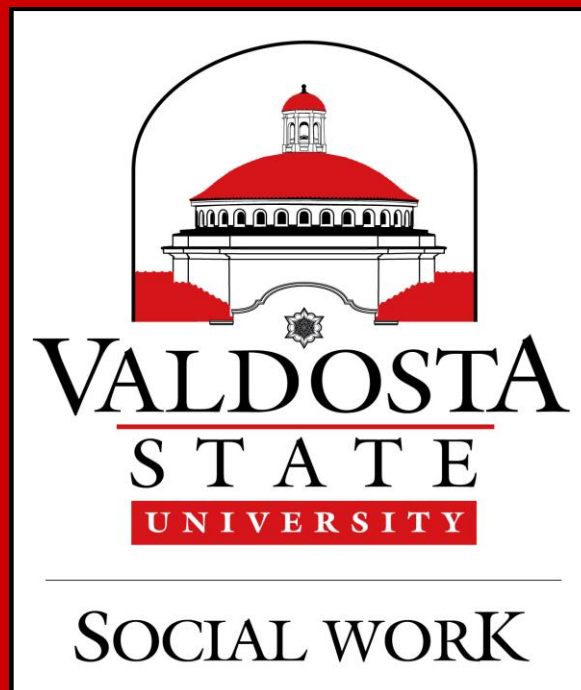


Field Instruction Handbook



Division of Social Work
Valdosta State University
Valdosta, GA 31698

PLEASE NOTE: The Field Instruction Handbook is subject to change.
Student will be notified when changes occur.

Revised 6/10/2011

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MISSION, GOALS, AND OBJECTIVES OF THE DIVISION OF SOCIAL WORK AT VALDOSTA STATE UNIVERSITY

The Valdosta State University (VSU) Master of Social Work Program is the result of the collaborative efforts of area social workers who work to ameliorate the area's social problems, social work faculty members, and numerous other professionals and citizens who represent both the university and the region. The grass roots' nature of the MSW Program has been apparent since the doors of the school first opened in 1995, and the deep level of community support and involvement has been ongoing. The MSW Program is not only a vital part of the campus, community, and region, but the program also has had a significant impact on the social fabric of the community. Likewise, dramatic changes in the community context have had equally significant effects on the MSW Program. It is our belief that both the program and the community have enriched one another. Presented below is the mission statement, goals and program objectives of the Master of Social Work Program at Valdosta State University. Also included are the strategic goals of VSU as well as those of the University System of Georgia. All three sets of goals are interlinked, and the goals of the MSW Program reflect the mission and goals of both the university and the state university system.

Valdosta State University's Institution's Mission Statement

Since 1913, Valdosta State University has been a major provider of educational services for South Georgia. The beauty and consistency of its Spanish Mission style of architecture are indicative of its dedication to serving the region's heritage while developing programs and services to enhance its future.

Within the context of the University System's mission and vision, Georgia Southern University and Valdosta State University share core characteristics as regional universities. While these two universities both embody the common characteristics presented below, variations in their purposes, histories, traditions, and settings allow each to focus on its own distinctiveness and accomplishments.

The core characteristics include:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a specific region of the state and by particularly outstanding programs or distinctive characteristics that have a magnet effect even beyond the region;
- a campus-wide commitment to a technologically enhanced learning community that promotes student success, sustains instructional excellence, serves a diverse and well-prepared student body, offers academic assistance, and provides learning enrichment for all students;
- a range of disciplinary and interdisciplinary academic programming at the baccalaureate and masters levels, as well as a range of professional programs at the baccalaureate and post-baccalaureate levels, including a limited number of professionally oriented doctoral-level programs;
- a commitment to public service, continuing education, technical assistance, and economic development activities that addresses the needs, improves the quality of life, and raises the educational level within the university's scope of influence;
- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits and a commitment to research in selected areas of institutional strength and focused on regional need.

As a regional university in South Georgia, Valdosta State cooperates with other University System institutions to ensure that the region receives the services it needs. To expand its programmatic outreach, it develops and offers programs by distance learning and at off-campus locations throughout the region. It will continue to exercise a leadership role in meeting the needs of the region, particularly in providing access to professionally oriented doctoral programs, primarily in education, and to applied research.

MSW Program's Vision Statement

Vision Statement of the Division of Social Work at Valdosta State University

"A creative environment offering practical, solution-oriented approaches for education, practice, and research."

MSW Program's Mission Statement

The mission of the Division of Social Work is to contribute to the resolution of social problems and social inequalities in South Georgia as well as other geographic areas through the advancement and development of the social work profession through scholarship, service, leadership, and the preparation of qualified advanced generalist practitioners who are able to engage in informed, systematic, and increasingly complex practice at multiple levels while critically evaluating and shaping the social work practice environment.

MSW Program Goals

The MSW Program goals have been modified since the 2002 Reaffirmation. Specifically, these goals reflect the increasing sense of clarity regarding our mission and goals as well as the growth of the social work profession in this region and beyond. *The seven goals of the Division of Social Work are as follows:*

1. To prepare students to engage in informed, systematic, and self-directed advanced generalist practice at multiple levels.
2. To create a unique learning environment in which students are able to identify with the profession and learn to assume professional leadership roles in which they can begin to shape their professional environment.
3. To prepare students for practice at increasing levels of complexity, using specialized theories and practice methods that enable students to maintain attention to balanced practice.
4. To prepare students to practice with respect and with the knowledge, values, and skills that are appropriate for the range of human differences in order to implement effective intervention strategies.
5. To develop and strengthen ongoing collaboration with helping systems in the community and region to facilitate the advancement of social work knowledge, skills, and values, and the promotion of policies and services that match the ideals of social justice.
6. To provide support and professional development to human service practitioners within the region as well as to contribute to the advancement of the profession through the generation of social work knowledge through scholarship, service, teaching, professional affiliations, and opportunities for life-long learning.

7. To seek an increasingly diverse group of applicants who wish to pursue the field of social work and to create a creative, diverse learning environment in which students to value human differences and learn to practice within the values and ethics of the profession.

MSW Program Objectives

In the 2002 Self-Study, the Division identified 17 objectives related to curriculum and 3 objectives related to overall program objectives that addressed the community, faculty members and the social work profession, and program renewal. In the 2010 Self-Study, we have determined that students' work on foundation objectives should continue during their concentration year. Thus, in line with the standards and policies of CSWE, we identified fourteen foundation curriculum objectives, five concentration curriculum objectives, and four overall program objectives which addressed the community, profession, the MSW Program, and program renewal. Thus, in articulating our 14 foundation objectives, we no longer propose that students can master the foundation objectives by the end of their foundation year. Rather, we propose that the foundation objectives continue to play a part in the students work during their concentration year, although we contend that students must meet the foundation objectives in more advanced ways through the demonstration of more advanced skills.

Thus, during students' concentration year, all 19 program objectives must be met. The program objectives are as follows:

Foundation

1. Conduct multi-level generalist practice based on the planned intervention process
2. Demonstrate the ability to apply critical thinking within the context of professional social work practice.
3. Analyze and apply the values and ethics of the social work profession.
4. Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.
5. Understand and challenge mechanisms of oppression and discrimination
6. Apply strategies of advocacy and social change to advance justice
7. Understand and interpret the history, development, and current trends of the profession.
8. Select and apply human behavior theory and evidence to inform practice using the ecosystems perspective as an organizing framework.
9. Demonstrate the ability to analyze, formulate, and influence social policies
10. Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately
11. Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form
12. Demonstrate the ability to appropriately use feedback, supervision and consultation in the service of professional conduct and growth
13. Demonstrate ability to function within the structure of organizations, delivery systems and community networks and seek organizational change
14. Identify with the social work profession and behave professionally.

Concentration

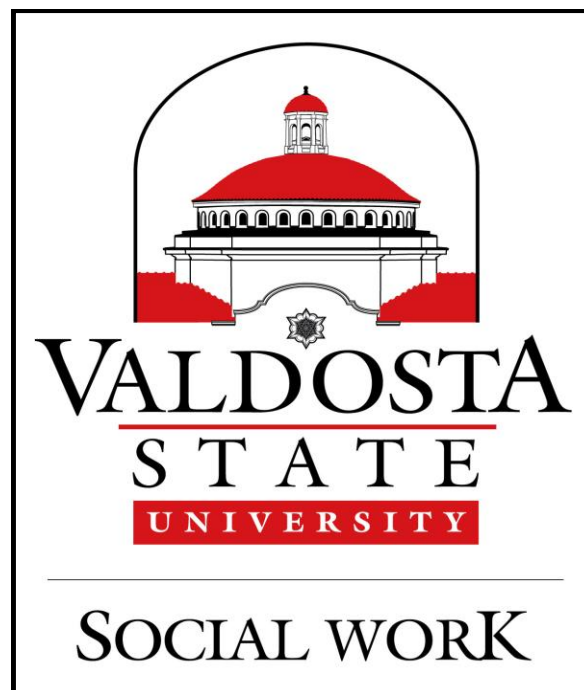
15. Demonstrate an increasing ability to engage in informed and systematic Self-Directed Practice.
16. Demonstrate elements of leadership and the ability to shape the professional environment.

17. Demonstrate an ability to analyze and critically evaluate the contextual elements to inform social work practice
18. Apply balanced attention to multi-level practice
19. Demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods

Additional Program Objectives

20. Strengthen ongoing exchanges with external constituencies through service and collaboration (Std. 7.0).
21. The faculty will engage in, encourage, and promote scholarly activities and achievements (Std. 7.1).
22. The program will engage in professional leadership and innovative efforts that are congruent with the mission of the Division of Social Work and the University (Std. 7.2)
23. Attract, orient, and retain qualified graduate students in the MSW Program.

Field Instruction Guideline and Procedures



FIELD INSTRUCTION

OVERALL PURPOSE

Since the beginning of the social work profession in the late 1800's, social work training has included both academic class work as well as actual practice experience in social service agencies. The attempt to forge a strong link between theory and practice remains a cornerstone of social work professional education. Through the Field Practicum, graduate students are provided with significant integrative experiences in preparation for their professional careers. The supervised practice experience or practicum is referred to in many different ways including "field instruction," "supervision," "placement" or "internship." The MSW Field Instruction Handbook outlines the structure of student practicum experiences at Valdosta State University. This manual includes all instructions, information, policies, and applications that students need in order to progress through this phase of the social work program. Please read the material carefully.

Practicum courses are restricted to students enrolled in the Master of Social Work program and who have completed the application process for which practicum they are entering.

I. FOUNDATION PRACTICUM

The Foundation Practicum provides students with experience and field instruction in generalist social work practice. Students are offered an opportunity to experience a wide range of social work roles and functions (e.g., advocate, broker, resource developer, teacher, and counselor) as well as a range of vulnerable client populations. Students are **assigned** by the Field Director to the foundation practicum. The Foundation Practicum is carried out concurrently with class work during two semesters for a total of 460 practicum hours. Students spend 16 hours a week in placement in addition to their academic classes. Students will be enrolled in a practicum seminar that will accompany each practicum. This seminar is an integral class that is a part of the overall practicum experience and allows students an opportunity to integrate field and academic experiences. All students will begin Foundation Practicum mid-September and will continue throughout the Spring Semester. The number of sections available for students will be dependent on the number of students entering field. Advisors will assist students in developing their Program of Study and determining when they should apply for practicum/practicum seminar.

****Note to Part-Time/Web Based Students Only:** Students complete foundation year **during their first and second years**. Students complete the foundation practicum/practicum seminar during the second year in the program. Students thus complete most of their foundation classroom courses during their first year, giving them a lighter academic load to facilitate completion of the practicum/practicum seminar. In mid-September students begin practicum/practicum seminar. Students will have completed all foundation requirements by the end of their second year.

HOURS REQUIRED FOR FOUNDATION PRACTICUM:

Face-to-Face (On-Campus) Cohort

SOWK 6600/6610 – Practicum (Fall Semester)

10 weeks – Practicum Seminar (2 hours/week) = 20 hours
10 weeks – Agency Placement @ 16 hours/week = 160 hours
Integrated Assignments = 10 hours
Total Practicum/Seminar Hours for Fall Semester = 190 hours

SOWK 6700/6710 – Practicum (Spring Semester)

10 weeks – Practicum Seminar (2 hours/week) = 20 hours
15 weeks – Agency Placement @ 16 hours/week = 240 hours
Integrated Assignments = 10 hours
Total Practicum/Seminar Hours for Spring Semester = 270 hours

Total Required Foundation Practicum Hours = 460 hours

Web-Based Cohort

SOWK 6600/6610 – Practicum (Fall Semester)

5 Weekend Sessions – Practicum Seminar (4 hours) = 20 hours
10 weeks – Agency Placement @ 16 hours/week = 160 hours
Integrated Assignments = 10 hours
Total Practicum/Seminar Hours for Fall Semester = 190 hours

SOWK 6700/6710 – Practicum (Spring Semester)

5 Weekend Sessions – Practicum Seminar (4 hours) = 20 hours
15 weeks – Agency Placement @ 16 hours/week = 240 hours
Integrated Assignments = 10 hours
Total Practicum/Seminar Hours for Spring Semester = 270 hours

Total Required Foundation Practicum Hours = 460 hours

II. CONCENTRATION PRACTICUM

The second segment of the practicum is conceptualized as a Concentration practicum in which students focus on the integration of theory and practice skills in Advanced Generalist Practice. Concentration Practicum consists of two consecutive semesters, which means the student is placed in the same agency for both fall and spring semester. Students begin Concentration Practicum the first week of classes in August. Both Fulltime and Part-time students may only enter Concentration Practicum in the Fall Semester. In order to proceed into the concentration Practicum you must meet grade requirements. (Policy #7, Page 24: Grade of Incomplete/Academic Probation: Students will not be allowed to carry a grade of Incomplete or "I" for social work courses into their Practicum. Thus, any "I" must be completed by the beginning of the semester in which the student is scheduled to enter practicum. Failure to complete full responsibilities for coursework will delay a student's entry into Practicum. Additionally, students may not enter Practicum when they are on Academic Probation-an overall GPA of less than 2.5.)

Full-time Students: Students spend 18 hours each week in placement in addition to their academic classes each semester. All Concentration Practica begin in the Fall Semester and continue throughout the Spring Semester.

Part-time Students (Web Based/Three-Year): The Concentration Practicum sequence is begun the third year Fall Semester and follows the same structure of 18 hours a week for two consecutive semesters. The Concentration Practicum is carried out CONCURRENTLY with academic classes for the entire year.

Part-time Students (Four-Year): Students complete most of their concentration classroom courses during their third-year, giving them a lighter academic load to facilitate completion of Practicum. The Concentration Practicum sequence is begun the fourth-year Fall Semester and follows the same structure of 18 hours a week for two consecutive semesters.

HOURS REQUIRED FOR CONCENTRATION PRACTICUM:

All Cohorts

SOWK 7611 – Practicum (Fall Semester)

**15 weeks – Agency Placement @ 18 hours/week
Concentration Practicum Hours for Fall Semester = 270 hours**

SOWK 7612 – Practicum (Spring Semester)

**15 weeks – Agency Placement @ 18 hours/week
Concentration Practicum Hours for Spring Semester = 270 hours**

Total Required Concentration Practicum Hours = 540 hours

FIELD INSTRUCTION ROLES/RESPONSIBILITIES

The Field Instruction program requires different functions of the Director of Field Instruction, Field Instructor (agency staff), Faculty Liaison, Educational Advisor, and Student.

DIRECTOR OF FIELD INSTRUCTION/OFFICE OF FIELD INSTRUCTION: The Office of Field Instruction, and specifically the Director of Field Instruction, is responsible for the total instruction program of the Division of Social Work. This includes:

1. Evaluation and maintenance of a bank of agency resources to adequately meet student-learning needs;
2. Orientation and training of Field Instructors, students, and Faculty Liaisons; Orientation and training for field instructors is offered two to three times per year. Mandatory Field meetings occur throughout the year for orientation purposes. Faculty Liaisons are oriented yearly.
3. Maintenance of legal documents necessary for Agency-University affiliations;
4. Provision of information to Educational Advisors and students about the variety, quantity, quality and nature of practicum offerings;
5. Provision and distribution of necessary field placement educational materials (for example application forms, informational resources, syllabi, evaluation forms, teaching/learning materials, practicum calendars, etc.) to appropriate persons;
6. Development and implementation of professional continuing education activities for Field Instructors;
7. Provision of consultation to Faculty Liaisons, Educational Advisors, students, Field Instructors and administrators concerning a variety of issues impacting the School-Agency relationships and the quality of the individual student's learning experience; and
8. Provision of information to the School's administration concerning liaison assignments and matters impacting the field instruction program.

DIRECTOR OF TITLE IV-E

1. Evaluation and maintenance of Department of Children and Family Services (Child Welfare) agency resources.
2. Orientation of Field Instructors, students, and Faculty Liaisons participating in the IV-E practicum placements.
3. Provision of consultation to Faculty Liaisons, Educational Advisors, students, Field Instructors and administrators concerning a variety of issues impacting the School-DFCAS Agency relationships and the quality of individual student's learning experience

FIELD INSTRUCTORS:

A. **Planning role:** The Field Instructor carries an important planning function for the student's internship. In some agencies, some or all of these activities may be carried out by the agency's administrator or a coordinator for social work student placements. These planning functions include:

1. Communicating information to the Faculty Liaison or Director of Field about potential practicum openings and any information that may impact the nature or quality of the practicum.
2. Following receipt of the student's Practicum Application from the Liaison, the Field Instructor confirms that the referral appears to be an appropriate one and responds to the student's request for scheduling the Placement Confirmation Conference.
3. Should the Field Instructor learn information in the Confirmation Conference that leads her/him to question the viability of the planned practicum, s/he is responsible for discussion of the issues with the Faculty Liaison or Director of Field and immediate appropriate action.

B. **Teaching Role:** Throughout the field placements, the Field Instructor's primary role is as the teacher and facilitator of student learning. To this end the Field Instructor:

1. Provides for the student's orientation to the agency's policies and procedures, ethical standards and safety precautions;
2. Negotiates and plans student assignments in accordance with the Practicum Objectives as identified in each practicum syllabus;
3. Provides educational supervision/field instruction for each student for at least one hour per week;
4. Serves as an advocate for the student within the agency, by facilitating the student's access to productive learning experiences and other learning activities/resources (for example, student participation in activities outside the agency such as professional conferences, relevant library work or field visits to other programs) during the practicum;
5. Evaluates the student's performance in the agency with regard to the specified Practicum Objectives; and evaluates samples of the students learning including process recordings, journals, etc.
6. In the final practicum, serves as the primary educational resource.

EDUCATIONAL ADVISOR: During both the Foundation and Concentration Practicum, the Advisor may be called upon as a student advocate and/or as a consultant to the Liaison or Agency Field Instructor concerning the student's progress and learning in the practicum. The Educational Advisor plays a pivotal role by helping the student assimilate and evaluate field placement information related to development of an appropriate Practicum Application.

FACULTY LIAISON (OR FOUNDATION PRACTICUM SEMINAR INSTRUCTOR):

A. **Planning role:** The Faculty Liaison carries an active role in the planning and placement processes for the Concentration practicum. Planning for the practicum is carried out in the following ways:

1. Initially, the Faculty Liaison provides information to the Director of Field Instruction to help develop a database that includes descriptions of agency placement opportunities;
2. At appropriate times, the Faculty Liaison provides the Director of Field Instruction with information about the number, nature, and quality of practicum experiences available in her/his assigned agencies;
3. During the advising phase of the placement process, the Faculty Liaison may be called upon to provide information to students clarifying the kinds of settings that support specific practice interests, etc.;

B. Teaching Role:

1. Throughout the internship, the Faculty Liaison provides learning (including Process Recordings and journals) and participates in the evaluation of the learning outcomes. It is expected that the Faculty Liaison will make regularly scheduled visits to the agency during each semester of the field experience for the purpose of developing an appropriate Learning Contract between the student, agency and School; monitoring the progress of the student; providing educational supports to the student and Field Instructor; troubleshooting any administrative or policy issues that may arise between the agency and School; receiving input from agencies about curriculum and practicum policy and content; identifying agency needs for consultation or training; planning for future practica and evaluating the student's learning outcomes related to the Practicum Objectives.

Foundation Practicum: Practicum Seminar Instructors will be asked to conduct at least 3 visits to the placement agency during the foundation practicum sequence. For sites that are geographically distant (more than 2 hours away) instructors have the option of conducting one of the visits via telephone conference calling or distance learning. For all sites, regular contacts by telephone and e-mail are important so that educational monitoring can occur. At the beginning of each practicum, instructors will secure the e-mail addresses of students enrolled in their practicum and will construct an e-mail listserv of all foundation students and field instructors in order to communicate regularly with practicum participants. To further insure educational monitoring, field instructors will be required to attend field instructional training meetings. Additionally, as field instructors generally are on campus for these meetings, meetings can be arranged among the field instructors, practicum seminar instructors and students. Should problems or concerns arise in a particular placement, additional site visits may be needed to address problems in a timely manner.

Concentration Practicum: Faculty Liaisons are assigned each semester to all agencies in which concentration students are placed. As with the Foundation Practicum Seminar Instructors, it is recommended that Faculty Liaisons conduct on-site visits on at least three occasions during the two semesters of concentration practicum. If practicum sites are geographically distant (further than 2 hours from Valdosta), Liaisons have the option of conducting one of the visits via telephone conference calling or distance learning. If at all possible, on-site visits are preferable for the Concentration Practicum. Accessibility as needed, either by telephone, e-mail, or

meetings that occur during times in which field instructors are on campus for field training meetings, are essential in order to monitor the educational activities. At the beginning of each practicum, instructors will secure the e-mail addresses of students and field instructors involved in their assigned practicum sites, in order to construct an e-mail listserv to facilitate communication with all participants. Should problems or concerns arise in a particular placement, additional site visits may be needed to address problems in a timely manner.

2. The Faculty Liaison is responsible for assigning the academic grade for every practicum according to the specifications of the practicum syllabi and grading criteria. Field Instructors will recommend both a Mid-Term grade and a Final semester grade. Grade forms are included in a subsequent section of this handbook. Grading should be discussed with the Field Instructor and student in the Evaluation Conference at the end of each semester. The Faculty Liaison carries responsibility for interpreting the application of the grading criteria to the specific situation being evaluated. The Faculty Liaison may not assign a grade without reviewing the student's performance (assignments and evaluation materials are specified with each practicum syllabus), learning plan, 4 process recordings, and without discussion/consultation with the Field Instructor.

3. On behalf of the School, the Faculty Liaison carries responsibility for a decision to terminate or suspend a student's practicum experience and for guiding the process (with the Agency or within the School) that facilitates a sound decision. When it appears that termination of a student's placement is the eventual outcome, the Faculty Liaison is expected to consult with the Director of Field Instruction, and when appropriate, with the Director of the Division as quickly as possible. Informed by consultation with the Faculty Liaison, the Director of Field Instruction is responsible for termination of an affiliation.

4. The Faculty Liaison assists the Director of Field Instruction in the orientation and training of Field Instructors, identification and evaluation of new practicum sites, revisions of policies and procedures, proposing and evaluating revisions in the practicum objectives to the MSW Curriculum Committee and revisions and development of teaching materials for the practicum.

5. Faculty serving as Liaisons with an agency may be asked by the agency to provide an agency service or may identify a service — consultation, training, research — which could be rendered to the agency by the University. The service may be one, which could be performed by the faculty member serving as Faculty Liaison or by another faculty member. Such services provided by faculty of the Division of Social Work to agencies actively involved with field instruction are routinely provided as a courtesy without additional compensation to the faculty member. Under any circumstances in which compensation will be provided (beyond reimbursement for expenses not covered by the Division of Social Work) the faculty member is required to advise the Director of the Division of Social Work and the Director of Field Instruction in writing prior to the finalizing of an agreement with the agency. This is to ensure that appropriate arrangements can be made to remove any conflict of interest. Following the delivery of a service to any field instruction agency (whether as a courtesy or for compensation) the faculty member providing the service will provide a brief written report to the Director of the Division of Social Work and the Director of Field Instruction that describes the type of service delivered, the date of delivery, and compensation and/or expense reimbursement received.

STUDENT: Practicum courses are restricted to students enrolled in the Master of Social Work program and to those who have completed the application process. To plan for the practicum, the student is responsible for completing the Practicum Application, to be accompanied by a current résumé.

The student is responsible for follow through on utilization of practica information sources provided by the School — for example: discussions with Faculty Liaisons who are assigned to specific practicum sites, contact with former or current students placed in agencies of interest and information available through the Office of Field Instruction. The student is responsible for conveying sufficient information to her/his Advisor and the Field Office about personal needs, goals, interests, constraints and or special circumstances regarding placement site. Once assigned to a specific agency, a student is responsible for arranging and participating in a Confirmation Conference with the Field Instructor to assure a goodness of fit between the student and the agency. In the event that the Confirmation Conference raises serious questions in a student's mind about the viability of the placement, s/he is responsible for immediately raising those issues with the Faculty Liaison and the Director of Field Instruction. Throughout the practicum, the student is held accountable to all School and agency policies. Most importantly, the student is responsible for her/his own learning.

FIELD COMMITTEE: In 2006 a field committee comprised of four faculty members was created to make field related decisions in relation to students. Often students request special accommodations or changes in their field practica. In order to insure fairness and subjectivity a field committee was created to address these special circumstances.

FIELD ADVISORY BOARD: Because of recent growth in the Division and because of plans for continued expansion, the Division of Social Work has identified a field advisory group that is knowledgeable about human services in Central and South Georgia. For several years, the Field Advisory Board and the Alumni Advisory Boards were combined because of the difficulties practitioners have in getting to campus. However, over the past few years, the two boards have been separated, and each serves a different function. The Division needs current information about areas in which the school is preparing practitioners adequately as well as areas in which the curriculum needs strengthening. The Field Advisory Committee consists of eight members who represent various agencies across the geographic locations that are served by the Division. Advisory Committee members have agreed to three year commitments and will meet approximately once a semester. The Committee's role is to help with orienting stakeholders and agencies to the curriculum, providing the Field Director with pertinent information about the changing context of agencies, communities, and students as well as assisting with challenging and complex field issues.

PRACTICUM POLICIES

1. **PROFESSIONAL ETHICS:** It is understood that students will adhere to the expected standards for professional, ethical conduct and to the agency's policies and procedures as long as these are not in conflict with the NASW Code of Ethics. The NASW Code of Ethics can be accessed at <http://www.socialworkers.org/pubs/code/> and the Code of Ethics for Licensed Clinical Social Workers in the State of Georgia can be accessed at http://rules.sos.state.ga.us/cgi-bin/page.cgi?g=GEORGIA_COMPOSITE_BOARD_OF_PROFESSIONAL_COUNSELORS_SOCIAL_WORKERS_AND_MARRIAGE_AND_FAMILY_THERAPISTS/CODE_OF_ETHICS/index.html&d=1. These materials delineate the expected standards for professional conduct. A salient issue for students during the practicum is that of confidentiality of case records and recordings.

Students are expected to review their work with clients (tapes, written materials) and agency records pertinent to their assignments as an important component of their preparation for work with clients and supervisory sessions with Field Instructors. However, the supervisory review of student work does not extend to anyone outside the agency, EXCEPT the Faculty Liaison. In short, UNDER NO OTHER CIRCUMSTANCES than their private review or presentation to the Faculty Liaison, may students remove client information, interview recordings (written, audio taped or videotaped), evaluation summaries, etc., from the agency without the explicit permission of the Field Instructor.

A student's failure to adhere to the expected standards for professional, ethical conduct will be considered grounds for termination of the practicum, a failing grade in the practicum, and withdrawal of the student from the MSW program.

2. **PROFESSIONAL LIABILITY AND HEALTH INSURANCE:** Prior to the beginning of the practicum, students are required to provide evidence that they have purchased liability insurance that provides appropriate coverage of any claims that might be entered against them in the discharge of their professional responsibilities during their student internship. NASW provides a reasonably priced policy for student members; application forms for NASW membership and Professional Liability Insurance through NASW are available online at <http://www.naswinsurance.org/>. *Please note that we will not accept other liability policies.* Some agencies require the higher amount of insurance; when applying for a field site, be certain to check.

-Work-Site Students Only: Please note that if you are requesting or have been approved to be placed in a work site practicum you must provide proof of liability coverage from your employing agency and apply for NASW liability insurance.

-VSU student fees provide for student treatment at the University Health Services on campus. Students who are in field placements are advised to be sure their health coverage will provide for any injuries, accidents, or illness, which may be incurred in the practicum site.

-The VSU-SW Memorandum of Understanding specifies that health and liability insurance coverage rests with the student not with the agency. In addition to obtaining health coverage, students are urged to discuss any concerns about their potential health or safety hazards in the practicum site with their Advisor and/or Liaison.

3. **SCHEDULE:** Students may not set their own academic field schedule. The academic field calendar is located in the field handbook and designates both start and end dates for practicum. If a student needs

to begin practicum late or significantly alter their weekly hours this must be approved by the Director of Field Instruction, their assigned Field Liaison, as well as their Field Instructor. Otherwise the weekly schedule for all of the practica is established on an individual basis with the agency in which the student is placed. Schedules are to take into account the needs of the agency, the Division, and individual student. Students will, from time to time, extend their clock-hours beyond the hours allocated to the concentration practicum in order to meet professional responsibilities or obtain access to special activities. When students have been engaged more than the needed weekly clock hours, they may take “compensatory” time off from their practicum. To assure that the time off will not disrupt the student’s practicum responsibilities; this should be arranged with the approval of the Field Instructor. All students will remain in their field placement sites throughout the entire semester; i.e., “compensatory time” may not be used to shorten the length of the practicum. Students may not complete any practicum experience prior to the end of a semester!

A limited number of practicum sites offer students the opportunity to complete their practicum during evening and weekend hours. The majority of available agencies provide client services during the typical work week of Monday-Friday, 8:00 a.m. - 5:00 p.m. Of utmost importance is the need for students to be in agencies when there are maximum opportunities for interaction with other professional staff to facilitate student participation in professional decision making and collaborative work.

Students must clarify agency expectations for their practicum hours at the time of the initial interview with the agency.

The clock hour requirements for the MSW practica include any integrative seminars in conjunction with Concentration practica, individual meetings with Faculty Liaisons, and a range of learning experiences that may be agreed upon by the Student and Field Instructor outside the agency (e.g., conferences, workshops, library work, processing of practice experience, preparations for supervision, etc.) In short, the clock hours are allocated for meeting the practicum objectives in the most efficient way possible. Clock hours do not include travel time to and from the agency.

In addition to working out schedules with Field Instructors, it is required that students keep those who may need to contact them during the placement (e.g. agency personnel and appropriate faculty and Division of Social Work staff) informed of their whereabouts.

