and in evaluating the field practicum learning environment. Technology supported methods may be used in field practicum processes and functions, but overwhelmingly, consistent with our Social Work Program, we follow a traditional in-person instructional model.

Informed Student Learning

The field practicum setting informs student learning and development through implicit mechanisms like the culture of human interchange, the spirit of inquiry, the support for difference, and social work values and priorities. More explicitly, learning responsibilities of students are embedded throughout this manual with an overview listed below:

- Follow the policies and procedures of the field placement agency including, but not limited to, observing agency hours, dress codes, confidentiality standards, and safety protocols.
- Complete course requirements for the field practicum and field seminar, including accrual of the required number of hours and completion of a variety of field-based

assignments that serve to enrich the experience involving research and reflective writing, as well as oral presentations.

- Notify the Field Coordinator immediately of any practices that are in violation of the NASW Code of Ethics.
- Be intentional about connecting the theoretical and conceptual contributions of the classroom and field settings.
- Consider the field practicum experience as essential to professional development.

Preparation

Field practicum education involves intentional preparation efforts related to determining student eligibility, identifying field education settings, selecting/approving field education settings, and placing students.

Determining Student Eligibility

Policy for Determining Student Eligibility

Eligibility determinations of students for the field practicum occur through a structured and educationally directed environment.

Procedures for Determining Student Eligibility

Students eligible for the field practicum must complete all coursework in the social work program curriculum excluding SW4916 and SW4926 and must meet the criteria for remaining in the Social Work Program as designated by the attribute of Social Work Official Admit (SWOA).

During enrollment in SW4713 Social Work Senior Seminar, students are instructed to complete and submit the *MSU Social Work Program Field Practicum Application* in accordance with guidance provided by the Field Coordinator. Completion of SW4713 Social Work Senior Seminar should occur in the semester immediately proceeding anticipated enrollment in the practicum semester to ensure adequate and timely completion of necessary training and document completion.

In the pre-practicum semester, the Field Coordinator completes a student eligibility for field practicum check on each student enrolled in SW4713 Social Work Senior Seminar affirming expected completion of all coursework in the Social Work Program curriculum excluding SW4916 and SW4926 by the start of the anticipated field practicum semester.

The Field Coordinator communicates any barriers identified through the student eligibility for field practicum check to the student and/or Advisor and is involved in planning to address any eligibility issues.

Prior to the first class day of the practicum semester the Field Coordinator completes a student eligibility for field practicum follow-up check affirming completion of all coursework in the Social Work Program curriculum excluding SW4916 and SW4926.

Criteria for Determining Student Eligibility

- Completion of all coursework in the Social Work Program curriculum excluding SW4916 and SW4926.
- SWOA Designation, which includes the following criteria:
 1. Maintain an overall GPA of 2.0, with a 2.5 GPA for all social work courses.
 2. Must earn a minimum of a "C" in each social work course.
 3. Continue to demonstrate an aptitude for a social work career.
 4. Adhere to all academic expectations of the university and the social work program.
 5. Adhere to the National Association of Social Workers Code of Ethics.
- Completion and Submission of the *MSU Social Work Program Field Practicum Application* by students in accordance with guidance provided by the Field Coordinator.

Identifying Field Education Settings

Policy for Identifying Field Education Settings

Identifying field education settings for the field practicum occurs through a structured and educationally directed environment.

Procedures for Identifying Field Education Settings

The Social Work Program welcomes the interest of community agencies in becoming approved field sites for social work students. Field education settings are identified through a variety of mechanisms including but not limited to interest inquiry from an potential agency, conference or event networking, and direct recommendation from students, affiliates, faculty, existing field education setting representatives, or other constituents of the MSU Social Work Program.

Potential settings are assessed by the Field Coordinator, the Social Work Program Director, or other social work faculty to determine if the agency is appropriate for moving forward with the selection/approval process. Agencies are initially assessed regarding their potential for providing students with dimensional learning opportunities in the development of their social work knowledge, values, skills, and cognitive/affective processes.

Criteria for Identifying Field Education Settings

- A *Placement Possibility List* is updated at least annually by the Field Coordinator and disseminated to all students enrolled in SW4713 Social Work Senior Seminar.

Selecting/Approving Field Education Settings

Policy for Selecting/Approving Field Education Settings

Selecting/Approving field settings for the field practicum occurs through a structured and educationally directed environment.

Procedures for Selecting/Approving Field Education Settings

Once identified, the Field Coordinator selects/approves field education settings in an intentional manner by emphasizing students' access to high-quality field practicum experiences and helping ensure field settings afford generalist practice opportunities to demonstrate the nine social work competencies with all system levels: individuals, families, groups, organizations, and communities in field settings.

The Field Coordinator negotiates field practicum affiliation agreements in consultation with appropriate University and agency representatives. The *Field Practicum Education Agreement* template is developed with assistance and approval from MSU Legal Counsel. Any proposed affiliation agreement by the agency must be approved by MSU Legal Counsel.

The Field Coordinator provides students with opportunities for input in choosing agencies that are congruent with generalist social work practice and area(s) of interest.

The Field Coordinator selects/approves a field setting by affirming relevant criteria, then documenting the affiliation/approval in the Field Coordinator's **Approved Field Setting Tracker**. The **Approved Field Setting Tracker** is used to inform the **Placement Tracker** when verifying the status of a setting in active placement processes.

Criteria for Selecting/Approving Field Education Settings

- Fully executed and on-file *Field Practicum Education Agreement* for agency consideration as selected/approved field education setting and affiliated designation on the **Approved Field Setting Tracker** by the Field Coordinator.
- Captured findings by the Field Coordinator on the **Approved Field Setting Tracker** regarding the following criteria in the selected/approved determination:
 - Agency administration supports the philosophy of professional education and will grant staff time to supervise and direct student instruction;
 - Agency can provide students with dimensional learning opportunities in the development of their social work knowledge, values, skills, and cognitive/affective processes;
 - Agency can offer a learning environment for students to demonstrate social work competencies with individuals, families, groups, communities, and organizations;

- Agency has qualified Field Instructor(s) who is committed to the social work profession, demonstrates competency in practice, and is willing to learn effective teaching strategies for BSW curriculum;
- Agency will not depend on students to fulfill basic staffing needs;
- Agency is located within the state of Mississippi or can be affirmed through the out-of-state placement request process;
- Agency maintains and observes policies of non-discrimination and anti-harassment in relation to clients, staff, students, and faculty;
- Agency supports safety compliance;
- Agency can make reasonable arrangements for students with regard to space and equipment.

