Field Education Manual, 16th Edition

M.S.W. Program

2018-2019 Academic Year

UMKC School of Social Work

The power of social work
# MSW Field Education Manual

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*UNIVERSITY OF MISSOURI-KANSAS CITY*  
*School of Social Work*
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Greetings!

Welcome to a new year of field education! We welcome you to the UMKC School of Social Work. Those who have been with us before, welcome back. We appreciate your continued support.

Field education is a tradition in the Social Work profession that separates us from other professions by the lengthy commitment of time given to the effort and by the strong legacy of mentorship that is nurtured by the relationships. Social work continues to grow and evolve as a profession and your participation in the field education effort makes you part of creating that history.

Research in social work education indicates that students report that their field experience is the most effective learning opportunity that they have in their graduate school education. It is in the field that students have the opportunity to integrate theoretical and research knowledge into a cohesive understanding of their professional practice. Learning opportunities in the field setting create teachable moments that have a great impact on student development.

We are most fortunate to have in Kansas City and surrounding communities a wealth of helping service agencies. We are privileged to have many of these agencies represented in our field education program. Our communities are committed to the preservation and development of human service agencies that provide a myriad of services to community residents. This commitment is evidenced by the number of volunteer hours that field instructors contribute to the training of M.S.W. students.

Thank you again for that contribution and for the role that you play in our communities to work toward peace and social justice for others. We wish for you a year of new learning adventures and continued growth.

Sincerely,

Ile Haggins, MSW, LCSW
Director of Field Education
Introduction

The MSW Field Education Manual presents a summary of the current policies and procedures of the UMKC School of Social Work relevant to the field practicum. The information contained in this manual is intended for the use of MSW students, field instructors, MSW faculty, and agency representatives engaged in the field practicum of the UMKC School of Social Work. As a resource for students and field agency personnel, this manual should be consulted when there are questions or issues concerning the field practicum.

It should be recognized by anyone utilizing this manual that policies and procedures outlined herein are subject to change. Thus, this manual should be considered advisory, and if formal actions are to be carried out regarding the field practicum, the Director of Field Education should be consulted to assure that policies and procedures in this manual are still in effect. Enrollment in field practicum courses is subject to eligibility requirements as outlined in the UMKC School of Social Work Student Handbook and discussed on page 18 of this manual.

Mission and Goals of the School of Social Work

To prepare competent, advanced-generalist social work practitioners to meet the needs of multi-cultural diverse populations in a dynamic mid-western metropolitan context; to be culturally proficient, ethical leaders and service providers engaged in knowledge-driven, inter-professional, multi-systemic, community-based practice; who advocate for social and economic justice, enhance human wellbeing, and support individuals’ capacity to address their own needs.

Goals

The School of Social work has five goals that fulfill its mission:

1. To prepare culturally proficient advanced-generalist social work leaders and practitioners to provide human services for diverse populations
2. To prepare advanced-generalist social work leaders and practitioners to engage in interdisciplinary scientific inquiry, and critical thinking
3. To prepare advanced-generalist social work leaders and practitioners to develop and implement multi-systemic, multi-level evidence-based practices
4. To prepare advanced-generalist social workers that understand and identify with the social work profession and are committed to upholding the values and ethics of the profession that serve to guide professional practice
5. To prepare advanced-generalist social workers to advocate for social and economic justice through collaboration with multi-cultural diverse communities
Statement of Human Rights

UMKC values diversity as central to its mission as an urban-serving research university and as a driver of excellence in teaching and learning. UMKC embraces a broad spectrum of diversities, including race, ethnicity, culture, nationality, gender, age, sexual orientation, disability, linguistic ability, learning style, religion, socioeconomic and veteran status, life experiences, educational level and family structure. The Division of Diversity and Inclusion is responsible for all relevant programs and can be contacted at diversityandinclusion@umkc.edu or by calling (816) 235-6704.

The School of Social Work at UMKC adheres to these same values.

Field Education

Core Competency Areas
The MSW Program competency-based curriculum is based on a framework of competency objectives which structure the field experience and integrate the content of coursework into distinctly operational tasks and behaviors. More than accruable hours, the field experience in the MSW Program represents a culmination of the training and education of MSW students as achieved by progressive and cumulative learning in the following competency areas:
### Differential Competencies: 2018-2019

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<th>Concentration Year Practice Behaviors</th>
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<tr>
<td><strong>Demonstrate ethical and professional behavior</strong></td>
<td>Foundation students will be able to:</td>
<td>Concentration students will be able to:</td>
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<tr>
<td>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>• Recognize and manage personal values in a way that allows professional values to guide practice</td>
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<tr>
<td>• Attend to professional roles and boundaries; use technology ethically and appropriately to facilitate practice outcomes</td>
<td>• Understand and identify professional strengths and challenges to then proficiently demonstrate a professional use of self with clients/constituents and colleagues.</td>
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<tr>
<td>• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
<td>• Competently assess and utilize supervision and consultation as needed and/or required for licensure.</td>
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<tr>
<td>• Use supervision and consultation to guide professional judgment and behavior.</td>
<td>• Understand ethical and legal implication that may impact practice and apply ethical decision making to promote social and economic justice.</td>
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<tr>
<td>• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
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| **Engage diversity and difference in practice** | | |
| • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. | • Research and apply knowledge of diverse populations to enhance client/constituent wellbeing. |
| • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | • Demonstrate the necessary self-awareness to eliminate the influence of personal biases and values in working with diverse groups. |
| • Present themselves as learners and engage clients and constituencies as experts of their own experiences. | • Identify the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. |
| | • Engage in culturally competent advanced practice with diverse populations. |

| **Advance human rights and social, economic, and environmental justice** | | |
| • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | • Use knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma on clients/constituents and their systems to guide intervention planning. |
| • Engage in practices that advance social, economic, and environmental justice. | • Critically analyze practice in relation to advancing human rights and social and economic justice. |

| **Engage in practice-informed research and research-informed practice** | | |
| • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | • Critically evaluate evidence based and “best practice” treatment interventions. |
| • Use practice experience and theory to inform scientific inquiry and research. | • Apply evidence based and “best practice” treatment interventions. |
| • Use and translate research evidence to inform and improve practice, policy, and service delivery. | |

| **Engage in policy practice** | | |
| • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | • Apply advocacy skills that can be used to inform policymakers and influence policies that impact clients/constituents and services. |
| • Identify social policy at the local, state, and national levels | • Communicate to stakeholders the implication of policies and policy change in the lives of... |
| Engage with individuals, families, groups, organizations, & communities | • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.  
• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | • Demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents.  
• Establish an engagement process that encourages clients/constituents to be active participants in the establishment of intervention goals and expected outcomes. |
|---|---|---|
| Assess individuals, families, groups, organizations & communities | • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies  
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies  
• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies  
• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | • Competently and proficiently collect, organize, and interpret individual, organization and/or community data.  
• Individual, organization and/or community assessments, including mutually agreed-on intervention goals and objectives are completed using appropriate and applicable theoretical frameworks. |
| Intervene with individuals, families, groups, organizations & communities | • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.  
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.  
• Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.  
• Facilitate effective transitions and endings that advance mutually agreed-on goals.  
• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes | • Select appropriate intervention strategies which include mutually agreed-on intervention goals and objectives.  
• Apply advanced theoretical and practice knowledge and skills. Including the critical application of the diagnostic classification systems.  
• Competently implement prevention interventions that enhance individual, organization and/or community capacities.  
• Develop and pursue actions to achieve individual, organization and/or community goals.  
• Collaborate effectively with other professionals/stakeholders to coordinate interventions. |
| Evaluate practice with individuals, families, groups, organizations & communities | • Critically analyze, monitor, and evaluate intervention and program processes and outcomes  
• Select and use appropriate methods for evaluation of outcomes  
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes  
• Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels | • Evaluate your own practice and support the evaluation of your agency/practice setting.  
• Contribute to the theoretical knowledge base of the social work profession through practice-based research. |
Field Practicum Learning Objectives

The field practicum learning objectives directly reflect the MSW Program’s differential competencies and, as such, integrate the semesters of practicum learning with other courses at each level (foundation or concentration) and between levels. Since field and practice classes are always co-requisites, the link of the objectives from both classes to the differential competencies ties the field experiences closely to the in-class experiences of the practice courses.

The learning objectives for field increase in complexity as students progress through the graduate curriculum and are reflected in their field work. Generalist and advanced-generalist skills and competencies are assessing agency-based field instructors as germane to social work practice.

Course Requirements

Orientation

All students enrolling in field practicum courses are required to attend a field orientation meeting, referred to as Field Day, prior to the beginning of fall semester. Attendance is mandatory for all students enrolled in field practicum, regardless of whether they have attended a field orientation in prior years. Field Instructors and Preceptors are strongly encouraged to attend.

Field Practicum Course Syllabi

The syllabi for SOCWK 5510/5511 Foundation Field Practicum I/II (Appendix I) and SOCWK 5512/5513 Advanced Field Practicum I/II (Appendix II) outline course content, assignments, and grading policies.