4. TERMINATION OF PRACTICUM: A student’s practicum may be terminated by the student, Field Instructor, an agency administrator, or Faculty Liaison for any of the following reasons:

- a. **Level of student preparation for the practicum.** For the Foundation Practicum, it is assumed that the student has acquired the competencies expected for participation in the work-world (e.g., arriving on time, managing one’s schedule and communicating it to others as appropriate, presenting and conducting one’s self in a professional manner—including dress and other aspects of self-presentation as well as engaging in appropriate interpersonal interactions). In addition, for the Concentration Practicum, it is expected that the student has acquired the necessary knowledge for “entry level” professional practice (reflected in objectives for BSW curriculum and Foundation curriculum of MSW programs) prior to the beginning of the Concentration Practicum. For either practica, evidence to the contrary of the above expectations—given appropriate efforts by the Field Instructor and Liaison to assist the student in remedy of these deficits—will constitute grounds for the agency’s withdrawal of the

practicum for that student and for the initiation of an Academic Review of the student's standing in the MSW program and course of study.

b. **Student failure to meet the expected standards for ethical professional practice** as noted above in Item 1, Professional Ethics.

c. **The agency's failure to provide the expected learning experiences and/or appropriate supervision** or to meet any of the other expectations identified in the Memorandum of Understanding between the agency and the University. (See Memorandum of Understanding).

d. **Unexpected events in the life of the student or in the agency** that jeopardize the quality of the student's learning experience.

e. **"Mismatch" between the Field Instructor and/or agency and the student.** Sometimes, differences in learning or interpersonal styles emerge as the student and Field Instructor begin to work together rendering the practicum less than optimally productive for a student's learning. Such circumstances are rare but they may generate recommendations for a change in the practicum arrangements.

f. **Requests for practicum termination or substantive changes that relate to job offers or job changes will not be considered as a sufficient reason for termination of an academic practicum.** Both Foundation (SOWK 6600 and SOWK 6700) and Concentration (SOWK 7611 and SOWK 7612) Practicum consist of two consecutive academic courses. This means that the student must be placed in one agency (i.e. location, settings, field instructor, etc.) for the duration of two academic semesters.

In addition students are asked to consider carefully their financial needs prior to placement, to speak with the Field Director about financial concerns, to recognize that acceptance of an internship offer constitutes a commitment to the agency, and to make job changes prior to the beginning of a practicum sequence.

g. **Termination of practicum by student.** Students may not terminate a practicum without formal, PRIOR approval of their faculty liaison or field instructor and the Director of Field Instruction. Since all practicum placements are conducted under the auspices of a Memorandum of Understanding between a practicum agency and the university, termination of an agreed-upon practicum involves dissolving an existing agreement between the agency and university personnel. This decision cannot be implemented by a student.

Students who are experiencing practicum problems that they believe to be sufficiently severe as to cause them to consider terminating the practicum MUST discuss their concerns with their field instructor or their faculty liaison, and the Director of Field Education so that appropriate problem-solving steps may be developed.

If a student terminates a practicum without prior approval or knowledge of the faculty liaison or field director, the student may not be placed in another practicum until fall of the following academic year. Additionally, a Field Staffing or a Special Advisement will be convened by the Director of Field Education because of the policy violation. Students may be assigned to repeat practicum hours or may be given additional learning objectives depending on the recommendations by the Special Advisement Committee.

h. Termination of student by agency or Director of Field Instruction. Students who are terminated by the agency or Director of Field Instruction based on student failure to meet the expected standards for ethical professional practice may not be placed in another practicum until fall of the following academic year. Additionally, a Field Staffing or a Special Advisement will be convened by the Director of Field Instruction because of policy violation. Students may be assigned to repeat practicum hours or may be given additional learning objectives depending on the recommendations by the Special Advisement Committee.

Students who are experiencing practicum problems that they believe to be sufficiently severe as to cause them to consider terminating the practicum **MUST** discuss their concerns with their field instructor or their faculty liaison, and the Director of Field Education so that appropriate problem-solving steps may be developed.

Any numbers of the circumstances cited above are not necessarily anyone's fault. In some instances, termination of the practicum reflects the fact that the practicum is highly successful in helping the student discover that social work is not what was expected and is not appropriate for her/him.

Sometimes, it is possible for a change to be made in the student's assignment, either to another unit of the agency or to another agency altogether. This action may necessitate extension of the student's practicum and academic program.

Procedure for Practicum Termination: Whatever the reasons prompting consideration of practicum termination, the student, Field Instructor, Faculty Liaison and Educational Advisor will work as a team to resolve problems and to come up with appropriate solutions. Since it is most likely that the student and/or Field Instructor will be the first to confront issues that may place the practicum in jeopardy, it is incumbent upon each of them to identify (as soon as possible) any such problems with the Faculty Liaison. Upon notification that the placement may be in jeopardy, it is the responsibility of the Faculty Liaison to:

- i. Apprise the Field Instructor, student, Educational Advisor, Director of Field Instruction and Director of the Social Work Program;
- ii. Convene the above-identified participants in a review and decision-making conference;
- iii. Facilitate open and constructive communication between all parties;
- iv. Provide a written summary of the termination decision (including the event(s) prompting the termination and the reasons for it) to the Director of Field Instruction and the Director;
- v. Activate appropriate "next-steps" with the student, either with the Office of Field Instruction for the student's placement in another setting or with the Director of the Program for an Academic Review/ Special Advisement of the Student's standing in the MSW Program.

Suspending the Practicum: The Field Liaison, Field Instructor or Director of Field can temporarily suspend the practicum until the above steps are completed and a final decision on termination is reached. Students are not allowed to suspend their practicum.

Academic Review: If the practicum termination raises question(s) as to whether the student should continue in the MSW program or whether the student's Program of Study should be significantly altered, an Academic Review may be convened by the Director of the Program. Request for an Academic Review may be made by the student, Faculty Liaison, and/or Educational Advisor.

5. ACADEMIC REVIEW/SPECIAL ADVISEMENT PROCESS: An academic review process will be held when a student is terminated from practicum, is accused of academic misconduct, or at any other time when academic status or conduct is in question. The student's advisor, liaison, classroom instructor, or Field Director may request an academic review. The process is as follows:

1. The request may be made to the Director of the Division of Social Work in verbal or written form.
2. The Director then notifies the faculty of the proceedings.
3. The faculty may present their recommendations in writing to the Director regarding who should attend the meeting and any other concerns.
4. The Director will set a time for the review and determine who should be present and any other concerns.
5. All participants are notified. The student will be notified by the Educational Advisor and must respond to the Advisor within two working days.
6. Academic Review/Special Advising are mandatory and students are required to attend at the appointed time.
7. The Advisor and student must meet prior to the advisement meeting in order to discuss the student's situation in detail.
8. A meeting is held during which all participants are able to present their views.
9. A final decision will be made by the Director based on the feedback and recommendations by the participants.

6. PRACTICUM PERFORMANCE EVALUATION: Students enrolled in all Practicum courses will be given both a Mid-Term grade and a Final grade to be issued at the end of each semester. Grades will be recommended by the Field Instructor and will be issued by the Faculty Liaison or practicum seminar instructor. Copies of both the Mid-Term Grade and Final Grade Forms can be found in the Evaluation Section of the Field Handbook. For the Mid-Term evaluation, field instructors and students will meet together to evaluate the student's practicum performance. If the student is performing in a satisfactory

way, the field instructor will complete the Mid-Term Grade Form, will provide feedback to the faculty liaison, and will forward the form to the liaison or to the Field Office.

If the student is performing in a marginal or unsatisfactory way, a conference should be scheduled with the Field Instructor, the student and the faculty liaison in attendance. This conference is particularly important in providing timely feedback to the student regarding any areas of marginal or unsatisfactory practicum performance. The focus of the conference will be development of a corrective action plan designed to decrease or resolve the student's problems in practicum (refer to 179). It is anticipated that problems should lessen or be resolved by the end of the academic semester. Should the student's practicum problems increase or worsen, the faculty liaison should contact the field director to engage in further problem-solving. Possible problem-solving strategies include a referral for Academic Review/Special Advisement (procedures which are outlined in the Student Handbook.)

7. GRADE OF INCOMPLETE/ACADEMIC PROBATION: Students will not be allowed to carry a grade of Incomplete or "I" for social work courses into their Practicum. Thus, any "I" must be completed by the beginning of the semester in which the student is scheduled to enter practicum. Failure to complete full responsibilities for coursework will delay a student's entry into Practicum. Additionally, students may not enter Practicum when they are on Academic Probation (an overall GPA of less than 2.5). If a student is requesting an "I" for field they will need to fill out the Field Placement Extension Request Form (refer to page 190).

8. PRACTICUM GRADE: A student who receives a C or below on **any** of the following Program Objectives listed below automatically will receive a C or below in practicum, and a Corrective Action Plan (CAP) will be required:

Foundation Practicum 6600/6700

FPO 11 Communication
FPO 12 Supervision and Feedback
FPO 14 Professional Behavior

Concentration Practicum 7611/7612

FPO 11 Communication
FPO 14 Professional Behavior
CPO 15 Self Directed Practice
CPO 19 Specialized theories and Models

If a student receives a C or below on 4 out of the 14 Foundation Program Objectives for Foundation Practicum or 5 out of 15 Program Objectives for Concentration Practicum, the student will automatically receive a C or below for the course and a Corrective Action Plan will be required.

All program objectives will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A,B,C,D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Corrective Action Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points

and will result in permanent dismissal from the program. Please see Student Handbook for explanation of deficiency points.

9. VACATIONS, HOLIDAYS, SEMESTER BREAKS, OTHER ABSENCES FROM THE PRACTICUM: Students are generally permitted to take a semester break between two consecutive semesters in the practicum up to a limit of 2 weeks when semester breaks are two weeks or longer. Students are expected to continue their practicum during the Christmas Break! Most agencies do not operate according to the VSU academic calendar and client needs continue, and often escalate, at holiday times. Any student plans must be approved by the Field Instructor, as coverage for caseloads must be arranged. If the break would be more conveniently taken at another time than that between semesters, an alternate time can be negotiated with the Agency Field Instructor; the Faculty Liaison should be notified of this change. Students may not, however, shorten their practicum.

Dr. Martin Luther King, Jr.'s Birthday, the Fourth of July, Labor Day, and Thanksgiving are observed by Valdosta State University and students are expected to be absent from the practicum on those days. In addition, students may take any holidays observed by the agency without penalty **as long as** the student has verified that the clock-hour requirements of the practicum are not compromised.

It is understood that occasional illness or other emergency may necessitate absence from the practicum. Students are expected to work out these arrangements with the Field Instructor; this can usually be accomplished by using compensatory time that most students build up by putting in extra hours (e.g., for evening hours or meetings).

If the absence is more than a few days, the Faculty Liaison should be notified. In no instance will arrangements be approved that result in a practicum deficit in the required total clock hours or the specified time-span.

In addition to their regularly scheduled class sessions, students may be absent from the practicum in order to register and to be present at a Final Examination class session, which is often scheduled (by the University) at a time different from the regularly scheduled class time. Students are expected to inform their Field Instructors of these dates as soon as possible and to make appropriate plans for their professional responsibilities. Occasionally, a class instructor will make special plans for an activity that is not on a regularly scheduled class day; in that case, the student and Field Instructor must assess whether the student can be absent from the practicum at that time, and appropriate plans must be made by the student for professional attention to agency responsibilities.

10. STUDENT CONTINUATION IN THE AGENCY AND/OR WITH CLIENTS OF THE AGENCY AFTER THE END OF THE PLACEMENT: Occasionally, agencies seek to employ a student with whom they have worked in the practicum. Should that situation arise while the student is still in the practicum, the student and the Field Instructor must bring that to the attention of the Division by discussing those arrangements with the Faculty Liaison. In such instances, the Faculty Liaison will assure that the necessary safeguards are in place to protect the integrity of the learning experience of the student. Should the point of employment be after the termination of the practicum, no special arrangements will need to be made.

Following the end of a student's practicum, it is strongly recommended that the student **not** continue to provide service in the agency as a volunteer. Only in response to a request by the agency, and only in rare circumstances even then, should a student ever plan to continue to render professional services to a client to whom he/she was assigned as part of the practicum.

11. STUDENT CONTINUATION OF PRACTICE INITIATED DURING THE PRACTICUM BUT NOT CONTINUED UNDER THE AUSPICES OF THE AGENCY: Continuation of service to clients of the agency after the completion of the practicum, unless specifically requested to do so by the agency, will be considered a breach of professional social work ethics.

12. SAFETY: The safety of students in practicum is of prime importance to the Division and to field agencies (refer to the Authorization for Release of Records and Information and Acknowledgement of Risk in the Field Placement. It is imperative that students feel safe in order to carry out their responsibilities in the field. If safety concerns arise for a student, it is important that the student discuss these safety concerns with their Field Instructor. If, after gathering information to realistically assess the situation and to learn how to provide appropriate protection, the student still does not feel safe in order to carry out assignments, s/he is encouraged to renegotiate those assignments with the help of the Field Instructor. When appropriate, s/he should also consult the Faculty Liaison for assistance.

13. SEXUAL HARASSMENT: Sexual harassment policies are presented in Appendix C. The following policies apply to situations in which harassment occurs at a practicum site.

- a. Student will consult with the field instructor, faculty liaison, or practicum seminar leader. If the allegation is made against the field instructor, the student will bring the situation to the attention of the field liaison. Those involved will engage in problem-solving to determine how to best resolve the situation. If, however, it is felt that no resolution can be effected:
- b. Field Liaison notifies the Director of Field Instruction and the Director of the Division of Social Work.
- c. A meeting will be set up between the field instructor or other representative of the agency, if deemed appropriate, field liaison and other faculty members if deemed appropriate, and the student.
- d. A more detailed plan of action will be outlined to resolve the situation at the practicum site. If resolution is impossible, a change in practicum assignment may be necessary.
- e. To the extent possible, information dealing with a complaint of sexual harassment will be treated by the School on a confidential need-to-know basis as a matter under investigation out of respect for the rights of both accuser and accused. In the event of any conflict between this policy and institutional policy on the subject of sexual harassment, the institutional policy shall be applied.

14. STUDENT USE OF AUTOMOBILES: Social work practice often requires transport to facilities outside the location of the agency. Some agencies provide reimbursement for student use of their own cars and insurance coverage for that activity in carrying out an agency assignment. Some agencies have their own fleet of automobiles for which the student may qualify as a driver if they are to have assignments requiring home visits or some other trip requiring the use of an automobile. Many other agencies do not have these resources available. These issues should be clarified in the Confirmation Interview with the agency prior to the beginning of the practicum. In any event, students cannot be required to transport clients in their automobiles; if they choose to do so, they should be sure that their insurance carrier will cover them or that the agency has provided for their insurance coverage in case of an automobile accident. Otherwise, students do so at their own risk.

15. STUDENTS ON AGENCY STIPENDS: Some of the practicum policies (especially those related to vacation and other leave time) may be altered for students who are receiving a stipend from the agency.

16. **POLICY CONFLICTS:** Should conflicts arise between agency and Division Practicum Policies, the Field Instructor and/or the student should immediately notify the Faculty Liaison who will endeavor to work out a solution that is satisfactory to both the agency and the Division. No alternative policy may be established which conflicts with the Memorandum of Understanding established between the University and the agency.

17. **STUDENTS WORKING FULL TIME:** Students working full-time should expect to significantly reduce or discontinue their work commitments to accommodate to the demands of the two required practica. The competing demands of practicum, academic classes and full-time employment tend to detract from the overall learning experience of the field practicum.

18. **STUDENT EMPLOYMENT:** It is important that social work students correctly represent the nature of their legal or professional status in their employment settings. If you are a VSU MSW student who is employed at a VSU MSW Program approved worksite practicum governed by a VSU MSW Program Memorandum of Understanding and under contract with the VSU MSW Program then you are practicing as a social work student intern under the licensure and supervision of VSU MSW Program faculty and staff as well as appropriately licensed agency staff. If you are hired by an agency as a “social work intern” but that agency is not under contract with the VSU MSW Program, then you are not practicing under the auspices of the VSU MSW Program. This means that although some agencies hire students in an “intern” position, neither the agency nor you may assert, suggest, or imply that you are employed under a VSU MSW Program contract that includes the supervision and oversight provided by the VSU MSW program. In order to comply with federal, state, and contractual mandates, agencies not under contract with the VSU MSW Program that employ social work students in “intern” or other social work practice positions need to provide supervision and oversight by social work professionals with licensure and professional insurance coverage appropriate to the level of work the social work student is asked to perform. Social work students hired by such agencies should inquire about the agency’s provision to provide licensed supervision and professional liability coverage.

19. **PLACEMENT PROCESS:** The Office of Field Instruction will provide detailed information to students about the placement process. Once students are assigned to a placement agency, however, it is expected that students will demonstrate the necessary social and interviewing skills in order to negotiate a finalized placement with an agency. No more than three (3) referrals for agency assignment will be provided to an individual student by the Field Office. Failure on a student’s part to secure a placement site will preclude entry into Practicum.

20. **ACADEMIC DISHONESTY:** Policies regarding academic honesty and plagiarism extend to student field practicum representations of interaction with clients, field instructors, and agency staff. Students who fabricate interactions or required attendance will receive a "F" in the practicum course. Please refer to policies specified in the *VSU Graduate Catalog, Division of Social Work Student Handbook, the Code of Ethics of the National Association of Social Workers and the VSU Student Code of Conduct.*

PROCEDURES, GUIDELINES AND CRITERIA FOR APPROVAL OF FIELD INSTRUCTION AGENCIES

Quite regularly, the Division of Social Work receives requests from agency staff and faculty to consider new agencies as potential field instruction sites. The Division of Social Work has a commitment to provide relevant and appropriate practica experiences for our students, which means staying abreast of new methods and areas of practice in our field. The process of approving new agencies, training field instructors, and monitoring is quite time consuming for faculty. Therefore, the following procedures for responding to these inquiries have evolved from administrative and faculty decisions over the years.

1. All initial requests will go to and be acknowledged by the Director of Field Instruction.
2. The first criterion considered is whether the agency is in a geographic location currently utilized by the School and where a faculty liaison is already assigned.
3. Next, the decision will be made as to whether the learning experiences provided by that agency are deemed appropriate, are needed and are not a duplication of experiences.
4. If the agency and potential field instructor(s) meet the School criteria, as judged from the information received, the Director of Field Instruction or designated faculty member will make a site visit for the purpose of evaluating the agency and complete an "Evaluation of Field Practicum Site."
5. If the agency and potential field instructor(s) are evaluated positively and approval is recommended then the Memorandum of Understanding Concerning Affiliation of Students for Social Work Practicum will be processed through the agency and the University. A signed copy is returned to the agency. These contracts are renewed annually.
6. If the decision is made to discontinue the approval process at any of the above steps, the agency will be notified by the Director of Field Instruction.
7. Information concerning the new agency will be passed on to faculty and students (final approval may hinge on whether there is any student interest in the agency). During the evaluation process, agencies are requested to provide some type of student stipend if possible.

Guidelines for Agencies:

1. The services provided are recognized in the community as having a credible social services function and the agency is legally established with financial support. Licensing by the state, where indicated, is completed, and membership in a national standard-setting body appropriate to its function is desirable.
2. The administration and staff should be qualified by education and experience, and have an understanding of professional social work education and its goals. The Memorandum of Understanding between the University and agency and must be completed so that the commitment and responsibilities of the various persons associated with field instruction are understood. The agency's governing body should be aware of and approve staff involvement with students and social work education.
3. The social service program should have employed staff to assure program continuity without total reliance upon students.

4. The activities provided in the program should be such as to make available a sufficient volume of service experiences and a variety of these services appropriate to the learning needs of the students to be assigned. Opportunities for learning and agency practice should include a range of client population groups extending across gender, age, race, socioeconomic status, sexual orientation, disability, social problems, etc.; and social work functions must be appropriate for student learning.

5. The program and its administration must operate in accord with the philosophy and goals of the social work profession and Valdosta State University.

6. In partnership with the Division of Social Work, the agency administration identifies staff members who may qualify to be field instructors and jointly participates with the Division in their selection. Field instructors must provide sufficient time for teaching students. This includes participating in conferences with students (for at least one clock hour per week) and faculty, monitoring the activities of the student, and occasional meetings necessary for the continued development of the field instruction program.

7. The agency should provide students with suitable desks, telephone access, supplies, support services such as secretarial time and miscellaneous expenses incurred in providing agency services. Specifically, transportation costs associated with agency business should be reimbursed.

8. In a few situations the social services program has the quantity and quality of learning experiences available but does not have the staff to nominate for Field Instructor. If this agency service is unique and not available to students elsewhere and there are faculty resources available to fulfill the field instruction function, temporary approval for a practicum site assignment for specifically qualified students may be requested. Upon the advice of the Director of Field Instruction, approval in these situations is provided to the sites. In such cases, the agency administration will assign a staff member as a task supervisor to insure that monitoring of the student's work is in accord with the agency program policies. Faculty assigned to the Field Instruction role in an agency program must be provided appropriate space and resources for the successful completion of the instructional responsibility.

Students are assigned to a field instruction site only with the authorization of agency staff, Faculty Liaison and Director of Field Instruction.

Criteria for Selecting Field Instructors

The selection of social workers as field instructors is generally based on the nomination of a staff member by the agency administrator or by the volunteering of a qualified individual with the approval of his/her supervisor or administrator. These individuals must hold a MSW or a Doctoral Degree in Social Work and should have at least two years of post-Master's degree experience. It is preferred that these individuals are certified by the Academy of Certified Social Workers (ACSW), maintain current Social Work license (LMSW or LCSW), or have other regional or national recognition of their qualifications for practice in reference to their area of specialty. Evidence of the nominee's interest in keeping abreast of practice developments is indicated by the individual's participation in professional workshops and seminars. The Office of Field Instruction is provided with a resume of the proposed Field Instructor's education and experience.

In a few situations, a social services program has the quantity and quality of learning experiences available but does not have the staff to nominate for Field Instructor. If the agency services are unique

and not available to students elsewhere and there are additional resources available to fulfill the field instruction function, temporary approval for a practicum site may be considered by the Director of Field Instruction.

It is preferred that foundation and concentration placements are supervised by an individual who has both a MSW degree as well as practice experience. However, the issue is problematic in rural areas that this program serves in which there is an under-supply of qualified social workers. Each circumstance will be considered on its own merits. If the Director of Field Instruction and the agency can locate an MSW (e.g., another agency staff member, member of the board of directors, or an agency consultant— individuals who are familiar with the caseload and organization of the agency), this individual's appointment as field instructor will be considered. In such cases, an experienced staff member will be asked to serve as a Task Supervisor to monitor the student's performance of agency policies and daily responsibilities. In rare instances, faculty members may be asked to serve as field instructors to ensure educational monitoring of a placement. IN all cases, the issue of appropriate placement monitoring is a predominant concern of the Field Director.

Field Instructors are informed that they should plan time involvement that includes the following:

1. A placement Confirmation Conference with the student(s) assigned;
2. An orientation of the student (s) accepted to the agency that familiarizes the student with agency working practices, policies, safety issues, and procedures;
3. A minimum of one hour for regular (weekly) educationally focused field instruction supervision sessions with the student (s);
4. Preparation of the mid-term and semester Evaluation and final grade form to be completed at the end of the practicum semester (both foundation and concentration placements);
5. Conferences with the Faculty Liaison and the student to plan and evaluate student progress;
6. Attendance at orientation workshops and other Field Instruction meetings as planned by the Division;

Additional meetings that might arise in the course of a student's practicum experience

CRITERIA FOR FIELD INSTRUCTORS

The selection of social workers as Field Instructors is generally based on the nomination of a staff member by the agency administrator. Nominees must hold the MSW or Doctoral degree in Social Work and should have at least two years of post Master's degree experience. It is preferred that they be eligible for the Academy of Certified Social Workers, be licensed or have other regional or national recognition of their qualifications for practice in reference their specialty. Evidence of the nominee's interest in keeping abreast of practice development should be indicated by participation in workshops and seminars designed to enrich in breadth and depth. Prior to confirmation of the Agency-School affiliation, the Office of Field Instruction should be provided a resume of the proposed Field Instructor's education and experience.

Time for Field Instruction Activities:

Field Instructors should plan on a time involvement that includes:

1. A placement Confirmation Conference with the student(s) assigned;
2. An orientation of the student(s) accepted to the agency that covers agency working practices, policies, safety issues and procedures;
3. Approximately 1 to 1 1/2 hours for a regular (weekly) field instruction session with the student. It is likely that more time will be needed during the initial portion of the placement;
4. Conferences with the Faculty Liaison and student to plan and evaluate student progress; and
5. Attend orientation workshops and other optional Field Instruction meetings as planned by the Division.

**MEMORANDUM OF UNDERSTANDING CONCERNING
AFFILIATION OF STUDENTS FOR SOCIAL WORK PRACTICUM**

This is a Memorandum of Understanding on the part of (Agency Name) hereinafter referred to as "Facility", and the Board of Regents of the University System of Georgia on behalf of Valdosta State University Division of Social Work, hereinafter referred to as "University."

PURPOSE

The purpose of this Memorandum of Understanding is to guide and direct the parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality, practicum learning experience for students in the University's Division of Social Work, while at the same time enhancing the resources available to the Facility for the providing of services to its clients. Neither party intends for this Memorandum to alter in any way their respective legal rights of their legal obligations to one another, to the students and faculty assigned to the facility, or as to any third party.

GENERAL UNDERSTANDING

1. The courses of instruction (i.e. social work practicum) to be provided will be of such content and cover such periods of time as may from time to time be mutually agreed upon by the University and the Facility. The starting and ending date for each program shall be agreed upon at least one month before the program commences.
2. The number of students designated for participation in a practicum education program will be mutually determined by agreement of the parties, and may at any time be altered by mutual agreement. All student participants must be mutually acceptable to both parties and either party may withdraw any student from a program based upon perceived lack of competency on the part of the student, the student's failure to comply with the rules and policies of the facility or the University, or for any other reason if either party reasonably believes that it is not in the best interest of the program for the student to continue.
3. There shall be no discrimination on the basis of race, color, national origin, religion, creed, sex, age, disability, or veteran status in either the selection of students for participation in the program, or as to any aspect of the practicum training; provided, however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude a student's effective participation in the program.

FACILITY RESPONSIBILITIES

1. The Facility will retain responsibility for the services to clients and will maintain administrative and professional supervision of all patient care activities provided by students insofar as their presence and program assignments affect the operation of the Facility and its care, direct and indirect, of patients.
2. The Facility will provide adequate practice for participating students in accordance with the practice objectives developed through cooperative planning by the university's departmental faculty and the Facility's staff.

3. The Facility will use its best efforts to make conference space and classrooms available as may be necessary for teaching and planning activities in connection with practicum training programs.
4. Facility staff shall, upon request, assist the University in the evaluation of the learning and performance of participating students.
5. The Facility shall provide for orientation of both University faculty and participating students to the facilities, philosophies, rules, and regulations and policies of the Facility.
6. Subject to the Facility's overall supervisory responsibility for patient services, it may, but is not obligated to, permit appropriately licensed faculty members to provide such patient services at the Facility as may be necessary for teaching purposes.
7. All medical or health care (emergency or otherwise) that a student or University faculty member receives at the Facility will be at the expense of the individual involved.
8. The Facility shall do or cause to be done the following:
 - a. Provide an experienced field instructor(s) for MSW students who shall have responsibility for the field related educational program of the student including delivery and evaluation of the educational program. It is recommended that educational instruction be separated from administrative supervision, and that records of educational instruction not be included with administrative records.
 - b. Provide administrative support for the identification and provision of educational opportunities for the student. These educational opportunities shall be incorporated into the Learning Plan Worksheet. The Learning Plan Worksheet shall be drawn up at the beginning of each academic semester in a conference including the designated Facility Field Instructor, the Faculty Liaison, and the student. This plan must be approved by the faculty liaison. Educational opportunities will normally evolve from the work station of the student. However, it is expected that during the period of field instruction additional opportunities will be needed to fulfill the various objectives of the Learning Plan Worksheet. The Facility agrees to work with the University in arranging these additional opportunities for the student.
 - c. Permit the student to utilize time in the work week for educational purposes in fulfillment of educational objectives identified in the student's Learning Plan Worksheet and agreed to by the Facility field instructor of the student.
 - d. Permit the Facility field instructor to set aside designated time each week for instruction of student for educational purposes, and to attend meeting/training sessions for field instructors.

UNIVERSITY RESPONSIBILITIES

1. The University will use its best efforts to see that students selected for participation in the practicum training program are prepared for effective participation in the clinical training phase of their overall education. The University will retain ultimate responsibility for the education of its students.

2. Prior to the commencement of a practicum training program, the University will, upon request, provide responsible Facility officials with such student records as will adequately disclose the prior education and related experience of prospective student participants.
3. The University will use its best efforts to see that the practicum training programs at the Facility are conducted in such a manner as to enhance client care. Only those students who have satisfactorily completed the prerequisite didactic portion of their curriculum will be selected for participation in a program.
4. The University will not assign any faculty member to the Facility in connection with the operation of the program who is not appropriately qualified.
5.
 - a. The University will require all participating faculty and students to show proof of liability insurance in an amount satisfactory to the University and the Facility. Upon request, evidence of such insurance will be provided.
 - b. The University will require all participating faculty and students to show proof of health insurance if required by the Facility, in an amount satisfactory to the Facility. Upon request, evidence of such insurance will be provided.
6. The University will encourage student compliance with the Facility's rules, regulations and procedures, and use its best efforts to keep students informed as to the same and any changes therein. Specifically, the University will keep each participating students apprised of his or her responsibility:
 - a. To follow the administrative policies, standards, and practices of the Facility when the student is in the Facility.
 - b. To report to the Facility on time and to follow all established regulations during the regularly scheduled operating hours of the Facility.
 - c. To conform to the standards and practices established by the university while training at the Facility.
 - d. To keep in confidence all medical and health/mental health information pertaining to particular clients.
7. If required by the Facility the University will require each participating student to furnish proof of a current physical examination, the results of which shall, upon request, be made available to the Facility. The parties may agree to have such examination performed by the Facility.

MUTUAL RESPONSIBILITIES

1. The parties will work together to maintain an environment of quality practicum learning experiences and quality patient care. At the instance of either party a meeting or conference will be promptly held between University and Facility representatives to resolve any problems or develop any improvements in the operation of the contemplated training program.

2. Unless sooner cancelled, or provided below, the term of this affiliation for training shall be one year, commencing on _____ and ending on _____. This working relationship and affiliation may be renewed by mutual written consent of the parties. It also may be cancelled at any time by either party upon not less than thirty (30) days written notice in advance of the next training experience.