Placing Students

Policy for Placing Students

Placing students for the field practicum occurs through a structured and educationally directed environment to include providing students with opportunities for input in selecting agencies that are congruent with generalist social work practice and area(s) of interest.

Procedures for Placing Students

The student completes the MSU Social Work Program *Field Practicum Application* as specified through instruction provided during enrollment in SW4713 Social Work Senior Seminar consistent with feedback provided by Field Coordinator, ensuring accurate education, work, and volunteer history, narrative personal attributes content, specified placement choices (ranking of #1-#3), reviewed and acknowledged authorization to release information, and other pertinent information captured through the *Field Practicum Application*.

The Field Coordinator reviews the submitted content from the *Field Practicum Application* and checks for consistency and appropriateness of specified placement choices with expressed interests of the student. Any inconsistency is addressed directly between the student and the Field Coordinator. Any acknowledgement of an out-of-state placement choice will include an additional request for the student to initiate the *Out-of-State Placement Request Form* within a two week timeframe from the date of the additional request.

The Field Coordinator initiates the placement process using the specified placement choices provided by the student. This initiation by the Field Coordinator includes contacting the potential Field Instructor or relevant agency representative for placing students (referred in this section as “agency representative”) in a preferred agency and sending of the completed *Field Placement Application* for review should further assessment of the student be agreed upon by the agency representative.

If a preferred agency acknowledged by the student for initiating the placement process is not already approved through the processes described for selecting/approving field education settings, then the Field Coordinator concurrently begins the selecting/approving process including the negotiating of an active education/affiliation agreement whilst completing the placement processes.

The agency representative determines upon review of *Field Placement Application* whether or not to proceed with next steps in the determination process such as completing an interview or an agency-based application submission. Should the potential agency representative determine that a call from the student to set up an interview is appropriate, then the Field Coordinator releases the contact number of the agency representative to the student and verbally affirms the student to call to set up an interview; Should the agency representative determine that a call from the student to set up an interview is not appropriate, then the process for the student will resume with the next preference on the choice list.

Once the student completes an interview—or other consideration processes—with the agency representative, the Field Coordinator confers with the student and agency representative separately to determine consistency of the student's competencies and learning needs in relation to the agency's learning opportunities. Should both the student and agency representative express affirmed consistency concerning the placement, then the placement will be determined CONTINGENT.

Should either the student or agency representative express concern regarding the consistency of the student's competencies and learning needs in relation to the agency's learning opportunities, then the Field Coordinator notifies the other party. The student then resumes the process with another preference from the specified placement choices (ranking of #1-#3).

As applicable, the student, upon discussion with and approval from the Field Coordinator, revises their specified placement choices (ranking of #1-#3) through submission of a *Revised Choice List*, but not after a placement is already determined CONTINGENT.

Once the Field Coordinator determines a placement of a student at an agency as CONTINGENT, the agency may no longer be pursued by other students.

Once the placement is determined CONTINGENT, the Field Coordinator verifies the field setting and verifies the Field Instructor documenting the verification statuses in the Field Coordinator's **Placement Process Tracker**. If any placement agency is determined inappropriate (not verified) by the Field Coordinator according to criteria specified in the *Field Practicum Manual* and/or if the Field Instructor is determined unqualified (not verified) using

criteria specified in the *Field Practicum Manual*, the Field Coordinator reserves the right to withdraw the agency and/or Field Instructor as a placement option for the student, and may initiate subsequent placement or Field Instructor determination efforts.

The agency representative informs the Field Coordinator and/or student about agency onboarding compliance requirements needed to initiate and maintain the placement's learning experience, including but not limited to tests, examinations, vaccinations, background checks, and/or drug screenings by the student.

The student completes and assumes expense of, as applicable, various agency onboarding compliance requirements, including but not limited to tests, examinations, vaccinations, background checks, and/or drug screenings– or cooperate freely with alternate placement considerations.

The student complies with any contract and/or education agreement authorized by the agency and University both during the placement process and throughout the practicum experience.

The Field Coordinator transitions the status of the student to CONFIRMED in the **Placement Process Tracker** once all onboarding compliance requirements have been met by the student, AND the setting and Field Instructor have been verified by the Field Coordinator.

Criteria for Placing Students

- Completed *Field Placement Application* by the student.
- CONFIRMED placement status of the student by the Field Coordinator in the **Placement Process Tracker**.
- Fully executed and on-file *Field Practicum Education Agreement* for agency consideration as selected/approved field education setting.
- Approved Out-of-State Placement Request Form by the Field Coordinator and Social Work Program Director, as applicable.

Supervision

Determination of Field Instructors to Supervise

Policy for Determining a Field Instructor to Supervise

Determination of a Field Instructor to supervise a field practicum student occurs through a structured and educationally directed environment.

Procedures for Determining a Field Instructor to Supervise

The Social Work Program, through the intentional efforts of the Field Coordinator, ensures that all students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE accredited program and who has at least two years of post-social work degree practice experience in social work.

In addition to assessing the proposed Field Instructor's education and work experience, the Field Coordinator assesses stability of employment in current position and licensure status. It is strongly recommended the Field Instructor be in their current position for a minimum of one year, and the Field Instructor is licensed in the applicable state(s) to practice social work.

The student discloses any pre-existing professional or personal relationship with any proposed Field Instructor to the Field Coordinator, so the appropriateness of the placement can be determined.

The Social Work Program, through the intentional efforts of the Field Coordinator, assigns a qualified Field Instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting through an exception justification process. Any exception justification for which a Field Instructor does not meet the aforementioned criteria, the following conditions must be met:

- (1) The Field Coordinator must document justification of the exception on the *Exception Justification Form*;
- (2) The Field Coordinator must document an alternate supervision arrangement for infusion of the social work perspective in addition to the weekly supervision provided by the designated Field Instructor;
- (3) The Field Coordinator, Field Instructor, and student must review and sign the *Exception Justification Form*; and
- (4) The Field Coordinator must routinely collaborate (face-to-face, by phone, by virtual web platform, and/or by email) with the Field Instructor and student to ensure the social work perspective is reinforced appropriately through alternate supervision arrangements and document efforts accordingly.