Field Practicum Seminars

All students enrolling in SOCWK 5510 along with BSW-Advanced Standing Students enrolled in SOCWK 5512 are required to attend the Field Practicum Seminars. Students meet for three, 2½ hour seminars during their first semester in field practicum. Seminar times and locations may be found in the syllabi for SOCWK 5510 (see Appendix I and II), on Blackboard, and are disseminated on Field Day. The seminar is designed to promote the integration of classroom learning with field learning through in-depth discussion and experiential learning activities. Seminar content may include but is not limited to: ethical dilemmas, diversity issues, themes of social justice and oppression, professionalism, and transition and termination. These topics are addressed while applying the values, knowledge, and skills of a generalist social work practitioner.

Field Hours

Completion of Hours

Students are required to complete a total of 260 clock hours of field experience per semester, completing 520 per academic year. This rate averages to 16.25 hours per week of field activity
for a regular 16-week semester; each semester requires a minimum accumulation of 260 clock hours.

Integrated learning occurs with concurrent enrollment in practice classes each semester, which means that **students must plan their practicum to last for the duration of the semester**. Students start accumulating field hours with the beginning of the Fall and Spring semesters at the commencement of classes. Students are allowed to accrue up to 32 hours prior to the beginning of a semester. In order to ensure sufficient integration of classroom learning and field experience, students must be engaged in field learning for the entire semester, and should not terminate field activity before finals week so that attendance at the field practicum is maintained throughout the semester. Field work should be completed in a consistent manner for the duration of the semester. Students are not given practicum credit/hours for life experience or previous work experience.

It is understood that there will be instances when students are expected to continue field work when courses are not in session between fall and winter semesters and during spring break. In addition, some agencies may require a student to work more than 16.25 hours per week. All Learning Contracts should specify, for each placement, the expectations of student attendance at the practicum site during university holidays.

**No Roll Over of Hours**

The 260 clock-hours required for each practicum course is our minimum standard. Students who are able to accumulate more hours in a semester are encouraged to do so as circumstances allow, and will be expected to do so in the event that the minimum hours are acquired before the end of the semester. **There is no roll over of hours;** any hours accumulated over the 260-hour minimum for one semester cannot be credited towards the following semester. However, **students may accrue up to 32 hours of field time before the semester begins or during the semester breaks.** For example:

Joe completed 270 clock hours by the end of November. He must maintain his practicum schedule until the end of the semester in mid-December, and he may not count the next 90 hours he will accumulate in the fall semester as field work for the following Spring semester. Joe will complete 360 clock hours for his fall practicum.

Joe’s placement agency needs him to work through the holiday break between the fall and winter semesters. Joe must include this in his Learning Contract and Practicum Conference Report II before the end of the fall semester, and the field hours he accumulates over the break will count as field work. The plan for accruing up to 32 hours outside of the semester will be discussed with the field liaison.

**Nature of Field Activity**

The purpose of field education is practical application and integration of class content. It is considered hands-on experiential learning, and therefore excludes time for travel to and from an agency and meals during field experience unless recognized by the agency as work time. Meetings with field instructors, agency staff meetings, orientation to the agency, and case conferences are considered important field activities and therefore can be counted as field hours.
As the field practicum is an essential component of the MSW coursework, students and field instructors should recognize that learning assignments in addition to field hours are appropriate and to be expected. Field practicum hours are not appropriate study times to complete assignments from other courses.

**Documentation**

Field hours should be consistent with the schedule indicated on the Learning Contract, e.g. regular days and shifts. Hours must be documented on the *Monthly Time and Activity Report* (see Appendix III), approved by the Field Instructor/Preceptor, and submitted each month with total accumulated hours. Hours for each month are to be submitted no later than the 5th day of the month following the month in which the hours were accrued. Copies of Monthly Time and Activity Report must be kept by students for purposes of tracking and pacing the completion of field hours. The collection of Monthly Time and Activity Reports, Learning Contract, Practicum Conference Report, etc comprise students’ Field Portfolio. **Students are ultimately responsible for providing a complete log of field hours at any given time during the academic year at the request of the Field Practicum Office.**

**Field Practicum Learning Contract**

The Learning Contract (Appendices IV and V) is a tool designed to shape and organize the field learning experience in each semester. The Learning Contract is the major written assignment required for the field practicum courses that serves as an outline/map to guide students learning and experiences in compliance with CSWE competencies. Students are responsible for the timely and accurate completion of the Learning Contract each semester. Failure to complete and submit the Learning Contract by dates specified in the syllabi is considered unsatisfactory performance, and is a factor in grading. A permanent copy of the Learning Contract must be kept by each student for purposes of tracking learning activities and assessing growth at the end of each semester. **Students are ultimately responsible for providing all portions of the Learning Contract at any given time during the academic year at the request of the Field Practicum Office.**

The Student and Field Instructor develop the Learning Contract, which must be completed prior to the first practicum conference of each semester where it will be reviewed by the Faculty Liaison. The Learning Contract consists of practice behaviors and the corresponding specific learning activities selected to provide for student growth in each competency area. Since it is the apex of the field learning experience showing the practical application of the competencies, and also serves as the basis for evaluation, students and field instructors should invest considerable effort in writing the Learning Contract.

Guidelines for writing the Learning Contract include, but are not limited to, the following:

- Exposure to each of the identified competency areas.
- Guide guide progressive growth and learning toward competency at the appropriate level of generalist or advanced generalist social work practice.
Enable students to become increasingly competent in the areas specified. Students demonstrate growth in a competency area through activities outlined in the Learning Contract.

Learning activities should be realistic. They should be accomplishable within the time frame of the semester or academic year, within the availability of agency resources (including personnel, facilities, and materials), and given the ability of the Student.

Activities should be **tangible** and **measurable** so that the Student, the Field Instructor, and the Faculty Liaison can evaluate the Student’s learning.

The activities specified in the Learning Contract are not “set in stone”. Students and field instructor should view the Learning Contract as a dynamic, living, document with the flexibility to adjust to changes in a student’s achievement, the agency context, the client population’s needs, or the community at large. Accordingly, students and field instructors should submit a modified Learning Contract any time it is necessary to change the nature of activities during the semester.

**Agency Profile Assignment**

All students complete this assignment during their first semester at an agency. This assignment provides students with an opportunity to learn information that lays a foundation for their practicum learning. The Agency Profile Assignment is to be completed and submitted along with the Initial Learning Contract. This assignment does not take the place of other policy activities included in the Learning Contract.

**Cultural Awareness Assignment**

This assignment allows students to examine more closely the impact of cultural diversity on the field practicum placement. The Cultural Awareness Assignment is to be completed by October 27th. This assignment does not take the place of other diversity activities included in the Learning Contract.

**Evaluation of Practice Behaviors**

The formal points of evaluation are critical components of student learning and present opportunities for field instructor to assess student’s learning. Evaluation is required at the end of each semester to address areas that have presented challenges and frustration, and to identify opportunities for continued improvement, and to rate the level of student competency. Field instructors evaluate student learning by assessing student growth in the areas of competency as demonstrated through engagement in learning activities. Evaluation of students is not a simple scoring of completed activities. Rather, it is students’ growth as generalist practitioner that is to be assessed by field instructors.

Field instructors mark an evaluation, on a Likert-type scale of one to five, of student growth in each competency area. Prior to meeting with field instructors for evaluative feedback, it is suggested that students complete a self-evaluation. Discussion between students and field instructors of their evaluations of each student’s growth in the competency areas provides a valuable opportunity for continued student learning.
A rating 1 or 2 after the first evaluation indicates that the student is not making satisfactory growth. In such an instance, a plan of remediation or an adjustment of the Learning Contract must be documented and agreed upon by the Student, Field Instructor, and Faculty Field Liaison. The plan of remediation should be written directly on the Learning Contract or a note should be made on the Learning Contract that a plan of remediation is attached. In such an instance, the Faculty Field Liaison contacts the Field Office to communicate the plan of remediation.

Rankings of 4 or 5 should indicate high aptitude as opposed to completion of task in competency area. In instances in which a student consistently receives high markings, the Student, Field Instructor, and Faculty Field Liaison must discuss adding activities to the Learning Contract that will continue to allow for additional student growth. The goal of the Learning Contract is to encourage students’ growth.

At any time during the academic year a student, field instructor, faculty field liaison, or the Director of Field Education may request additional assessment meetings or practicum conferences.

Practicum Conference Reports

Field Liaisons are required to conduct practicum conferences once per semester. The Practicum Conference Reports (Appendices VI-IX) document meetings between the Field Liaison, the Field Instructor, and Student. The reports indicate the status of the practicum placement at a particular point in the semester in terms of student activities, the mentoring nature of the Student-Field Instructor interactions, and achieving competency. The Practicum Conference Reports supplement the Learning Contract in guiding student learning and must be submitted to the Field Office each semester – refer to Syllabus and Important Dates & Reminders for due dates.