This _____ day of _____, 20____ Board of Regents of the University System of Georgia on behalf of Valdosta State University Division of Social Work

PRACTICUM FACILITY:

(Please fill in complete)

By:

_____	_____
Facility Name	Louis Levy, Interim President Valdosta State University

Address	
_____	_____
Address	Date

Facility Phone #	

By: _____
Signature of Authorized Official

Authorized Official (Please print or type)

Title

**ADDENDUM TO MEMORANDUM OF UNDERSTANDING FOR APPROACH OF STUDENT'S WORK-SITE AS
AN MSW PRACTICUM**

**CLARIFICATION OF AGENCIES RESPONSIBILITIES
(See UNDERSTANDING, Section B)**

The Agency shall do or cause to be done the following:

- A. Provide an experienced field instructor(s) for MSW students who shall have responsibility for the field related educational program of the student including delivery and evaluation of the educational program. It is recommended that educational instruction be separated from administrative supervision, and that records of educational instruction not be included with the administrative records.
- B. Provide administrative support for the identification and provision of educational opportunities for the student. These educational opportunities shall be incorporated in to the Learning Plan Worksheet. The Learning Plan Worksheet shall be drawn up at the beginning of each academic semester in a conference including the designated Agency Field Instructor, the Faculty Liaison, and the Student. This plan must be approved by the faculty liaison. Educational opportunities will normally evolve from the work station of the student. However, it is expected that during the period of field instruction additional opportunities will be needed to fulfill the various objectives of the Learning Plan Worksheet. The Agency agrees to work with the School in arranging these additional opportunities for the student.
- C. Permit the student to utilize time in the work week for educational purposes in fulfillment of educational objectives identified in the student's Learning Plan Worksheet and agreed to by the Agency Field Instructor of the student.
- D. Permit the Agency field instructor to set aside designated time each week for instruction of student for educational purposes, and to attend meetings/training sessions for field instructors.



RENEWAL LETTER OF AGREEMENT

Between

THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA

on behalf of

VALDOSTA STATE UNIVERSITY

Division of Social Work

1500 N. Patterson St.

Valdosta, Georgia 31698

And

Agency

This agency and the Board of Regents of the University System of Georgia on behalf of Valdosta State University Division of Social Work, Valdosta, Georgia, mutually agree to renew, without modification, the Memorandum of Understanding Concerning Affiliation of Students for Social Work Practicum for the purpose of field instruction for social work students.

This term of this RENEWAL shall be for a period of one year, commencing on _____ and ending _____.

Louis Levy, Interim President
Valdosta State University

Signature of Authorized Official

Date

Authorized Official (Please type or print)

Address

City State Zip

Phone

FIELD INSTRUCTOR RESUME OUTLINE

NAME: _____

ADDRESS INFORMATION:

Permanent: _____

Current: _____

TELEPHONE: (_____) _____

EDUCATION:

WORK EXPERIENCE:

COMPLETED NONCREDIT WORK-RELATED COURSES: (Workshops, Institutes, Continuing Education Experiences, etc.)

PROFESSIONAL ORGANIZATIONS:

ADDITIONAL BACKGROUND EXPERIENCE:

Evaluation of Possible Field Practicum Site

Division of Social Work • Valdosta State University • Valdosta, Georgia 31698

AGENCY: _____

ADDRESS: _____

1. General description of agency (e.g. agency structure, mission, role of social work in agency, size, funding base, clients served, location, etc.).

2. Types of Student Experiences Available

Agency preference: MSW Foundation students MSW Concentration students

(Use the following rating scale to evaluate the types of experiences available to students:
1=poor 2=average 3=good 4=excellent NA=not applicable)

Foundation Practice Opportunities

Comments:

- _____ Generalist Practice Orientation
- _____ Case Management
- _____ Interagency Experience
- _____ Intake/Assessment
- _____ Client Advocacy
- _____ Resource Linkage/Brokering
- _____ Group Work with Clients

Concentration Practice Opportunities

Comments:

- _____ Individual counseling
- _____ Group counseling
- _____ Family work
- _____ Couples
- _____ Planning
- _____ Leadership
- _____ Needs Assessment
- _____ Supervision
- _____ Program Development
- _____ Consultation
- _____ Staff Development
- _____ Budgeting
- _____ Community Organization
- _____ Grant Writing
- _____ Research
- _____ Planning
- _____ Other experiences (unique services, populations served, etc.)

3. Human Diversity/Adherence to Social Work Values/Ethics

Comments:

- _____ Diversity of Agency Staff
- _____ Diversity of Clients Served
- _____ Sensitivity to multi-cultural practice

4. Field Instructors' Administrative Support for Practica

(Use the following rating scale: 1=poor 2=average 3=good 4=excellent NA=not applicable)

- _____ Administrative support for having students
- _____ Physical space for students
- _____ Safety of staff/students
- _____ In-service training opportunities
- _____ Orientation activities in place
- _____ Hours of operation during which students will work:

Are there VSU SSW Alumni on staff? yes no

5. How are student safety issues handled by the agency? (e.g., home visit expectations, evening hours, personal safety departing the agency, parking, violent clients, etc.)

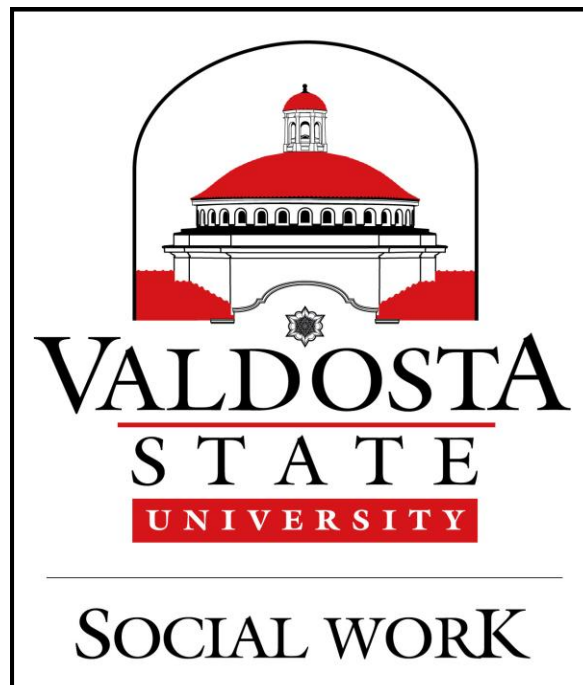
6. Overall Comments/Concerns:

Recommendation by Evaluator:

- acceptance of site for placement
- nonacceptance of site

Evaluator: _____ Date: _____

Procedures for Worksite Practicum



PROCEDURES FOR EVALUATION OF WORK-SITE FOR PRACTICUM

Under special circumstances, and after careful evaluation, VSU-DSW grants approval for a student to complete MSW practicum requirements as an employee of an organization.

1. Review the Work Site Policies and Procedures.
2. Once the Policies have been read carefully and the student feels that all parties could comply, then the student needs to complete the Work Site Application.
3. Because of the time required for evaluation of the application for a work-site practicum, this application and the student's educational advisor approved, written rationale must be submitted one semester in advance of the upcoming practicum.

PLEASE RETURN APPLICATIONS VIA EMAIL TO:

**Allison Curington, LCSW
Director of Field Instruction
mswfield@valdosta.edu**

4. The Office of Field Instruction will review this application and contact your employer (identified as immediate supervisor in the attached material) to initiate exploration of the requested practicum. Subsequently, a faculty work-site visit with designated administrators will be conducted and, then, a decision will be made by the Director of Field Instruction concerning your application.

5. If your employer is supportive of this approved application and practicum proposal, the employer will then be asked to sign a contract which commits the organization to provision of specified learning experiences for the practicum, including professional social work supervision/field instruction.

WORK-SITE PRACTICUM POLICIES

Use of a student's employment as a practicum site is an exception rather than a standard placement option. Whenever possible, placement at nonemployment agencies is preferable. Work site placements, however, have enabled many students to complete their education while still remaining employed in their home communities. The role of the Office of Field Instruction is to make a determination of whether a student's specific agency of employment meets the standards set by the Division of Social Work for a practicum placement site. If a site is approved, the Office of Field Instruction is responsible for managing this site through a contractual agreement between the school and the agency. A faculty liaison will be assigned to the agency to ensure that the student's educational objectives are met through the practicum.

When such placements are carried out successfully, students are able to acquire new knowledge and skills. Without careful supervision and monitoring, however, students may not acquire the additional skills and meet the objectives outlined in the curriculum. Therefore the approval process and the development of appropriate work-site placements are crucial. Such placement development requires the involvement of the student/employee, job supervisor and agency administrator, potential field instructor, the potential field liaison and the Director of Field Instruction. This extra level of group involvement is essential to the development of a sound work-site placement, particularly when the agency has had no previous involvement as a training agency with the school. In such situations, the agency may not be aware of the School's mission, objectives, curriculum and expectations.

Whenever possible, the planning for the practicum should occur in a group. A closer type of placement monitoring is necessary to ensure that student learning objectives are being met and that the student as a learner is clearly differentiated from the student as an employee. Therefore, it is expected that faculty liaison involvement in worksite placements will be more intensive than in non work-site placements in order to ensure that the student's educational role is protected, supported, and carried out throughout the semesters in practicum. This intensive level of involvement may be reflected by an increased number of telephone calls or agency visits. The liaison must ensure that each practicum is structured so as to meet the fundamentally different learning objectives represented in the practica syllabi.

If placement at a work-site is to be considered, the following series of conditions must be met:

1. The student-employee's assignments must enable the student to meet the learning objectives which are defined in the practicum syllabus.

The curriculum of the Division of Social Work specifies educational objectives to be met for each practica. Depending on which year of practica the student is entering, the work-site agencies must provide opportunities for the employee-student to meet either Foundation level objectives or Concentration level objectives. With a Work Site Application for a work-site placement, the student and the employer must review all relevant program objectives and course outcomes and must determine if they can be met within the agency. If there is agreement between the student, supervisor, and agency administrator, the student may fill out the Work Site Application for MSW Practicum and send the Application to the Office of Field Instruction.

2. The Division of Social Work must be assured that the student's educational experience is valued by the agency and that the agency is willing to make programmatic accommodations to the student's learning needs.

An appropriate learning environment must be created within the agency. The student's educational program will demand time and on the part of both student and agency. The student must be released from agency responsibilities in order to fulfill educational requirements. Structural arrangements must be made so that the student will be able to differentiate times during which the student is filling the role of learner from times in which the student is fulfilling the role of employee. Students must be willing to assist staff colleagues in understanding the transition they must make between the staff and student roles. **Some students find that work-site placements require work weeks that are substantially longer than 40 hours in order to complete both work tasks and to meet educational objectives.** Likewise, students may find it necessary to extend the length of their work-site placements in order for educational requirements to be met.

3. The student must be assigned a qualified, MSW Field Instructor who meets the requirements of the School as specified in the manual.

Clear separation of the student's learner and employee roles is best accomplished if the Field Instructor and the supervisor are two different individuals. It is the policy of the school that these two roles be separated in work-site placements. Exceptions to this policy may only be made only with the approval of the Director of Field Instruction. The Field Instructor needs to be housed in proximity to the student.

4. The practicum must be educationally driven and must afford students the opportunity to fully meet all learning objectives specified in the practica syllabi. Thus, work-site placements must be educationally sound for the student.

The scope of the agency services must be sufficiently broad so as to meet all of the student's educational objectives. Program objectives should be reviewed by the student and the student's employer prior to making a request for a Work-Site Placement. These objectives will also be reviewed by the evaluator at the time of the agency visit. **The Director of Field or Title IV-E Director makes the final determination regarding the educational soundness of the work-site placement.** Appeal regarding this decision may be made to the Director of the Social Work Division.

5. All work-site placement requests will be evaluated and approved by the Director of Field or the Title IV-E Director.

6. The Work Site Application specifying how the placement is to be structured is to be submitted by the student to the Office of Field Instruction before the work-site placement visit has occurred.

The application must be signed by the Field Instructor, Student, Student's Direct Supervisor and Student's Agency Administrator.

7. Once a Work Site Application has been turned in, a work site visit will be held to determine approval and educational soundness.

The Field Instructor, Student, Student's Direct Supervisor and Student's Agency Administrator should be present at the initial visit.

8. Students will be responsible for demonstrating that learning objectives and time requirements have been met through entries in their student logs.

9. Once work-site approval of an agency has been given, students must apply for Concentration Practicum when they are ready to begin their practicum and indicate on their application that prior work-site approval has been obtained.

Work-Site Application

Division of Social Work • Valdosta State University • Valdosta, Georgia 31698

General Information

Full name: _____

Address: _____

Home Phone: _____ Work Phone: _____

Cell Phone: _____ E-mail: _____

Proposed Work-Site is: Foundation Concentration

Agency Information

Employing Agency: _____

Program Unit (Where you work): _____

Address: _____

Phone: _____

Executive Director / Administrator: _____

Phone: _____

Direct Supervisor: _____

Phone: _____

Title of your Current Position: _____

How many years have you held your current position: _____

How many years have you worked with the agency: _____

Please list any other job titles / positions you have held within this agency:

Are you employed: Full Time Part Time _____ Hours per Week

Liability:

Does your employer provide Liability / Malpractice Insurance: Yes No

If yes, please attach proof of liability

If no, please secure liability and attach proof of liability

Describe your current job duties: (Attach additional sheets if necessary.)

Describe your proposed opportunities (What you plan on doing for practicum that is different from your current job duties. Refer to the Field Handbook for the program objectives.)

Please briefly describe the organizational supervisory structure of your agency or attach a copy of the agency's organizational chart.

Practicum Plan

Students are expected to complete 18 hours of field hours per week. One hour of the 18 hours a week is designated for field supervision with the assigned MSW field instructor. Work-Site students must be released from regular job responsibilities.

Proposed MSW Field Instructor: _____

Title: _____

(Must have an MSW from an accredited school and have at least 2 years post MSW experience.)

Phone: _____

Is the proposed Field Instructor your direct supervisor? Yes No

Has the proposed Field Instructor been your direct supervisor in the past? Yes No

Please specify the proposed days and times you will assume the role of "student":

M T W Th F Sa S Times: _____

M T W Th F Sa S Times: _____

M T W Th F Sa S Times: _____

Please specify the proposed day and hour you will be supervised by your Field Instructor:

M T W Th F Sa S Time: _____

Student Agreement:

I have reviewed and understand the requirements for Work-Site placements. I have discussed Work-Site Practicum criteria with my Director, Supervisor, and Proposed MSW Field Instructor.

Student Signature: _____ Date: _____

Administration Agreement:

The above student is applying for a Work-Site practicum placement. The student has been provided with information regarding the requirements of a work-site practicum, which you may wish to review. Your signature on this application indicates that you are aware of your employee's application for a Work-Site placement, that you are aware of the Work-Site requirements, and that you are willing to work with the Director of Field Instruction toward developing the appropriate field assignments and field supervision for the employee.

Executive Director / Administration: _____ Date: _____

Direct Supervisor: _____ Date: _____

Proposed MSW Field Instructor: _____ Date: _____

Evaluation of Agency for Work-Site Practicum

Division of Social Work • Valdosta State University • Valdosta, Georgia 31698

Name of Agency: _____

Address: _____ Ste. _____

City: _____ State _____ Zip _____

Telephone: (_____) _____

Administrator: _____

Agency Staff to Serve as Field Instructor: _____

Name of Student-Employee: _____

Date: _____

AGENCY PERSONNEL WHO WOULD BE INVOLVED IN THE PRACTICUM:

Field Instructor: _____

Work Supervisor: _____

Others: _____

I. The student-employee's work assignments must enable the student to meet the learning objectives defined in the syllabus.

A. Agency's ability to meet program objectives specified in Foundation Practica (SOWK 6600/6700):

B. Agency ability to meet program objectives specified in Concentration Practica (SOWK 7611/7612):

C. Agency's ability to meet program objectives for Foundation and Concentration Practica:

II. The Division of Social Work must be assured that the student's educational experience is valued by the agency and that the agency is willing to make programmatic accommodations to the student's learning needs.

A. How supportive is the agency administration of the student's work-site practicum experience?

B. Have other students been placed in this agency? Other work-site students?

C. Recommended practicum assignments to be given to student in order to complete learning objectives:

III. The student must be assigned a qualified, MSW field instructor who meets the requirements of School as specified in the Field Handbook.

A. Meets criteria for Division of Social Work Field Instructors:

B. Will provide one week of hourly supervision to student. Yes

C. Who is responsible for the student's employee performance review? _____

D. Is the field instructor the student's current or past supervisor? NO YES

If YES, explain how this impediment to the student's learning could be overcome in this Setting.

IV. The practicum must be educationally driven and must afford student an opportunity to fully meet all learning objectives specified in the practica syllabi. Thus work-site placements must be educationally sound for the student.

A. What is the proposed plan for meeting the student's educational needs? How would this impact the student's employment duties? (Be specific as to time or days allotted to each)

B. Is such a plan feasible? Will there be a reduction in the student's current job responsibilities or will the student be expected to complete the same amount of work in fewer days?

C. How would the student role be protected by the agency?

D. If the employee's job responsibilities do not match up with practicum objectives and recommended assignments, identify additional work tasks that can be assigned to meet practicum objectives? Where would these tasks be carried out?

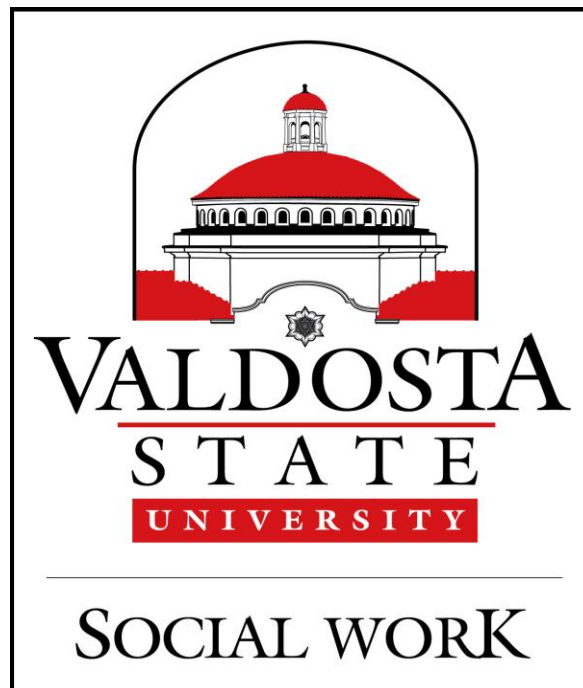
E. In the event of new task assignments for the student, will the student-employee engage in these activities “outside” of work hours, on his or her own time as a volunteer? Specify the number of hours involved and indicate your judgment about the fairness and feasibility of this arrangement.

Evaluator’s recommendation of accepting work-site placement: Yes No

Comments:

Evaluator: _____ Date: _____

Foundation Practicum Guide



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SOWK 6700/6710

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4. What client populations are most challenging to you? Explain.

5. What are your career goals in social work? What would you like to do with your degree?

6. Evaluate your beginning level of skill at engaging clients in a relationship and in interviewing clients.

7. What do you hope to learn in this practicum experience?

8. What geographic locations for practicum do you prefer?

Please note:

Foundation Students will be required to travel to placement. Travel times are generally limited to a distance of one hour. Are there issues, which may limit your ability to travel or to be placed in a specific site? For example if you have no car, have extenuating circumstances involving young children/family, have a felony conviction, have responsibility for an aging parent, are in substance abuse recovery, etc. It is your responsibility to advise the Field Director in the Division of Social Work (229) 249-4864 of these issues IMMEDIATELY since students will be placed in the first five weeks of the semester. Please provide this information on a separate sheet, which you attach to this application. It is your responsibility to let the Field Director know of issues relevant to placement.

Please attach a CURRENT resume to this application and sign below.

Name: _____ Date: _____

AUTHORIZATION FOR RELEASE OF RECORDS AND INFORMATION

TO: Practicum Placement Agency(hereinafter referred to as the Facility)

RE: _____
(Print Name of Student)

As a condition of my participation in an educational training program and with respect thereto, I hereby waive my privacy rights, including but not limited to, any rights pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g(b)(2)(B), and grant my permission and authorize the Board of Regents of the University System of Georgia by and on behalf of Valdosta State University (hereinafter referred to as the Institution) to release any and all of my educational records and information in its possession, including but not limited to, academic record and standing to Facility. I further authorize the release of any information relative to my academic history to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the educational training program. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my academic history and about my performance in an educational training program.

I further agree that this authorization will be valid throughout my educational training program. I further request that you do not disclose any information to any other person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law. I understand that this authorization shall continue in force until revoked by me by providing written notice to the Institution and the Facility, except to the extent of any action(s) that has already been taken in accordance with this Authorization for Release of Records and Information.

In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this Authorization for Release of Records and Information may be accepted in lieu of the original.

By signing this Authorization for Release of Records and Information, I hereby indemnify and hold harmless the Institution, its members, agents, servants and employees, and the Facility and its members, agents, servants and employees (each of the foregoing being hereinafter referred to individually as the Indemnified Party) against all claims, demands, causes of action, actions, judgments or other liability including attorneys fees (other than liability solely the fault of the Indemnified Party) arising out of or in connection with this Authorization for Release of Records and Information.

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, suffer under no legal disabilities, and that I have freely and voluntarily signed this Authorization for Release of Records and Information.

Signature	Date	Witness Signature	Date
-----------	------	-------------------	------

Name (Please Print)

Witness Name (Please Print)

Acknowledgement of Risk in the Field Placement

This document is designed to inform you of the potential risks associated with a field placement. It is the Division of Social Work's belief that you have a right to be informed of risks associated with this aspect of your educational and professional preparation, and that with proper knowledge and preparation; risks can be minimized.

Liability Insurance: Professional liability coverage is required for practicum. You must secure liability insurance in order to begin practicum. In order to secure liability insurance you must join NASW at the student rate. You can join NASW online at: www.socialworkers.org. Once you join NASW as a student member you then must apply for liability. You can download an application at www.NASWInsuranceTrust.org. You will need to fill out the red student application. You need to sign up for at least 1,000,000.00 coverage. When it asks you for your title please put student.

Automobile Liability Insurance: Most practicum agencies will not allow students to transport clients. However, you may be asked to use your vehicle for making home visits or attending community meetings. It is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. If clients are to be transported, an agency vehicle should be used, if available.

TB Skin Test (PPD-S): The prevalence of TB in society has increased in recent years. If you anticipate a practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering field. Some practicum sites require this test. You can be tested at the Student Health Center. The PPD test is free of charge as long as you are taking more than 4 credit hours and have paid the student health fees. Please contact the Student Health Center at 229-333-5886 for further questions.

Hepatitis B Vaccine: Working with high-risk clients means there is a chance of being exposed to blood-borne pathogens, it is recommended that you get this vaccination. This involves a series of three injections over a six month period of time. The second injection is given one month following the first, with the third coming five months later. The Hepatitis B Vaccine can be administered at the Student Health Center for 30.00 per injection. This 30.00 will need to be paid at the Bursary and you will need to bring your receipt to the Student Health Center. Please contact the Student Health Center for further questions 229-333-5886.

Client Office Visits: You may have a client in your office that becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your practicum to be informed of agency policy and recommended course of action should this occur.

Institutional Settings: Mental health and correctional institution settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.

Home Visits: It is not uncommon for social workers in a variety of settings to conduct home visits. Such visits expose you to risks. It is important that all home visits be made with the full knowledge of your field instructor including time of departure, time of return, as well as other activities while on the trip.

Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your field instructor. Do not take risks. Know who to call or what steps to take if you should experience a vehicle breakdown.

After Hours Meetings: Some practicum settings have activities that occur after normal operating hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs and other growth that might impair vision. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. Don't take risks.

I have read the above and understand that a field placement may present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations, and notify my field instructor or field faculty member if any concerns arise.

Student Signature

Date

**PERSONAL/PROFESSIONAL INFORMATION
FOR PRACTICUM PLANNING**

The MSW internship is an integral, vital component of professional education for social work practice. It demands the engagement of the “whole” person and involves personal as well as professional issues/circumstances/ life experiences in the student’s past and current life situation. There are some practicum situations which, given specific vulnerabilities of an individual student or circumstances of work with a given client population or in a particular agency, might place the student at either physical or emotional risk.

Are there issues, which may impact on your choice of possible practicum sites?

For example, if a student is a single parent with young children, is in recovery for substance abuse, has a criminal record, has already completed a field placement in another MSW program, has no car, has caretaking responsibilities for a family member, has a learning disability which requires use of a laptop computer, is visually impaired, etc., such issues need to be presented to the Office of Field Instruction in advance to assist with planning for your practicum placement purposes. Increasing numbers of practicum agencies require a criminal background check for both practicum students and agency volunteers (including a criminal records check and fingerprinting). This policy has changed in recent years because many agencies serve vulnerable client populations including children who have been maltreated. It is imperative that you consider these issues prior to requesting a placement and that you talk with the Director of the Division of Social Work, Field Director or your faculty advisor if you have such a history. It is the student’s responsibility to apprise the Field Office of this information. (PLEASE USE THIS SHEET TO INDICATE ANY SUCH ISSUES.)

If you would like to talk with the Director of Field Instruction about this information, please feel free to set up an appointment. Any information on this sheet will be provided to other faculty or an agency Field Instructor only on a “need to know” basis in order to plan appropriately for your educational/field instruction program.

I understand that the information provided above is confidential and will be shared only with other faculty and/or an Agency Field Instructor for my practicum if it is salient to my educational or practicum planning.

Signature: _____ Date: _____
Student Name

**FOUNDATION PRACTICUM:
Summary of Field Instructor Responsibilities**

1. Students will be assigned to Foundation Practicum agencies. You will be sent a copy of the student's Foundation Practicum Application and a resume by the Office of Field Instruction. The student will be instructed to contact you regarding a Confirmation Interview to determine the appropriateness of the placement.
2. Depending on the outcome of the interview, you may accept or not accept the student for placement. It is appropriate to let the student know of the outcome at the time of the interview, or if you prefer, contact Field Director (229) 249-4864 who will convey your decision to the student. At the time of the interview it is helpful to discuss hour expectations, times at which the student must be in practicum, etc., in order to assess the feasibility of the placement. It is also helpful to determine the exact start-up date for the student to begin the practicum.
3. The Field Director and Faculty Liaisons will work with each of you to construct possible learning tasks related to the Curriculum that are appropriate for Foundation Students prior to the actual placement. Frequently during the Confirmation Interview, other areas of student interest emerge, and additional assignments are discussed. A formal Learning Plan should be constructed and signed off on by the Field Instructor, Student, and Practicum Seminar Leader by the third week of the semester. A copy of a blank Learning Plan is included at the end of each semester's syllabus, which reflects the objectives for each semester's practicum. This plan will be discussed with the Practicum Seminar Instructor early in the semester to educationally direct the student's activities in the agency.
4. The first semester of practicum is guided by the SOWK 6600/6610 Syllabus and the second semester of practicum is guided by the SOWK 6700/6710 Syllabus. You will find a separate course syllabus and learning plans that includes the semester evaluation section. Midterm evaluation and final grade forms for each semester can be found in the Evaluation Section of the Handbook. Orientation and Advanced Workshops offered to field instructors during the course of the practicum and this content will be discussed in greater detail. Each student will be assigned to a Practicum Seminar Instructor as well as a seminar group. The students will remain with that Instructor/group for the entire Foundation Practicum Sequence. The Instructor will act as your faculty liaison and will assist you with any issues that arise regarding the placement. Assignments for each course are presented in the syllabi and all materials needed to complete the course can be found in the Foundation Practicum Guide and the Evaluation Section.
5. Each semester you will be asked to complete a Semester Evaluation for Foundation Practicum, which is located on the Student's Learning Plan Worksheet. This section of the worksheet is used to evaluate the student's progress in meeting the program objectives and course outcomes. There are specific instructions for completing this section, which are printed at the top of the worksheet. Based on your overall evaluation, you will be asked to complete a Mid-Term Grade Form and a Final Grade Form each semester recommending the student's overall performance. The Faculty Liaison will convert the evaluation into a Letter Grade using the grade form and averages. You, the student, and the Practicum Seminar Instructor will sign off on the Learning Plan Worksheet, Mid-Term Grade Form and Final Grade Form.
6. Please call the Field Director or your Practicum Seminar Instructor with any questions or concerns about the placement.

7. During the end of the second Foundation semester, the Field Instructor and the Student will be asked to complete a series of Foundation Practicum Evaluation Forms, which ask for an evaluation of the practicum. These forms are included in the Evaluation Section of the Field Handbook.

8. Practicum Seminar Instructors will be asked to conduct at least 2 visits to the placement agency during the foundation practicum sequence. For sites that are geographically distant (more than 2 hours away) instructors have the option of conducting one of the visits via telephone conference call or distance learning. For all sites, regular contact by telephone and e-mail are essential for educational monitoring. At the beginning of each practicum, practicum seminar instructors will secure the e-mail addresses of students enrolled in their practicum and will construct an e-mail listserv of all foundation students and field instructors in order to communicate regularly with practicum participants.

To further insure educational monitoring, field instructors will be required to attend field instructional training meetings. Additionally, as field instructors generally are on campus for these meetings, meetings can be arranged among the field instructors, practicum seminar instructors and students, should problems or concerns arise in a particular placement.

Valdosta State University, Division of Social Work
SOWK 6600/6610 Fall (Credit Hours)
Practicum-Practicum Seminar

Instructor:	TBA
Office:	Pine Hall
Office Hours:	TBA
Phone:	229-249-4864 (Div. office)
E-Mail:	mswfield@valdosta.edu
Class:	Pine Hall Thursday 5-7 pm

CATALOG DESCRIPTION

SOWK 6600 — Practicum I

First semester of supervised practice for the integration of classroom learning in field settings.

SOWK 6610 — Practicum Seminar I

Seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.

COURSE DESCRIPTION

SOWK 6600/6610 is the first foundation practicum sequence in which students are engaged in practicum in a human service agency and participate in a concurrent, seminar. Both segments of the first practicum experience are treated as a unit and are designed to support and augment one another. Practicum and Practicum Seminar begins during fall semester. Course content is designed to provide students with an orientation to the practicum agency and social work practice as well as the integration of classroom material and practicum experiences. Additionally, the practicum/seminar offers support to students as they transition into the practitioner role.

Using the ecological systems model, students are oriented to the principles of generalist social work practice within a specific agency context. They are exposed to and begin to implement the PIP process with client systems. Students are expected to begin to understand how social work values and ethics as reflected in the NASW Code of Ethics apply to social work practice situations. In addition, during the course students begin to engage in supervised practice at multiple levels including work with individual client systems, groups, agencies and communities. Populations served by agencies selected as practicum sites are among society's most vulnerable and include diverse groups and oppressed groups. Course materials and content of the practicum seminar are informed and influenced by a commitment to and promotion of human and cultural diversity, social justice, an understanding of oppression and socio-economic poverty. Students must use the ecological perspective to determine how field education and practice fit into the overall generalist curriculum. Course content also addresses expectations surrounding supervision and the field placement experience. Additionally, students are introduced to working closely with a group of peers as they participate in practicum seminar and engage in joint problem-solving activities with an instructor.