Criteria for Determining a Field Instructor to Supervise

- Captured indication on the **Practicum Tracker** by the Field Coordinator regarding the determination of the Field Instructor to supervise.
- Completed and filed *Exception Justification Form*, as applicable
- Recorded indication of the exception justification status and the on-file *Exception Justification Form* on the **Practicum Tracker**, as applicable.

Ensuring Field Supervision

Policy for Ensuring Field Supervision

The Social Work Program has a process for ensuring that field supervision is provided in a manner meeting both quality and quantity expectations with investment by the student and Field Instructor and confirmation by the Field Coordinator.

Procedures for Ensuring Field Supervision

The determined Field Instructor of the student provides supervision to the student, which involves any structured planning, organizing, leading, and supporting student learning.

For any practicum experience involving an exception justification process in the determination of a Field Instructor, then a social work faculty representative or other approved supervision representative meeting the criteria for a Field Instructor provides the student alternate supervision involving infusion of the social work perspective as outlined on the *Exception Justification Form* in addition to the weekly supervision provided by the designated Field Instructor.

The Field Instructor and student schedule time to allow for supervision at a minimum of one hour each week of the practicum experience. This time is set aside for feedback and on-going assessment, including an exchange of ideas and plan(s) of action related to navigating the *Learning Contract*, promoting safety, and integrating theories and concepts.

The student actively participates in the supervision sessions with the Field Instructor.

The supervision sessions play an integral role in shaping the educational experience and ensuring the student's exposure towards competency achievement at the behavior level targeted/planned.

The student notifies the Field Coordinator if supervision with the Field Instructor —at a minimum of one hour each week of the practicum experience — does not occur, in order to determine a plan of action.

The student records time spent in field practicum supervision on the *Time Sheet Form*.

Criteria for Ensuring Field Supervision

- Recorded and submitted Practicum *Time Sheet Form(s)* acknowledging time spent in supervision.
- Outlined alternative supervision involving infusion of the social work perspective as outlined on the *Exception Justification Form*, as applicable.
- Recorded log of alternate supervision involving infusion of the social work perspective by a social work faculty representative, as applicable.

Articulating Field Supervision Requirements

Policy for Articulating Field Supervision Requirements

The Field Coordinator articulates field practicum supervision requirements to Field Instructors, other field personnel, social work faculty, and students.

Procedures for Articulating Field Supervision Requirements

The Social Work Program clarifies field supervision requirements within this manual.

The Social Work Program offers reminders to students during various student meeting occurrences about the field supervision requirements.

Students complete SW4713 Social Work Senior Seminar, which includes notification about the field supervision requirements.

The Field Coordinator articulates the field supervision requirement to students during the initial phases of the placement process, through orientation and seminar efforts, and again during any collaborative efforts such as visits and check-ins.

The Field Coordinator articulates the field supervision requirement to Field Instructors during the initial phases of the placement process, through orientation and training efforts, and again during any collaborative efforts such as visits and check-ins.

Students complete a mandatory practicum orientation embedded into Seminar #1 before they are allowed to begin in the agency setting, which includes a reminder about the field supervision requirement and instructions for evidencing completion of the field supervision requirement.

Criteria for Articulating Field Supervision Requirements

- Syllabus content in SW4916 Social Work Field Practicum/Seminar I and SW4926 Social Work Field Practicum/Seminar II to reflect supervision content.
- Recorded visit(s) for articulating supervision requirements documented on the **Practicum Tracker** by the Field Coordinator.
- Recorded training(s) for articulating supervision requirements documented on the **Practicum Tracker** by the Field Coordinator and training sign-in documentation.
- Recorded dissemination of the *Field Instructor Semester Guide* on the **Practicum Tracker** by the Field Coordinator.

Training of Field Instructors to Supervise

Policy for the Training of Field Instructors to Supervise

Field Instructors are trained to supervise students in the instruction of the social work practicum experience.

Procedures for the Training of Field Instructors to Supervise

The Field Instructor participates in field orientation and training opportunities provided by the Social Work Program.

The Field Coordinator plans and offers at least one Field Instructor Training event each academic year.

The Field Coordinator utilizes visit(s)/check-in(s) for ongoing Field Instructor training purposes.

The Field Coordinator offers supplemental training to a Field Instructor, as requested by the Field Instructor or student, or identified as needed by the Field Coordinator.

Criteria for the Training of Field Instructors to Supervise

- Captured indication on the **Practicum Tracker** by the Field Coordinator regarding the training of the Field Instructor to supervise.
- Captured indication on the **Practicum Tracker** by the Field Coordinator regarding the sharing of relevant program documents for training purposes.
- Social Work Program files evidencing relevant training offered at Field Instructor Training events (i.e., agenda, certificate, sign-in sheet).

Safety

Implementing Student Safety Protocols

Policies for Implementing Student Safety Protocols

Supporting student safety for the field practicum occurs through a structured and educationally directed environment.

Supporting student safety is best promoted through appropriate safety training provided through course curriculum content, prior to field through SW4713 Social Work Senior Seminar and on-going throughout the field seminars through SW4916 Social Work Field Practicum/Seminar I and SW4926 Social Work Field Practicum/Seminar II.

Procedures for Implementing Student Safety Protocols

Students engage in safety skill acquisition/development opportunities through SW4713 regarding personal, professional, and psychological safety consistent with the recommendations within the course text (Larkin, 2024).

The student reviews and complies with safety protocols maintained by the field practicum agency and University.

The student completes any pre-placement/onboarding and placement-maintenance requirements related to safety in a timely manner.

The student consults with relevant agency personnel about ways to enhance their own safety and decrease professional liability.

In an agency that provides special safety training, the student completes the training(s) as part of the orientation process.

In supporting professional safety, the student maintains confidentiality of agency records and client system.

In supporting professional safety, the student executes special caution with technology related practices especially concerning any use, if any, of AI and/or social media abiding by recognized University policies, requested agency guidance, and established professional standards.