Practicum Conference Report I (Fall Semester):

- the Student and Field Instructor bring a completed contract to the conference
- Documents the first formal meeting of the Student, Field Instructor, and Field Liaison (at the practicum site)
- Clarifies the Learning Contract activities and details
- Reinforces the educational nature of the Field Instructor’s supervision of the Student.
- If there are concerns regarding the student’s performance, attendance, or professional conduct, this is an opportunity to address them early in the semester.

Practicum Conference Report II (Spring Semester):

- Documents the third formal meeting of the Student, Field Instructor, and Field Liaison (at the practicum site)
- Student brings a completed contract to the Practicum Conference
- Reviews student growth in the competency areas Documents any changes needed in the Learning Contract at the time of the meeting
- Documents any remedial actions and subsequent remediation plans necessary.
- Records how previously identified student strengths or weaknesses are incorporated into the new Learning Contract.

Mid-Term Evaluations

Field Instructors/Preceptors are required to conduct mid-term evaluations at the mid-point of both fall and spring semesters. The evaluations focus on the student’s professional behaviors and are based on what has been observed thus far at the practicum agency, which can include input from other persons at the agency that the student has had interactions with. After completing the mid-term evaluations, the student, Field Instructor/Preceptor and Liaison will meet to discuss the evaluation and determine if an improvement plan for professional behaviors is necessary. If an improvement plan is necessary, it may be defined within the learning contract or as a separate document that will describe any additional tasks/activities. The improvement plan will be reviewed again at the end of the semester along with the learning contract.

Grades

Grades are issued by the Director of Field Education who considers the following factors, among others, in making a final assessment of each student’s field performance:

- Field Practicum Courses (SOCWK 5510/5511/5512/5513) are Credit/No Credit courses.
- Students are assigned a grade for the field education courses based on: Midterm and end-of-semester evaluations, completion of required materials, completion of field hours, conduct and the submission of field documentation in a timely fashion.
- A grade of “credit” cannot be assigned for students who have not completed 260 clock hours of field work and for those who have failed to submit monthly activity reports, evaluations, and any other required materials.
- In addition, at any point in the semester, the Student’s performance may be assessed by the Field Instructor, the Faculty Liaison, or the Director of Field Education.
- The following will be considered unsatisfactory performance in overall evaluation: absence from Field Practicum Seminars; failure to submit required materials and documentation; non-compliance with agency policies; and demonstrated lack of professionalism.

Incomplete: Failure to Complete Required Hours

Students who will not finish 260 clock hours in a semester must submit a written request for an extension to the Field Practicum Office and to the Faculty Field Liaison as soon as they are aware that an extension is desired or necessary. All field work for SOCWK 5510 and SOCWK 5512 must be completed with a satisfactory grade before beginning field hours in subsequent practicum courses (e.g., SOCWK 5511 or SOCWK 5513). See the Student Handbook for policies regarding grades of “incomplete” and continuation in the sequence of courses.

Incomplete: Failure to Submit Required Materials
Students who fail to submit all required materials will not be given a grade of “credit” until the Field Practicum Office receives all such materials. Failure to submit required documentation is unsatisfactory performance and will be a factor in the overall evaluation. Failure to acknowledge the deadlines for required materials (both of the Field Practicum Office and the agency) may warrant a grade of “no credit” for the entire field practicum course.

Field Organization

Approval of Practicum Sites

The field practicum experience is the cornerstone of student learning. It is in the field where values and knowledge are translated into effective social work practice. Particular merit will be given to those agencies that have targeted the most vulnerable, at-risk, and oppressed people. Agencies that are interested in working with MSW students are encouraged to contact the Director of Field Education to begin the discussion of possible collaboration. The Director may also initiate the discussion with agencies that have demonstrated a strong record of providing comprehensive services to individuals, families, groups, and organizations in the greater Kansas City area. The Director of Field Education approves all assignments; faculty of the School of Social Work cannot give approval to placement agencies or practicum assignments.

Agencies are selected for their ability to provide quality instruction, commitment to collaborative participation in professional social work education, and commitment to client and community service. Agency administrative support is a valued and necessary component of the practicum and represents a significant commitment to professional education. Agencies demonstrate their commitment by signing formal agreements ensuring the setting meets the MSW Program standards. This includes the Agency agreeing to provide Field Instructors who meet the CSWE standards, should they have MSWs in their employ. If there are no MSW’s at the agency, the Agency is encouraged to seek out a collaborative arrangement with an MSW to provide supervision. If the agency does not employ MSWs and is unable to fulfill the requirement, under certain circumstances, then the Field Office may provide clinical group supervision. The Field Instructor’s job responsibilities are adjusted to make time available for student instruction and supervision, and necessary resources such as space and clerical support are provided.

Selection Criteria for Field Instructors

Field instructors often form a very special mentoring relationship with students. The guidance, direction, support, validation, information, and modeling that they impart play an invaluable role in a student’s development as a professional social worker. The role of field instructor is an essential, challenging, and rewarding one. The fulfillment of this role requires time, interest, and a commitment to personal learning as well as to student learning. Practitioners who assume this important mentoring role are keenly appreciated by students as well as by faculty and staff of the UMKC School of Social Work.
Social workers holding a degree from a CSWE-accredited MSW program with two years post graduate experiences, who wish to provide field instruction must complete the Field Instructor Profile and submit to the Field Practicum Office. The Director of Field Education approves all assignments; faculty of the School of Social Work cannot give approval to field instructors. To ensure effective communication, collaboration, and participation in the field education component of the MSW Program, all field instructors approved by the Director of Field Education are asked to attend the annual field education training (Field Day) hosted by the School of Social Work prior to the fall semester. This training is designed to prepare field instructors for their supervisory role and to introduce them to the field practicum requirements.

Roles and Responsibilities of Field Participants

Advisory Committee

The Advisory Committee brings current trends and concerns along with pertinent insights regarding the field practicum component of the MSW Program. The Advisory Committee is chaired by the Director of Field Education and has as its members the Coordinator of Field Education, a student in the MSW Program, and members of the Greater Kansas City area social service community. Members serve a two-year term.

Field Office

The Field Office includes: Director of Field Education, Coordinator of Field Education, and Administrator of Field Education. The Field Office has primary responsibility over the administration of the Field Education component of the MSW Program, including: developing professional relationships establishing and maintaining Field Practicum Placement Agreements, placing students at those agencies, and remediation of student issues for the field education component of the MSW Program. Expectations of the Field Office are as follows:

- to identify, approve, and maintain agencies as field practicum sites
- to coordinate Field Practicum Placement Agreements between the Curators of the University of Missouri and the practicum agencies
- to recruit and approve field instructors
- to coordinate the placement of students at agencies
- to hire and managing field liaisons
- to identify and determine field liaisons assignments
- to provide annual orientation for students, field instructors, preceptors, and field liaisons
- to communicate with department faculty regarding student placements as necessary
- to problem-solve issues related to field practicum and student placements
- to assign grades for field practicum courses
- to coordinate the Field Education Advisory Committee
- to provide Continuing Education Units (CEUs) to field instructors and preceptors for their contributions to student education
- to update and revise all materials relating to field (e.g., manual, report forms, contracts, etc.)
- to formally evaluate the field practicum program and disseminate the results of that evaluation
Students are expected to assume a very active role in their practicum learning; they are the major stakeholders in the process and as such maintain responsibility for their own success during their practicum.

Students are expected to reflect the values of the social work profession and to present themselves in a manner consistent with ethical professional practice at all times in their agency. They are expected to capitalize on every reasonable opportunity to expand their knowledge and skills in assisting individuals, families, groups, and organizations in their agency activities. Students must become familiar with the particular policies and procedures, including practicum agency, field office, and NASW Code of Ethics, that serve to guide, direct, and inform field experience. In addition, students are expected to seek training from the placement agency that is necessary for them to practice in compliance. The placement agency is responsible for providing agency-required training to students in field.

Recognizing the interdependence and partnership, students are expected to be present at the agency at agreed upon times. The work that students do should be guided by their learning contract. If students are asked to engage in activities that they do not perceive as being conducive to their learning and professional growth and development at the placement site, they are expected to discuss their concerns with their field instructors early in the process. Students experiencing conflicts or problems with their placements are advised to follow certain steps in attempting to resolve the situation:

- The Student should address their concerns with the Field Instructor first.
- Should efforts by the Student fail, the Student should consult the Field Liaison for the next course of action.
- Should the consultation result in no resolution, then the Field Liaison and Student should consult the Director of Field Education.

It is imperative that students voice their concerns early and within a timely manner.