PREREQUISITE

Admission to the program.

RELATION TO OTHER COURSES

SOWK 6600/6610 is designed to introduce students to the field educational component of professional social work education. The practicum and practicum seminar provide educational support and instruction for students as they enter practicum. Content for SOWK 6600/6610 is linked horizontally with other foundation courses including SOWK 6201 (HBSE I), Generalist Practice I (SOWK 6301), and Research and Evaluation Methods in Social Work (SOWK 6500). The first practicum course/seminar is designed to prepare students for the subsequent practicum sequence, SOWK 6700/6710 that is taught the following semester. The overall objectives of the practicum/seminar are to introduce students to the field educational component of professional social work education and begin to cultivate the integration of classroom work with practicum experiences.

REQUIRED TEXTS

Curington, A. *Field Instruction Handbook*. Division of Social Work, Valdosta State University, Valdosta, GA.

REQUIRED TECHNOLOGY

Adobe Acrobat Reader and Writer will be used as a tool for course enhancement. Your field documents will require access to both Reader and Writer. Please make sure you secure access to this program

VSU Vista Support

Valdosta State provides free technical support for students. If you need technical assistance with WebCT Vista, call the Help Desk at 229-245-4357 or visit the Vista@Valdosta State University web site for Frequently Asked Questions and Self Help, or contact [WebCT Help](#). You may also contact your instructor for assistance.

COURSE OUTCOMES

EXPLANATION OF THE POCO MAP

As a part of our 2007-2008 MSW Curriculum Revision, you will begin to see the Program Objective Course Outcome Map or “PoCo Map” in each class syllabus. Your instructors will assist you in using the map while you are in the MSW Program. The “map” is simply a graphic representation of the MSW Curriculum which shows how all parts of the curriculum are interrelated. For 6600/6610 the POCO map is the Learning Plan. All program objectives and course outcomes connected to the program objectives are reflected on the learning plan. Course outcomes are derived from the foundation courses and curriculum.

The program objectives are derived from the goals of the MSW program. As we define it, program objectives are more specific than goals, and specify what we **intend or expect** students to accomplish by the end of the MSW Program. Think of them as targets to achieve. On the other hand, course outcomes **are much more specific**, course-related components of each program objective. The specific Course

Outcomes are what each of you should have achieved by the end of each course. Perhaps the analogy of a community may be helpful. The advanced generalist social work community at VSU is made up of program objectives which can be thought of as individual businesses, institutions, and houses in our community. Like any community, each program objective (e.g., house, business) can stand alone, but they need each other to thrive and become a functional community. Course outcomes then can be seen as the walls, floors, windows and doors that are combined to comprise each objective and, ultimately the Advanced Generalist community.

The faculty has selected 19 Program Objectives to form the basic structure of the MSW Curriculum: 14 are foundation objectives and five are concentration objectives. The PoCo Map (Learning Plan) shows that these 19 Program Objectives are met in different courses across the two-year curriculum. Further, each of the 19 Program Objectives is linked with specific Course Outcomes. In examining the range of courses that comprise the overall curriculum, we can begin to identify specific elements of knowledge, values, and skills that we expect students to achieve during the MSW Program. We have called these elements *Course Outcomes*. Outcomes combine specific chunks of knowledge and skills with a demonstration of their achievement, through application! Just as a window might be a combination of a specific size of glass, with a type of wood and metal. Its achievement is the building of a window; the window is an achieved product although its ultimate application is its 'fit' with the specific house. By examining the outcomes that students are expected to master per course, students can determine the actual content that will be learned.

The POCO Map ensures that all courses and the overall curriculum meet our own curriculum standards as well as national standards of social work education as set forth by the Council on Social Work Education. (July 24, 2008)

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will receive the majority of class time. These course outcomes are derived from the MSW program objectives, and will help you build toward achievement of those objectives. Lessons, materials, methods and assignments are organized toward your achievement of the objectives and toward what you as a student will be able to do differently, as a direct result of participating in the course:

Upon completion of this course, students should be able to: (See Attached 6600/6610 Learning Plan for a thorough list of course outcomes)

Program Objectives

1. **Conduct multi-level generalist practice based on the planned intervention process**
2. **Demonstrate the ability to apply critical thinking within the context of professional social work practice**
3. **Analyze and apply the values and ethics of the social work profession**
4. **Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences**
5. **Understand and challenge mechanisms of oppression and discrimination**
6. **Apply strategies of advocacy and social change to advance justice**
7. **Understand and interpret the history, development, and current trends of the profession**
8. **Select and apply human behavior theory and evidence to inform practice using the ecosystems**

perspective as an organizing framework

9. **Demonstrate the ability to analyze, formulate, and influence social policies.**
10. **Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately**
11. **Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form**
12. **Demonstrate the ability to appropriately use feedback, supervision and consultation in the service of professional conduct and growth**
13. **Demonstrate ability to function within the structure of organizations, delivery systems and community networks and seek organizational change**
14. **Identify with the social work profession and behave professionally**

COURSE POLICIES PARTICULARLY RELEVANT TO THIS COURSE (*Other, general policies are listed at the end of the syllabus in Grading Issues*)

Written Work & Submission of Assignments

- Your written work should show thoroughness, accuracy and professionalism. All work must be carefully proofread and corrected. Case Studies, Journals and Process Recordings should be free of errors in spelling, grammar, and punctuation. If you do not proofread carefully, you run the risk of having your paper rejected for re-write, with penalty for lateness.
- Late papers will lose one full letter grade (10%) for every 24-hour period they are late (including weekends).
- **Any Word documents submitted electronically and uploaded to WebCT Vista must have a .doc (Word 2003) file extension.**
- No revisions of assignments will be allowed without explicit permission—However, please feel free to meet with me (face-to-face, online, or by phone) to discuss your papers before the final due dates.
- Make-up exams, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.

ASSIGNMENTS

You will demonstrate your achievement of course objectives through your submitted projects, exams, and assignments:

1. Construct the 6600/6610 Learning Plan Worksheet

2. Triadic Process Recordings (Giddings & Vodde, 2001) will be assigned. In order to emphasize the team approach to field experiences, students are expected to complete process recordings on the assigned dates. The recordings are first turned in to practicum seminar instructors who provide written feedback to the student.

3. A Student Assessment will be assigned. The assessment will include a 2-3 page paper in which students must self-assess their skills in the following dimensions:

Interpersonal Communication Skills: Identify and critique your interpersonal skills with clients, colleagues and other professionals. Evaluate your beginning level of skills as you begin to engage in client contacts.

Foundation Content Knowledge: Describe your strengths and weaknesses as you reflect on the content that you learned during the fall semester. Consider all areas of the curriculum including human behavior, social policy, social work practice, and if possible, Research. Which areas are you most comfortable with? Identify areas in which you need more work.

Human Diversity: Consider your level of comfort in working with diverse populations and individuals with vastly different life experiences. Rate your own ability to respond to diverse groups, in particular, and in particular, African-American and Hispanic populations who comprise a significant percentage of the caseloads in area agencies. How comfortable are you in discussing issues of human difference in seminar and in Practice situations?

Self-Awareness: Why is awareness of self so important to social work practice? Identify areas of bias and vulnerability that may impact your ability to meet the needs of clients. Identify areas in which you hope to increase your skills of self-awareness.

4. Student presentation of practicum experiences. Students are responsible for identifying problems, areas of strength and areas of concern regarding their experiences in practicum, and presenting this material to the seminar. This content is used as a basis for practicum seminar discussion and for teaching students how to use the PIP model. **Students are evaluated on their attendance in practicum and their participation in group discussions.** The practicum seminar instructor also uses group discussions as a teaching tool for applying inductive and deductive teaching methods. A major theme that is used as a focus for group discussion includes teaching students to understand the concept to integration as well as teaching them how to integrate classroom content and practicum experiences. The role of the practicum seminar instructor is to identify, label and to help students first to make assisted theory-practice linkages and subsequently to make unassisted linkages. The format for student discussion is based on the Progressive Adaptation and Integration Model (PAI) that has been developed by Giddings & Vodde (2001). All course objectives are addressed in this assignment. All program objectives are addressed in this assignment.

ASSESSMENT and ASSESSMENT ISSUES

Students are expected to meet the fourteen program objectives that are applicable to all practicum sites as they begin practicum, supervision with their field instructor and practicum seminar. In grading the first practicum sequence, a Midterm Grade Form must be completed by the field instructor to provide feedback at the mid-point of the semester. At the end of the semester the Final Grade Form and the Semester Evaluation is used to evaluate student progress in meeting the learning objectives. Each objective has been broken down into specific course outcomes that students must demonstrate by the end of the 10 week sequence. Students are evaluated according to the 1-5 rating scale indicated on the Semester Evaluation which is located on the Learning Plan Worksheet. Using the rating scale on the form, the evaluation for SOWK 6600/6610 is completed by field instructor with input from the practicum seminar instructor and the student. Each program objective will be averaged which will determine the students letter grade for each objective. All Program Objectives will be averaged to determine the letter grade (A,B,C,D,F).

A student who receives a C or below on **any** of the following Program Objectives listed below automatically will receive a C or below in practicum, and a Corrective Action Plan (CAP) will be required:

Foundation Practicum 6600/6700

FPO 11 Communication

FPO 12 Supervision and Feedback

FPO 14 Professional Behavior

Concentration Practicum 7611/7612

FPO 11 Communication

FPO 14 Professional Behavior

CPO 15 Self Directed Practice

CPO 19 Specialized theories and Models

If a student receives a C on 4 out of the 14 Foundation Program Objectives for Foundation Practicum or 5 out of 15 Program Objectives for Concentration Practicum, the student will automatically receive a C for the course and a Corrective Action Plan will be required.

All program objectives will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A,B,C,D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Corrective Action Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Please see Student Handbook for explanation of deficiency points. Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program.

Practicum seminar instructors also are responsible for submitting the Semester Evaluation Section and the Final Grade Form to the Field Office. The Semester Evaluation Section is used to examine student strengths and areas in which further work is needed. Areas in which students need further work should be incorporated into the Learning Plan Worksheet for SOWK 6700/6710 as well as a correction action plan.

Students may demonstrate that they meet the objectives in a number of ways: student-initiated discussion of objectives during supervision, student logs, student journals, verbal content presented in supervision or practicum seminar, process recordings or other written or taped materials. Joint interviewing with field instructors or seminar instructors is also encouraged. All field instructors will be oriented to the development of realistic and utilitarian Learning Plans.

Whereas evaluation of student performance should be an ongoing process throughout the semester, students must be evaluated formally on at least two occasions during the Spring Semester:

1. **Midterm** — during the mid-semester evaluation, the field instructor and student should jointly evaluate the student's performance. If there are no problems that have been identified, the field instructor must complete the Midterm Evaluation Form. The student and field instructor must sign the form and forward the form to the practicum seminar instructor for his/her signature. If there are problems or concerns that have emerged, the field instructor must notify the practicum seminar

instructor and a meeting should be scheduled as well as a correction action plan completed (See Policy 6, Practicum Policies, Field Handbook).

2. **End of the semester** — at the end of the semester, the field instructor, practicum seminar instructor and the student should plan a joint meeting to formally evaluate student progress during the practicum. At this time the Semester Evaluation Section and the Final Grade Form should be completed. Field instructors will be asked to evaluate the course outcomes. The practicum seminar instructor will convert the evaluation into a letter grade as discussed above.

3. **Students will also be evaluated on timeliness and quality of assignments.** Points are designated for each assignment in practicum seminar. These points will determine the letter grade for practicum.

Use of the Learning Plan

As a part of the course content for SOWK 6610, students are taught about the integral role played by the Learning Plan in social work education. The Learning Plan is used each semester as a mechanism for individualizing program objectives, formulating specific agency assignments that match the program objectives and that link objectives and assignments to the student evaluation process. Both field instructors and practicum seminar instructors are involved in the development of this learning plan.

GRADING SCALE for Seminar

180-200 = A

160-179 = B

140-159 = C

120-149 = D

Below 120 = F

Because of the emphasis on practicum performance in the social work program, a grade of “F” in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program.

I will need to inform your Advisor if your midterm grade is marginal and if you receive a C or below in practicum or practicum seminar

Please Note: Students should be aware of various issues that may adversely affect their grades and even their participation in the program. These regulations arise from legal codes, The Georgia Board of Regents, Valdosta State University, or the Valdosta State University Division of Social Work. All of them are listed in the Student Handbook at <http://www.valdosta.edu/sowk/documents/StudentHandbook09-10.pdf> IT IS VERY IMPORTANT TO READ AND UNDERSTAND ALL OF THE STUDENT HANDBOOK. Remember the “STATEMENT OF UNDERSTANDING” signed by all students (see page 87).

Please contact me with any special needs or developing problems. I will help you all I can.

COURSE SCHEDULE FACE TO FACE

CLASS 1--Engagement in Practicum

- Engagement in Practicum Seminar, Supervision and the Agency Practicum Bingo: Game to elicit expectations of beginning practice and social work supervision
- Communication skills in practice: written and verbal skills
- A focus on diverse, at-risk client populations served by practicum agencies

10 points participation

CLASS 2 — Student Learning Style

- The Mind Design Exercise (Rabb, 1994)

10 points participation

CLASS 3 – Understanding the Student Learning Plan

- Exercise: Create a Learning Plan for SOWK 6600/6610
- Defining the concept of Theory-Practice Integration and the seminar instructor's role in fostering integration.

10 points participation

CLASS 4 – Integrating NASW Code of ethics to practicum/seminar

The NASW Code of Ethics: Applying values and ethics to generalist practice

Completed Learning Plan Due 50 points

10 points participation

CLASS 5 – The Ecological Systems Approach to Field Education

- Application of the ecological systems perspective to practicum
- Case Study Discussion using the ecological perspective with use of eco-map and genogram
- Application of the ecological systems perspective to practicum
- The continuum of generalist practice: Applying generalist roles to the student practicum experience.

10 points participation

CLASS 6— Beginning Practice Skills

- Using the PIP in practice
- Discussion of student's assessment of performance of skills learned in SOWK 6301; role play of practice skills
- Engagement with clients: personal bias, problem-solving, use of self, and self-awareness with clients.

10 points participation

CLASS 7— Case Studies, Journals, and Process Recordings

Discussion of case studies, journals, and process recordings as tools for supervision and seminar.

Discussion of practicum cases

10 points participation

CLASS 8 --- Understanding the role of theory in practicum and seminar

Students Bring Cases for Discussion

The Field System Eco-Map Exercise, (Vodde & Giddings, 2000)

10 points participation

Assignment: Process Recording Due 20 points

CLASS 9 ---Students Bring Cases for Discussion

10 points participation

Assignment: Self Assessment Due 30 points

CLASS 10---Wrapping up

10 points participation

COURSE SCHEDULE WEB

CLASS 1--Engagement in Practicum

- Engagement in Practicum Seminar, Supervision and the Agency Practicum Bingo: Game to elicit expectations of beginning practice and social work supervision
- Communication skills in practice: written and verbal skills
- A focus on diverse, at-risk client populations served by practicum agencies

Student Learning Style

- The Mind Design Exercise (Rabb, 1994)

20 points participation

CLASS 2 — Understanding the Student Learning Plan

- Exercise: Create a Learning Plan for SOWK 6600/6610
- Defining the concept of Theory-Practice Integration and the seminar instructor's role in fostering integration.

20 points participation

Integrating NASW Code of ethics to practicum/seminar

The NASW Code of Ethics: Applying values and ethics to generalist practice
Program Objectives

Completed Learning Plan Due 50 points

CLASS 3 – The Ecological Systems Approach to Field Education

- Application of the ecological systems perspective to practicum
- Case Study Discussion using the ecological perspective with use of eco-map and genogram
- Application of the ecological systems perspective to practicum
- The continuum of generalist practice: Applying generalist roles to the student practicum experience.

20 points participation

Beginning Practice Skills

- Using the PIP in practice
- Discussion of student's assessment of performance of skills learned in SOWK 6301; role play of practice skills
- Engagement with clients: personal bias, problem-solving, use of self, and self-awareness with clients.

CLASS 4 – Case Studies, Journals, and Process Recordings

Discussion of case studies, journals, and process recordings as tools for supervision and seminar.
Discussion of practicum cases

Understanding the role of theory in practicum and seminar

Students Bring Cases for Discussion

The Field System Eco-Map Exercise, (Vodde & Giddings, 2000)

20 points participation

Assignment: Process Recording Due 20 points

CLASS 5 – Students Bring Cases for Discussion

Assignment: Self Assessment Due 30 points

Wrapping up

20 points participation

DIVISION OF SOCIAL WORK and UNIVERSITY POLICIES

The goal of the Division of Social Work is to prepare students for the professional practice of social work. The Division requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct which can be found on pages 86-89 of the current *MSW Student Handbook*. The Code of Conduct must be signed by all students beginning MSW students.

The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

Class Attendance: Because the MSW Program is a professional program, class attendance is **MANDATORY**. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook* on page 82. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities.

Submission of Assignments: All assignments must be submitted ON TIME and IN THE MANNER directed by the faculty (e.g., brought to class, sent to an assignment drop box, etc). Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy.

Academic Honesty: Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, in the course, and possible dismissal from the MSW Program. Academic dishonesty is prohibited by the university as well as the Division of Social Work. The following link outlines [VSU's Academic Honesty Policies](#). The Academic Dishonesty Policy for the Division of Social Work is found in the *MSW Student Handbook* found as a link off the [Division web site](#).

Incompletes: Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. Policies governing Incompletes are found in the *MSW Student Handbook*.

Academic Performance: Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Division's policy of Academic Deficiency Points given for grades lower than C.

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: <http://www.valdosta.edu>

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the [Help Desk](#) (phone 229-245-4357) or e-mail a question at helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of the Odum Library. Their hours are 8:00 AM – 9:00 PM, Mondays – Thursdays; 8:00 AM – 5:00 PM, Fridays; 11:00 AM – 5:00 PM, Saturdays; and 1:00 PM – 9:00 PM, Sundays. If students are having problems with VISTA, they may seek link to [Common Questions & Solutions](#) or use the [Vista Contact Form](#).

Students may also visit or call the Hub at 229-245-6490. The Hub is located in 2616 Odom Library and is available to help students with problems in VISTA courses. Students also should talk with their instructors if the technology problems are not easily resolved.

Specific Learning Needs: Students requiring classroom accommodations or modifications because of a documented disability should discuss their needs with the professor at the beginning of the semester. Students who are not registered with the Access Office for Students with Disabilities should contact [VSU's Access Office](#) or call 229-245-2498 (229-219-1348 for TTY). The office is located in Room 1115 Nevins Hall.

Students Experiencing Academic Difficulties: Students with academic concerns are strongly encouraged to contact the staff of the [Student Success Center](#) or call them at 229-333-7570. The Student Success Center is located on first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, and help with time management. Students are encouraged to make appointments with Center Staff through the web link or by telephone. The Center is available to all VSU students, and evening appointments are available.

Additional services: The [Counseling Center](#) (phone 229-333-5940; e-mail piraynor@valdosta.edu). Services are free of charge to students with emotional/mental, social, substance abuse and other problems. The [Farber Health Services](#) provides physical health services (phone 229-333-5886).

Emergency Campus Policy: The Police Contact Number is **229-259-5555**. The Campus Police Division is located in Pine Hall. Officers will escort students on campus, and emergency phones are placed across campus. Students are **strongly encouraged to program the campus emergency number, 911** (for local police) **and *447** (GA State Highway Patrol) **into their cell phone.**

Developing a Learning Plan

GOALS

The purpose of a Learning Plan is to allow the student and the field instructor to specify areas where development and growth are to take place. Each student will approach placement with individual career and professional interests. The structure of each agency setting and the educational background and expertise of the field instructor will offer a range of learning opportunities within a specific social work context. The purpose of the Learning Plan is to integrate these two essential realities into a sound plan that directs professional learning. Thus, the overarching GOALS of the practicum experience should be articulated jointly by the field instructor and the student.

CURRICULUM

It is important that both the student and the field instructor are familiar with the Course Syllabus and the

Program Objectives and Course Outcomes that are to be met each of the semesters. The Advanced Generalist nature of the curriculum has driven the preparation of the Concentration Syllabus in that a student's practicum experience should be broad, should include experience in multilevel practice with varying types of client systems, and should prepare the student for independent practice in a rural area.

SPECIFICITY

Once the curriculum focus is understood, it is then important for the student and the field instructor to become quite SPECIFIC about the types of tasks and assignments available in the agency/practicum through which a student can meet the objectives. Within each agency setting, the field instructor must define the array of possible tasks and assignments, which will enable a student to meet the objectives. The field instructor and the student should negotiate these assignments. It is also important to know that the practicum is a two-semester academic class experience, which allows for the possibility of varying task assignments for each semester.

REALISM

It is important that the Learning Assignments be REALISTIC in that they are appropriate for the scope and time-limit of the practicum.

OBSERVABILITY

Similarly, Learning Assignments need to be OBSERVABLE, in that both the field instructor and the student must be clear about each task or assignment, as well as the steps through which each task/assignment is to be carried out. When the tasks are clearly defined and the process of task completion is mutually agreed upon by the field instructor and the student, then the process of evaluation (whether the student carried out the task in a satisfactory manner) is also facilitated.

USING THE LEARNING PLAN — SOWK 6600/6610

The Learning Plan Worksheet is provided to guide the students' orientation and entry into a practicum agency. The Learning Plan Worksheet is designed to complement the course syllabus, assist in meeting the student's objectives and will include the SOWK 6600/6610 Semester Evaluation Section, which is completed by the field instructor at the end of the semester. The student, field instructor and practicum seminar instructor will meet to discuss the student's initial practicum placement for SOWK 6600/6610, and to sign off on the Learning Plan Worksheet. Additional agency-specific or student-specific tasks and assignments may be added to the Learning Plan Worksheet.

As part of the instructional content of SOWK 6600/6610 (reflected in the course syllabus), students are taught to understand the integral role of the Learning Plan as a guide for all MSW practicum experiences.

The Learning Plan Worksheet is designed to allow students, field instructors and practicum seminar instructors to individualize student's educational and career goals in social work by attempting to match required program objectives with appropriate agency tasks and responsibilities for each practicum. The Worksheet also allows the members of the practicum team to plan for and to establish specific methods for monitoring and evaluating the student's practicum performance on an ongoing basis. In essence, the Learning Plan Worksheet underscores the fact that program objectives are linked with the evaluation process for each student.



Name _____

Learning Plan Worksheet — SOWK 6600/6610

**Semester Evaluation Section/Course Outcomes
(was task performed and how well?)**

The following nine Practicum Objectives are designed to cover the first semester of Foundation Practicum. Students must demonstrate skill in all nine objectives. The student’s level of performance of the objective will be rated by the practicum seminar instructor with input from the field instructors well as the student. Student performance will be rated according to the following scale:

- 1 – Unsatisfactory (did not meet expectations)
- 2 – Marginal performance
- 3 – Satisfactory performance (met expectations)
- 4 – Above average performance
- 5 – Outstanding performance (consistently exceeded expectations)
- 6 – Not Applicable

All program objectives will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A, B, C, D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Corrective Action Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Because of the emphasis on practicum performance in the social work program, a grade of “F” in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program.

If a student receives a C on 4 out of the 14 Foundation Program Objectives for Foundation Practicum or 5 out of 15 Program Objectives for Concentration Practicum, the student will automatically receive a C for the course and a Corrective Action Plan will be required.

A student who receives a C or below on **any** of the following Program Objectives listed below automatically will receive a C or below in practicum and a Corrective Action Plan (CAP) will be required:

Foundation Practicum 6600/6700

- FPO 11 Communication
- FPO 12 Supervision and Feedback
- FPO 14 Professional Behavior

Concentration Practicum 7611/7612

- FPO 11 Communication
- FPO 14 Professional Behavior
- CPO 15 Self Directed Practice
- CPO 19 Specialized theories and Models

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
FPO1. Conduct multi-level generalist practice based on the planned intervention process.			<p>_____ Observe and label PIP in practicum setting.</p> <p>_____ Link classroom content to multilevel generalist practice to agency practice.</p> <p>_____ Engage with client systems in practicum.</p> <p>_____ Demonstrate the beginning ability to perform basic interviewing skills with client systems:</p> <ul style="list-style-type: none"> -Attending behavior -Effective questioning (open/closed questions; minimal encouragement) -Reflecting content (paraphrasing; summarizing) – Empathy -Reflecting feeling (identifying and accurately re-stating [not repeating] client’s feelings) -More advanced or additive empathy -Confronting (identifying discrepancies) -Communicating feeling and immediacy (identifying and communicating the worker’s own feelings) -Self-disclosure (caution! Use sparingly and with caution) -Interpreting (identifying underlying meanings; proposing alternative perspective) -Information giving (instructions; directions; knowledge) -Structuring for exploration, clarification, action (organizing and pacing the interview) -Enlisting cooperation (overcoming client reluctance/resistance) <p>_____ Summarize a presenting problem as presented by a client system.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>FPO1. Conduct multi-level generalist practice based on the planned intervention process.</p>			<p>_____ Observe and label PIP in practicum setting.</p> <p>_____ Link classroom content to multilevel generalist practice to agency practice.</p> <p>_____ Engage with client systems in practicum.</p> <p>_____ Demonstrate the beginning ability to perform basic interviewing skills with client systems:</p> <ul style="list-style-type: none"> -Attending behavior -Effective questioning (open/closed questions; minimal encouragement) -Reflecting content (paraphrasing; summarizing) – Empathy -Reflecting feeling (identifying and accurately re-stating [not repeating] client’s feelings) -More advanced or additive empathy -Confronting (identifying discrepancies) -Communicating feeling and immediacy (identifying and communicating the worker’s own feelings) -Self-disclosure (caution! Use sparingly and with caution) -Interpreting (identifying underlying meanings; proposing alternative perspective) -Information giving (instructions; directions; knowledge) -Structuring for exploration, clarification, action (organizing and pacing the interview) -Enlisting cooperation (overcoming client reluctance/resistance) <p>_____ Summarize a presenting problem as presented by a client system.</p>

			_____ Average (To be completed by Faculty Liaison)
Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>FPO 2. Demonstrate the ability to apply critical thinking within the context of professional social work practice.</p> <p>FPO 3. Analyze and apply the values and ethics of the social work profession</p>			<p>_____ Examine the generalist practice roles in the practicum.</p> <p>_____ Analyze how the planned intervention process in practiced in practicum.</p> <p>_____ Identify the community context of the practicum agency and explain how this context impacts agency services.</p> <p>_____ Examine the agency’s role using Field System Eco-Map and identify agency/university linkages.</p> <p>_____ Average (To be completed by Faculty Liaison)</p> <p>_____ Conduct self in accord with social work values and ethics such as:</p> <p style="padding-left: 100px;">Confidentiality Self Determination Dignity of Client</p> <p>_____ Identify core social work values as defined in the Code of Ethics and apply these concepts to practicum.</p> <p>_____ Describe client behaviors in non-judgmental ways.</p> <p>_____ Identify value and ethical conflicts that arise in practice.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>FPO 4. Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.</p> <p>FPO 5. Understand and challenge mechanisms of oppression and discrimination.</p>			<p>_____ Identify populations at risk served by practicum agency.</p> <p>_____ Identify personal biases and concerns through supervision and seminar.</p> <p>_____ Demonstrate sensitivity in interactions with clients and colleagues who are different from oneself.</p> <p>_____ Identify risk factors contributing to client problems.</p> <p>_____ Average (To be completed by Faculty Liaison)</p> <p>_____ Identify issues of discrimination, oppression, and injustice that one encounters in practice.</p> <p>_____ Describe human differences as they impact practice.</p> <p>_____ Assess one's skill in responding to human differences.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>FPO 6. Apply strategies of advocacy and social change to advance justice.</p> <p>FPO 7. Understand and interpret the history, development, and current trends of the profession.</p> <p>FPO 8. Select and apply human behavior theory and evidence to inform practice using the ecosystems perspective as an organizing framework.</p>			<p>_____ Describe how client advocacy is used in practicum agency.</p> <p>_____ Identify client access to service, policies that impact client access to services and or barriers to service.</p> <p>_____ Average (To be completed by Faculty Liaison)</p> <p>_____ Educate one’s peers in seminar on the current trends of the agency.</p> <p>_____ Average (To be completed by Faculty Liaison)</p> <p>_____ Engage with field instructor and seminar instructor in regards to interactions with client systems.</p> <p>_____ Discuss the application of knowledge and theory to practice.</p> <p>_____ Demonstrate the ability to describe a client system using the ecological framework.</p> <p>_____ Describe an organization and community using appropriate theory and knowledge.</p> <p>_____ Examine agency’s role using Field System Eco-Map and identify agency/university linkages.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>FPO 9. Demonstrate the ability to analyze, formulate, and influence social policies.</p> <p>FPO 10. Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately.</p>			<p>_____ Become familiar with agency policies and guidelines and discuss content with field instructor.</p> <p>_____ Apply agency policies and guidelines in practicum assignments, particularly in relation with client systems.</p> <p>_____ Understand how agency policies affect client system and social work services.</p> <p>_____ Average (To be completed by Faculty Liaison)</p> <p>_____ Explain the purpose of client assessment.</p> <p>_____ Demonstrate the ability to separate facts from one’s own bias and attitude.</p> <p>_____ Explain how the process of research is used in the agency.</p> <p>_____ Demonstrate the ability to operationalize client problems into measurable goals and objectives.</p> <p>_____ Demonstrate the ability to measure client progress using a Single Subject Design.</p> <p>_____ Demonstrate the ability to conduct a brief literature review on a population at risk served by practicum agency, client issues or social problems.</p> <p>_____ Identify the connection between a student intervention and a client response.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>FPO 11. Demonstrate the ability to communicate across client populations, colleagues, and communities, in both written and verbal form.</p>			<p>_____ Complete all written assignments in timely, acceptable manner.</p> <p>_____ Articulate practicum experiences in seminar/supervision in a way that is comprehensible.</p> <p>_____ Identify agency’s method of recording and demonstrate an ability to use the method for recording client contacts.</p> <p>_____ Demonstrate an appropriate level of communication in practicum and seminar attempting to modulate one’s verbal responses and listening in relation to others.</p> <p>_____ Demonstrate ability to communicate effectively in both written and oral form consistent with agency and practicum requirements.</p> <p>_____ Demonstrate the ability of self-awareness as a group participant.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>FPO 12. Demonstrate the ability to appropriately use feedback, supervision, and consultation in the service of professional conduct and growth.</p>			<p>_____ Assume responsibility for content to be discussed in supervision and seminar.</p> <p>_____ Articulate expectations of practicum and supervision in seminar and with field instructor.</p> <p>_____ Demonstrate the ability to prepare for supervision meetings.</p> <p>_____ Respond non-defensively to feedback on professional performance.</p> <p>_____ Demonstrate the ability to integrate supervisory feedback into practice.</p> <p>_____ Demonstrate the ability to offer feedback to supervisors on student’s needs in supervision and practicum.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
FPO 13. Demonstrate ability to function with the structure of organizations, delivery systems and community networks and seek organizational change.			<p>_____ Carry out generalist practice roles in relation to client systems.</p> <p>_____ Identify formal and informal support systems for a specific client system.</p> <p>_____ Link a client with needed resources and monitor the outcome of the linkage.</p> <p>_____ Identify agency referral sources that are available in the community.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>
FPO 14. Identity with the social work profession and behave professionally.			<p>_____ Exhibit beginning understanding of identifying with the profession and appropriate professional behavior.</p> <p>_____ Discuss in supervision student's strengths and limitations in their work with client systems.</p> <p>_____ Complete self-assessment in the areas of interpersonal skills, human diversity, and biases.</p> <p>_____ Ongoing assessment of self in relation to the larger profession.</p> <p>_____ Attend seminar and actively participate.</p>

Valdosta State University, Division of Social Work
SOWK 6700/6710 Spring (Credit Hours)
Practicum-Practicum Seminar

Instructor:	TBA
Office:	Pine Hall
Office Hours:	TBA
Phone:	229-249-4864 (Div. office)
E-Mail:	mswfield@valdosta.edu
Class:	Pine Hall Thursday 5-7 pm

CATALOG DESCRIPTION

SOWK 6700 — Practicum II

Corequisite: SOWK 6710. Second semester of supervised practice for the integration of classroom learning in field settings.