The Field Coordinator disseminates the *Field Instructor Semester Guide* to the Field Instructors that includes specific items related to supporting student safety such as provision of supervision sessions, not allowing students to transport clients, collaboration with Field Coordinator, emergency contact information reference, and orientation practices.

The Field Coordinator assesses safety practices involving student experiences during field practicum through various encounters and correspondence with students, Field Instructors, and other relevant personnel.

The Field Coordinator serves as a consultant and resource to the Field Instructor and student by facilitating training(s), conducting visit(s)/check-in(s), and clarifying safety expectations.

The Field Coordinator provides oversight and supervision, as needed, throughout the practicum experience to help support the safety of students.

The Field Instructor and the Field Coordinator model appropriate behavior in compliance with safety protocols.

The Field Instructor, any privy practicum agency representative, and the Field Coordinator safeguard records and information pertaining to the student(s).

The Field Instructor or student reports any professional, safety, or ethical concerns inhibiting student learning, including any significant barriers in the student's ability to effectively work with the client system, to the Field Coordinator.

The student, Field Coordinator, and Field Instructor comply with the University's commitment to non-discrimination and anti-harassment.

The student, Field Coordinator, and Field Instructor support professional self-care practices.

The student, Field Coordinator, and Field Instructor utilize resources related to student safety, as needed, such as:

- [Center for Disease Control](#)
- [CSWE Commission on Educational Policy Task Force on Technology and Social Work Education Report](#)
- [MSU Office of Risk Management - - Campus Resources](#)
- [NASW Guidelines for Social Worker Safety in the Workplace](#)
- [NASW Standards for Technology in Social Work Practice](#)

The agency supports safety compliance.

Criteria for Implementing Student Safety Protocols

- Syllabus content in SW4713 Social Work Senior Seminar to reflect safety content.
- Syllabus content in SW4916 Social Work Field Practicum/Seminar I and SW4926 Social Work Field Practicum/Seminar II to reflect safety content.
- Recorded visit(s) for supporting safety documented on the **Practicum Tracker** by the Field Coordinator.
- Recorded dissemination of the *Field Instructor Semester Guide* on the **Practicum Tracker** by the Field Coordinator.

Coordination

Field practicum education involves intentional coordinated efforts involving orienting Field Instructors and students, articulating important field practicum education information and requirements, and monitoring and supporting student learning.

Orienting Field Instructors

Policy for Orienting Field Instructors

Orienting Field Instructors occurs through a structured and educationally directed environment that supports supervision success and involves them as active participants in becoming oriented to the role of Field Instructor.

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Procedures for Orienting Field Instructors

The Field Coordinator assists in the orientation of Field Instructors regarding the Social Work Program's mission and educational purposes of a generalist social work field practicum.

The Field Coordinator completes visit(s) to aid in the orientation of Field Instructors.

The Field Coordinator disseminates the *Field Instructor Semester Guide* to the Field Instructors that includes specific items related to supporting student safety such as provision of supervision sessions, not allowing students to transport clients, collaboration with Field Coordinator, emergency contact information reference, and orientation practices.

The Field Instructor demonstrates a willingness to attend field orientation, training, and visit opportunities provided by the Social Work Program.

Criteria for Orienting Field Instructors

- Recorded visit(s) for aiding orientation of Field Instructor documented on the **Practicum Tracker** by the Field Coordinator.
- Recorded training(s) for aiding orientation of Field Instructor documented on the **Practicum Tracker** by the Field Coordinator and training sign-in documentation.
- Recorded dissemination of the *Field Instructor Semester Guide* on the **Practicum Tracker** by the Field Coordinator.

Orienting Students

Policy for Orienting Students

Orienting students occurs through a structured and educationally directed environment that supports student learning and success and involves students as active participants in becoming oriented to their field practicum experience.

Procedures for Orienting Students

Students must complete SW4713 Social Work Senior Seminar, which includes substantial information and guidance in the orienting of students to field practicum education expectations.

Students must complete a mandatory practicum orientation embedded into Seminar #1 before they are allowed to begin in the agency setting. The mandatory practicum orientation includes, but is not limited to review of the *Social Work Field Practicum Manual*, supervision requirements, safety measures, ethics content and field hour requirement.

The student utilizes the *Student Orientation Checklist* as a guide for potential orientation processes and participates in agency directed orientation practices.

The student should consult the Field Coordinator to determine the appropriateness of time spent on any orientation or onboarding processes for field practicum hour relevance.

Some agencies have very specific onboarding compliance requirements as part of their orientation to the agency. The student should be willing to complete and assume expense of various agency compliance requirements, including but not limited to tests, examinations, vaccinations, background checks, and/or drug screenings– or cooperate freely with alternate placement considerations.

The Field Instructor provides the student with a thorough orientation to the agency, including, but not limited to the agency's policies and procedures, confidentiality standards, and safety protocols.

The Field Instructor should direct the student learning process in a graduated manner with the first few requests for engagement into the agency being very task-oriented. Over the course of the semester, task requests should increasingly promote independence and competence.

Criteria for Orienting Students

- Successful completion of SW4713 Social Work Senior Seminar for all practicum students.
- CONFIRMED placement status of the student by the Field Coordinator in the **Placement Process Tracker** related to any onboarding compliance requirements as part of their orientation, as applicable.
- Attendance record on file for all practicum students for the mandatory practicum orientation embedded into Seminar #1.

Articulating Field Hour Requirement

Policy for Articulating Field Hour Requirement

Articulating the field hour requirement occurs in an intentional manner and in multiple ways to both students and Field Instructors.

Procedures for Articulating Field Hour Requirement

The Social Work Program displays the field hour requirement within crucial program documents such as the *Social Work Program Handbook* and the *Social Work Program Field Practicum Manual*.

The Social Work Program offers reminders to students during various student meeting occurrences about the field hour requirement.

Students must complete SW4713 Social Work Senior Seminar, which includes notification about the field hour requirement.

Students pursuing admission to the Social Work Program must acknowledge an understanding of the field hour requirement when submitting the *Social Work Official Admission Application Portfolio*.

Students complete a mandatory practicum orientation embedded into Seminar #1 before they are allowed to begin in the agency setting, which includes a reminder about the field hour requirement and instructions for evidencing completion of the field hour requirement.