Students are viewed as the pilot of their learning experience. Therefore, students are expected to: be aware and proactive, reflect a desire to learn and contribute to the wellbeing of those they serve and the agency in which they are placed, and to display a commitment to the betterment of the larger community. General expectations in the role of students are summarized as follows:

- to ensure all required assignments (Learning Contract, Mid-Term and End-of-Semester Evaluations, Conference Reports) are completed and submitted to the Field Office on time;
- to maintain ongoing communication with the Field Instructor
- to create the Learning Contract with the Field Instructor
- to obtain fundamental knowledge of the field agency in terms of function and philosophy, legal or legislative base, formation of policy, eligibility requirements, and range of service
- to obtain understanding of the effects of personnel policies on agency staff, on the Student, and on service delivery
- to identify and utilize agency resources
to understand and become comfortable with the role in which the Student officially represents the agency in all public and professional contacts

- to participate in interdisciplinary and inter-agency programs appropriately
- to understand that while the Student’s role is similar to that of agency staff members, his/her role is essentially that of a learner

...Within the Agency

- to seek training at the agency, appropriate for the nature of field activities the Student will complete
- to demonstrate conduct of a professional social worker and abide by agency practices and regulations
- to demonstrate increasing knowledge of social issues and problems and human behavior;
- to understand interpersonal dynamics
- to be aware of financial, environmental, cultural, political, and ethical systems and their influence(s) on social conditions
- to work effectively within different client systems
- to share constructive criticism
- to assume leadership appropriately
- to integrate previous learning with new knowledge and experiences
- to consistently develop a repertoire of skills
- to utilize a variety of treatment modes
- to refine communication skills
- to adhere to the NASW Code of Ethics.

Field Instructor

The Field Instructor has the primary responsibility for providing learning opportunities that will facilitate the Student’s growth in the social work profession. The Field Instructor assigns learning activities and tasks (identified in the Learning Contract) and evaluates student achievement at the midpoint and end of each semester. Field Instructors take on the roles of Teacher and Trainer; Leader and Guide; Supervisor and Evaluator; all while remaining the Professional. Additionally, as a component of the School of Social Work’s program evaluation, field instructors complete an assessment of the Field Education Program each May.

Expectations of field instructors in field instruction are as follows:

**Teacher Trainer**

- Orientating the student to the agency and personnel, including administration
- Assigning HIPPA training that is appropriate for the nature of field activities the students will complete
- Determine the learning needs of the student and give direction for those needs to be met
- Maintain regular contact with the Faculty Liaison to ensure adequate translation of classroom learning to the field setting
Leader and Guide
- Interpret and explain agency policy, structure and regulations
- Introduce students to client systems and acquaint them with client-agency interaction  
  - Structure direct contact with service recipients as early as possible
- Aid in developing the Learning Contract, and be flexible in modifying the contract to meet changing needs in the agency or in student circumstances  
  - Assign tasks to the student which develop and utilize their knowledge, skills, and experience
- Draw from one’s own academic and/or field experience

Supervisor and Evaluator
- Meet with student at least one hour weekly, either individually or in group supervision
- Provide the student a workspace, including: a desk, access to a phone, clerical resources and computer, if possible.
- Review and sign off on all written documentation required by the agency and it accrediting body
- Monitor closely student activities to ensure that all assignments relate directly to the learning objectives stated in the Learning Contract  
  - Continuously assess student performance
- Complete the Mid-semester and End-of-semester evaluations and review with the student, and discuss with the Faculty Liaison during practicum conferences

Professional
- Comply with the conditions of the Field Practicum Placement Agreement between the University of Missouri and the agency  
  - Complete the Assessment of Field Students that is a component of the School of Social Work’s program assessment
- Submit reports and forms according to the established time tables
- Participate in continuing education opportunities to enhance knowledge and skills in field instruction
- Adhere to the NASW Code of Ethics

Preceptor

In instances in which a social service agency that has been approved as a practicum placement site does not have on staff a field instructor with an MSW from a CSWE-accredited program, a Clinical Adjunct Field Instructor who has a CSWE-accredited MSW, and who works outside of the agency, will be assigned. It is this MSW that is responsible for ensuring that the practicum student gains knowledge, experience, and skills that reflect the social work perspective. As in other placements, it is the MSW who is ultimately responsible for documenting student growth, signing the necessary practicum paperwork, and providing a minimum of one hour of supervision weekly.
The on-site agency supervisor in these instances is the Preceptor. While the Preceptor does not have an MSW, the Preceptor has the knowledge, experience, and skills of working at the agency and with the particular population served. Hence, the on-site supervisor is responsible for signing monthly hours reports, counter-signing all program paperwork, and providing agency-specific supervision on an on-going basis. It is recommended that preceptors schedule regular, weekly supervision meetings with practicum students and participate in student evaluations.

It is extremely important that the Field Instructor and the Preceptor communicate frequently and regularly concerning the progress of the MSW Student. Weekly phone calls or emails are suggested. This communication begins very early in the practicum as the learning needs of the Student are identified, tasks are specified for the Learning Contract, and on-going assessment occurs. Without regular communication between the Preceptor and Field Instructor, placements at sites without an MSW on staff can become problematic. The assigned MSW is responsible for maintaining a log of the Field Instructor/Preceptor contacts.

Both the Preceptor and Field Instructor meet with the Faculty Field Liaison during Practicum Conferences at the agency.

Expectations of Preceptors in Field Education are:
- Has knowledge, experience, and skills of working at the agency and with the particular population served
- Provides on-site supervision of the student
- Works with the student and Clinical Adjunct Field Instructor to identity appropriate learning activities for the Learning Contract
- Signs monthly hours accrued on the monthly report and counter-signs all other program paperwork
- Provides agency-specific supervision on an ongoing basis
- Schedules regular, weekly supervision meetings with the student
- Maintains regular contact with the Clinical Adjunct Field Instructor
- Meets with Field Liaison during Practicum Conferences

Field Liaison

Faculty of the School of Social Work are assigned field liaison duties. The Field Liaison is expected to serve as a resource to help students integrate class and field learning. The Field Liaison is expected to participate in the evaluations of the student field practicum, and must conduct at least two practicum conferences each semester, while maintaining ongoing contact with the Student and Field Instructor. The Field Liaison also serves as a resource for practice class instructors. Ideas and suggestions intended to enhance the continuity between all classes and field may be conveyed by the Liaison during faculty meetings. The Field Liaison is expected to mediate and reconcile conflicts that have not been resolved between the Field Instructor and the Student. They are an Overseer and Evaluator of the Field Placement, including both the student and the Field Instructor. The expectations of the Field Liaison are as follows:
Support and Resource
- Participate in the design of field experience which contain content and substance for the learning of practice skills that are consistent with program learning objectives
  - Relate field learning within the broad context of social work education
  - Help students integrate class and field learning
  - Encourage a spirit of inquiry and critical thinking skills
  - Promote linkage of past experience with present learning
  - Provide guidelines by which to integrate theory and practice
- For practice class instructors
- Mediate and reconcile unresolved conflicts between the student and Field Instructor
- Be a model of professionalism
- Constructively critical when sharing knowledge

Connection
- Conduct at least two practicum conferences each semester
  - Complete the Faculty Field Liaison Practicum Conference Reports
- Maintain ongoing contact with the student and Field Instructor
  - Available to the Field Instructor for consultation, questions, etc. either in person or by phone
- Serve as primary means of communication between the field placement and the Director of Field
  - Express concerns from the field to the Director of Field
- Convey ideas and suggestions intended to enhance the continuity between all classes during faculty meetings

Overseer and Evaluator
- Approve Learning Contract activities and work with students and Field Instructors to amend Learning Contracts that do not provide for student growth in all competency areas
  - Confirm that appropriate activities are identified in the Learning Contract that will fulfill the level of study required
- Ensure new learning occurs at work site practicum placements
- Comply with the general and specific conditions enumerated in the Field Placement Agreement
- Ensure the Field Instructor assigns HIPPA training to the student at the agency, appropriate to the nature of the field activities the student will complete
- Provide evaluative feedback regarding the suitability of agencies for practicum placements and the adhere to the NASW Code of Ethics

Eligibility Requirements and Placement

Student Eligibility Criteria

To be eligible for the field practicum placement, students must:
- be enrolled in the UMKC School of Social Work
- have at least a 3.0 GPA
- have successfully completed all prerequisites for the field practicum courses [NOTE: a prerequisite for SOCWK 5512 is completion of ALL foundation coursework]
- be enrolled concurrently in the appropriate social work practice class
- submit all completed materials for application to the field practicum in a timely manner (See Appendix II)
- have no current grades of “incomplete” from prerequisite courses in the MSW Program

General Considerations

The Program does not give academic credit for life experience or previous work experience. Referrals to practicum sites will attempt to match student preferences and educational needs with availability, but educational needs will take precedence. In order to ensure new learning in the field practicum experience, students who wish to pursue a work-site practicum (practicum at their place of employment) must submit a work-site application for such a waiver. Each work-site placement request is considered individually by the Director of Field Education and Coordinator of Field Education. For more information on work-site practicum placements, please see section Practicum in Student’s Place of Employment.

Placement Process

Students requesting a field practicum placement must submit the Field Application prior to enrolling. These materials must be submitted by the deadline announced by the Field Office. If these materials and a request for placement are received after this deadline, enrollment is not guaranteed in the practicum course, and a practicum placement may not be granted.

Under current policy regarding field placements, private, for-profit agencies are utilized only after scrutiny by Field Director or Coordinator of Field Education to ensure breadth and depths of learning opportunities are available.