SOWK 6710 — Practicum Seminar II

Corequisite: SOWK 6700. Second semester of seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.

COURSE DESCRIPTION

The second practicum and practicum seminar occurs during the spring semester of the foundation year. During the second semester, SOWK 6700/6710 students continue their participation in an approved practice agency and work with a field instructor. The major focus of the course is on the integration of classroom material and practicum experiences.

Because students are responsible for discussing and processing their practice experiences in supervision as well as in practicum seminar, there is no structured presentation of topics for discussion, no lectures or no scheduled speakers on this syllabus. Rather, content for the seminar is driven by student experiences. The syllabus includes a series of assignments that are used in the practicum seminar (SOWK 6710) and that are based on practicum experiences (SOWK 6700).

Students are given an opportunity to apply the ecological systems perspective to their practicum agency by participating as members of an active field system. The practicum and practicum seminar provide a forum in which students have an opportunity to assess their "goodness of fit" with beginning social work practice. In order to do this, students are expected to examine their fit with various dimensions of beginning practice such as fit with the practicum agency, field instructor, vulnerable and at-risk client populations, practicum seminar group, social work knowledge base, theories informing practice, and ultimately fit with their newly-chosen profession. It is anticipated that by the end of the foundation practicum sequence, students will be prepared for more advanced academic coursework and advanced practice experiences.

Additionally, during the course students begin to engage in supervised practice at multiple levels including work with individual client systems, groups, agencies and communities. Populations served by approved practicum agencies are among society's most vulnerable and include groups such as individuals of color, individuals living in poverty, victims of discrimination and social injustice, young children and aging populations. Many of these groups are at increased risk because of chronic mental illness, physical illness, developmental disabilities, family violence, substance abuse, sexual orientation and a lack of available services or transportation barriers common in communities. Course materials and the content of the practicum seminar are informed and influenced by a commitment to the values and ethics of the social work profession, with a particular emphasis on social and economic justice. Students work closely with both their practicum seminar instructor and agency field instructor in a team approach to monitoring student learning needs and goals, planning practicum experiences that meet those needs and goals, and jointly evaluating student performance of specific competencies. The Student Learning Plan constructed in SOWK 6700/6710 is used to educationally guide the learning that occurs both in the practicum and in the practicum seminar. There are fourteen program objectives for this practicum sequence.

PREREQUISITE

SOWK 6600/6610

RELATION TO OTHER COURSES

The second practicum/practicum seminar builds on all foundation courses and affords the student an opportunity to learn to integrate theories of human behavior, practice models, social welfare policy and to begin to understand the importance of evaluation while practicing in a specific social work setting. Students are expected to use materials from all of their foundation courses in the practicum and practicum seminar. The overall objective of the practicum/seminar is provide students with an opportunity to engage in educational supervised generalist practice in a rural setting, therefore preparing them for the coursework and practicum experiences of the concentration year.

REQUIRED TEXTS

Curington, A. *Field Instruction Handbook*. Division of Social Work, Valdosta State University, Valdosta, GA.

REQUIRED TECHNOLOGY

Adobe Acrobat Reader and Writer will be used as a tool for course enhancement. Your field documents will require access to both Reader and Writer. Please make sure you secure access to this program

VSU Vista Support

Valdosta State provides free technical support for students. If you need technical assistance with WebCT Vista, call the Help Desk at 229-245-4357 or visit the Vista@Valdosta State University web site for Frequently Asked Questions and Self Help, or contact [WebCT Help](#). You may also contact your instructor for assistance.

COURSE OUTCOMES

EXPLANATION OF THE POCO MAP

As a part of our 2007-2008 MSW Curriculum Revision, you will begin to see the Program Objective Course Outcome Map or “PoCo Map” in each class syllabus. Your instructors will assist you in using the map while you are in the MSW Program. The “map” is simply a graphic representation of the MSW Curriculum which shows how all parts of the curriculum are interrelated. For 6700/6710 the POCO map is the Learning Plan. All program objectives and course outcomes connected to the program objectives are reflected on the learning plan. Course outcomes are derived from the foundation courses and curriculum.

The program objectives are derived from the goals of the MSW program. As we define it, program objectives are more specific than goals, and specify what we **intend or expect** students to accomplish by the end of the MSW Program. Think of them as targets to achieve. On the other hand, course outcomes **are much more specific**, course-related components of each program objective. The specific Course Outcomes are what each of you should have achieved by the end of each course. Perhaps the analogy of a community may be helpful. The advanced generalist social work community at VSU is made up of program objectives which can be thought of as individual businesses, institutions, and houses in our community. Like any community, each program objective (e.g., house, business) can stand alone, but they need each other to thrive and become a functional community. Course outcomes then can be seen as the walls, floors, windows and doors that are combined to comprise each objective and, ultimately the Advanced Generalist community.

The faculty has selected 19 Program Objectives to form the basic structure of the MSW Curriculum: 14 are foundation objectives and five are concentration objectives. The PoCo Map (Learning Plan) shows that these 19 Program Objectives are met in different courses across the two-year curriculum. Further, each of the 19 Program Objectives is linked with specific Course Outcomes. In examining the range of courses that comprise the overall curriculum, we can begin to identify specific elements of knowledge, values, and skills that we expect students to achieve during the MSW Program. We have called these elements *Course Outcomes*. Outcomes combine specific chunks of knowledge and skills with a demonstration of their achievement, through application! Just as a window might be a combination of a specific size of glass, with a type of wood and metal. Its achievement is the building of a window; the window is an achieved product although its ultimate application is its ‘fit’ with the specific house. By examining the outcomes that students are expected to master per course, students can determine the actual content that will be learned.

The POCO Map ensures that all courses and the overall curriculum meet our own curriculum standards as well as national standards of social work education as set forth by the Council on Social Work Education. (*July 24, 2008*)

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will receive the majority of class time. These course outcomes are derived from the MSW program objectives, and will help you build toward achievement of those objectives. Lessons, materials, methods and assignments are organized toward your achievement of the objectives and toward what you as a student will be able to do differently, as a direct result of participating in the course:

Upon completion of this course, students should be able to: (See Attached Learning Plan for 6700/6710 for a thorough list of course outcomes)

Program Objectives

1. **Conduct multi-level generalist practice based on the planned intervention process**
2. **Demonstrate the ability to apply critical thinking within the context of professional social work practice**
3. **Analyze and apply the values and ethics of the social work profession**
4. **Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences**
5. **Understand and challenge mechanisms of oppression and discrimination**
6. **Apply strategies of advocacy and social change to advance justice**
7. **Understand and interpret the history, development, and current trends of the profession**
8. **Select and apply human behavior theory and evidence to inform practice using the ecosystems perspective as an organizing framework**
9. **Demonstrate the ability to analyze, formulate, and influence social policies.**
10. **Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately**
11. **Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form**
12. **Demonstrate the ability to appropriately use feedback, supervision and consultation in the service of professional conduct and growth**
13. **Demonstrate ability to function within the structure of organizations, delivery systems and community networks and seek organizational change**
14. **Identify with the social work profession and behave professionally**

COURSE POLICIES PARTICULARLY RELEVANT TO THIS COURSE (*Other, general policies are listed at the end of the syllabus in Grading Issues*)

Written Work & Submission of Assignments

- Your written work should show thoroughness, accuracy and professionalism. All work must be carefully proofread and corrected. Case Studies, Journals and Process Recordings should be free of errors in spelling, grammar, and punctuation. If you do not proofread carefully, you run the risk of having your paper rejected for re-write, with penalty for lateness.
- Late papers will lose one full letter grade (10%) for every 24-hour period they are late (including weekends).
- **Any Word documents submitted electronically and uploaded to WebCT Vista must have a .doc (Word 2003) file extension.**
- No revisions of assignments will be allowed without explicit permission—However, please feel free to meet with me (face-to-face, online, or by phone) to discuss your papers before the final due dates.
- Make-up exams, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.

ASSIGNMENTS

You will demonstrate your achievement of course objectives through your submitted projects, exams, and assignments:

Students will be asked to compile the following assignments in electronic form and to keep both an electronic and hard copy during the semester. Field instructors are aware of these assignments and can assist students in their completion. Students are asked to share their field and seminar work with field instructors, and in the case of process recordings, must do so. The practicum seminar instructor, field instructor and student will work together as a practicum team to construct and implement the SOWK 6700/6710 Learning Plan and to evaluate student performance of competencies specified on the plan.

Practicum Seminar Instructor's will develop a schedule for the following assignments:

1. **Triadic Process Recordings** (Giddings & Vodde, 2000) will be assigned. In order to emphasize the team approach to field experiences, students are expected to complete process recordings on the assigned dates. The recordings are first turned in to practicum seminar instructors who provide written feedback to the student. (The template for the Triadic Process Recording can be found in the Field Handbook)

Subsequently, the recording is given to the assigned field instructor so that the supervisor's feedback can also be incorporated into the process recording. This triadic approach is helpful to the seminar instructor and the supervisor in underscoring areas of strength and weakness in student performance.

2. **Student Journals** will be assigned (the template for the Student Journal can be found in the Field Handbook).

3. **Case Studies** will be assigned (the template for the Triadic Process Recording can be found in the Field Handbook)

4. **A variety of additional Practicum Exercises** will be used at the discretion of the practicum seminar instructor to address various course objectives. Some of these exercises include: Use of folk tales to address student understanding of client stories (Giddings, 1997, personal communication); continued use of the Eco-Map (Vodde & Giddings, 2000) as a tool for identifying and teaching problem-solving skills; role playing; didactic materials on the concept of integration of theory and practice; videos or films relevant to practicum topics. All course objectives are addressed in this assignment. All program objectives are addressed in this assignment.

5. **Student presentation of practicum experiences.** Students are responsible for identifying problems, areas of strength and areas of concern regarding their experiences in practicum, and presenting this material to the seminar. This content is used as a basis for practicum seminar discussion and for teaching students how to use the PIP model. **Students are evaluated on their attendance in practicum and their participation in group discussions.** The practicum seminar instructor also uses group discussions as a teaching tool for applying inductive and deductive teaching methods. A major theme that is used as a focus for group discussion includes teaching students to understand the concept of integration as well as teaching them how to integrate classroom content and practicum experiences. The role of the practicum seminar instructor is to identify, label and to help students first to make assisted theory-practice linkages and subsequently to make unassisted linkages. The format for student discussion is based on the Progressive Adaptation and Integration Model (PAI) that has been developed by Giddings & Vodde (2001). All course objectives are addressed in this assignment. All program objectives are addressed in this assignment.

ASSESSMENT and ASSESSMENT ISSUES

Students are expected to meet the fourteen program objectives that are applicable to all practicum sites as they begin practicum, supervision with their field instructor and practicum seminar. In grading the first practicum sequence, a Midterm Grade Form must be completed by the field instructor to provide feedback at the mid-point of the semester. At the end of the semester the Final Grade Form and the Semester Evaluation is used to evaluate student progress in meeting the learning objectives. Each objective has been broken down into specific course outcomes that students must demonstrate by the end of the 10 week sequence. Students are evaluated according to the 1-5 rating scale indicated on the Semester Evaluation which is located on the Learning Plan Worksheet. Using the rating scale on the form, the evaluation for SOWK 6700/6710 is completed by field instructor with input from the practicum seminar instructor and the student. Each program objective will be averaged which will determine the students letter grade for each objective. All Program Objectives will be averaged to determine the letter grade (A,B,C,D,F).

A student who receives a C or below on **any** of the following Program Objectives listed below automatically will receive a C or below in practicum, and a Corrective Action Plan (CAP) will be required:

Foundation Practicum 6600/6700

FPO 11 Communication

FPO 12 Supervision and Feedback

FPO 14 Professional Behavior

If a student receives a C on 4 out of the 14 Foundation Program Objectives for Foundation Practicum, the student will automatically receive a C for the course and a Corrective Action Plan will be required.

All program objectives will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A,B,C,D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Corrective Action Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program. Please see Student Handbook for explanation of deficiency points.

Practicum seminar instructors also are responsible for submitting the Semester Evaluation Section and the Final Grade Form to the Field Office. The Semester Evaluation Section is used to examine student strengths and areas in which further work is needed.

Students may demonstrate that they meet the objectives in a number of ways: student-initiated discussion of objectives during supervision, student logs, student journals, verbal content presented in supervision or practicum seminar, process recordings or other written or taped materials. Joint interviewing with field instructors or seminar instructors is also encouraged. All field instructors will be oriented to the development of realistic and utilitarian Learning Plans.

Whereas evaluation of student performance should be an ongoing process throughout the semester, students must be evaluated formally on at least two occasions during the Spring Semester:

1. **Midterm** — during the mid-semester evaluation, the field instructor and student should jointly evaluate the student's performance. If there are no problems that have been identified, the field instructor must complete the Midterm Evaluation Form. The student and field instructor must sign the form and forward the form to the practicum seminar instructor for his/her signature. If there are problems or concerns that have emerged, the field instructor must notify the practicum seminar instructor and a meeting should be scheduled as well as a correction action plan completed (See Policy 6, Practicum Policies, Field Handbook).

2. **End of the semester** — at the end of the semester, the field instructor, practicum seminar instructor and the student should plan a joint meeting to formally evaluate student progress during the practicum. At this time the Semester Evaluation Section and the Final Grade Form should be completed. Field instructors will be asked to evaluate the course outcomes. The practicum seminar instructor will convert the evaluation into a letter grade as discussed above.

3. **Students will also be evaluated on timeliness and quality of assignments.** Points are designated for each assignment in practicum seminar. These points will determine the letter grade for practicum. At the end of the Foundation Practicum Sequence, students are asked to complete a series of evaluation forms that relate to various dimensions of the overall practicum experience including an evaluation of the practicum agency, field instructor, seminar instructor and practicum seminar. Practicum seminar instructors also are asked to provide ongoing verbal feedback to the Office of Field Instruction regarding the quality of the practicum assignment. Field evaluation forms are found in the Evaluation Section of the Field Handbook.

Students are also asked to complete a Summary of Diversity of Foundation Practicum Experiences Form that summarizes the breadth and depth of student exposure to client populations during the first year. This form is included in the Concentration Field Application and must be signed off on by the field instructor. This form was developed by field instructors to be used as a guide to development of the Learning Plan Worksheet for SOWK 7611 and 7612, the Concentration Practica.

GRADING SCALE for Seminar

297-330 = A

264-296 = B

231-263 = C

198-230 = D

197 or below= F

Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program. I will need to inform your Advisor if your midterm grad is marginal and if you receive C or below at any point during this semester.

Please Note: Students should be aware of various issues that may adversely affect their grades and even their participation in the program. These regulations arise from legal codes, The Georgia Board of Regents, Valdosta State University, or the Valdosta State University Division of Social Work. All of them are listed in the Student Handbook at <http://www.valdosta.edu/sowk/documents/StudentHandbook09->

[10.pdf](#) IT IS VERY IMPORTANT TO READ AND UNDERSTAND ALL OF THE. *Remember the “STATEMENT OF UNDERSTANDING” signed by all students (see page 87).*

Please contact me with any special needs or developing problems. I will help you all I can.

COURSE SCHEDULE FACE TO FACE

WEEK 1—No Assignment		Class
WEEK 2 -- Process Recording	20 points	No Class
WEEK 3 – Learning Plan	50 points	10 points Participation
WEEK 4 – No Assignment		10 points Participation
WEEK 5 – Case Study	40 points	10 points Participation
WEEK 6 –No Assignment		10 points Participation
WEEK 7 – Process Recording	20 points	No Class
WEEK 8 –No Assignment		10 points Participation
WEEK 9 -- Process Recording	20 points	10 points Participation
WEEK 10 -- Spring Break –		No Class
WEEK 11 – Process Recording	20 points	10 points Participation
WEEK 12 – Case Study	40 points	10 Points Participation
WEEK 13 – No Assignment		10 Points Participation
WEEK 14 – Process Recording	20 points	10 points Participation
WEEK 15 –No Assignment		No Class
WEEK 16 – No Assignment		No Class
Total	230	100 = 330

COURSE SCHEDULE WEB

WEEK 1— CLASS		20 points participation
WEEK 2 – Process Recording	20 points	No Class
WEEK 3 – Learning Plan	50 points	No Class
WEEK 4 – CLASS		20 points Participation
WEEK 5 – Case Study	40 Points	No Class
WEEK 6 –No Assignment		No Class
WEEK 7 – Process Recording	20 points	No Class
WEEK 8 – CLASS		20 Points participation
WEEK 9 -- Process Recording	20 points	No Class
WEEK 10 -- Spring Break –		No Class
WEEK 11 – Process Recording	20 points	No Class
WEEK 12 – CLASS		20 Points Participation
WEEK 13 – Case Study	40 points	No Class
WEEK 14 – Process Recording	20 points	No Class
WEEK 15 – CLASS		20 Points Participation
WEEK 16 – No Assignment		No Class
Total	230	100 = 330

DIVISION OF SOCIAL WORK and UNIVERSITY POLICIES

The goal of the Division of Social Work is to prepare students for the professional practice of social work. The Division requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct which can be found on pages 84-87 of the current *MSW Student Handbook*. The Code of Conduct must be signed by all students beginning MSW students.

The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

Class Attendance: Because the MSW Program is a professional program, class attendance is **MANDATORY**. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook* on page 83. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities.

Submission of Assignments: All assignments must be submitted ON TIME and IN THE MANNER directed by the faculty (e.g., brought to class, sent to an assignment drop box, etc). Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy.

Academic Honesty: Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, in the course, and possible dismissal from the MSW Program. Academic dishonesty is prohibited by the university as well as the Division of Social Work. The following link outlines [VSU's Academic Honesty Policies](#). The Academic Dishonesty Policy for the Division of Social Work is found in the *MSW Student Handbook* found as a link off the [Division web site](#).

Incompletes: Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. Policies governing Incompletes are found in the *MSW Student Handbook*.

Academic Performance: Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Division's policy of Academic Deficiency Points given for grades lower than C.

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: <http://www.valdosta.edu>

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the [Help Desk](#) (phone 229-245-4357) or e-mail a question at helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of the Odum Library. Their hours are 8:00 AM – 9:00 PM, Mondays – Thursdays; 8:00 AM – 5:00 PM, Fridays; 11:00 AM – 5:00 PM, Saturdays; and 1:00 PM – 9:00 PM, Sundays. If students are having problems with VISTA, they may seek link to [Common Questions & Solutions](#) or use the [Vista Contact Form](#).

Students may also visit or call the Hub at 229-245-6490. The Hub is located in 2616 Odom Library and is available to help students with problems in VISTA courses. Students also should talk with their instructors if the technology problems are not easily resolved.

Specific Learning Needs: Students requiring classroom accommodations or modifications because of a documented disability should discuss their needs with the professor at the beginning of the semester. Students who are not registered with the Access Office for Students with Disabilities should contact [VSU's Access Office](#) or call 229-245-2498 (229-219-1348 for TTY). The office is located in Room 1115 Nevins Hall.

Students Experiencing Academic Difficulties: Students with academic concerns are strongly encouraged to contact the staff of the [Student Success Center](#) or call them at 229-333-7570. The Student Success Center is located on first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, and help with time management. Students are encouraged to make appointments with Center Staff through the web link or by telephone. The Center is available to all VSU students, and evening appointments are available.

Additional services: The [Counseling Center](#) (phone 229-333-5940; e-mail pjraynor@valdosta.edu). Services are free of charge to students with emotional/mental, social, substance abuse and other problems. The [Farber Health Services](#) provides physical health services (phone 229-333-5886).

Emergency Campus Policy: The Police Contact Number is **229-259-5555**. The Campus Police Division is located in Pine Hall. Officers will escort students on campus, and emergency phones are placed across campus. Students are **strongly encouraged to program the campus emergency number, 911** (for local police) **and *447** (GA State Highway Patrol) **into their cell phone.**

GENERAL EXPECTATIONS

The Division of Social Work has as its goal the preparation of students for the professional practice of social work. The Division believes that students will respond to classes as they respond to work, therefore, the expectations and requirements reflect this assumption. They are:

- Students are expected to attend all classes. See attendance policy above.
- Students are expected to be on time for class and to return from breaks at the agreed upon time. In the case of absenteeism or tardiness that cannot be resolved between the student and the instructor, the student should be referred to the Director immediately. Appropriate action will be taken through a special advising process.
- It is expected that ALL members will participate equally in small group projects.
- It is expected that students interact directly with each professor regarding workload issues for each class.
- The syllabus is the contract between the instructor and students and should be followed. The professors reserve the right to modify syllabi and students will be notified in writing of all necessary changes. Students are responsible for reading and following instructions for assignments.
- Assignments should always be on time -- deadlines are important for social workers. Negotiations for extended time should be made before the due date and professors have the right to determine whether an extension of time is possible. A grade penalty will be given for late assignments.
- Standards are not negotiable.
- Students may depend on well planned classes and experienced, knowledgeable instructors. In every class, students will be given assignments that allow for individual interest, style and creativity. Professors are committed to the facilitation of students' success.
- Learning is a complex phenomenon for which both instructors and students are responsible. We support learning that is not competitive -- everyone in the class can be successful.
- The evaluation criteria for each class is stated clearly in the syllabus. If the criteria are not clear, it is the students' responsibility to discuss the matter in class so that further explanation may be given.
- At such time that the student is unable to continue or complete class work as indicated in the syllabus, the student should contact the instructor. An "I" is given only when the inability to complete work is due to circumstances beyond the control of the student, such as illness, death in the family, etc. Please see the Student Handbook for further information.

Any student with specific learning needs is invited to talk with the instructor about meeting these needs. Special Services, 249-2498, welcomes your requests.

USING THE LEARNING PLAN — SOWK 6700/6710

As indicated in the course syllabus, SOWK 6700/6710, the Learning Plan is used to complement the course syllabus and includes the SOWK 6700/6710 Semester Evaluation Section.

The Learning Plan Worksheet contains the fourteen objectives for the practicum, the competencies that the students must meet to ensure satisfactory performance of the objectives, and the semester evaluation section that will be completed by the field instructor. The Learning Plan Worksheet that is used for SOWK 6700/6710 is a mechanism for individualizing the course objectives, formulating specific agency tasks and assignments that match the course objectives and that link objectives and assignments to the student learning process.

Students may demonstrate that they meet the fourteen practicum objectives in a number of ways: student initiated discussion of objectives during supervision, student logs, student journals, case studies, verbal content presented in supervision or practicum seminar, triadic process recordings or other written or taped materials. Joint interviewing with field instructors or practicum seminar instructors is encouraged. All field instructors are oriented to the development of realistic and useful Learning Plan Worksheets. Attention will be given to ways in which field instructors can determine whether specific objectives and competencies have been met as well as evaluating the level of student performance.

Whereas student evaluation should be an ongoing process throughout the semester, students are evaluated formally at Mid-Term and at the end of the semester.



Name _____

Learning Plan Worksheet — SOWK 6700/6710

**Semester Evaluation Section/Course Outcomes
(was task performed and how well?)**

The following 11 Practicum Objectives are designed to cover the first semester of Foundation Practicum including the Practicum seminar and the orientation to the practicum agency. Students must demonstrate skill in all 11 objectives. The student’s level of performance of the objective will be rated by the practicum seminar instructor with input from the field instructor as well as the student. Student performance will be rated according to the following scale:

- 1 – Unsatisfactory (did not meet expectations)
- 2 – Marginal performance
- 3 – Satisfactory performance (met expectations)
- 4 – Above average performance
- 5 – Outstanding performance (consistently exceeded expectations)
- 6 – Not Applicable

All program objectives will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A, B, C, D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Corrective Action Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Because of the emphasis on practicum performance in the social work program, a grade of “F” in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program. If a student receives a C on 4 out of the 14 Foundation Program Objectives for Foundation Practicum or 5 out of 15 Program Objectives for Concentration Practicum, the student will automatically receive a C for the course and a Corrective Action Plan will be required. A student who receives a C or below on **any** of the following Program Objectives listed below automatically will receive a C or below in practicum and a Corrective Action Plan (CAP) will be required:

Foundation Practicum 6600/6700

- FPO 11 Communication
- FPO 12 Supervision and Feedback
- FPO 14 Professional Behavior

Concentration Practicum 7611/7612

- FPO 11 Communication
- FPO 14 Professional Behavior
- CPO 15 Self Directed Practice
- CPO 19 Specialized theories and Models

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>FPO1. Continue to conduct multi-level generalist practice based on the planned intervention process.</p>			<p>_____ Continue to observe and label PIP in practicum setting.</p> <p>_____ Continue to link classroom content to multilevel generalist practice to agency practice.</p> <p>_____ Continue to engage with client systems in practicum.</p> <p>_____ Continue to demonstrate the beginning ability to perform basic interviewing skills with client systems:</p> <ul style="list-style-type: none"> -Attending behavior -Effective questioning (open/closed questions; minimal encouragement) -Reflecting content (paraphrasing; summarizing) –Empathy -Reflecting feeling (identifying and accurately re-stating [not repeating] client’s feelings) -More advanced or additive empathy -Confronting (identifying discrepancies) -Communicating feeling and immediacy (identifying and communicating the worker’s own feelings) -Self-disclosure (caution! Use sparingly and with caution) -Interpreting (identifying underlying meanings; proposing alternative perspective) -Information giving (instructions; directions; knowledge) -Structuring for exploration, clarification, action (organizing and pacing the interview) -Enlisting cooperation (overcoming client reluctance/resistance) <p>_____ Continue to summarize a presenting problem as presented by a client system.</p> <p>_____ Continue to develop an intervention plan</p> <p>_____ Continue to use the PIP to resolve problems that arise in practicum.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>FPO 2. Continue to demonstrate the ability to apply critical thinking within the context of professional social work practice.</p>			<p>_____ Continue to examine the generalist practice roles in the practicum.</p> <p>_____ Continue to analyze how the planned intervention process in practiced in practicum.</p> <p>_____ Continue to examine the community context of the practicum agency and explain how this context impacts agency services.</p> <p>_____ Analyze the agency’s mission, goals, structures, policies, and procedures.</p> <p>_____ Implement the planned intervention process in interactions with client systems.</p> <p>_____ Continue to conduct self in accord with social work values and ethics such as:</p> <p style="padding-left: 40px;">Confidentiality Self Determination Dignity of Client</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>FPO 3. Continue to analyze and apply the values and ethics of the social work profession.</p>			<p>_____ Continue to identify core social work values as defined in the Code of Ethics and apply these concepts to practicum.</p> <p>_____ Continue to describe client behaviors in non-judgmental ways.</p> <p>_____ Continue to identify value and ethical conflicts that arise in practice.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>
<p>FPO 4. Continue to using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.</p>			<p>_____ Continue to identify populations at risk served by practicum agency.</p> <p>_____ Continue to identify personal biases and concerns through supervision and seminar.</p> <p>_____ Continue to demonstrate sensitivity in interactions with clients and colleagues who are different from oneself.</p> <p>_____ Continue to identify risk factors contributing to client problems.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>FPO 5. Continue to understand and challenge mechanisms of oppression and discrimination.</p>			<p>_____ Continue to identify issues of discrimination, oppression, and injustice that one encounters in practice.</p> <p>_____ Continue to describe human differences as they impact practice.</p> <p>_____ Continue to assess one's skill in responding to human differences.</p> <p>_____ Identify the impact of oppression and discrimination on client systems.</p> <p>_____ Describe and demonstrate the importance of multi-cultural awareness.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>FPO 6. Continue to apply strategies of advocacy and social change to advance justice.</p> <p>FPO 7. Continue to understand and interpret the history, development, and current trends of the profession.</p>			<p>_____ Continue to describe how client advocacy is used in practicum agency.</p> <p>_____ Continue to identify client access to service, policies that impact client access to services and or barriers to service.</p> <p>_____ Continue to apply strategies of advocacy and social change to advance justice under supervision.</p> <p>_____ Demonstrate an understanding of best practice in selecting strategies for client advocacy</p> <p>_____ Average (To be completed by Faculty Liaison)</p> <p>_____ Continue to educate one’s peers in seminar on the current trends of the agency.</p> <p>_____ Demonstrate the knowledge of the formal history of your agency.</p> <p>_____ Discuss and analyze foundational social work practice in agency.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>FPO 8. Continue to select and apply human behavior theory and evidence to inform practice using the ecosystems perspective as an organizing framework.</p>			<p>_____ Continue to engage with field instructor and seminar instructor in regards to interactions with client systems.</p> <p>_____ Continue to discuss the application of knowledge and theory to practice.</p> <p>_____ Continue to demonstrate the ability to describe a client system using the ecological framework.</p> <p>_____ Continue to describe an organization and community using appropriate theory and knowledge.</p> <p>_____ Assess a client system using open selection of appropriate theories along with the strengths based approach.</p> <p>_____ Demonstrate knowledge of how theories are used by MSW's in practice.</p> <p>_____ Use a macro theory to explain and assess an agency problem, situation.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>FPO 9. Continue to demonstrate the ability to analyze, formulate, and influence social policies.</p>			<p>_____ Continue to apply agency policies and guidelines in practicum assignments, particularly in relation with client systems.</p> <p>_____ Continue to understand how agency policies affect client system and social work services.</p> <p>_____ Using a policy analysis framework, analyze how policies affect client systems.</p> <p>_____ Analyze the state or federal policies that affect client systems and social work practice.</p> <p>_____ Discuss and propose how agency, local, state, and federal policies could be amended, deleted, edited, or rewritten to improve client services.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>
<p>FPO 10. Continue to evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately.</p>			<p>_____ Continue to explain the purpose of client assessment.</p> <p>_____ Continue to demonstrate the ability to separate facts from one's own bias and attitude.</p> <p>_____ Continue to explain how the process of research is used in the agency.</p>