The Field Coordinator articulates the field hour requirement to students during the initial phases of the placement process, through orientation and seminar efforts, and again during any collaborative efforts such as visit(s) and check-in(s).

The Field Coordinator articulates the field hour requirement to Field Instructors during the initial phases of the placement process, through orientation and training efforts, and again during any collaborative efforts such as visits and check-ins.

Criteria for Articulating Field Hour Requirement

- Successful completion of SW4713 Social Work Senior Seminar for all practicum students.
- Submission of the *Social Work Official Admission Application Portfolio*.
- Attendance record on file for all practicum students for the mandatory practicum orientation embedded into Seminar #1.
- Recorded visit(s) or training for aiding in the articulation of the field hour requirement to the Field Instructor documented on the **Practicum Tracker** by the Field Coordinator.
- Recorded dissemination of the *Field Instructor Semester Guide* on the **Practicum Tracker** by the Field Coordinator.

Monitoring and Supporting Student Learning

Policy for Monitoring and Supporting Student Learning

Monitoring students in the field practicum occurs through a structured and educationally directed environment involving engagement efforts

Procedures for Monitoring and Supporting Student Learning

The Field Coordinator supports and monitors student learning by verifying that field practicums only occur in selected/approved agency settings.

The Field Coordinator supports and monitors student learning by verifying that field practicums only occur under the supervision of a selected/approved Field Instructor with the Field Coordinator serving as a consultant and resource to the Field Instructor.

The Field Coordinator clarifies for both students and Field Instructors the course objectives, required assignments, and expected educational outcomes of the field practicum.

The Field Coordinator plans and makes provisions for integrative field practicum seminars through which student monitoring occurs and supporting of student learning is provided.

The Field Coordinator meets/visits with the Field Instructor and student during each practicum semester as a means of engaging with both the Field Instructor and field education setting.

The Field Coordinator uses a variety of additional collaborative methods to meetings/visits, such as email, phone, and virtual meeting platforms to connect with both students and Field Instructors as needed across practicum experiences for monitoring and supportive purposes, as well as engagement efforts for both the Field Instructors and field education settings.

The Field Coordinator serves as a mediator if problems arise between the student and Field Instructor in the teaching/learning relationship.

The Field Coordinator provides professional advising to the field practicum students, as scheduled during seminar, as well as when identified as needed for the field practicum student by the Field Coordinator, Field Instructor, Program Director, other University administrator, and/or student.

The Field Coordinator provides oversight and supervision, as needed, throughout the field practicum experience.

The Field Coordinator maintains documentation of each student's involvement and participation in the field practicum for a period of time consistent with university policy regarding record keeping and disposal of documents.

The Field Instructor contacts the Field Coordinator concerning any significant barriers in the students' ability to effectively work with client system and/or achieve student learning expectations.

The Field Instructor or student reports any professional, safety, or ethical concerns inhibiting student learning to the Field Coordinator.

The Field Coordinator, Field Instructor, and relevant Task Supervisor(s) provide ongoing monitoring and support of student learning across the practicum experience.

Criteria for Monitoring and Supporting Student Learning

- Recorded visit(s), orientation, and/or training to evidence the monitoring and supporting of student learning documented on the **Practicum Tracker** by the Field Coordinator.
- Attendance record on file for all practicum students for seminars across the practicum semester.
- Submitted Practicum *Time Sheet Form*(s) to document/evidence monitoring and support by Field Coordinator, Field Instructor, and relevant Task Supervisor(s).

Evaluation

Evaluation of Field Instructors

Policy for Evaluating Field Instructors

Evaluating Field Instructors occurs through a structured and educationally directed environment.

Procedures for Evaluating Field Instructors

The Social Work Program includes data concerning the evaluation of Field Instructors in the overall data collection methods to help inform decisions and improve service delivery of the Social Work Program. Field education within the Social Work Program is responsive to our students' feedback about their experiences with our Field Instructors.

The student completes the SELE through an accessible survey link and other requested assessment information to aid in evaluating Field Instructors.

The Social Work Program captures the evaluation of Field Instructors on our Student Evaluation of the Learning Experience (SELE) within the final two weeks of the practicum

semester. The SELE is an electronic survey tool the Social Work Program uses to gauge student perception of the field practicum, Field Instructor, Field Coordinator, and the program. It is not anonymous, as several of the items were developed to help our program better understand the supervision processes, client engagements, and generalist practice opportunities available through the field practicum experiences. Ultimately, the SELE aids our decisions regarding the retention of Field Instructors.

Criteria for Evaluating Field Instructors

- Completed, reviewed, and filed SELE for each student within a practicum semester with generated report for each academic year.
- Updates on verification status of verified Field Instructors on the **Approved Field Setting Tracker** by the Field Coordinator

Evaluation of Field Setting Effectiveness

Policy for Evaluating Field Setting Effectiveness

Evaluating field setting effectiveness congruent with the nine social work competencies for the field practicum occurs through a structured and educationally directed environment

Procedures for Evaluating Field Setting Effectiveness

The Social Work Program captures the evaluation of field setting effectiveness on our SELE within the final two weeks of the practicum semester.

The student completes the SELE through an accessible survey link and other requested assessment information to aid in evaluating field setting effectiveness.

The student initiates the *Learning Contract* with the Field Instructor and Field Coordinator, with all three collaborative partners monitoring progress and effectiveness of the learning environment.

The Social Work Program includes data concerning the evaluation of field setting effectiveness in the overall data collection methods to help inform decisions and improve service delivery of the Social Work Program. Field education within the Social Work Program is responsive to our students' feedback about their experiences in and through our field settings using the data to inform the way that we sustain or discontinue field agency sites.

The Field Coordinator evaluates field setting effectiveness through active collaboration with Field Instructors and students including on-site visits in agencies, by analyzing completed learning contracts, and by reviewing generated reports of the SELE.

The Field Coordinator makes determinations, in consultation with the Program Director and/or Department Head, as applicable, to sustain or discontinue any field education settings on an ongoing basis using data from the various collection methods.

By intentionally and routinely evaluating field setting effectiveness, the Social Work Program helps ensure field settings afford generalist practice opportunities to demonstrate the nine social work competencies with all system levels: individuals, families, groups, organizations, and communities in field settings.