As the focus in the foundation practicum is on a generalist helping approach, agencies will be selected for foundation placements that include in their missions a wide range of services directed to assist a diverse range of people. Students should expect that their foundation and advanced practicum placements will vary significantly.

Students may suggest field placement sites to the Director of Field Education. However, students are not to contact agencies directly without first speaking with the Director of Field Education. The Director of Field Education will determine if the agency can provide a range of learning experiences to support a generalist or advanced-generalist placement.

Once a potential site has been identified, the Director of Field Education will contact the agency representative directly. The Director of Field Education then instructs a student to contact the agency to arrange for an on-site interview. The Student should provide a résumé to the agency interviewer in advance of the interview. If the Student is interviewing for an advanced practicum placement, the Student should also provide a copy of their final field assessment from the
foundation year. Students are expected to pursue referrals made by the Director of Field Education and to present themselves in an appropriate manner during the placement process.

The on-site interview is a required step in the field placement process. Students are expected to ask questions regarding specific helping activities that they will be asked to perform. This meeting provides an opportunity for both student and field instructor to become acquainted and to formulate impressions regarding the feasibility of working together. The Student and the agency will each notify the Director of Field Education immediately after this meeting to further discuss possibility of a placement. The Director of Field Education gives final approval of all field practicum placements. If a student decides not to pursue a field placement with the agency, the student is advised to send the agency contact a thank you note.

Summary of Placement Process

| Step 1: | Student completes required field practicum paperwork prior to meeting with the Director of Field Education/Coordinator of Field Education. |
| Step 2: | Student schedules a meeting with the Director of Field Education. |
| Step 3: | Student meets with the Director of Field Education to discuss possible agency sites. |
| Step 4: | If necessary, the Student completes Work-Site Placement form. |
| Step 5: | Student follows instructions of the Director of Field Education regarding scheduling interviews with agencies and completing the placement process. |

Placement Process Screening Tools

As part of the interview process, an increasing number of agencies are requiring field practicum students to submit to background checks that can include, but are not limited to:

- criminal background checks;
- local police checks;
- a check of the U.S. Department of Health and Human Services List of Excluded Individuals;
- an Excluded Parties check for excluded individuals of government funded programs;
- a check of the Missouri Department of Health and Senior Services Employee Disqualification List;
- fingerprinting; and
- drug testing.

Additionally, agencies may require a current copy of a student’s immunization record and TB status as well as a copy of a current CPR card. The UMKC School of Social Work does not pay any fees associated with the screening tools; the cost is the responsibility of the student.

Placement Options

**Standard Placement**

The standard procedure for fulfilling the practicum course requirements is completion of consecutive semesters during the fall and winter for each foundation and advanced practicum. The second course in each pairing builds upon the skills acquired in the first semester. Thus, SOCWK 5511 builds upon SOCWK 5510, and SOCWK 5513 builds upon SOCWK 5512.
At each level of practicum, students remain in the same placement for both semesters. SOCWK 5510 and SOCWK 5511 occur at the same site, and SOCWK 5512 and SOCWK 5513 occur at the same site.

Paid Practicum and Stipend Opportunities

The UMKC School of Social Work offers limited placement opportunities with stipends. However, should the option present itself for a student to complete the practicum at an organization that offers a stipend, this arrangement is typically permitted. In all instances of paid practica, each individual case is considered by the Field Office and must be approved by the Director of Field Education (see section Practicum in Student’s Place of Employment). Instances in which a student is offered a payment/stipend for services provided at a practicum agency in which the student is not employed must be approved, in advance of the services, by the Director of Field Education. Payment arrangements in approved situations are made between the Student and the agency offering such a position.

While an agency or organization may offer a student a job and provide new learning experiences through training and orientation, such activities must fulfill particular learning objectives of the MSW Program, and must be approved by the Director of Field Education before any credit is given for field practicum experience.

Practicum in Student’s Place of Employment (Work-Site Field Placement)

Since a student in a work-site placement will be functioning as a UMKC student, technically she or he is not “employed” during the practicum time at the employer agency. In a work-site field practicum, a student negotiates with the employing agency for “paid time off” from regular work duties to complete field learning, which happens to be at the student’s place of employment. Thus, the student has the responsibility to demonstrate to the Director of Field Education how practicum duties will differ from regular work duties and contribute to new learning experiences.

Current policy allows students to engage practicum placements within employer agencies, after a minimum of six months of employment at the specific site. The Student and employing agency must satisfactorily demonstrate in the Work Site Field Practicum Planner (Appendix XV) the means to separate employment from educational experiences within the agency. Consideration will only be given to students who submit appropriate materials outlining new learning, tasks different from their daily responsibilities on the job, consistent with learning objectives of the MSW Program. The student should expect to work more hours than the normal workweek in order to fulfill practicum objectives. Students are discouraged from requesting more than one work-study placement in the course of completing the program.

- In addition to completing the Work Site Field Practicum Planner – the student must coordinate a visit by Director of Field Education/Coordinator of Field Education with student’s current supervisor and Field Instructor. The purpose of the meeting is to ensure clear communication between parties and ensure the agency’s investment in the student’s education.

The arrangement of a work-site field placement at a new job is discouraged by the Field Office,
for reasons that:
- Employing agencies typically require a “probationary period” of initial employment that does not guarantee employment for the duration of a field placement (two full semesters).
- Employers have no work history for new employees on which to base a justification for additional investment of resources to comply with the academic requirements of a field placement.
- Employing agencies may be reluctant to grant a new employee the additional supervision and resources required for an academic field placement (i.e. additional paperwork and documentation requiring more supervisory time).

Should students with less than six months of employment seek work-study arrangements at new places of employment, the negotiation of such an arrangement is entirely the responsibility of the Student, and the decision to approve the work site as a field placement rests with the Director of Field Education. If such a placement is approved, students are required to sign a waiver prior to the commencement of the placement outlining the risks that the Student is assuming. Since new employees are traditionally probationary, they may be fired at will. In such an instance, the Student would lose all accumulated practicum hours for the semester and would be required to re-take the practicum course the next time it is offered.

In any case of work-study field practicum, students should note that it is solely the discretion of the host/employing agency to determine the conditions of the work-study within the guidelines set forth by the UMKC School of Social Work as presented in the Field Practicum Placement Agreement and the by the Field Office. In other words, the Student’s schedule, the completion of work and practicum duties, and the job expectations of the employer/host agency are NOT determined by the MSW Program and are negotiated strictly between the employer and employee; yet, the work-study arrangement must satisfactorily fulfill the educational requirements set forth by the MSW Program. If it is shown that the work-study arrangement cannot provide NEW learning at the appropriate level of skill (foundation or advanced), then the Student cannot receive credit for the field practicum in that particular placement, and the Student must seek a placement outside of employment. In addition, though students engaged in work-site practicum arrangements may have a schedule that allows rapid accumulation of the minimum 260 clock hours prior to the end of the semester, no students may terminate practicum early, and a regular schedule of field activity must be continued throughout the term. (See section Field Hours for further clarification).

**Implications for Termination**

The Student engaged in a work-site placement bears the risk of at-will termination. If the Student engaged in a work-site placement loses employment FOR ANY REASON, or is suspended from work for any reason, the work-site field practicum terminates. (For additional circumstances for which a placement may be terminated and resulting consequences, see the Termination section below.)

As a consequence of this type of termination, the Student will be required to repeat the standard placement procedure and repeat the practicum course in which the termination occurred. No
clock hours accumulated for a work-site placement that has been terminated will count for field practicum credit.

**Placements Outside of Kansas City Area**

Field placements are allowed outside of the Kansas City metropolitan area under the discretion of the Director of Field Education. The same placement process applies for these placements, and cases are considered on an individual basis.

**Rules Regarding Practicum Placement**

**Late Placements**

Late application for field practicum reduces the likelihood of establishing a placement in a timely manner. Students should apply for field education as reasonably early as possible, i.e. before the end of the winter semester preceding the practicum. As stated previously, students who do not submit the appropriate application materials in time are not guaranteed a.) a placement that can be engaged in time to fulfill field hours during the academic semester or b.) a placement of their preference or that meets certain Student needs. **If a placement cannot be arranged in time due to late application, students may be forced to re-apply for practicum in the next eligible semester.**

**Repeat Practicum Site**

Requests to conduct an advanced field practicum at the same site as a foundation placement should be addressed to the Director of Field Education early in the placement process and prior to making any plans regarding the placement with agency personnel. To return to a placement site puts a student at a distinct learning disadvantage and is strongly discouraged.

**Repeat Field Instructor**

Students **may not** conduct an advanced field practicum under the supervision of the same field instructor who provided supervision during their foundation practicum.