			<p>_____ Continue to demonstrate the ability to operationalize client problems into measurable goals and objectives.</p> <p>_____ Continue to demonstrate the ability to measure client progress using a Single Subject Design.</p> <p>_____ Continue to identify the connection between a student intervention and a client response.</p> <p>_____ Apply research findings in the literature to inform practice.</p> <p>_____ Demonstrate the application of practices that have measurable evidence of effectiveness for given populations and problems.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>
<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>FPO 11. Continue to demonstrate the ability to communicate across client populations, colleagues, and communities, in both written and verbal form.</p>			<p>_____ Continue to complete all written assignments in timely, acceptable manner.</p> <p>_____ Continue to articulate practicum experiences in seminar/supervision in a way that is comprehensible.</p> <p>_____ Demonstrate the agency’s method of recording and demonstrate an ability to use the method for recording client contacts.</p> <p>_____ Continue to demonstrate an appropriate level of communication in practicum and seminar attempting to modulate one’s verbal responses and listening in relation to others.</p>

			<p>_____ Continue to demonstrate ability to communicate effectively in both written and oral form consistent with agency and practicum requirements.</p> <p>_____ Continue to demonstrate the ability of self-awareness as a group participant.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>
<p>FPO 12. Continue to demonstrate the ability to appropriately use feedback, supervision, and consultation in the service of professional conduct and growth.</p>			<p>_____ Continue to assume responsibility for content to be discussed in supervision and seminar.</p> <p>_____ Continue to articulate expectations of practicum and supervision in seminar and with field instructor.</p> <p>_____ Continue to demonstrate the ability to prepare for supervision meetings.</p> <p>_____ Continue to respond non-defensively to feedback on professional performance.</p> <p>_____ Continue to demonstrate the ability to integrate supervisory feedback into practice.</p> <p>_____ Continue to demonstrate ability to receive and provide feedback to instructors and peers that is professional and useful in developing professional practice.</p> <p>_____ Continue to demonstrate the ability to offer feedback to supervisors on student’s needs in supervision and practicum.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>FPO 13. Continue to demonstrate ability to function with the structure of organizations, delivery systems and community networks and seek organizational change.</p>			<p>_____ Continue to carry out generalist practice roles in relation to client systems.</p> <p>_____ Continue to identify formal and informal support systems for a specific client system.</p> <p>_____ Continue to link a client with needed resources and monitor the outcome of the linkage.</p> <p>_____ Continue to identify agency referral sources that are available in the community.</p> <p>_____ Identify barriers to services and understand strategies to increase access to services.</p> <p>_____ Advocate for needed resources.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>FPO 14. Continue to identify with the social work profession and behave professionally.</p>			<p>_____ Continue to exhibit beginning understanding of identifying with the profession and appropriate professional behavior.</p> <p>_____ Continue to discuss in supervision student’s strengths and limitations in their work with client systems.</p> <p>_____ Continue to complete self-assessment in the areas of interpersonal skills, human diversity, and biases.</p> <p>_____ Continue to ongoing assessment of self in relation to the larger profession.</p> <p>_____ Continue to attend seminar and actively participate.</p> <p>_____ Continue to demonstrate an awareness of self through the use of supervision and apply to practice.</p> <p>_____ Continue to comply with feedback mandates, and directives regarding issues of professional comportment that affects one’s ability or fitness to practice.</p> <p>_____ Continue to monitor one’s own professional behavior in relation to the Code of Ethics.</p> <p>_____ Continue to comply with Code of Student Conduct.</p> <p>_____ Continue to apply agency policies and guidelines.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

Learning Plan Sign Off:

_____	_____
Student	Date
_____	_____
Practicum Seminar Instructor	Date
_____	_____
Field Instructor	Date

Semester Evaluation Sign Off:

_____	_____
Student	Date
_____	_____
Practicum Seminar Instructor	Date
_____	_____
Field Instructor	Date

Concentration Practicum Guide

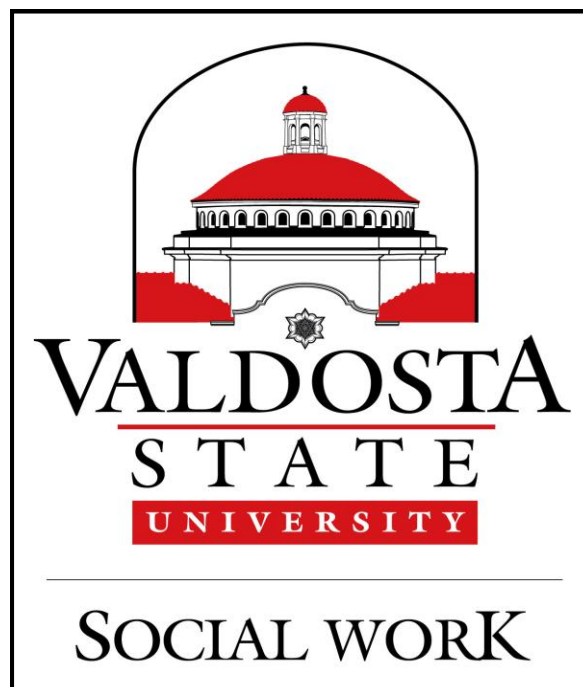


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APPLYING FOR CONCENTRATION PLACEMENT

1. Orientation for all students applying for Concentration Practicum will be held in February of each year. Specific instructions for applying for Concentration Placements will be explained at that time. Students applying for concentration practicum must have completed Foundation coursework.

2. Attend Social Work Career Day / Field Day in the Spring semester — a placement fair to be held on campus. All concentration practicum agencies are invited to attend in order to explain their agency and services. Students will have an opportunity to talk with agency field instructors and to hear about possible placement experiences and possible student stipend opportunities. All field instructors and all students are invited. **As is our policy, except during Social Work Career Day /Field Day, students may not make direct contact with agency field instructors or agency staff regarding placements. Thus, take advantage of this opportunity!**

3. Complete a brief résumé of your educational experience, work/volunteer experience, and any previous practicum experiences. The résumé will accompany your Practicum Application found at <http://www.valdosta.edu/sowk/field/forms/CPappl.pdf>. Also complete the Summary of Diversity of Foundation Practicum Experiences included in your application. Your field instructor and practicum seminar instructor will also sign this form. All students will also need to complete the Authorization of Release and Acknowledge of Risk forms in the Field Handbook.

4. Students are encouraged to talk with the Director of Field Instruction regarding information about agencies.

5. Once a student has decided on his or her choices of a Concentration Practicum site, students will identify their first, second and third choice of practicum sites. This information is to be identified on the Concentration Practicum Application in the appropriate space. Once the application is complete, it must be turned into the Field Office. Attach your current résumé to the application. All IV-E students need to complete.

All Title IV-E students who currently work in a DFCS setting will also need to complete a Work Site Application found in the Field Handbook. All applications will be turned into the Director of Field and forwarded to the Title IV-E Director for final approval.

6. The Director of Field Instruction and faculty will meet to consider Concentration Applications and make placement site recommendations.

7. You will receive a memorandum from the Director of Field Instruction regarding your recommended practicum site. During the summer, you will also receive a memorandum notifying you of your Faculty Liaison. Faculty liaisons will also be notified.

8. Instructions for setting up placement interviews which will occur during the remainder of Spring Semester will be included in the memo.

9. You will advise Director of Field or Title IV-E Director of the outcome of the placement interview. If the recommended practicum site is **not** confirmed, you will advise the Director of Field Instruction and request another recommended site.

10. It is expected that students present themselves professionally and communicate clearly during placement interviews. It is likewise expected that students demonstrate the social and interviewing skills necessary to be able to secure a placement through the interview process. No more than (3) agency assignments will be given to a student in order to secure a placement.

11. When placements are confirmed, the student will notify the Field Office.

12. Advance standing students who begin the M.S.W. Program during the Summer Semester will go through a brief placement process during the months of May and June which will be an abbreviated form of the regular placement process. Students will submit a Concentration Practicum Application, and a brief resume. Completed applications will be turned in to the Field Office.

The Director of Field Instruction will assign students to placement based on their selection of preferred placement sites and placement availability.

Concentration Field Practicum Application

Division of Social Work • Valdosta State University • Valdosta, Georgia 31698

As this application will be shared with Field Instructors, **PLEASE TYPE**. In order for the application to be processed, the student and academic advisor must sign and date the application.

VALDOSTA Program **WEB BASED Program**

Date of Application _____ Semester/Year Entering Concentration
Practicum _____/_____

Month/Year Student entered MSW Program _____/_____

2-Year 3-Year 4-Year Advanced Standing

Name: _____
Last First Middle Initial

Address: _____ Apt. _____

City: _____ State _____ Zip _____

Home Telephone:(_____) _____ Work Telephone:(_____) _____

E-Mail Address: _____

EDUCATIONAL EXPERIENCE:

Degrees	College/University	Dates
_____	_____	_____
_____	_____	_____

PREVIOUS INTERNSHIP EXPERIENCES (List agency, dates, and describe internship duties and responsibilities.)

Please answer questions briefly. It is important that you present this material clearly to agency personnel. Type or put on word processor. Consider the following questions and answer briefly.

1. What are your areas of interest in social work?

2. What client populations are of particular interest to you? Explain.

3. Geographic preference for placement _____

4. Are you fluent in other languages? Specify

5. Assess your current level of practice skills.

6. Assess your level of comfort in managing a social work interview and eliciting needed information from a client system.

7. Assess your level of comfort and skill at responding to the needs of diverse client populations.

8. What would you like to accomplish in your Concentration Practicum experience?

9. How do you learn best in a supervised practicum situation?

10. Specify the field instructional style that best fits with your style of learning new skills.

11. Rate your CURRENT level of social work practice experience. (Circle)

Beginner

Moderate experience

Advanced

1 ----- 2 ----- 3 ----- 4 ----- 5

CONCENTRATION PLACEMENT CHOICES:

1. _____
2. _____
3. _____

AUTOBIOGRAPHICAL STATEMENT OF STUDENT:

Write a brief autobiographical statement which includes the following information. Include this on a separate sheet. Type or print from computer.

1. Your motivation for seeking a career in social work.
2. Your career goals.
3. Relevant personal and family information.

I am in good academic standing and am ready for field placement: Yes No

Academic Advisor _____ Date: _____
Signature

ATTACHMENTS: STUDENTS' RESUME, AND AUTOBIOGRAPHICAL STATEMENT.

Student _____ Date: _____
Signature

RETURN TO: Office of Field Instruction, Division of Social Work, 1500 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698

Acknowledgement of Risk in the Field Placement

This document is designed to inform you of the potential risks associated with a field placement. It is the Division of Social Work's belief that you have a right to be informed of risks associated with this aspect of your educational and professional preparation, and that with proper knowledge and preparation; risks can be minimized.

Liability Insurance: Professional liability coverage is required for practicum. You must secure liability insurance in order to begin practicum. In order to secure liability insurance you must join NASW at the student rate. You can join NASW online at: www.socialworkers.org. Once you join NASW as a student member you then must apply for liability. You can download an application at www.NASWInsuranceTrust.org. You will need to fill out the red student application. You need to sign up for at least 1,000,000.00 coverage. When it asks you for your title please put student.

Automobile Liability Insurance: Most practicum agencies will not allow students to transport clients. However, you may be asked to use your vehicle for making home visits or attending community meetings. It is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. If clients are to be transported, an agency vehicle should be used, if available.

TB Skin Test (PPD-S): The prevalence of TB in society has increased in recent years. If you anticipate a practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering field. Some practicum sites require this test. You can be tested at the Student Health Center. The PPD test is free of charge as long as you are taking more than 4 credit hours and have paid the student health fees. Please contact the Student Health Center 229-333-5886 for further questions.

Hepatitis B Vaccine: Working with high-risk clients means there is a chance of being exposed to blood-borne pathogens, it is recommended that you get this vaccination. This involves a series of three injections over a six month period of time. The second injection is given one month following the first, with the third coming five months later. The Hepatitis B Vaccine can be administered at the Student Health Center for 30.00 per injection. This 30.00 will need to be paid at the Bursary and you will need to bring your receipt to the Student Health Center. Please contact the Student Health Center for further questions 229-333-5886.

Client Office Visits: You may have a client in your office that becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your practicum to be informed of agency policy and recommended course of action should this occur.

Institutional Settings: Mental health and correctional institution settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.

Home Visits: It is not uncommon for social workers in a variety of settings to conduct home visits. Such visits expose you to risks. It is important that all home visits be made with the full knowledge of your field instructor including time of departure, time of return, as well as other activities while on the trip. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the

agency and report your experiences to your field instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your field instructor. Do not take risks. Know who to call or what steps to take if you should experience a vehicle breakdown.

After Hours Meetings: Some practicum settings have activities that occur after normal operating hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs and other growth that might impair vision. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. Don't take risks.

I have read the above and understand that a field placement may present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations, and notify my field instructor or field faculty member if any concerns arise.

Student Signature

Date

**CONCENTRATION PRACTICUM:
Summary of Field Instructor Responsibilities**

1. Meet with student early in the semester to discuss student's Learning Plan Worksheets for Semester One (SOWK 7611) and Semester Two (SOWK 7612). This plan will define student agency expectations for the semesters and will define actual student tasks and assignments. Both Learning Plan Worksheets must be signed by the student, the field instructor, and the faculty liaison. It will be helpful for both you and the student to review the Course Syllabus together as well as to look at the program objectives which are specified in both the Syllabus and in the Semester Evaluation Section of the Learning Plan Worksheet. Think through the types of assignments that will facilitate the student's meeting these broad goals reflecting Advanced Generalist Practice. The Faculty Liaison will assist in this process.
2. The Semester Evaluation Section of the Learning Plan Worksheet is a working document that should guide you and the student throughout the semester. This section attempts to operationalize the Program Objectives in a concrete manner and allows you and the student to work jointly to evaluate the student's progress throughout the semester as the student meets each objective through his or her work in your agency.
3. A Mid-Term and Final Grade Form and can be accessed at <http://www.valdosta.edu/sowk>. Field Instructors will be asked to complete both Grade Forms each semester. (The Mid-Term Grade Form is particularly important because of the student's need for performance feedback early in the practicum. Any problems, concerns or marginal performance noted can be identified on the Corrective Action Plan found in the Field Handbook. The grading process for all Practica is specified under Practicum Policies, Number 6. Please read this material carefully. Grade Forms may be given to the Liaison or mailed directly to the Liaison or the Field Office.
4. Please call your Faculty Liaison with concerns or questions that arise during the semester.
5. The exact format of student presentation of materials in supervision is left to the discretion of the field instructor; however, students will be required to complete four process recordings throughout the year. The due dates for these recordings can be found in the Concentration Field Academic Calendar and the Concentration Syllabi. The decision to require additional Triadic Process Recordings is left to the discretion of the field instructor and/or faculty liaison. In addition, students will be required to complete student logs and turn them in monthly. The due dates for these student logs are negotiated with Faculty Liaison and Field Instructor. The Process Recordings and the Student Logs will be a part of the evaluation process and must be turned in to the faculty liaison and field instructor. Also included in the Handbook are Student Journals and Case Studies. The decision to use these methods is left to the discretion of the field instructor/faculty liaison.
6. During the student's final semester, the field instructor and the student will be asked to evaluate the practicum experience using the packet of Evaluation Forms included in the Evaluation Section of the Field Handbook.

Valdosta State University, Division of Social Work
SOWK 7611/7612(four each)
Practicum-Practicum Seminar

Instructor:	TBA
Office:	Pine Hall
Office Hours:	TBA
Phone:	229-249-4864 (Div. office)
E-Mail:	mswfield@valdosta.edu
Class:	Pine Hall Thursday 5-7 pm

CATALOG DESCRIPTION

SOWK 7611 — The first of two concentration practica designed to prepare students for advanced generalist social work practice.

SOWK 7612 — The second of two concentration practica designed to prepare students for advanced generalist social work practice.

COURSE DESCRIPTION

The MSW concentration practica, SOWK 7611 and SOWK 7612 are built on the competencies gained in the generalist experience of the foundation practicum. The central purpose of the second practica is to prepare students for advanced generalist social work practice.

Based on the ecological perspective, the concentration practica emphasize multi system assessments and multi model interventions. Structured learning opportunities allow students to integrate advanced knowledge acquired in the classroom with practice experiences. Opportunities are provided for students to explore reflectively the interrelationships between human behavior, social policy, research, and practice content at an advanced level. In each case, students identify ways in which their social work practice can be evaluated for its effectiveness, its congruence with the ethical context of the profession, and competence in serving diverse client groups.

The goal of the concentration practicum is to promote further awareness of self as a developing professional and to gain further mastery in assessment and intervention that are prescribed in various models of practice. Students are expected to become proficient in social work intervention(s) appropriate to Advanced Generalist Practice.

The course will extend over two academic semesters. Students will be required to spend 18 hours per week in practicum. The course will be graded on a S/U (satisfactory/unsatisfactory) basis, with a Satisfactory or B level performance being required for a passing grade. The grade is assigned by the Faculty Liaison who will rely heavily on the recommendation made by the Field Instructor.

PREREQUISITE

SOWK 6700/6710

REQUIRED TEXTS

Curington, A. *Field Instruction Handbook*. Division of Social Work, Valdosta State University, Valdosta, GA.

REQUIRED TECHNOLOGY

Adobe Acrobat Reader and Writer will be used as a tool for course enhancement. Your field documents will require access to both Reader and Writer. Please make sure you secure access to this program

VSU Vista Support

Valdosta State provides free technical support for students. If you need technical assistance with WebCT Vista, call the Help Desk at 229-245-4357 or visit the Vista@Valdosta State University web site for Frequently Asked Questions and Self Help, or contact [WebCT Help](#). You may also contact your instructor for assistance.

EXPLANATION OF THE POCO MAP

As a part of our 2007-2008 MSW Curriculum Revision, you will begin to see the Program Objective Course Outcome Map or “PoCo Map” in each class syllabus. Your instructors will assist you in using the map while you are in the MSW Program. The “map” is simply a graphic representation of the MSW Curriculum which shows how all parts of the curriculum are interrelated. For 7611/7612 the POCO map is the Learning Plan. All program objectives and course outcomes connected to the program objectives are reflected on the learning plan. Course outcomes are derived from the foundation courses and curriculum.

The program objectives are derived from the goals of the MSW program. As we define it, program objectives are more specific than goals, and specify what we **intend or expect** students to accomplish by the end of the MSW Program. Think of them as targets to achieve. On the other hand, course outcomes **are much more specific**, course-related components of each program objective. The specific Course Outcomes are what each of you should have achieved by the end of each course. Perhaps the analogy of a community may be helpful. The advanced generalist social work community at VSU is made up of program objectives which can be thought of as individual businesses, institutions, and houses in our community. Like any community, each program objective (e.g., house, business) can stand alone, but they need each other to thrive and become a functional community. Course outcomes then can be seen as the walls, floors, windows and doors that are combined to comprise each objective and, ultimately the Advanced Generalist community.

The faculty has selected 19 Program Objectives to form the basic structure of the MSW Curriculum: 14 are foundation objectives and five are concentration objectives. The PoCo Map (Learning Plan) shows that these 19 Program Objectives are met in different courses across the two-year curriculum. Further, each of the 19 Program Objectives is linked with specific Course Outcomes. In examining the range of courses that comprise the overall curriculum, we can begin to identify specific elements of knowledge, values, and skills that we expect students to achieve during the MSW Program. We have called these elements *Course Outcomes*. Outcomes combine specific chunks of knowledge and skills with a demonstration of their achievement, through application! Just as a window might be a combination of a specific size of glass, with a type of wood and metal. Its achievement is the building of a window; the window is an achieved product although its ultimate application is its ‘fit’ with the specific house. By examining the outcomes that students are expected to master per course, students can determine the actual content that will be learned.

The POCO Map ensures that all courses and the overall curriculum meet our own curriculum standards as well as national standards of social work education as set forth by the Council on Social Work Education. (July 24, 2008)

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will receive the majority of class time. These course outcomes are derived from the MSW program objectives, and will help you build toward achievement of those objectives. Lessons, materials, methods and assignments are organized toward your achievement of the objectives and toward what you as a student will be able to do differently, as a direct result of participating in the course:

Upon completion of this course, students should be able to: (See Attached Learning Plan for 7611/7612 for a thorough list of course objectives)

Program Objectives

1. **Demonstrate the ability to apply critical thinking within the context of professional social work practice**
2. **Analyze and apply the values and ethics of the social work profession**
3. **Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences**
4. **Understand and challenge mechanisms of oppression and discrimination**
5. **Apply strategies of advocacy and social change to advance justice**
6. **Understand and interpret the history, development, and current trends of the profession**
7. **Demonstrate the ability to analyze, formulate, and influence social policies.**
8. **Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately**
9. **Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form**
10. **Identify with the social work profession and behave professionally**
11. **Demonstrate an increasing ability to engage in informed and systematic Self-Directed Practice.**
12. **Demonstrate elements of leadership and the ability to shape the professional environment.**
13. **Demonstrate an ability to analyze and critically evaluate the contextual elements to inform social work practice.**
14. **Apply balanced attention to multi-level practice**
15. **Demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods.**

COURSE POLICIES PARTICULARLY RELEVANT TO THIS COURSE (Other, general policies are listed at the end of the syllabus in Grading Issues)

Written Work & Submission of Assignments

- Your written work should show thoroughness, accuracy and professionalism. All work must be carefully proofread and corrected. Case Studies, Journals and Process Recordings should be free of errors in spelling, grammar, and punctuation. If you do not proofread carefully, you run the risk of having your paper rejected for re-write, with penalty for lateness.

- Late papers will lose one full letter grade (10%) for every 24-hour period they are late (including weekends).
- **Any Word documents submitted electronically and uploaded to WebCT Vista must have a .doc (Word 2003) file extension.**
- No revisions of assignments will be allowed without explicit permission—However, please feel free to meet with me (face-to-face, online, or by phone) to discuss your papers before the final due dates.
- Make-up exams, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.

ASSIGNMENTS

You will demonstrate your achievement of course objectives through your submitted projects and assignments:

Students will be asked to compile the following assignments in electronic form and to keep both an electronic and hard copy during the semester. Field instructors are aware of these assignments and can assist students in their completion. Students are asked to share their field and seminar work with field instructors, and in the case of process recordings, must do so. The practicum seminar instructor, field instructor and student will work together as a practicum team to construct and implement the SOWK 6700/6710 Learning Plan and to evaluate student performance of competencies specified on the plan.

Practicum Seminar Instructor's will develop a schedule for the following assignments:

1. **Triadic Process Recordings** (Giddings & Vodde, 2000) will be assigned. In order to emphasize the team approach to field experiences, students are expected to complete process recordings on the assigned dates. The recordings are first turned in to practicum seminar instructors who provide written feedback to the student. (The template for the Triadic Process Recording can be found in the Field Handbook)

Subsequently, the recording is given to the assigned field instructor so that the supervisor's feedback can also be incorporated into the process recording. This triadic approach is helpful to the seminar instructor and the supervisor in underscoring areas of strength and weakness in student performance.

2. **Student Journals** will be assigned (the template for the Student Journal can be found in the Field Handbook).

3. **Case Studies** will be assigned (instructor will go over format in seminar).

ASSESSMENT and ASSESSMENT ISSUES

Students are expected to meet the fifteen program objectives that are applicable to all practicum sites as they begin practicum, supervision with their field instructor and meetings with their liaison. In grading practicum, a Midterm Grade Form must be completed by the field instructor to provide feedback at the mid-point of each semester. At the end of each semester the Final Grade Form and the Semester Evaluation is used to evaluate student progress in meeting the Program objectives. Each program objective has been broken down into specific course outcomes that students must demonstrate by the

end of the 15 week sequence. Students are evaluated according to the 1-5 rating scale indicated on the Semester Evaluation which is located on the Learning Plan Worksheet.

A student who receives a C or below on **any** of the following Program Objectives listed below automatically will receive a C or below in practicum, and a Corrective Action Plan (CAP) will be required:

Concentration Practicum 7611/7612

FPO 11 Communication

FPO 14 Professional Behavior

CPO 15 Self Directed Practice

CPO 19 Specialized theories and Models

If a student receives a C on 4 out of the 14 Foundation Program Objectives for Foundation Practicum or 5 out of 15 Program Objectives for Concentration Practicum, the student will automatically receive a C for the course and a Corrective Action Plan will be required.

All program objectives will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A,B,C,D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Corrective Action Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program. Please see Student Handbook for explanation of deficiency points.

Students may demonstrate that they meet the outcomes in a number of ways: student-initiated discussion of objectives during supervision, student logs, student journals, case studies, verbal content presented in supervision or practicum seminar, process recordings or other written or taped materials. Joint interviewing with field instructors or seminar instructors is also encouraged. All field instructors will be oriented to the development of realistic and utilitarian Learning Plans.

Whereas evaluation of student performance should be an ongoing process throughout the semester, students must be evaluated formally on at least two occasions during the Fall and Spring Semester:

1. **Midterm** — during the mid-semester evaluation, the field instructor and student should jointly evaluate the student's performance. If there are no problems that have been identified, the field instructor must complete the Midterm Evaluation Form. The student and field instructor must sign the form and forward the form to the faculty liaison for his/her signature. If there are problems or concerns that have emerged, the field instructor must notify the faculty liaison and a meeting should be scheduled and a Correction Plan should be completed(See Policy 6, Practicum Policies, Field Handbook).

2. **End of the semester** — at the end of the semester, the field instructor, faculty liaison and the student should plan a joint meeting to formally evaluate student progress during the practicum. At this time the Semester Evaluation Section and the Final Grade Form should be completed. Field

instructors will be asked to rate the course outcomes. The faculty liaison will then convert the ratings into a letter grade (A,B,C,D, or F).

3. Students will also be evaluated on timeliness and quality of assignments.

At the end of the Concentration Practicum Sequence, students are asked to complete a series of evaluation forms that relate to various dimensions of the overall practicum experience including an evaluation of the practicum agency, field instructor, and faculty liaison. Faculty liaisons also are asked to provide ongoing verbal feedback to the Office of Field Instruction regarding the quality of the practicum assignment. Field evaluation forms are found in the Evaluation Section of the Field Handbook.

I will need to inform your Advisor if your midterm grad is marginal and if you receive a C or below at any point during the academic year.

Please Note: Students should be aware of various issues that may adversely affect their grades and even their participation in the program. These regulations arise from legal codes, The Georgia Board of Regents, Valdosta State University, or the Valdosta State University Division of Social Work. All of them are listed in the Student Handbook at <http://www.valdosta.edu/sowk/documents/StudentHandbook09-10.pdf> IT IS VERY IMPORTANT TO READ AND UNDERSTAND ALL OF THE STUDENT HANDBOOK. Remember the "STATEMENT OF UNDERSTANDING" signed by all students (see page 87).

Please contact me with any special needs or developing problems. I will help you all I can.

COURSE SCHEDULE

Students are assigned to a specific practicum agency for two consecutive semesters. Students begin the Concentration practicum the first week of classes during fall semester. The Learning plan will be due the third week of practicum each semester and will be turned in to the faculty liaison. In addition, four Triadic Process Recordings will be due throughout the academic year. The due dates will be at Midterm and Finals for each semester. The decision to require additional Triadic Process Recordings is left to the discretion of the field instructor and/or faculty liaison. The Process Recordings will be a part of the evaluation process and must be turned in to the faculty liaison and field instructor. The decision to require additional Triadic Process Recordings is left to the discretion of the field instructor and/or faculty liaison. The students concerns and questions surrounding practicum should be addressed in supervision and faculty liaison visits.

DIVISION OF SOCIAL WORK and UNIVERSITY POLICIES

The goal of the Division of Social Work is to prepare students for the professional practice of social work. The Division requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct which can be found on pages 84-87 of the current *MSW Student Handbook*. The Code of Conduct must be signed by all students beginning MSW students.

The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

Class Attendance: Because the MSW Program is a professional program, class attendance is **MANDATORY**. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook* on page 82. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities.

Submission of Assignments: All assignments must be submitted ON TIME and IN THE MANNER directed by the faculty (e.g., brought to class, sent to an assignment drop box, etc). Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy.

Academic Honesty: Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, in the course, and possible dismissal from the MSW Program. Academic dishonesty is prohibited by the university as well as the Division of Social Work. The following link outlines [VSU's Academic Honesty Policies](#). The Academic Dishonesty Policy for the Division of Social Work is found in the *MSW Student Handbook* found as a link off the [Division web site](#).

Incompletes: Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. Policies governing Incompletes are found in the *MSW Student Handbook*.

Academic Performance: Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Division's policy of Academic Deficiency Points given for grades lower than C.

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page

of the VSU web site if you have concerns about inclement weather or an emergency situation:
<http://www.valdosta.edu>

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the [Help Desk](#) (phone 229-245-4357) or e-mail a question at helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of the Odum Library. Their hours are 8:00 AM – 9:00 PM, Mondays – Thursdays; 8:00 AM – 5:00 PM, Fridays; 11:00 AM – 5:00 PM, Saturdays; and 1:00 PM – 9:00 PM, Sundays. If students are having problems with VISTA, they may seek link to [Common Questions & Solutions](#) or use the [Vista Contact Form](#).

Students may also visit or call the Hub at 229-245-6490. The Hub is located in 2616 Odom Library and is available to help students with problems in VISTA courses. Students also should talk with their instructors if the technology problems are not easily resolved.

Specific Learning Needs: Students requiring classroom accommodations or modifications because of a documented disability should discuss their needs with the professor at the beginning of the semester. Students who are not registered with the Access Office for Students with Disabilities should contact [VSU's Access Office](#) or call 229-245-2498 (229-219-1348 for TTY). The office is located in Room 1115 Nevins Hall.

Students Experiencing Academic Difficulties: Students with academic concerns are strongly encouraged to contact the staff of the [Student Success Center](#) or call them at 229-333-7570. The Student Success Center is located on first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, and help with time management. Students are encouraged to make appointments with Center Staff through the web link or by telephone. The Center is available to all VSU students, and evening appointments are available.

Additional services: The [Counseling Center](#) (phone 229-333-5940; e-mail piraynor@valdosta.edu). Services are free of charge to students with emotional/mental, social, substance abuse and other problems. The [Farber Health Services](#) provides physical health services (phone 229-333-5886).