Criteria for Evaluating Field Setting Effectiveness

- Reviewed final versions of the Learning Contract by the Field Coordinator
- Recorded visit(s) for evaluating field setting effectiveness documented on the **Practicum Tracker** by the Field Coordinator.
- Completed, reviewed, and filed SELE for each student within a practicum semester with generated report for each academic year.
- Updates on verification status of selected/approved agencies on the **Approved Field Setting Tracker** by the Field Coordinator.

Evaluation of Student Learning/Competency

Policy for Evaluating Student Learning/Competency

Evaluating student learning/competency for the field practicum congruent with the nine social work competencies occurs through a structured and educationally directed environment.

Procedures for Evaluating Student Learning/Competency

The Social Work Program aligns expected educational outcomes for student learning/competency consistent with the competency-based standards set forth by the Council on Social Work Education.

The Field Coordinator and/or Instructor of Record for SW4916 Social Work Field Practicum/Seminar I and SW4926 Social Work Field Practicum/Seminar II clarifies to enrolled students the course objectives, required assignments, and expected educational outcomes of the field practicum.

The Field Coordinator clarifies to the Field Instructor the expected educational outcomes of the field practicum.

The student, the Field Coordinator, and the Field Instructor provide input into the student's *Learning Contract*, jointly affirm the *Learning Contract*, and monitor target task completion throughout the practicum semester.

The Social Work Program assesses each student competency at the behavior level using the MSU Social Work Practicum Final Evaluation by the Field Instructor, which is based on real demonstration of student achievement in field education.

The Field Coordinator evaluates student learning through determined assessment protocols and helps facilitate the completion of various evaluations by field instructors and students.

The Field Instructor completes the midpoint/midterm evaluation and the MSU Social Work Practicum Final Evaluation by the Field Instructor in a timely manner to aid in evaluating student learning/competency with the Field Coordinator providing the assessment survey links.

The student completes the SELE through an accessible survey link and other requested assessment information to aid in evaluating student learning/competency.

The Social Work Program includes data concerning the evaluation of student learning/competency in the overall data collection methods to help inform decisions and improve service delivery of the Social Work Program and is evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies.

Criteria for Evaluating Student Learning/Competency

- Submitted initial and final versions of the *Learning Contract* consistent with submission information provided in the syllabus for SW4916/SW4926, assignment rubric, and assignment guidelines acknowledging involvement of the student, Field Coordinator, and Field Instructor.
- Completed, reviewed, and filed SELE for each student within a practicum semester with generated report for each academic year.
- Completed midpoint/midterm evaluations and the MSU Social Work Practicum Final Evaluation by the Field Instructor on each practicum student.

Field Practicum and Employment

Concurrent Field Practicum and Employment

Policy for Concurrent Field Practicum and Employment

Field practicum is permitted in an agency in which the student is/will be concurrently employed during the field practicum semester.

Procedures for Concurrent Field Practicum and Employment

The student initiates a request to complete a field practicum in an agency in which the student is/will be concurrently employed during the field practicum semester through submission of the *Field Practicum and Employment Form* to the Field Coordinator within one

week of it being known by the student that the field practicum will involve concurrent employment with the same agency

The Field Coordinator in consultation with the Social Work Program Director will affirm or deny the concurrent field practicum and employment situation making determinations based on the proposed division of the concurrent experiences, the quality and distinction of supervision available, the evidenced stability of employment prior to the request, and the anticipated stability of employment throughout the duration of the practicum period as reported by the student on the *Field Practicum and Employment Form*.

In an approved concurrent field practicum and employment situation, the student distinguishes separate employment hours from field practicum hours only recording field practicum hours in the accrual of hours on the *Time Sheet Form*. Employment hours are not required to be linked to the nine social work competencies and generalist level social work practice. Field practicum hours should be consistent with any standard field practicum of the Social Work Program.

The Field Coordinator designates a CONFIRMED placement involving a concurrent field practicum and employment situation, as such, on the **Practicum Tracker**.

The student receives field practicum supervision during the concurrent field practicum and employment situation that is distinct from employment supervision. With concurrent field practicum and employment situations, field education supervision may be provided by the same supervisor as for employment or a different supervisor as for employment, as long as the representative providing field practicum supervision meets the requirements of being determined as a Field Instructor as outlined in this manual.

The Field Coordinator, Field Instructor, and student involved with the EBP affirm through the *Field Practicum and Employment Form* how field education supervision is distinct from employment supervision in situations involving (1) the same supervisor for the concurrent field practicum and employment situation as for employment or (2) a different supervisor for the concurrent field practicum and employment situation as for employment.

The Field Coordinator assists the student with field practicum continuation or change in situation when a student becomes unemployed in an agency during a concurrent field practicum and employment situation.

Dissemination to include access of the *Field Practicum Manual* to students, Field Instructors, and other relevant agency personnel aids in articulating the policies surrounding employment based practicums.

Criteria for Concurrent Field Practicum and Employment

- Submitted *Field Practicum and Employment Form* by the student acknowledging the concurrent field practicum and employment situation to the Field Coordinator.
- Recorded designation of the concurrent field practicum and employment situation on the **Practicum Tracker** by the Field Coordinator.

Employment Based Practicum as Field Practicum

Policy for Employment Based Practicum as Field Practicum

An employment based practicum (EBP) is permitted in an agency in which the student is also employed, although employment should already be secured within four months of the first class day of the anticipated practicum semester of the student.

Procedures for Employment Based Practicum as Field Practicum

The student initiates a request to complete an Employment Based Practicum (EBP) in an agency in which the student is already employed through submission of the *Field Practicum and Employment Form* to the Field Coordinator within four months of the first class day of the anticipated practicum semester of the student.

The Field Coordinator in consultation with the Social Work Program Director affirms or denies the EPB making a determination based on the opportunity for assignments to be directly linked to the nine social work competencies, the quality and distinction of supervision available, the evidenced stability of employment prior to the request, and the anticipated stability of employment throughout the duration of the practicum period.

The Field Coordinator designates a CONFIRMED placement involving an EPB, as such, on the **Practicum Tracker**.