**Unsuccessful Placement Interviews**

In instances in which either the Student or the agency representative notifies the Director of Field Education that the field placement interview did not result in a successful placement, the Student will again meet with the Director of Field Education. During this meeting, the unsuccessful interview will be discussed and the Director of Field Education will begin to identify a second agency at which the Student will interview. If a Student’s second field placement interview is also unsuccessful, the Student will again meet with the Director of Field Education to discuss the second interview as well as factors underlying the failure of both interviews. The Director of Field Education will then identify an agency for a final interview. In rare instances in which the third interview is unsuccessful, the Director of Field Education will make a determination of the Student’s appropriateness or timing in regard to the Student’s pursuit of a social work field
placement. Throughout the field placement interviews of all Students, the Director of Field Education retains the decision-making authority regarding specific agencies at which students may interview.

Change of Placement or Field Instructor

Students may not change their field placements during or between semesters. In the event of serious conflict infringing on the completion of field duties, students are expected to actively seek resolution. The School of Social Work strongly encourages parties involved in disputes, differences of opinion, or dissatisfaction with a situation to address the issue using informal processes such as problem solving, mediation, etc. It is expected that formal procedures will be employed only when communication and or good will between parties appears to have broken down (Kopacz, 1999).

Students experiencing conflicts or problems with their placements are advised to follow certain steps in attempting to resolve the situation:

- The Student should address the situation with the parties involved in an effort to resolve conflicts and notify the Field Instructor first;
- Should informal efforts by the Student fail, the Student should consult the Faculty Field Liaison for the next course of action;
- Should the consultation with the Faculty Field Liaison result in no resolution, then the Student should consult the Director of Field Education.

Ultimately, the Student should explore all possibilities in problem solving to resolve a situation that might lead to a change in placement. Beyond the actions initiated by the Field Office, students may appeal through the grievance procedure outlined in the Student Handbook.

If a student’s field instructor is replaced for any reason, the Student has the obligation to ensure the Field Practicum Office is notified immediately. The Student must request permission to change his or her field instructor, and the Director of Field Education must approve any replacement.

Advancement to Consecutive Field Course

Advancement to the consecutive field courses (i.e. from SOCWK 5510 to SOCWK 5511) is to occur immediately from the initial semester to the immediate consecutive semester, granted that a student has demonstrated satisfactory performance and meets all academic requirements for matriculation. An unsatisfactory performance in the initial field course will prevent a student from advancing to the consecutive field course.

Conflict with Seminar and Other Courses

The time spent in Foundation Seminars in SOCWK 5510 is not counted toward meeting field practicum hours. Productive participation facilitating the educational function of the seminars
and the quality of special assignments may be critical determinants of a student’s grade for the course. It is expected that students seeking credit for the practicum courses attend the seminar meetings as scheduled during the semester. Students who register for a particular course are expected to attend the scheduled class meeting for that course, and will not receive credit for attending class meetings scheduled for other practicum and concurrent courses. The Field Practicum Seminars and the concurrent practice courses are viewed as components of the field practicum, and thus conflicts in scheduling are the responsibility of the Student to coordinate with an advisor, as with any other course offered through the MSW Program.

**Finishing Field Placements**

In addition to meeting the hours and documentation requirements of practicum placements, students have additional responsibilities at the termination of a placement. In most cases, these additional responsibilities will be encountered during the final weeks of the second semester at an agency (SOCWK 5511 or SOCWK 5513). These responsibilities include, but are not limited to:

- discussing with the Field Instructor appropriate ways to terminate with clients;
- terminating appropriately with clients;
- writing a thank-you letter to the Field Instructor (and others significantly involved with the practicum placement) for his/her contributions to the practicum placement;
- completing all final agency paperwork in a timely manner;
- signing all required agency paperwork; and
- turning in all agency identification, parking passes, and keys.

**Termination Handling Conflicts**

Students are strongly encouraged to seek all possible problem-solving measures as outlined under the *Change of Placement* section in situations that preclude possible premature termination of a placement. The Student should initially discuss such a possibility with the Field Instructor and agency representative (if applicable) in a constructive, focused manner in an attempt to resolve the issue(s) calling for termination. Should such measures prove unsuccessful, and the Student feels voluntary termination is necessary, a written request for termination must be submitted by the Student to the Field Practicum Office AND to the Field Instructor at least two full business weeks prior to the date of desired termination. This request must provide legitimate criteria for termination of the placement, and must satisfactorily demonstrate justification for termination. Full explanation of reasons for termination must be conveyed to the Agency and/or Field Instructor in writing.

**Student Initiated Termination**

Except in cases of emergency that may warrant accommodation by the Field Practicum Office, students who terminate from the practicum are required to repeat the standard placement procedure and must complete field hours as required. No clock hours accumulated for a work-site placement that has been terminated will count for field practicum credit.
Agency Initiated Termination

Agencies may initiate termination of the practicum placement for reasons of internal organizational issues unrelated to the Student, or for cause attributable to the Student’s performance (Kopacz, 1999). If an agency has concerns about the performance, ethics, professionalism, or behavior of the Student that go beyond or have not responded to the usual supervisory process, there is justification for termination (Kopacz, 1999). To pursue termination, the agency should follow certain procedures:

- The agency should inform the Faculty Field Liaison and the Student of the concerns regarding the Student’s behavior or performance. Expectations regarding changes and the time frame for such changes should be discussed. It is advised that recommendations for corrective action and expectations be written with copies provided to the Student, the Field Instructor, the Faculty Liaison, the Director of Field Education, and key agency personnel involved.
- If corrective action and/or problem-solving efforts fail, the agency representative should contact the Director of Field Education and explain reasons for the request for termination. A written statement should be provided specifying grounds and outlining circumstances for the request.
- Review and findings by the Director of Field Education and the Faculty Field Liaison will determine when termination is due.

If practicum hours are not completed satisfactorily upon termination, the Student should proceed with a change of placement (see section Change of Placement) to continue accumulating hours for practicum credit. The Student should take note that, like student-initiated termination, agency-initiated termination of placement may be subject to suspended hours and therefore the Student may face time constraints in terms of completion of field hours for the academic session. Students who do change their practicum are required to repeat the standard placement procedure and must complete field hours as required. Students terminated from the field placement for cause also may be subject to further action by the School of Social Work for unacceptable performance. The following constitute grounds for involuntary termination from the field placement and practicum course(s) (Kopacz, 1999):

- excessive absenteeism or tardiness;
- repeated failure to provide reasonable notice of an absence from the field placement or failure to appear as scheduled for consecutive days without approval of the Field Instructor and agency representative;
- termination of a placement by the Student without following prescribed procedures;
- a single gross violation, or repeated violations of the NASW Code of Ethics;
- gross or repeated violations of the agency’s policies and procedures;
- sustained low level of performance;
- unresponsiveness to corrective action;
- reporting to the practicum site under the influence of drugs or alcohol;
- evidence of personal behavior problem(s) manifesting in unsatisfactory practicum performance;
- evidence of personal behavior problem(s) manifesting in incompatibility with the profession of social work;
- after it has been addressed, maintaining a hostile, negative attitude incompatible with the values of the profession of Social Work manifested in behavior toward clients, instructors, peers, agency staff, or university personnel;
- any sexual relationship with an agency client;
- failure to disclose critical background information in application forms, pre-placement and placement interviews;
- failure to meet academic and behavioral standards specified in the University catalog and student handbooks; and
- evidence of incapacity to adequately perform to agency expectations.
In addition, failure by the Student to notify the Field Practicum Office of the absence or departure of a Field Instructor, or the failure to request approval for a replacement of Field Instructor, may terminate the field placement. Students have the responsibility to ensure that the Director of Field Education approves any change in Field Instruction. See section Change in Placement or Field Instructor.

Withdrawal from Practicum Courses

Students should follow regular university procedures and requirements for dropping or withdrawing from a practicum course. The Student must notify the Field Liaison and the Field Office two full business weeks prior to termination if dropping or withdrawing after a placement has been made to insure that the termination procedures (see section Student Initiated Termination) are followed appropriately. Students must promptly return to the host agency any keys, program materials, equipment, or other items provided for the Student’s use. Students should be aware that School of Social Work policy requires that they also drop or withdraw from any accompanying practice courses. An exception may be allowed in the case of legitimate emergency, where Students for some reason may not be able to follow the above procedures for withdrawal and termination, and thus may withdraw from a practice course without penalty.

Any withdrawal will be reviewed and performance in the placement to the date of withdrawal will be considered if application for future field placement is made. Hours completed in a practicum course from which the Student withdraws will not count for course credit. Withdrawal from a field practicum course is considered a Student-initiated termination of the field practicum.

Safety and Risk Management (Kopacz, 1999)

Students are strongly advised to recognize that the field practicum placement, as any workplace, may involve exposure to potential personal risks and hazards. In addition to documented risks from disgruntled employees and clients, many agencies serve clients with histories of assailant behavior or employ modes of intervention such as home visits in which security may be a significant issue. The agency representative should notify student in advance of any known risks or potential hazards. No student should knowingly expose him- or herself to bodily injury or harm, and no field instructor or agency representative should assign students to a function where such risk is present historically without special training specific to the risk. No field instructor or agency representative should assign such a function without taking all reasonable precautions a prudent social worker would take in the situation. Exposure of students to known risks is permissible ONLY if there is no other possible way to accomplish an educational objective and the student can be accompanied by another professional. Without prejudice, students should be permitted to decline any assignment exposing them to excessive risk.