Emergency Campus Policy: The Police Contact Number is **229-259-5555**. The Campus Police Division is located in Pine Hall. Officers will escort students on campus, and emergency phones are placed across campus. Students are **strongly encouraged to program the campus emergency number, 911** (for local police) **and *447** (GA State Highway Patrol) **into their cell phone.**

Developing a Learning Plan

GOALS

The purpose of a Learning Plan is to allow the student and the field instructor to specify areas where development and growth are to take place. Each student will approach placement with individual career and professional interests. The structure of each agency setting and the educational background and expertise of the field instructor will offer a range of learning opportunities within a specific social work context. The purpose of the Learning Plan is to integrate these two essential realities into a sound plan that directs professional learning. Thus, the overarching GOALS of the practicum experience should be articulated jointly by the field instructor and the student.

CURRICULUM

It is important that both the student and the field instructor are familiar with the Course Syllabus and the program objectives and course outcomes that are to be met each of the semesters. The Advanced Generalist nature of the curriculum has driven the preparation of the Concentration Syllabus in that a student's practicum experience should be broad, should include experience in multilevel practice with varying types of client systems, and should prepare the student for independent practice.

SPECIFICITY

Once the curriculum focus is understood, it is then important for the student and the field instructor to become quite SPECIFIC about the types of tasks and assignments available in the agency/practicum through which a student can meet the objectives. Within each agency setting, the field instructor must define the array of possible tasks and assignments, which will enable a student to meet the objectives. The field instructor and the student should negotiate these assignments. It is also important to know that the practicum is a two-semester academic class experience, which allows for the possibility of varying task assignments for each semester.

REALISM

It is important that the Learning Assignments be REALISTIC in that they are appropriate for the scope and time-limit of the practicum.

OBSERVABILITY

Similarly, Learning Assignments need to be OBSERVABLE, in that both the field instructor and the student must be clear about each task or assignment, as well as the steps through which each task/assignment is to be carried out. When the tasks are clearly defined and the process of task completion is mutually agreed upon by the field instructor and the student, then the process of evaluation (whether the student carried out the task in a satisfactory manner) is also facilitated.

Using the Learning Plan Worksheet SOWK 7611/7612

Students are required to submit a separate Learning Plan Worksheet to undergird each concentration practicum semester (SOWK 7611 and SOWK 7612). As with the Foundation Learning Plans, each Worksheet is to be completed with the involvement of the practicum student, the field instructor, task supervisor (if appropriate) and the faculty liaison assigned to educationally monitor the concentration practicum. All parties involved must sign off on the completed plan at the beginning of each semester of practicum.

The Learning Plan Worksheets contains 15 concentration practicum objectives that are applicable to both semesters. However, it is expected that the objectives will be met in different ways across the two semesters. The second concentration practicum experiences are expected to build upon the first and to reflect a more advanced level of advanced generalist practice as well as increasing autonomy in practice, using one's field instructor increasingly as a consultant. The expected progression of these skills can be found in the course syllabus and in the Semester Evaluation section of the Learning Plan Worksheet.

The Learning Plan Worksheets that are used for SOWK 7611 and SOWK 7612 are designed to facilitate the process of individualizing the program objectives, formulating specific agency tasks and assignments that match the course outcomes and that link objectives and assignments to the student learning process, and evaluate student performance.

Students may demonstrate that they meet the practicum objectives in a number of ways: student-initiated discussion of objectives during supervision, student logs, student journals, verbal content presented in supervision, student presentations, workshops or other staff trainings, additional process recordings (four will be required) or other written or taped materials, course assignments, scholarly papers, etc. Joint interviewing with field instructors is encouraged. All field instructors are oriented to the development of realistic and useful Learning Plan Worksheets. Attention will be given to ways in which field instructors can determine whether specific objectives and competencies have been met as well as evaluating the level of student performance.

Whereas student evaluation should be an ongoing process throughout the semester, **students are evaluated formally at Mid-Term and at the end of the semester.**



Name _____

Learning Plan Worksheet — SOWK 7611

**Semester Evaluation Section/Course Outcomes
(was task performed and how well?)**

The following 15 Concentration Practicum Objectives are designed to cover the two semesters of the sequence. Students will have two semesters to complete all objectives. These objectives are to be met through specific student practicum assignments outlined in the Learning Plan Worksheet.

Successful completion of each objective can be demonstrated through student logs, verbal content presented in supervision, student recordings of all types, written papers such as the agency/community study, program assignment, client system assessment, as well as through assigned projects such as writing agency reports, grants, or manuals, the design and development of new programs or training modules, attendance at practicum related activities such as workshops or community presentations, participation in leadership development activities and community collaboratives, etc. Student’s performance of each specific competency outlined in the syllabus must be rated by the field instructor according to the following scale:

- 1 – Unsatisfactory (did not meet expectations)
- 2 – Marginal performance
- 3 – Satisfactory performance (met expectations)
- 4 – Above average performance
- 5 – Outstanding performance (consistently exceeded expectations)
- 6 – Not Applicable

All program objectives will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A, B, C, D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Corrective Action Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Because of the emphasis on practicum performance in the social work program, a grade of “F” in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program. Please see Student Handbook for explanation of deficiency points.

If a student receives a C on 4 out of the 14 Foundation Program Objectives for Foundation Practicum or 5 out of 15 Program Objectives for Concentration Practicum, the student will automatically receive a C for the course and a Corrective Action Plan will be required.

A student who receives a C or below on **any** of the following Program Objectives listed below automatically will receive a C or below in practicum and a Corrective Action Plan (CAP) will be required:

Foundation Practicum 6600/6700

- FPO 11 Communication
- FPO 12 Supervision and Feedback
- FPO 14 Professional Behavior

Concentration Practicum 7611/7612

- FPO 11 Communication
- FPO 14 Professional Behavior
- CPO 15 Self Directed Practice
- CPO 19 Specialized theories and Models

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
FP02. Demonstrate the ability to apply critical thinking within the context of professional social work practice.			<p>_____ Participate actively in all educational experience presenting cases and practicum experiences in such a way as to synthesize theories, agency procedures and intervention methods in order to respond to multilevel client situation.</p> <p>_____ Critique social work interventions according to their cultural and ethnic sensitivity, assessing their utility with diverse client populations as well as with individuals who have been oppressed.</p> <p>_____ Formulate ideas about how clients may react to interventions prior to intervening.</p> <p>_____ Integrate practicum experiences with classroom assignments.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>FP03. Analyze and apply the values and ethics of the social work profession.</p>			<p>_____ Identify specific ethical and value dilemmas that arise in multilevel practice and identify how these issues impact problem-solving strategies.</p> <p>_____ Demonstrate and actively protect a client system’s right to confidentiality, self-determination, service, etc. in least restrictive environment adhering to the NASW Code of Ethics, 1999.</p> <p>_____ Demonstrate the skill of allowing others to maintain perspectives and positions that are quite different for one’s own.</p> <p>_____ Demonstrate interventions that target resolution of ethical and value dilemmas.</p> <p>_____ Identify in supervision responses to harmful and insensitive policies and practices.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>FP04. Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.</p>			<p>_____ Respond to the effects of human diversity on all aspects of multilevel social work practice.</p> <p>_____ Identify the behavior of clients and colleagues that reflects client issues of human diversity.</p> <p>_____ Demonstrate interventions using culturally and ethically sensitive social work theory and methods with persons of differing economic status, ethnic background, gender or individuals who are differently challenged, as well as individuals who have been subject to oppression or social/economic injustice.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>FP05. Understand and challenge mechanisms of oppression and discrimination.</p> <p>FP06. Apply strategies of advocacy and social change to advance justice.</p>			<p>_____ Identify in supervision discriminatory policies that impact populations either negatively or positively in the agency.</p> <p>_____ Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by one's practice agency.</p> <p>_____ Identify the community context for one's practicum agency.</p> <p>_____ Average (To be completed by Faculty Liaison)</p> <p>_____ Articulate agency policies and procedures as well as laws that govern practice in one's agency.</p> <p>_____ Monitor and critique administrative standards for services to client systems and propose ways of improving service delivery.</p> <p>_____ Participate in the hearing process in relation to client (e.g. IEP meetings, court, food stamp meetings, SSI meetings).</p> <p>_____ Analyze new and current policy (e.g. agency, local, state, federal) in order to determine its potential impact on practice.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>FP07. Understand and interpret the history, development, and current trends of the profession.</p> <p>FP09. Demonstrate the ability to analyze, formulate, and influence social policies.</p>			<p>_____ Seek information about the history and development of practicum agency.</p> <p>_____ Identify systemic contexts of the practicum agency (i.e. community, state, nation, global).</p> <p>_____ Identify current trends of practicum agency.</p> <p>_____ Average (To be completed by Faculty Liaison)</p> <p>_____ Show advanced ability to analyze and critique a specific agency policy.</p> <p>_____ Demonstrate ability to work with others in agency and community to bring about positive changes in social policies.</p> <p>_____ Participate in the hearing process in relation to client (e.g. IEP meetings, court, food stamp meetings, SSI meetings).</p> <p>_____ Identify potential changes at multiple levels of policy that can impact client systems (e.g. agency, state, national).</p> <p>_____ Analyze new policy in order to determine its potential impact on practice.</p> <p>_____ Plan future strategies to respond to new policies and discuss in supervision with field instructor.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>FP010. Evaluate and apply research findings to practice and evaluate individual practice interventions at multilevel appropriately.</p>			<p>_____ Conduct literature analysis or review of best practices relevant to client services in practicum agency (e.g., readings directed by field instructor, readings on diverse at risk populations, program effectiveness, policies and procedures, change strategies commonly used in the agency).</p> <p>_____ Articulate how formal and informal research knowledge guides direct practice and program provision/development and discuss these issues with supervisor.</p> <p>_____ Administer empirically-based assessment measures to a client systems.</p> <p>_____ Participate in agency research projects (e.g. grant writing, client surveys, accreditation planning or community needs assessment).</p> <p>_____ Use research skills to enhance agency or program services.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>FP011. Demonstrate the ability to communicate across client populations, colleagues, and communities, in both written and verbal form.</p>			<p>_____ Express self clearly in verbal communication in supervision and in the agency.</p> <p>_____ Express disagreement without demeaning others.</p> <p>_____ Organize written materials and record appropriate attitudinal and affective content related to client system interactions.</p> <p>_____ Describe client system behavior in specific, non-labeling terms.</p> <p>_____ Demonstrate consistency in verbal and nonverbal communications.</p> <p>_____ Coordinate and collaborate with agency co-workers and all levels of agency staff to complete task assignments.</p> <p>_____ Participate actively with agency-related groups such as: staff groups, interdisciplinary teams, community interagency councils, community task forces, collaboratives, agency board of directors, etc.</p> <p>_____ Use consultation appropriately.</p> <p>_____ Identify and manage one's own problematic patterns, responses and behaviors in relation to clients and colleagues.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>
<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>

<p>FP014. Identify with the social work profession and behave professionally.</p>			<p>_____ Demonstrate and apply one’s understanding of the concept of professional behavior in multilevel interventions with client systems.</p> <p>_____ Define one’s appropriate professional role in a given practice situation and carry out this role professionally and effectively.</p> <p>_____ Enact diverse advanced generalist practice roles both within and across settings and levels.</p> <p>_____ Behaviorally monitor one’s use of self in interactions with client systems colleagues.</p> <p>_____ Manage personal biases in relation to clients and colleagues.</p> <p>_____ Comply with Code of Student Conduct ameliorating any identified issues.</p> <p>_____ Use critical thinking in application of agency policies and guidelines.</p> <p>_____ Analyze and critique on an ongoing basis one’s growth and development as a social work practitioner.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>
<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>

<p>CP015. Demonstrate an increasing ability to engage in informed and systematic Self-Directed Practice.</p>			<p>_____ Respond to complex problem and situations independently.</p> <p>_____ Assess, locate and develop resources when service gaps exist.</p> <p>_____ Intervene using integrated and more advanced skills/practice models/interventions.</p> <p>_____ Identify and manage one’s own problematic behaviors, patterns, responses, and reactions in regard to clients or colleagues.</p> <p>_____ Formulate ideas about how clients may react to interventions prior to intervening.</p> <p>_____ Integrate diverse (sometimes conflicting) roles and tasks into practice with minimal supervision.</p> <p>_____ Engage competent professionals for consultation and supervision.</p> <p>_____ Engage in working supervisory relationship with field instructor.</p> <p>_____ Locate new learning opportunities.</p> <p>_____ Accept evaluative feedback in a professional manner.</p> <p>_____ Integrate supervisory feedback into one’s assignments.</p> <p>_____ Use appropriate techniques to respond to practicum problems, talking first with field instructor and if necessary, with field director and/or advisor.</p> <p>_____ Administer empirically-based assessment measures to a client system with limited supervision.</p> <p>_____ Evaluate one’s own practice interventions.</p> <p>_____ Use empirically verified treatment methods.</p>
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<p>CP016. Demonstrate elements of leadership and the ability to shape the professional environment.</p>			<p>_____ Implement intervention strategies at multiple levels.</p> <p>_____ Average (To be completed by Faculty Liaison)</p> <p>_____ Conduct training or workshops.</p> <p>_____ Develop resources in program or agency.</p> <p>_____ Develop a professional network of expertise.</p> <p>_____ Identify disrespectful practice by colleagues in regard to clients in supervision.</p> <p>_____ Use ethical leadership in communities and organizations.</p> <p>_____ Share one’s knowledge and expertise informally with colleagues.</p> <p>_____ Discuss potential response(s) to harmful or insensitive policies in supervision.</p> <p>_____ In supervision identify specific positive responses in regard to clients.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>
<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>

<p>CPO19. Demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods.</p>			<p>_____ Explain and defend the selection of specific theory-based practice with multilevel client systems.</p> <p>_____ Demonstrate multiple steps involved in linking a client system with human service networks.</p> <p>_____ Obtain information about the client system through informal and formal observation and collect facts in an organized, purposive fashion.</p> <p>_____ Average (To be completed by Faculty Liaison)</p> <p>_____ Use of advanced case management skills and/or specific models of case management.</p> <p>_____ Facilitate specialized client & family groups.</p> <p>_____ Use empirically verified treatment methods (e.g., cognitive therapy, cognitive behavioral therapies).</p> <p>_____ Use complex practice models (e.g., psychodynamic, interpersonal, combinations of psychodynamic & cognitive, structural family therapy).</p> <p>_____ Use the best practices of time-effective treatment.</p> <p>_____ Use specialized theories (e.g., psychodynamic cognitive, & structural, family systems) to assess client systems).</p> <p>_____ Select among the specific methods specified above to use with clients, based on client need.</p> <p>_____ Use personally selected knowledge (electives) with specialized populations or issues</p> <p>_____ Apply theories of management to respond to agency</p>
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Name _____

Learning Plan Worksheet — **SOWK 7612**

Semester Evaluation Section/Course Outcomes
(was task performed and how well?)

The following 15 Concentration Practicum Objectives are designed to cover the two semesters of the sequence. Students will have two semesters to complete all objectives. These objectives are to be met through specific student practicum assignments outlined in the Learning Plan Worksheet.

Successful completion of each objective can be demonstrated through student logs, verbal content presented in supervision, student recordings of all types, written papers such as the agency/community study, program assignment, client system assessment, as well as through assigned projects such as writing agency reports, grants, or manuals, the design and development of new programs or training modules, attendance at practicum related activities such as workshops or community presentations, participation in leadership development activities and community collaboratives, etc. Student’s performance of each specific competency outlined in the syllabus must be rated by the field instructor according to the following scale:

- 1 – Unsatisfactory (did not meet expectations)
- 2 – Marginal performance
- 3 – Satisfactory performance (met expectations)
- 4 – Above average performance
- 5 – Outstanding performance (consistently exceeded expectations)
- 6 – Not Applicable

All program objectives will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A, B, C, D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Corrective Action Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Because of the emphasis on practicum performance in the social work program a grade of “F” in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program. Please see Student Handbook for explanation of deficiency points.

If a student receives a C on 4 out of the 14 Foundation Program Objectives for Foundation Practicum or 5 out of 15 Program Objectives for Concentration Practicum, the student will automatically receive a C for the course and a Corrective Action Plan will be required.

A student who receives a C or below on **any** of the following Program Objectives listed below automatically will receive a C or below in practicum and a Corrective Action Plan (CAP) will be required:

Foundation Practicum 6600/6700

- FPO 11 Communication
- FPO 12 Supervision and Feedback
- FPO 14 Professional Behavior

Concentration Practicum 7611/7612

- FPO 11 Communication
- FPO 14 Professional Behavior
- CPO 15 Self Directed Practice
- CPO 19 Specialized theories and Models

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>FPO2. Continue to demonstrate the ability to apply critical thinking within the context of professional social work practice.</p>			<p>_____ Continue to participate actively in all educational experience presenting cases and practicum experiences in such a way as to synthesize theories, agency procedures and intervention methods in order to respond to multilevel client situation.</p> <p>_____ Continue to critique social work interventions according to their cultural and ethnic sensitivity, assessing their utility with diverse client populations as well as with individuals who have been oppressed.</p> <p>_____ Continue to formulate ideas about how clients may react to interventions prior to intervening.</p> <p>_____ Demonstrate the ability to devise intervention strategies on multiple levels that effectively target identified problem areas.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>FPO3. Continue to analyze and apply the values and ethics of the social work profession.</p>			<p>_____ Continue to identify specific ethical and value dilemmas that arise in multilevel practice and identify how these issues impact problem-solving strategies.</p> <p>_____ Continue to demonstrate and actively protect a client system’s right to confidentiality, self-determination, service, etc. in least restrictive environment adhering to the NASW Code of Ethics, 1999.</p> <p>_____ Continue to demonstrate the skill of allowing others to maintain perspectives and positions that are quite different for one’s own.</p> <p>_____ Reflect sensitivity to ethical and value considerations in interactions with agency staff members and individuals in the community.</p> <p>_____ Continue to demonstrate interventions that target resolution of ethical and value dilemmas.</p> <p>_____ Continue to identify in supervision responses to harmful and insensitive policies and practices.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>FPO4. Continue using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.</p>			<p>_____ Continue to respond to the effects of human diversity on all aspects of multilevel social work practice.</p> <p>_____ Continue to identify the behavior of clients and colleagues that reflects client issues of human diversity.</p> <p>_____ Continue to demonstrate interventions using culturally and ethically sensitive social work theory and methods with persons of differing economic status, ethnic background, gender or individuals who are differently challenged, as well as individuals who have been subject to oppression or social/economic injustice.</p> <p>_____ Propose ways of proactively responding to and resolving conflicts that emerge out of issues of human difference both in relation to service delivery to client systems and among agency staff.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>FPO7. Continue to understand and interpret the history, development, and current trends of the profession.</p> <p>FPO9. Continue to demonstrate the ability to analyze, formulate, and influence social policies.</p>			<p>_____ Continue to seek information about the history and development of practicum agency.</p> <p>_____ Continue to identify systemic contexts of the practicum agency (i.e. community, state, nation, global).</p> <p>_____ Continue to identify current trends of practicum agency.</p> <p>_____ Identify emerging trends of the practicum agency.</p> <p>_____ Average (To be completed by Faculty Liaison)</p> <p>_____ Continue to show advanced ability to analyze and critique a specific agency policy.</p> <p>_____ Continue to demonstrate ability to work with others in agency and community to bring about positive changes in social policies.</p> <p>_____ Continue to participate in the hearing process in relation to client (e.g. IEP meetings, court, food stamp meetings, SSI meetings).</p> <p>_____ Continue to identify potential changes at multiple levels of policy that can impact client systems (e.g. agency, state, national).</p> <p>_____ Continue to plan future strategies to respond to new policies and discuss in supervision with field instructor.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>FPO11. Continue to demonstrate the ability to communicate across client populations, colleagues, and communities, in both written and verbal form.</p>			<p>_____ Continue to express self clearly in verbal communication in supervision and in the agency.</p> <p>_____ Continue to express disagreement without demeaning others.</p> <p>_____ Continue to organize written materials and record appropriate attitudinal and affective content related to client system interactions.</p> <p>_____ Continue to describe client system behavior in specific, non-labeling terms.</p> <p>_____ Continue to demonstrate consistency in verbal and nonverbal communications.</p> <p>_____ Continue to coordinate and collaborate with agency co-workers and all levels of agency staff to complete task assignments.</p> <p>_____ Continue to participate actively with agency-related groups such as: staff groups, interdisciplinary teams, community interagency councils, community task forces, collaboratives, agency board of directors, etc.</p> <p>_____ Continue to use consultation appropriately.</p> <p>_____ Continue to identify and manage one's own problematic patterns, responses and behaviors in relation to clients and colleagues.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>FPO14. Continue to identify with the social work profession and behave professionally.</p>			<p>_____ Continue to demonstrate and apply one’s understanding of the concept of professional behavior in multilevel interventions with client systems.</p> <p>_____ Continue to define one’s appropriate professional role in a given practice situation and carry out this role professionally and effectively.</p> <p>_____ Continue to enact diverse advanced generalist practice roles both within and across settings and levels.</p> <p>_____ Continue to behaviorally monitor one’s use of self in interactions with client systems and colleagues.</p> <p>_____ Assess the effectiveness of one’s professional interventions in structuring change in a multilevel client system.</p> <p>_____ When possible, demonstrate ability to teach a supervisee or colleague about professional behaviors (e.g. cardinal social work values).</p> <p>_____ Continue to manage personal biases in relation to clients and colleagues.</p> <p>_____ Continue to comply with Code of Student Conduct ameliorating any identified issues.</p> <p>_____ Continue to analyze and critique on an ongoing basis one’s growth and development as a social work practitioner.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>CPO15. Demonstrate an increasing ability to engage in informed and systematic Self-Directed Practice.</p>			<p>_____ Continue to respond to complex problem and situations independently.</p> <p>_____ Continue to assess, locate and develop resources when service gaps exist.</p> <p>_____ Continue to intervene using integrated and more advanced skills/practice models/interventions.</p> <p>_____ Continue to identify and manage one's own problematic behaviors, patterns, responses, and reactions in regard to clients or colleagues.</p> <p>_____ Continue to formulate ideas about how clients may react to interventions prior to intervening.</p> <p>_____ Continue to integrate diverse (sometimes conflicting) roles and tasks into practice with minimal supervision.</p> <p>_____ Continue to engage competent professionals for consultation and supervision.</p> <p>_____ Continue to engage in working supervisory relationship with field instructor.</p> <p>_____ Exhibit a cooperative attitude in responding with field instructor.</p> <p>_____ Present supervision materials in an organized, clear manner.</p> <p>_____ Continue to locate new learning opportunities.</p> <p>_____ Continue to accept evaluative feedback in a professional manner.</p>

			<p>_____ Continue to integrate supervisory feedback into one's assignments.</p> <p>_____ Continue to use appropriate techniques to respond to practicum problems, talking first with field instructor and if necessary, with field director and/or advisor.</p> <p>_____ Conduct supervision, training and/or consultation with agency staff or others in the community.</p> <p>_____ Continue to administer empirically-based assessment measures to a client system with limited supervision.</p> <p>_____ Continue to evaluate one's own practice interventions.</p> <p>_____ Continue to use empirically verified treatment methods.</p> <p>_____ Continue to devise multilevel intervention strategies, to implement and assess the effectiveness of the strategies.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>
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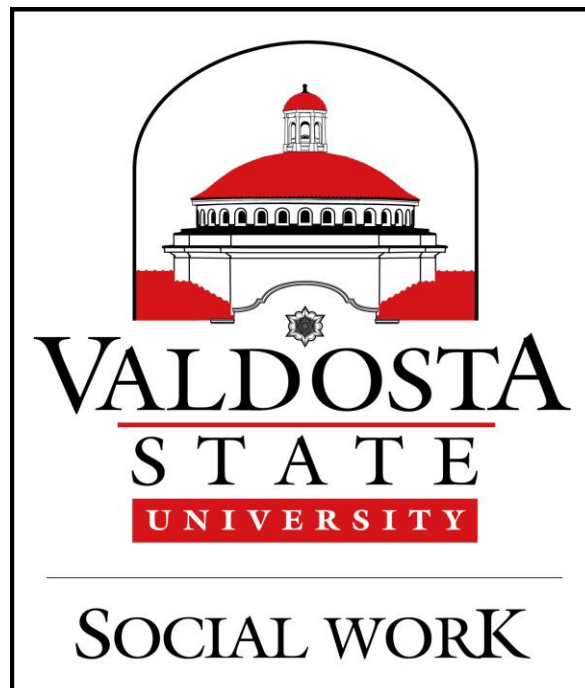
Program Objectives (as indicated on syllabus)	Learning Tasks/assignments (what practicum tasks will I carry out?)	Behavioral Indicators (how will I know if objective is met?)	Semester Evaluation Section/ Course Outcomes (was task performed and how well?)
<p>CPO16. Continue to demonstrate elements of leadership and the ability to shape the professional environment.</p>			<p>_____ Continue to participate in building a coalition or collaborative.</p> <p>_____ Continue to engage in community or capacity building.</p> <p>_____ Continue to conduct training or workshops.</p> <p>_____ Continue to develop resources in program or agency.</p> <p>_____ Continue to develop a professional network of expertise.</p> <p>_____ Participate or co-facilitate a multi-disciplinary team.</p> <p>_____ Informally assist colleagues in improving their practice.</p> <p>_____ Continue to identify disrespectful practice by colleagues in regard to clients in supervision.</p> <p>_____ Continue to use ethical leadership in communities and organizations.</p> <p>_____ Continue to share one’s knowledge and expertise informally with colleagues.</p> <p>_____ Coordinate response(s) to harmful or insensitive policies.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>CPO17. Continue to demonstrate an ability to analyze and critically evaluate the contextual elements to inform social work practice.</p>			<p>_____ Continue to identify when client is going through a change phase requiring a change in one’s approach.</p> <p>_____ Continue to employ diverse and sometimes conflicting roles in practice based on changing demands of the environment.</p> <p>_____ Continue to anticipate potential effects of multi-level environmental changes on practice.</p> <p>_____ Modify or emphasize particular aspects of professional use of self to fit changing contexts or environment.</p> <p>_____ Attend to all practice levels (e.g. micro, mezzo, macro).</p> <p>_____ Continue to identify the community context for one’s practicum agency.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>CPO18. Continue to apply balanced attention to multi-level practice.</p>			<p>_____Continue to identify formal and informal human service networks reflected in one’s caseload or practicum assignments.</p> <p>_____Continue to demonstrate ability to explain complex behavior of multi-level client systems, selecting from an open array of theories.</p> <p>_____Continue to demonstrate ability to devise multilevel intervention strategies, to implement and assess the effectiveness of the strategies.</p> <p>_____Continue to explain and defend the selection of specific theory-based practice with multilevel client systems.</p> <p>_____Identify formal and informal human service networks reflected in one’s caseload or practicum assignments.</p> <p>_____Continue to obtain information about the client system through informal and formal observation and collect facts in an organized, purposive fashion.</p> <p>_____ Average (To be completed by Faculty Liaison)</p>

<p>Program Objectives (as indicated on syllabus)</p>	<p>Learning Tasks/assignments (what practicum tasks will I carry out?)</p>	<p>Behavioral Indicators (how will I know if objective is met?)</p>	<p>Semester Evaluation Section/ Course Outcomes (was task performed and how well?)</p>
<p>CPO19. Continue to demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods.</p>			<p>_____ Continue use of advanced case management skills and/or specific models of case management.</p> <p>_____ Continue to facilitate specialized client & family groups.</p> <p>_____ Continue to use empirically verified treatment methods (e.g., cognitive therapy, cognitive behavioral therapies).</p> <p>_____ Continue to use complex practice models (e.g., psycho- dynamic, interpersonal, combinations of psychodynamic & cognitive, structural family therapy).</p> <p>_____ Continue to use the best practices of time-effective treatment.</p> <p>_____ Continue to use specialized theories (e.g., psychodynamic cognitive, & structural, family systems) to assess client systems).</p> <p>_____ Continue to apply management models and skills to respond to and/or staff needs</p> <p>_____ Continue to use principles of program evaluation in order to plan this type of evaluation.</p>

Student Recordings



STUDENT RECORDING

STUDENT JOURNALS

One extremely helpful way of maintaining a record of the student's activities is through student journaling. This is a record of intellectual, behavioral, and attitudinal experiences and is reflected in the Journal Form. Content of the journal reflects analysis of significant learning experiences and the student's thoughts/feelings/ reactions to the experiences. It is not intended to be a work log.

The Practicum Seminar Instructor, Faculty Liaison or Field Instructor will determine the number of journals that will be used as class assignments. The student will be responsible for turning in the journals to both their seminar instructor and field instructor for feedback. The decision to require additional journals is left to the discretion of the field instructor and/or faculty liaison.

STUDENT LOGS

The student log is enclosed for the purpose of providing a work log of practicum hours and experiences in order to assist students in documenting their time spent in practicum. Students should maintain their logs in order to document their practicum hours and field instructors will need to sign logs weekly.

TRIADIC PROCESS RECORDINGS

The Practicum Seminar Instructor, Faculty Liaison or Field Instructor will determine the number of Triadic Process Recordings that will be used as class assignments. The student will be responsible for turning in the Triadic Process Recordings to both their seminar instructor and field instructor for feedback. The decision to require additional Triadic Process Recordings is left to the discretion of the field instructor and/or faculty liaison.

CASE STUDY

The Practicum Seminar Instructor, Faculty Liaison or Field Instructor will determine the number of Case Studies that will be used as class assignments. The student will be responsible for turning in the Case Studies to both their seminar instructor and field instructor for feedback. The decision to require additional Case Studies is left to the discretion of the field instructor and/or faculty liaison.

Note: Policies regarding honesty and plagiarism extend to student field practicum representations of interaction with clients, field instructors, and agency staff. Students who fabricate coursework, interactions or required attendance will receive an "F" in the course. Student violations of academic honesty and plagiarism policies likewise represent violations of the Code of Ethics of the National Association of Social Workers. A student who commits such a violation will be referred for Special Academic Advising. Please refer to policies specified in the *VSU Graduate Catalog*, and the *Division of Social Work Student Handbook*. Also refer to *Policy 19 in the Field Instruction Handbook*.

JOURNAL

DIVISION OF SOCIAL WORK

Valdosta State University • Valdosta, GA 31698

Name _____ Date _____

1. In relation to service assignments, journals should focus on analyzing interviews, groups, meetings, etc. (conducted by the student and/or her/his supervisor or other professional staff).

a. Purpose of contact (e.g., referral reason/source, who was present, your role, relation to the mission of the agency, etc.)

b. Describe the major problem or areas of concern as presented by client system.

c. Were there other problem areas/concerns that were not discussed?