The student receives field practicum supervision during the EBP that is distinct from employment supervision. With EBP situations, field education supervision may be provided by the same supervisor as for employment or a different supervisor as for employment, as long as the representative providing field practicum supervision meets the requirements of being determined as a Field Instructor as outlined in this manual, excluding the information about the exception justification process. An exception justification for determining a Field Instructor is not allowed in an EBP situation.

The Field Coordinator, Field Instructor, and student involved with the EBP affirm through the *Field Practicum and Employment Form* how field education supervision is distinct from employment supervision in situations involving (1) the same supervisor for the EBP as for employment or (2) a different supervisor for the EBP as for employment.

The Field Coordinator, Field Instructor, and student involved with the EBP affirm through the *Field Practicum and Employment Form* and *Learning Contract* that student assignments are directly linked to the nine social work competencies and generalist level of practice. A EBP allows practicum related assignments and employee tasks to qualify for field practicum hours when directly linked to the nine social work competencies and generalist level social work practice.

The student records supervision time on the *Time Sheet Form* distinguishing between types of supervision (field practicum or employment).

The Field Coordinator offers additional supervision for the student to engage in throughout the EBP. This additional supervision aids in helping ensure continued compliance with competency-based efforts and generalist level of practice.

The Field Coordinator assists the student with field practicum continuation or change in situation when a student becomes unemployed in an agency during an EPB situation.

Dissemination to include access of the *Field Practicum Manual* to students, Field Instructors, and other relevant agency personnel aids in articulating the policies surrounding employment based practicums.

Criteria for Employment Based Practicum as Field Practicum

- Submitted *Field Practicum and Employment Form* by the student with affirmation of the EBP by the Field Coordinator and Program Director.
- Recorded designation of the EPB on the **Practicum Tracker** by the Field Coordinator.
- Submitted and affirmed *Time Sheet Form(s)* for evidencing distinct supervision.
- Submitted and affirmed *Learning Contract* for evidencing competency-based tasks.

Paid Field Practicum

Policy for Paid Field Practicum

A paid field practicum is permitted through stipend or other financial compensation.

Procedures for Paid Field Practicum

The student does not expect a paid field practicum. The field practicum is a learning experience guided by specific educational outcomes and is preparation for entry-level generalist social work practice.

If a paid field practicum is offered by the placement agency, the student acknowledges a paid field practicum through submission of the *Field Practicum and Employment Form* to the Field Coordinator within one week of it being known by the student that the field practicum will involve the student being paid.

Dissemination to include continuous access of the *Field Manual* to students, Field Instructors, and other relevant agency personnel aids in articulating the policies surrounding a paid field practicum.

Criteria for Paid Field Practicum

- Submitted *Field Practicum and Employment Form* by the student acknowledging the paid practicum to the Field Coordinator.
- Recorded designation of the paid practicum on the **Practicum Tracker** by the Field Coordinator.

Requirements

Accrual of Minimum Hours

Policy for Accrual of Minimum Hours

Each field practicum student is required to accrue the minimum of 450 hours of field practicum education.

Completed and signed time sheets—by both the student and Field Instructor—serve as documented evidence of student accumulation of the 450 hours of field practicum, which is a required component for completion of SW4916 and SW4926.

Procedures for Accrual of Minimum Hours

The student negotiates hours for the practicum with the Field Instructor. The MSU Social Work Program expects the negotiated hours to fall within the field agency's normal business hours and for any outside work or volunteer engagements of the student to not interfere with those hours.

The student keeps a record of the accumulated field practicum hours using the *Time Sheet Form*.

The Field Instructor reviews the *Time Sheet Form(s)* presented by the student and provides verification of review and accuracy by signing the respective form(s).

The student submits each *Time Sheet Form* according to the schedule provided in the syllabus for SW4916/SW4926 within the currently used electronic education management system.

During Seminar #1, the Field Coordinator and/or Instructor of Record for SW4916 and SW4926 provides instructions for the correct method for completing the *Time Sheet Form(s)*. Additional guidance is also provided in the syllabus for SW4916/SW4926.

The student assumes responsibility for monitoring and maintaining pace of accrual. A pace of approximately 30 hours each week of a typical fall or spring semester is needed to accrue the minimum of 450 hours of field practicum education.

The Field Coordinator and Field Instructor check accrual feasibility at each time sheet submission and offer guidance for accrual pace, if needed.

The student complies with designating accrual of hours using the following guidelines:

- **ABSENCE:** On any occasion that the student will be absent from the agency and the accrual of hours impacted, the student should notify the agency Field Instructor, first, then the Field Coordinator. The notification of the absence to the Field instructor and Field Coordinator should occur prior to the occurrence of the absence, as feasible. When absence from the practicum is necessary, the student should provide satisfactory documentation of the impending absence. Please refer to the University policy 12.09 regarding attendance for additional guidance.
- **HOLIDAYS:** Hours during a University holiday may count in the accrual of hours. It is understood by the Social Work Program and the student that the student has a responsibility to the client systems served during the field practicum experience. The Social Work Program further recognizes that the social work student is in a student, not an employee role; therefore, the Social Work Program will not require students to complete field practicum hours during University holidays.
- **SEMINAR HOURS:** Hours for the embedded, concurrent seminars may count in the accrual of hours. Seminar attendance is required and is more fully addressed in the syllabus for SW4916 and SW4926.
- **SPECIAL PROJECTS:** Special projects consistent with learning competencies, as approved in advance by the Field Instructor and Field Coordinator, may be completed in rare circumstances and for relevant reasons outside of normal business hours with time spent recognized in the accrual of field practicum hours.

The student uploads the signed final *Time Sheet Form* indicating the accrual of a minimum of 450 practicum hours within the currently used electronic education management system by the designated date/time in the syllabus schedule for SW4916/SW4926. The final *Time Sheet Form* submission serves as a completion indicator for field practicum and will be evaluated as either complete or incomplete. Final grades will not be posted until the signed final *Time Sheet Form* is uploaded within the currently used electronic education management system indicating the accrual of a minimum of 450 practicum hours.

Criteria for Accrual of Minimum Hours

- Submitted and verified *Time Sheet Form(s)* indicating the accrual of a minimum of 450 hours of field practicum education by each student completing SW4916 and SW4926.