Students are expected to take reasonable precautions for their own safety. This includes parking vehicles in safe areas, avoiding solitude in an office after hours without adequate security, avoiding isolation with clients known to be violent, and leaving the site of a home visit immediately upon the discovery that drugs or alcohol are in use.
Liability and Injury/Malpractice Insurance

It should be understood that students assigned to practicum placements are not University employees and therefore are not covered by Social Security, unemployment compensation, or Workers Compensation through the University. All students must pay for malpractice insurance through the university for their field learning. A fee is must be paid to the School of Social Work. This fee is paid at each level of field practicum, i.e. once for SOCWK 5510-5511 and again for SOCWK 5512-5513; and is included in the overall course fee. Even if the Student is insured as an employee at an agency, they must purchase malpractice insurance through the university as well. Individuals engaging in practice in the capacity of a Student of the School of Social Work must be insured through the university.

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

The Agency is responsible for providing students with the appropriate training in their privacy policies and procedures in compliance with the HIPAA Privacy Rule. The School of Social Work will take appropriate steps to insure that the assigned students are familiar with the Privacy Rule prior to their assignment to the agency. It is incumbent upon students to seek such training at the outset of the field placement.

Human Subjects Review

Any student who conducts ANY human-subjects research activities in the capacity of a practicum student MUST submit an application to the UMKC Social Sciences Institutional Review Board before engaging in such activity. Students are expected to discuss such research with their faculty field liaisons during the initial planning stages of the research. For an overview of the nature of research activities subject to this requirement, please consult the UMKC SSIRB office directly. Questions may be directed to the Social Sciences IRB office, located at 5319 Rockhill, Kansas City, MO 64110. Website information may be found at: http://www.umkc.edu/research/RPP.html

Use of Personal Vehicles

Using personal vehicles for job related travel other than commuting to and from the placement site involves additional risks, particularly if clients are being transported. Since most agencies do not cover personal vehicles under their insurance policies, students using personal vehicles should consult with the agency to determine that agency’s policy regarding the use of personal vehicles and their own insurance agent to see if these activities are covered.

Students transporting clients in personal vehicles for any reason must provide the University with statements from the agency and the Student indemnifying and agreeing to hold harmless the University from any and all liability arising from such usage.

Job Site Risks and Hazards
Agency representatives are expected to fully disclose any known or suspected risks to students at the field site as part of the pre-placement selection process. Students are expected to review and become familiar with the agency’s policies and procedures for identifying and dealing with job site hazards, violent clients, and other emergencies. Particular attention should be paid to procedures related to violent clients in both office and home visit settings. Students, agency representatives, and field instructors should assure that students are trained to deal with potential risks at their placements as early as possible during the practicum. Depending on the host agency, students may be asked to submit to a criminal background check.

**Blood Borne Pathogens**

Prior to or at the outset of the practicum, students should inquire of the Field Instructor as to the need for preventive health measures, i.e. screening and or drug injections. If the Student is at risk of infection by blood borne pathogens (e.g., HIV, Hepatitis B), she or he must be provided training involving recognition of the risks and procedures to minimize risk of infection. Students placed in residential facilities, hospitals, or agencies dealing with high-risk populations should be particularly sensitive to this potential risk. After education and training, the Student may wish to consider immunization against Hepatitis B. Immunization services may be available at the agency or at area health departments. The Student should be prepared to pay for any part of the cost not covered by his or her health insurance.

**Children’s Division Title IV-E Training**

All students participating in the Children’s Division Title IV-E Training program are subject to the conditions, policies, and procedures outlined in this manual. Additional rules may apply pursuant to the Children’s Division-MSW Title IV-E Training contract. These conditions are not specified in the Field Education Manual, and are provided by the Children’s Division upon the admission of Children’s Division employees who qualify. Title IV-E Training participants are allowed to conduct field hours in a work-study arrangement under supervision by a Children’s Division-appointed MSW. For further information or clarification of Title IV-E Training, please contact the UMKC School of Social Work Office.

**Field Education Program Evaluation**

**Student and Field Liaison Evaluation of Field Instructors/Preceptors**

Students may evaluate their field instructors/preceptors at the end of their practicum placement. The evaluation includes rating: the agency orientation, adequacy of supports provided during the placement, contribution of the placement to professional growth and career objectives, and quality of supervision as well as feedback for improvement of the experience. This evaluation is not required; any documented feedback from students is used by field staff for program improvement. Evaluation forms are distributed through email utilizing Qualtrics (see Appendix X).

Field instructors are also evaluated by field liaisons. This evaluation occurs at midterm time of winter semester in conjunction with the field liaison evaluation of the field agencies. Field liaisons evaluate field instructors in the following areas: provision of consistent leadership/guidance and
educational supervision; showing a clear understanding/application of social work knowledge, values, and skills; reflection of the Code of Ethics in practice and supervision; regular availability to the Student; clear communication with student and faculty field liaisons, identification of appropriate learning activities, and matching learning activities to student abilities (see Appendix XI).

Results of the evaluations of the field instructors/preceptors by the students and liaisons are reviewed by the Director of Field Education to determine if field instructors/preceptors continue to provide appropriate educational learning and supervision for MSW students. Summative evaluation information is provided to the field instructors/preceptors via newsletters.

**Student Evaluation of Faculty Field Liaisons**

*Students have the opportunity to confidentially evaluate the performance of the faculty field liaisons. Criteria for evaluation include general performance in terms of support, knowledge of the placement, and interest in the learning of students. Such feedback is provided to the Director of Field Education and is used to improve the contributions of field liaisons to field placements. A synopsis of a Field Liaison’s evaluations is provided to the Liaison and to the Director of Field Education. Field liaison evaluation forms are distributed to students electronically utilizing Qualtrics (see Appendix XII).*

**Field Liaison Evaluation of Field Agencies**

Field liaisons formally evaluate the agencies to which they have been assigned. The evaluation includes a reassessment of the agency’s suitability for foundation and/or concentration placements. Field liaisons identify the types of activities available at the agency for either foundation or concentration students as well as make a recommendation to: continue making placements at the agency, consider using the agency with more specific guidance from the UMKC School of Social Work, or discontinue placing MSW students at the agency for their practicum experiences (see Appendix XIII). Results of these evaluations are provided to the Director of Field Education. These evaluations are distributed electronically utilizing Qualtrics.

**Student Evaluation of the Field Practicum Office**

Students have the opportunity to formally provide feedback on the Field Office at the conclusion of each year of practicum placement. A synopsis of the Field Office evaluations is provided to the Director of Field Education and to the Director of the School of Social Work. The results of the evaluation are used to improve field practicum procedures and the quality of the service provided by the Field Office. Forms for student evaluation of the Field Practicum Office are distributed electronically utilizing Qualtrics (see Appendix XIV).

**Evaluation of MSW Program by Field Instructors**

At the conclusion of a practicum placement, field instructors electronically receive a Field Instructor Assessment of the MSW Program. This survey is used as part of the UMKC School of Social Work’s plan of program evaluation. Responses from field instructors regarding student growth in the competency areas are used to provide guidance for ongoing programmatic curriculum evaluation.
References


List of Appendices

I. Syllabus: SOCWK 5510 Foundation Field Practicum I and SOCWK 5511 Foundation Field Practicum II
II. Syllabus: SOCWK 5512 Advanced Field Practicum I and SOCWK 5513 Advanced Field Practicum II
III. Monthly Report
IV. Learning Contract: Foundation Field Practicum
V. Learning Contract: Advanced Field Practicum
VI. Practicum Conference Report I
VII. Practicum Conference Report II
VIII. Practicum Conference Report III
IX. Practicum Conference Report IV
X. Student Evaluation of Field Instructor/Preceptor
XI. Field Liaison Evaluation of Field Instructor/Preceptor
XII. Student Evaluation of Field Liaison
XIII. Field Liaison Evaluation of Field Agency
XIV. Student Evaluation of the Field Office
SOCWK 5510/5511: Foundation Field Practicum I and II

Prof. Ile Haggins, M.S.W., LCSW
Office Location: 5030 Cherry St., Ste. 246
Office Phone: 816-235-6717
Office Hours: by appointment
Email Address: hagginsi@umkc.edu

COURSE SYLLABUS

Mission
The mission of the School of Social Work is to prepare competent, advanced generalist social work practitioners to meet the needs of multi-cultural diverse populations in a dynamic mid-western metropolitan context; to be culturally proficient, ethical leaders and service providers engaged in knowledge-driven, inter-professional, multi-systemic, community-based practice; who advocate for social and economic justice, enhance human wellbeing, and support individuals’ capacity to address their own needs.