Adapted from form used by University of Missouri-Columbia

d. Student's subjective feelings/reactions/self-talk regarding the contact.

e. Was there a theme, which characterized the content of this contact?

f. Is there anything about the client's behavior or situation that is confusing to you? Explain.

g. Use a specific theoretical frame of reference or knowledge base to explain the client system in context.

h. Policy issues that are relevant to the current situation (*agency, state, or federal, etc.*).

i. Techniques or methods used in the interview/contact. If possible identify a particular practice model that was used.

j. Outcome of the contact. What agreements were reached?

k. If the intervention is ongoing, what is the next step and who will carry this out? If this was a one-time contact, will there be follow-up?

l. Evaluate the outcome of the contact. Consider the following. Did you (or the interviewer or facilitator) accomplish what was intended? How do you know?

From your perspective, was the contact beneficial for the client system? Would the client agree?

m. Reflect on your role/effectiveness in the contact.

Student Log

Division of Social Work • Valdosta State University • Valdosta, Georgia 31698

Student: _____ Agency: _____

Field Instructor: _____

Practicum seminar Instructor: _____

Date Month/Day	Nature of Activity	Program Objective	Approximate Amount of Time (hours) on Activity

Field Instructor Signature _____ **Date** _____

Triadic Process Recording Form

Division of Social Work • Valdosta State University • Valdosta, Georgia 31698

Student's Name _____ Date _____

Context of interview (Meeting, Group, etc.): Brief notes: (1) 1–2 sentence description of client system; (2) Previous association with client system or prior contact before this interaction; (3) Context and focus of this session.

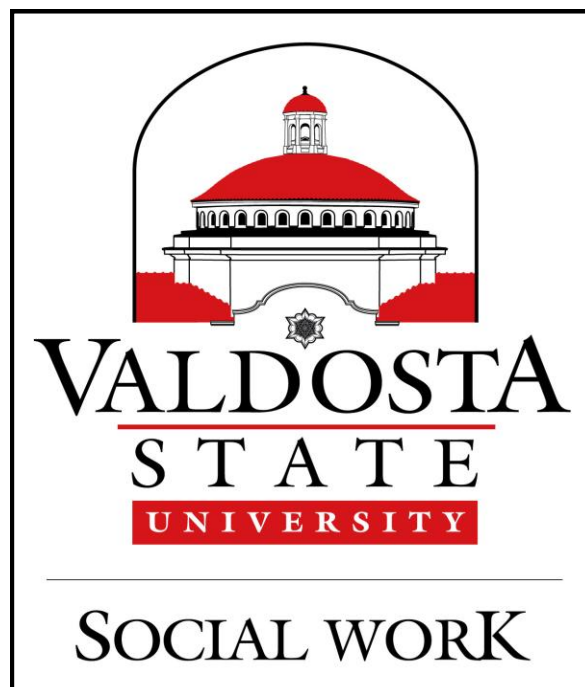
<p>Verbatim (who said what, etc.)</p>	<p>Student's Feelings</p>	<p>Client's Experience (what do you think the client is experiencing or feeling?)</p>	<p>Student's Analysis (what were you trying to do? How do you explain what is going on?)</p>	<p>Instructor's Feedback</p>

Formal Case Outline for Clinical Supervision

(Giddings, Cleveland, & Smith, 2005, submitted for publication to *The Clinical Supervisor*)

- I. Selection of specific client for presentation, identification of the client (protecting the person's identify according to NASW Code of Ethics)**
- II. Client's current life situation (e.g., living conditions, current work/school/financial situation, legal history, current medical conditions)**
- III. Client history-summary of family history, history of social functioning, educational and professional history, medical history.**
- IV. *Client's current mental status and determination of a clinical diagnosis (optional if not provided in chart)**
- V. Assessment of client's situation, identification of specific models and theories that can be used to guide assessment and intervention, definition of treatment goals and intervention plans**
- VI. Personal response to case including learning gaps (things that you don't now) and personal response to client**
- VII. Case-related issues of ethics and diversity**
- VIII. List of questions about the case.**

Evaluations



MIDTERM GRADE FORM

SOWK Course: 6600/6610 6700/6710 7611 7612

Please submit this form or mail to the Faculty Liaison at the following address:

**Division of Social Work
1500 N. Patterson St.
Valdosta State University
Valdosta, GA 31698**

FIELD INSTRUCTOR

Name of Student: _____

Name of Field Instructor: _____

Student's strengths:

Specific behaviors that need development:

Specific Recommendations:

Field Instructor

Date

Student

Date

FACULTY LIAISON

Additional Comments:

CAP Initiated Yes No

Faculty Liaison

Date

TO BE COMPLETED BY FACULTY LIAISON:

A student who receives a C or below on **any** of the following Program Objectives listed below automatically will receive a C or below in practicum, and a Corrective Action Plan (CAP) will be required. Please list all averages for the following Program Objectives.

Average for FPO 11 _____

Average for FPO 12 _____

Average for FPO 14 _____

Average for CPO 15 _____

Average for CPO 19 _____

If a student receives a C or below on 4 out of the 14 Foundation Program Objectives for Foundation Practicum or 5 out of 15 Program Objectives for Concentration Practicum, the student will automatically receive a C or below for the course and a Corrective Action Plan will be required.

Please list any PO that the student average was 2.9 or below:

Scale:

5.0-4.0 = A

3.9-3.0 = B

2.9-2.0 = C

1.0-1.0 = D

Below = F

Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program.

Total Average: _____

Grade Assigned: A B C D F Incomplete Withdrew

Field Instructor

Date

CORRECTIVE ACTION PLAN

SOWK Course: 6600/6610 6700/6710 7611 7612

Areas of Deficiency
(Identify Specific Objectives)

Action to be Completed by Student

Target Date

Action to be Taken by Supervisor

Completion Date

--	--	--	--	--

The student's failure to correct these deficiencies within the specified time frame will result in termination from field placement with grade of F (Failure).

Student

Field Instructor

Field Liaison

Date

Student's Field Placement Evaluation Form

Division of Social Work • Valdosta State University • Valdosta, Georgia 31698

Agency: _____

Semester/Year _____

Check one: Valdosta Cohort Web Based Cohort

Check one: Full-time Student Part-time Student

Course Number: SOWK 6600/6610 SOWK 6700/6710

SOWK 7611 SOWK 7612

Field Placement: _____ Semester: _____

Instructor: _____

RATING SCALE
Please use the following rating scale to respond to all questions as indicated:

1	Limited
2	Moderate
3	Good
4	Excellent

I. FIELD INSTRUCTOR

- 1. The field instructor's competency as a professional role model 1 2 3 4
- 2. The field instructor's consistency in his/her approach to you as a student 1 2 3 4
- 3. The field instructor's accessibility 1 2 3 4
- 4. The instructor's ability to assess the student and give accurate feedback 1 2 3 4
- 5. The instructor's willingness to serve as an advocate for the student 1 2 3 4
- 6. The field instructor's clarity about expectations of the student 1 2 3 4
- 7. The instructor's efforts to provide a variety of learning experiences 1 2 3 4
- 8. The field instructor's compatibility with the student 1 2 3 4
- 9. The field instructor's flexibility..... 1 2 3 4
- 10. The instructor's focus on the student's learning objectives 1 2 3 4
- 11. The instructor's ability to stimulate new learning 1 2 3 4
- 12. Did you have consistent weekly supervision? _____
- 13. What type of student do you feel would work best with this instructor? _____

14. Reflect on your instructor, making reference to her/his style of instruction, as well as the dynamics of her/his relationship with you as a student:

II. THE AGENCY

- 1. The agency's receptivity to students..... 1 2 3 4
- 2. The agency's innovativeness in providing services 1 2 3 4
- 3. The general competency of the agency staff 1 2 3 4
- 4. The flexibility of the agency (rules, structure, etc.) 1 2 3 4
- 5. The physical setting of the agency 1 2 3 4
- 6. The conduciveness of the agency's atmosphere to learning 1 2 3 4
- 7. The openness of the agency to examination by the student 1 2 3 4
- 8. The accessibility of the agency's resources to the student 1 2 3 4
- 9. The availability of a variety of learning experiences 1 2 3 4
- 10. Would you want to work in this agency? _____

11. Would you recommend this placement to another Social Work Student?

12. Give some general reflection on the agency:

III. LEARNING

1. Identify three of your most productive and interesting learning experiences:

2. Were you able to meet your learning objectives?

MAIL OR DELIVER TO:

Office of Field Instruction
Division of Social Work
1500 N. Patterson St.
Valdosta State University
Valdosta, GA 31698

EVALUATION OF PRACTICUM SEMINARS

Please evaluate your experience in practicum seminar. These evaluations will not impact your grade in any way. They will be used by the faculty to assist in planning for future seminars. Signing your name is optional. We appreciate your help and your ideas. If you need more space than is provided, continue on the back of the page.

A. List the positive educational aspects of the seminars.

B. List any negative aspects of these seminars.

C. What suggestions can you make for improving your learning experiences in the seminars?

D. Are there other comments that you would like to make?

Signature is Optional

Student Evaluation of Faculty Liaison

Division of Social Work • Valdosta State University • Valdosta, Georgia 31698

Students are to complete this form by the end of practicum. This form gives you the opportunity to express anonymously your views of the performance of your faculty liaison. The information will be shared with the liaison after the semester is over. Please evaluate how helpful your faculty liaison was to you in the following aspects of your practicum experience using the scale shown to the right.

RATING SCALE

Please use the following rating scale to respond to all questions as indicated:

1**Not Helpful**

2**Somewhat Helpful**

3**Helpful**

4**Extremely Helpful**

NA**Not Applicable**

Check one: Foundation Placement Concentration Placement

Faculty Liaison: _____

Date: _____

1. Liaison provided information regarding the field setting such as learning experiences available, populations served, services offered, strengths and limitations of the setting. 1 2 3 4 NA
2. Liaison facilitated contacts between student and field instructor or field site. 1 2 3 4 NA
3. Liaison provided an orientation to the syllabus and assisted in writing learning objectives 1 2 3 4 NA
4. Liaison maintained communication with student during the semester 1 2 3 4 NA
5. Liaison provided the necessary consultation and resources to facilitate and support learning 1 2 3 4 NA
6. Liaison was able to clearly define the requirements in the practica syllabi 1 2 3 4 NA
7. Liaison was approachable 1 2 3 4 NA
8. Liaison required high standards of student performance 1 2 3 4 NA
9. Liaison encouraged student responsibility 1 2 3 4 NA
10. Liaison modeled professional conduct 1 2 3 4 NA
11. Liaison was able to communicate with student 1 2 3 4 NA

COMMENTS

Please comment on the field liaison's strengths and limitations in relation to your practicum experience.

1. **Strengths** that contributed to your field learning.

2. **Areas of improvement** that you could suggest to increase the quality of field instruction.

3. **Additional Comments:**

PLEASE MAIL TO:

Office of Field Instruction
Division of Social Work
1500 N. Patterson St.
Valdosta State University
Valdosta, GA 31698-0128

Field Instructor's Evaluation of Liaison

Division of Social Work • Valdosta State University • Valdosta, Georgia 31698

Please forward to the Office of Field Instruction by the last day of placement.

Field Instructor: _____

Faculty Liaison: _____

Agency: _____

Student: _____

RATING SCALE
Please use the following rating scale to respond to all questions as indicated:

1Not Helpful
2Somewhat Helpful
3Helpful
4Extremely Helpful
NANot Applicable

Check one: Foundation Placement Concentration Placement

Please evaluate how well your faculty liaison was able to assist you in carrying out your field instruction roles and responsibilities during the course of the practicum. Use the rating scale in the box above.

1. The faculty liaison clarified the role, tasks, expectations and requirements of the field instructor's role. 1 2 3 4 NA
2. The faculty liaison provided a clear orientation regarding the student's learning needs and learning style. 1 2 3 4 NA
3. The liaison provided consultation to the student and to the field instructor regarding the syllabus and learning objectives 1 2 3 4 NA
4. The liaison maintained communication regarding the student's learning progress through regularly scheduled visits and ongoing availability..... 1 2 3 4 NA
5. The liaison was responsive to problems or questions that arose during the practicum in which the assistance of the liaison was requested. 1 2 3 4 NA
6. The liaison was helpful to the field instructor when assistance was needed in carrying out an evaluation of student performance 1 2 3 4 NA
7. The liaison was helpful to the field instructor when information or learning resources were need to support student's learning..... 1 2 3 4 NA

How many times did your liaison meet with you during the practicum? _____ times

Can you make recommendations or suggestions about improving the faculty liaison role?

Faculty Liaison's Evaluation of Field Instructor

Division of Social Work - Valdosta State University - Valdosta, Georgia 31698

Please forward to the Office of Field Instruction by the last day of placement.

Field Instructor: _____

Faculty Liaison: _____

Agency: _____

Student: _____

Check one: Foundation Placement Concentration Placement

RATING SCALE	
<i>Please use the following rating scale to respond to all questions as indicated:</i>	
1	Limited
2	Moderate
3	Good
4	Excellent
NA	Not Applicable

Please evaluate how well your field instructor's roles during the course of the practicum. Use the rating scale in the box above.

Planning Role: Evaluated by Field Director

1. Field Instructor communicates potential practicum openings and any information that may impact the nature or quality of the practicum. 1 2 3 4 NA
2. Field Instructor confirms that the student referral for placement is appropriate and responds to the student's request for scheduling the Placement Confirmation Conference. 1 2 3 4 NA
3. Field Instructor communicates any information in the Confirmation Conference that leads her/him to question the validity of the planned practicum with the field director 1 2 3 4 NA

Teaching Role: Evaluated by Faculty Liaison

1. Field Instructor provided the student with an orientation to the agency's policies and procedures, ethical standards and safety precautions. 1 2 3 4 NA
2. Field Instructor negotiated and planned student assignments in accordance with the Practicum Objectives as identified in the practicum syllabus and learning contract 1 2 3 4 NA
3. Field Instructor provided educational supervision/field instruction for each student for at least one hour per week 1 2 3 4 NA
4. Field Instructor served as an advocate for the student within the agency, by facilitating the student's access to productive learning experiences and other learning activities/resources 1 2 3 4 NA
5. Field Instructor evaluated the student's performance in the agency with regard to the specified

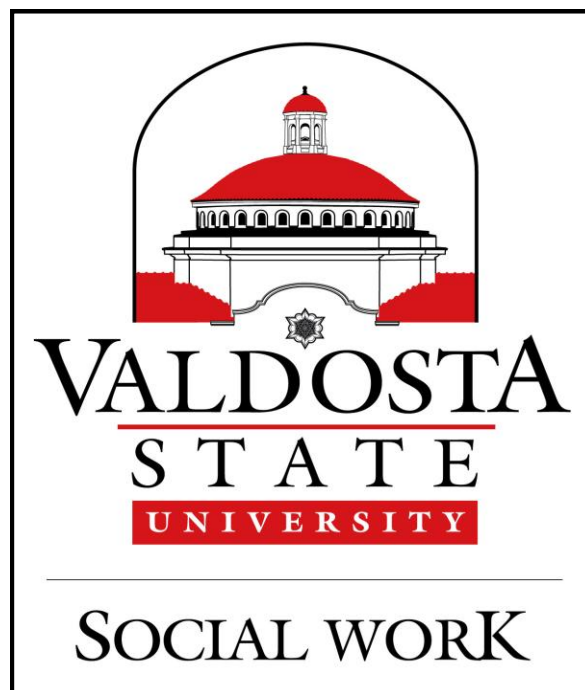
- Practicum Objectives. 1 2 3 4 NA
6. Field Instructor's level of professional use of self 1 2 3 4 NA
7. The Field Instructor's accessibility 1 2 3 4 NA
8. The Field Instructor's flexibility 1 2 3 4 NA
9. The Field Instructor's ability to meet deadlines 1 2 3 4 NA
10. What are the Field Instructors strengths?

11. What are the Field Instructors areas of improvement?

12. Would you recommend this field instructor?

Additional Comments:

Field Forms



Field Placement Extension Request Form

Please read these instructions carefully and be sure this form is complete before submitting to the Office of Field Instruction

Name: _____

Practicum Extension Request for: Semester _____ Year _____
(Which semester will you extend your practicum)

Practicum (check the practicum that needs extending)

___ SOWK 6600/6610

___ SOWK 6700/6710

___ SOWK 7611

___ SOWK 7612

Reason for Extension:

This request is being made to extend my field placement for reasons indicated above. I acknowledge it is my responsibility to inform the Office of Field Instruction in writing of my request.

Student Signature

Date

Faculty Liaison Signature

Date

Advisor Signature

Date

Director of Field Instructor

Date

Form adapted from Florida State University School of Social Work

Field Placement Postponement Request Form

Please read these instructions carefully and be sure this form is complete before submitting to the Office of Field Instruction

Name: _____

Advisor: _____

Faculty Liaison: _____

Practicum Postponement Request for:
(check the practicum that needs postponing)

___ SOWK 6600/6610

___ SOWK 6700/6710

___ SOWK 7611

___ SOWK 7612

Reason for Postponement:

This request is being made to postpone my field placement until _____ for reasons indicated above. I acknowledge it is my responsibility to inform the Office of Field Instruction in writing of my request and to inform my practicum (if it has been confirmed) of my decision.

Student Signature Date

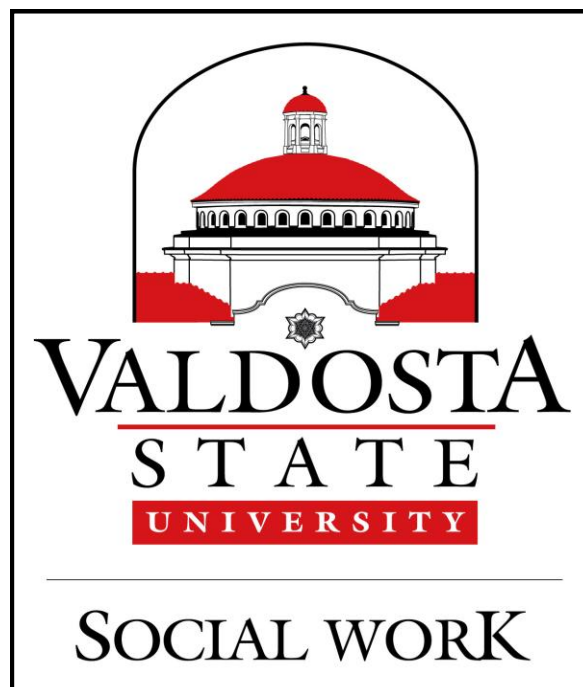
Faculty Liaison Signature Date

Advisor Signature Date

Director of Field Instructor Date

Form adapted from Florida State University School of Social Work

Appendices



NONDISCRIMINATION STATEMENT

Valdosta State University has adopted policies that are designed to prevent and eliminate discrimination against employees, prospective employees, students and prospective students. In addition, Valdosta State University, through recruitment and policy evaluation, attempted to eliminate all vestiges of discrimination in the institution's employment and admission policies and practices. The following is a statement from the Faculty Handbook.

“Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.”

This policy means that VSU actively recruits and provides equal educational opportunities for all qualified students. Special steps are taken to recruit, employ and promote qualified women and minorities. Additionally, positive measures are taken to ensure compliance with this policy in advertising, recruitment, and solicitation for employment; in hiring, placement, upgrading, promotion and transfer policies; in rates of pay and other forms of compensation; in the selection for training and award of benefits; in layoffs and terminations; and in recruitment, admissions and support services.

The Division of Social Work subscribes to the policies of the parent body as stated and in addition adds to the statement “it is not the intent of the institution to discriminate...” the categories of age and sexual orientation. The social work curriculum requires content on human diversity, social justice, and populations-at-risk in all courses. This content includes information, study of, and application in practice on race, color, gender, age, creed, ethnic or national origin, disability, political orientation, and sexual orientation. Content on women and people of color is required in all courses.

Program objectives, program expected outcomes, and course sequence objectives have statements designed to provide social work students with knowledge and skills for working with diverse populations. In addition, special seminars will be held to emphasize issues, such as institutional racism, diverse populations, and oppression. These seminars will be planned by groups of students and faculty.

SEXUAL HARASSMENT PROCEDURES

Like other forms of discrimination prohibited by law, sexual harassment will not be permitted at Valdosta State University. Federal Law (Section 703 of Title VII of the Civil Rights Act of 1964, as amended) provides that it shall be an unlawful discriminatory practice for any employee, because of the sex of any person, to discharge without just cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. Harassment of an employee or student on the basis of sex violates this federal law.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or
2. Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting an individual; or
3. Such conduct unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive working or academic environment.

Additional information regarding VSU's Sexual Harassment Policy can be found at the following url:

<http://www.valdosta.edu/legal/shp.shtml>.

THE FOLLOWING STEPS ARE A SUPPLEMENT TO VALDOSTA STATE UNIVERSITY'S STATEMENT ON SEXUAL HARASSMENT.

If Harassment occurs at the Practicum Site:

1. Student will consult with the field instructor, faculty liaison, or practice seminar leader. If the allegation is made against the field instructor, the student will bring the situation to the attention of the field liaison. Those involved will engage in problem-solving to determine how to best resolve the situation. If, however, it is felt that no resolution can be effected:
2. Field Liaison notifies the Director of Field Instruction and the Director of the Division of Social Work.
3. A meeting will be set up between the field instructor or other representative of the agency, if deemed appropriate, field liaison and other faculty members if deemed appropriate, and the student.
4. A more detailed plan of action will be outlined to resolve the situation at the practicum site. If resolution is impossible, a change in practicum assignment may be necessary.
5. To the extent possible, information dealing with a complaint of sexual harassment will be treated by the School on a confidential need-to-know basis as a matter under investigation out of respect for the

rights of both accuser and accused. In the event of any conflict between this policy and institutional policy on the subject of sexual harassment, the institutional policy shall be applied.

Appendix C

NASW CODE OF ETHICS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

The NASW *Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW *Code of Ethics*," provides an overview of the *Code's* main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

National Association of Social Workers (NASW) Code of Ethics can be found at: <http://www.socialworkers.org/pubs/code/code.asp>. Students are responsible for printing from this site to ensure that they have the most current version of the Code.

A link to this site is also provided on the VSU Social Work homepage: www.valdosta.edu/sowk

STATE OF GEORGIA CODE OF ETHICS

The **Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists** is a ten-member board consisting of three professional counselors, three social workers, three marriage and family therapists, and one consumer. The three members from each profession constitute a separate standards committee for their respective specialty. The members are appointed by the Governor.

The Board is charged by law with regulating the practice of professional counseling, social work, and marriage and family therapy in order to protect the health, safety and welfare of the people of Georgia. It does so by enforcing the education and training requirements established by law for licensure in each profession, by adopting and enforcing a code of ethics governing licensees, by establishing and enforcing continuing education requirements, and by addressing unlicensed practice in these professions.

The State of Georgia Code of Ethics for Professional Social Workers can be found at: <http://www.sos.state.ga.us/plb/counselors/> (under "Board Rules). Students are responsible for printing from this site to ensure that they have the most current version of the Code.

A link to this site is also provided on the VSU Social Work homepage: www.valdosta.edu/sowk

DEVELOPMENT OF THE MSW STUDENT CODE OF CONDUCT

The MSW Program is a professional educational program. As such, students must adhere to all standards, conduct, values, and ethics of the profession that they have selected. The following professional and behavioral expectations are based on a number of documents including: 1) *NASW Code of Ethics* (1999), 2) *Educational Policy and Standards (EPAS)* of the Council of Social Work Education (CSWE), (Standard 5.08), 3) *Student Handbook* of the Division of Social Work, 4) *Field Handbook*, 5) VSU Student Code of Conduct, and 5) *Georgia Law 43-10A* regulating the practice of social work by the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage & Family Therapists. Social work practice in the State of Georgia must be conducted according to Section 43-10A of the Georgia Code. The following student expectations are addressed explicitly by the *NASW Code of Ethics* as well as other referenced standards.

1. Social work students are expected to uphold and advance the values, ethics, and mission of the profession of Social Work (Sect. 5.01, *NASW Code of Ethics*, *Student Handbook*, *Field Handbook*, *EPAS*).
2. Social work students are expected to treat fellow students, faculty and staff with respect, honesty, courtesy, and fairness (2.01A, *NASW Code of Ethics*) and avoid unwarranted criticism (2.01B).
3. Social work students should not practice, conduct, facilitate or collaborate with any form of discrimination (4.02B, *NASW Code of Ethics*) and respect and honor human similarities and differences (2006 VSU Diversity Council Mission Statement (<http://www.valdosta.edu/eopma>).
4. Social work students should not participate in, condone, or be associated with dishonesty, fraud, deception or plagiarism (Section 4.04, *NASW Code of Ethics*, *Student Handbook*, Policy on Academic Misconduct, *Field Handbook*, VSU Code of Student Conduct).
5. Social work students whose personal problems, psychosocial stress, legal problems, substance abuse, or mental disorders interfere with their ability to meet the program's expectations and standards are expected to take immediate corrective action to insure that these problems are managed. The issue that is labeled as "fitness to practice" is a key part of professional conduct and behavior that specifically is addressed in Section 4.05 of the *NASW Code of Ethics* (also, *Student Handbook* and *Field Handbook*, MSW Criteria for Non-Academic Termination).
6. Social work students should not allow their private conduct to interfere with their ability to meet the program's expectations (Section 4.03, *NASW Code of Ethics*).
7. Social work students engaged in research are expected to abide by all guidelines developed for the protection of subjects (Section 5.02; Policies of the VSU Institutional Review Board for Research on Human Subjects (<http://www.valdosta.edu/grants>).
8. Social work students are expected to continue to work on areas of professional growth that are identified in a Corrective Action Plan. The student is obligated to follow through on all recommendations for corrective action specified by a faculty member, advisor or the faculty as a whole (*Student Handbook* and *Field Handbook*).
9. Reasonable accommodation Requests: Students in need of reasonable modification of the instructional context for all classes in the MSW Program must register with the Access Center on the VSU Campus. If modifications are needed in a particular class, students are expected to communicate directly with the classroom instructor. This communication should occur at the beginning of the academic semester. If the modifications require the assistance of personnel, equipment, or materials beyond those normally provided by instructor(s) or academic unit, the

student must contact the Access Office (<http://www.valdosta.edu/access>) in regard to this request or call the office at (229)245-2498.

STATEMENT OF UNDERSTANDING

I have attended the 2010 Student Orientation and I have read and listened to a discussion of expected student conduct and behavior for graduate students in the MSW Program. I have also read the Professional Standards of Conduct expected of MSW Students. I am indicating my agreement with the following expectations:

(Please initial each statement)

_____ I understand that by enrolling in the Valdosta State University Master of Social Work Program, I agree to abide by all academic policies of the Division of Social Work and Valdosta State University in order to graduate in good academic standing.

_____ I understand that as an MSW graduate student I agree to abide by the standards, conduct, values, and ethics of the social work profession.

_____ I understand that although I have been admitted to the Master of Social Work Program, if my professional development, personal conduct, or performance are not deemed satisfactory by my instructors who are members of the social work profession, the faculty has both the right and the responsibility to reconsider my suitability for the social work profession.

Signature of MSW Student

Date

CRITERIA FOR NONACADEMIC TERMINATION OF MSW STUDENTS

Students in the Division of Social Work are bound by the rules of the larger University as stated in the University Student Handbook. In addition, a student's enrollment in the MSW Program may be terminated for the following reasons:

1. Violation of the NASW Code of Ethics (1999) or the Code of Ethics of the State of Georgia Composite Board. Students are responsible for being familiar with the NASW Code of Ethics. Content from the Code is infused throughout the curriculum. The Code of Ethics can be found on the Division of Social Work Website. Links to the Code are found in the *Field Handbook* and in this handbook. Any questions or concerns about the Code should be discussed with advisors or classroom instructors.
2. Presenting oneself in such a way as to be rejected by *three* different agencies for practicum placement.
3. A pattern of complaints indicating that the student is unable to engage faculty members, student peers, field instructors, or clients in such a way as to form a professional, helpful, and/or collegial relationship (e.g., being unable or unwilling to demonstrate nonjudgmental attitudes; unable or unwilling to allow for client self-determination; unable to follow faculty, field instructor, or agency directives; unable to work collegially with peers).
4. A pattern of complaints that indicates the student is unable to work within Division of Social Work, Valdosta State University, or field agency policies and procedures when such policies and procedures are not in violation of professional social work values and/or codes of ethics (e.g., failure to meet generally accepted standards of professional conduct; personal integrity or emotional stability in the classroom or practicum; inability to engage in a supervisory relationship with assigned field instructor; inability to follow supervisory guidance, directives, or instructions; inability to follow faculty directives or instructions; inappropriate, disrespectful or disruptive behavior toward colleagues, faculty, or staff either at the university or in practicum; inability to communicate effectively with faculty, staff, field instructors, or peers).
5. A pattern of complaints that indicates the student's behavior does not reflect a standard of objectivity suitable to the profession. (e.g., failure to maintain professional boundaries with faculty, peers, and/or clients; over-identification with clients or other behaviors with clients that are carried out for personal gain).
6. Engaging in behavior that renders the student ineligible for licensing in the State of Georgia, for membership in the National Association of Social Workers, or for certification by the National Association of Social Workers.
7. Failure to meet the professional standards of conduct and behavior that are outlined in the MSW Student Code of Conduct. The Code of Conduct must be signed by all MSW students before they begin classes in the MSW Program.
8. A student's failure to make changes in conduct and/or behavior that are mandated in a Corrective Action Plan (CAP). The CAP is a formal, signed document that is developed by the faculty during a Student Staffing or an Academic Advising/Special Advising Meeting in which corrective action on the part of a student is required. A student's failure to complete all requirements of the CAP within the required time frame may result in a student's termination from the MSW Program.

INCLEMENT WEATHER POLICY

The President will determine if classes will be cancelled or University services reduced owing to inclement weather or other threatening conditions. When classes are cancelled, all non-critical offices and units on and off campus will be closed unless these units are located in an area considered safe for business to continue. In the President's absence, the Vice President for Academic Affairs, in consultation with the Vice President for Business and Finance and the Vice President for Student Affairs, will make the determination to close the University.

Selected radio and TV stations in the VSU service area will be notified through the Office of Public Relations when the University is closed. If there is no announcement, students, faculty, and staff should assume classes are in session and all offices are operating on a normal schedule.

If a decision to cancel classes and reduce services is made after 8:00 a.m., all University personnel will be notified through normal administrative channels. Until a person receives notice from his/her supervisor, he/she should assume the University is fully operational.

When an emergency is declared, certain key personnel will report for work. These employees will be identified by their supervisors. Persons who are not required to work when the University is officially closed will be granted excused absence. Payroll reporting and timekeeping will be prescribed by the Vice President for Business and Finance.

Each academic unit should develop and submit to the Dean/Director, to be filed with the Vice President for Academic Affairs, appropriate internal policies and procedures for providing instruction when the University is open but members of the faculty are unable to reach campus. Other University unit heads will file a plan with the appropriate Vice President to maintain essential services.

The President will determine, after appropriate consultation, if and when missed class days should be made up. In the event dangerous weather is indicated and alerts sounded, persons wishing to seek shelter will have the freedom to do so.