Professional Liability Insurance

Policy for Professional Liability Insurance

Each field practicum student is required to provide written evidence of professional liability (malpractice liability) insurance coverage for the time period involving the entire field practicum experience.

Procedures for Professional Liability Insurance

The student secures a minimum amount of insurance coverage for professional liability, which per individual shall be \$1,000,000 per occurrence and \$3,000,000 annual aggregate.

The student seeks consultation with the Field Coordinator concerning coverage options and be willing to assume the cost of coverage.

The student uploads a copy of the certificate of insurance for professional liability into the currently used electronic education management system , as directed by the Field Coordinator.

Upon request, the student provides a copy of the certificate of insurance for professional liability to the Field Instructor—or appropriate agency representative.

Criteria for Professional Liability Insurance

- Submitted and verified certificate of insurance for professional liability indicating the minimum coverage parameters by each student completing SW4916 and SW4926.

General Information

Completion Credit

Each student is required to complete the social work field practicum. Consistent with accreditation standards, the Social Work Program does not grant academic credit for life experience or previous employment in lieu of required social work coursework or field education. The program values the contributions of lived experience and practice wisdom while emphasizing the importance of grounding professional practice in social work theory, research, and ethical principles. Competent social workers integrate both knowledge and experience to inform their practice.

Confidentiality

All records, interviews, and any other identifying information will be remain in the strictest confidence by the student. Journaling efforts, group seminars, and any required papers relating to the agency must not include names of clients or contain any information that could identify the client system. The Field Coordinator should be notified by the student

immediately in the event that the student is subpoenaed for an issue related to the practicum experience. Some agencies require additional training regarding confidentiality. Students must comply with completing such requirements as indicated by the agency.

Crisis/Disaster

Navigating students through any crisis/disaster in the midst of their academic pursuits involves regular monitoring of their needs and concerns. The Field Coordinator will maintain open channels of communication with both Field Instructors and practicum students during any crisis/disaster situation. Due to the changing nature and complexities associated with any crisis/disaster, the Field Coordinator will recurrently seek out guidance and direction from relevant: (1) social work leadership, such as the Council of Social Work Education and the National Association of Social Workers; (2) governance, such as University, local, state, and national authorities; and (3) crisis/disaster-based intervening institutions, such as the Center of Disease Prevention and the Federal Emergency Management Agency.

Grade Submission

The following forms must be completed and received by the field coordinator prior to the submission of the final grade for SW4916 and SW4926:

- Learning Contract (Final)
- MSU Social Work Practicum Final Evaluation by the Field Instructor
- Time Sheet Form (Final)

The student must achieve competency (“C” or higher) in both sections of the field practicum, SW4916 and SW4926. In the event a student earns “D” or “F” in either SW4916 or SW4926, the instructor of the courses will apply the same below competency grade to the other course.

Health Liability

The Social Work Program or placement/practicum agency is not responsible for health or injury of the student.

Professional Development

Students should consider the practicum experience as essential to professional development, which coincides with dimensional learning. Professional development expectations that may not be explicitly addressed elsewhere in this manual include, but are not limited to:

Students are expected to:

GENERAL

- demonstrate the ability to plan and organize learning responsibilities effectively
- demonstrate professionalism with clients and constituents to include compliance with policies and procedures of the agency, the University, and the MSU Social Work Program

- manage current life stressors through the use of self-care and other appropriate interventions

KNOWLEDGE

- demonstrate the ability to relate the practice of social work to theories learned in the classroom
- demonstrate an understanding of the mission, goals, and purpose of the agency with its relationship to clients, other agencies, and organizations within the community
- demonstrate acquired learning of the social work process to include: engagement, assessment, intervention, and evaluation with individuals, groups, families, communities, and organizations.

SKILLS

- demonstrate an ability to clearly and concisely document case records, case assignments, and other professional correspondence
- demonstrate an ability to plan, initiate, and implement organizing resources and providing services for and with the client system
- demonstrate an ability to effectively work with diverse populations

VALUES

- demonstrate the valuing of individual worth and human dignity to include supporting an individual's right to self-determination and promoting social justice
- demonstrate respect for the unique characteristics of diverse populations and responsiveness and humanness to individual needs
- demonstrate an understanding of the professional responsibility that social workers have for their own ethical conduct, for the quality of their practice, and for maintaining continuous growth

COGNITIVE/AFFECTIVE PROCESSES

- demonstrate both critical thinking and reflective thinking
- demonstrate appropriate affective responses to clients, colleagues, and constituents
- demonstrate appropriate exercise of judgement

Registration

Each student is responsible for completing the MSU registration process and applying for graduation.

Required Readings

The following are required readings for the student completing the field practicum:

- [NASW Code of Ethics](#)
- [Mississippi State Board of Examiners for Social Workers and Marriage and Family Therapists - - Rules and Regulations](#)
 - Any student with a confirmed out-of-state placement should review the current rules and regulations for social workers in the applicable state.
- [Council on Social Work Education Educational Policy and Accreditation Standards](#)

Removal

The Social Work Program has an obligation to protect the program and the profession, and thus reserves the right to remove a student from a field practicum agency. The Field Coordinator may remove a student from an agency due to failure of a student to meet academic, emotional, or professional standards. Such standards may include but are not limited to those outlined in this manual or the *Social Work Program Handbook* designated in the National Association of Social Workers Code of Ethics, and/or deemed by the Field Coordinator or the Field Instructor as unbecoming to a developing social worker. With removal there is no expectation of the student being placed in another agency and the removal may prompt the additional action of dismissal of the student from the Social Work Program.

Transportation

Each student is responsible for having reliable/dependable transportation to and from the field practicum agency and embedded seminars. In the vast majority of field practicum settings, students are required to have personal transportation. In these cases, the Social Work Program requires that the student maintain a current and valid driver's license, as well as adequate vehicle liability coverage/insurance. The student assumes risk associated with travel for field practicum responsibilities and learning endeavors. Use expectations of personal vehicles need to be clarified prior to placement between the student and field agency setting. Students should not be required to transport clients in personal automobiles.

By signing below, I acknowledge having read the <i>Field Practicum Manual</i> of the Mississippi State University Social Work Program and agree to comply with the content therein:		
Date	Printed Name	Signature