Our goals include:
To prepare culturally proficient advanced generalist social work leaders and practitioners to provide human services for diverse populations.
To prepare advanced generalist social work leaders and practitioners to engage in interdisciplinary scientific inquiry, and critical thinking.
To prepare advanced generalist social work leaders and practitioners to develop and implement multi-systemic, multi-level evidence-based practices.
To prepare advanced generalist social workers that understand and identify with the social work profession and are committed to upholding the values and ethics of the profession that serve to guide professional practice.
To prepare advanced generalist social workers to advocate for social and economic justice through collaboration with multi-cultural diverse communities.

I. Integrative Course Rationale:
Field practicum is a central component in the student’s professional education for social work. Field placements provide the student with a range of practice experience to promote the integration of theoretical learning from class work, and to develop the knowledge, values, and skills for professional social work practice. Field practicum in the foundation year supports the perspective of generalist social work practice and integrates content from the foundation year curriculum.

Pre-requisites or co-requisites:
SOCWK 5510: Must take SOCWK 5530 and SOCWK 5534 prior to, or concurrently with, SOCWK 5510. Must take SOCWK 5532 concurrently.
SOCWK 5511: Completion of SOCWK 5510, SOCWK 5532, SOCWK 5530, and SOCWK 5534. Must take SOCWK 5531 and SOCWK 5535 prior to, or concurrently with, SOCWK 5511. Must take SOCWK 5533 concurrently.
II. Course Description:
Field Practicum Description
Field instruction takes place in community agency settings (16.25 hours weekly/260 hours per semester) over both fall and winter semesters. The foundation field practicum experiences place emphasis on the application of skills for generalist social work practice in an agency setting. The foundation practicum prepares students for generalist social work practice with individuals, families, groups, organizations, neighborhoods, communities, and society.

The University of Missouri-Kansas City M.S.W. Program defines generalist social work as follows:

**Generalist Social Work**
Generalist social work offers an integrated view of persons in the contexts of their social environment and features a multilevel approach for achieving the purpose of social work—to promote a mutually beneficial interaction between individuals and society. Acknowledging the interplay of personal and collective issues, generalist social workers intervene simultaneously with human systems at the individual, family, group, organizational, neighborhood, community, and societal system levels. Generalist practitioners work with people to: strengthen their problem-solving, coping, and developmental capacities and link them with needed resources and services; promote responsive service delivery and human institutional resource systems; advocate just policies; participate in social policy development to ensure equitable distribution of social resources and; engage in research to further the knowledge and skill base for social work practice. Empowerment-oriented generalist social work practice has a dual focus: releasing personal power in individuals to maximize their capabilities and contribute to the collective good of society and releasing social power to create changes in social structures and social policies, which in turn expands opportunities for individual well-being and competent functioning.

This definition of generalist social work is supported by the following assumptions:

Generalist practice provides the basic helping strategies and competencies which underlie social work practice at its beginning level of competency.
Generalist practice considers the interplay of personal and collective issues and works with a variety of human systems—individuals, families, formal groups, neighborhoods, complex organizations, communities, and societies—to create changes which maximize social functioning.
Generalist social work practice views problems in context using different context-sensitive skills to intervene at multiple system levels and integrate a combination of methods as required by a particular situation or client population.
Generalist practice addresses the solution and/or prevention of problems at all levels of interventions—personal, familial, interpersonal, organizational, community, institutional, and societal.
Generalist practice looks at issues in context and finds solutions within the interactions between people and their environments.
### III. Course Objectives:
Upon conclusion of the course, students will be able to:

<table>
<thead>
<tr>
<th>CSWE Competencies</th>
<th>Students will be able to: (Practice Behaviors)</th>
<th>Key Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate Ethical and Professional Behavior.</strong></td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>Learning contract</td>
</tr>
<tr>
<td></td>
<td>Attend to professional roles and boundaries; use technology ethically and appropriately to facilitate practice outcomes</td>
<td>Learning contract</td>
</tr>
<tr>
<td></td>
<td>Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication</td>
<td>Learning contract</td>
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<tr>
<td></td>
<td>Use supervision and consultation to guide professional judgment and behavior</td>
<td>Learning contract</td>
</tr>
<tr>
<td></td>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical codes of research, and additional codes of ethics as appropriate to context</td>
<td>Learning contract</td>
</tr>
</tbody>
</table>

| **Engages Diversity and Difference in Practice.** | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, meso, and macro levels | Learning contract |
| | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | Learning contract |
| | Present themselves as learners and engage clients and constituencies as experts of their own experiences | Learning contract |

| **Advance Human Rights and Social, Economic, and Environmental Justice.** | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | Learning contract |
| | Engages in practices that advance social, economic, and environmental justice | Learning contract |

| **Engage in Practice-Informed Research and Research-Informed Practice** | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | Learning contract |
| | Use practice experience and theory to inform scientific inquiry and research | Learning contract |
| | Use and translate research evidence to inform and improve practice, policy, and service delivery | Learning contract |

| **Engage in Policy Practices** | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | Learning contract |
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services | Learning contract

**Engage with Individuals, Families, Groups, Organizations, & Communities**

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

**Assess Individuals, Families, Groups, Organizations, and Communities**

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

**Intervene with Individuals, Families, Groups, Organizations, & Communities**

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

**Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities**

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

Learning contract
Appendix I

Seminar Description

The Foundation Field Practicum Seminar is a required component of SOCWK 5510 Foundation Field Practicum I. (There is no seminar for SOCWK 5511 in the spring semester.) It is also required of all BSW-Advanced Placement Students. These experiential seminars are designed to promote the integration of classroom learning with field learning through in-depth discussion and experiential learning activities. Seminar content includes: the field education learning process, ethical dilemmas, diversity issues, and themes of social justice and oppression. These topics are addressed while applying the values, knowledge, and skills of a generalist social work practitioner. The Foundation Field Practicum Seminar meets for two and a half hours on each scheduled date throughout the semester. In-depth group discussion and experiential exercises will be utilized. Students will be required to make a specific journal entry for each seminar as a method of processing information and experiences.

Seminars will take place the third Friday of September, October and November from 6:00pm-8:00pm. Seminar location will be announced.

Students are expected to arrive several minutes prior to the start of the exercises, allowing guest facilitators full advantage of the seminar time. A lite meal will be served.

IV. Students with Special Needs:
If you are in need of special assistance for any type of disability, please contact Scott Laurent, Coordinator of Student Disabilities Services at 816-235-5696 or at laurentr@umkc.edu The Student Disabilities Services office is located on the lower level of the University Center, room 23. The Student Disabilities Services office can be located on the internet at www.umkc.edu/disability In order to receive accommodation you will be required to document your particular disability.

V. Academic Honesty:
The UMKC 2017-2018 Catalog states in the Conduct subsection of Policies and Procedures at the Graduate and Professional level, “The Board of Curators of the University of Missouri recognizes that academic honesty is essential for the intellectual life of the university. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards.” Please visit the on-line catalog at www.umkc.edu/umkc/catalog-grad/html/aooend/policy/0020.html to read concise definitions of behaviors and sanctions related to academic honesty, especially those pertaining to plagiarism. Students must cite (in both their written and spoken work) someone else’s thinking whether using a direct quotation or not. The School of Social Work is adamant that MSW students adhere to the NASW Code of Ethics and learn with honesty and integrity.

VI: Teaching Methods:
Agency Activities
To effectively integrate social work knowledge, values, and skills into the provision of social services, SOCWK 5510/5511 students’ primary academic task for each semester is their
Appendix I
participation in experiential learning activities at a local social service agency. Chosen for their suitability toward growth in each of the competency areas and monitored by on-site field instructors, these activities allow for intensive opportunities for students to experience the application of theory into practice.

Process Recording
Students will be required to complete one process recording (format will be handed out in your practice class).
Appendix I

VII: Recommended Texts and Materials:


VIII: Evaluation of Student Performance:

A: Description of Methods of Evaluation:

Midterm and final evaluations of student performance are completed each semester by the Field Instructor and reviewed by the Field Liaison, then by the Coordinator of Field Education. Students are evaluated on growth in competency areas as demonstrated through activities outlined in the Learning Contract. Field Instructors assess student growth in each competency area and mark the assessment on the assessment portion of the Learning Contract. Field Instructors assign an overall rating of “satisfactory” or “unsatisfactory” to student growth.

B: Grading Procedures:

Foundation Field Practicum I and II are credit/no credit courses. As such, letter grades are not assigned. Successful completion of SOCWK 5510 and SOCWK 5511 requires: overall ratings of “satisfactory” from the Field Instructor at both midterm and final assessments, the completion of a minimum of 260 hours per semester at the practicum site, attendance at practicum seminars first semester, and submission of all required documentation as scheduled. Grades for SOCWK 5510 and SOCWK 5511 are issued by the Coordinator of Field Education.

Resources & Policy Statements

**Academic Calendar**: Students are encouraged to review important add, drop or withdraw dates: [http://www.umkc.edu/registrar/acal.asp](http://www.umkc.edu/registrar/acal.asp)

**Faculty not allowing recording**: University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is
described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may not make any audio or video recordings of course activity (including those recordings prepared by an instructor), except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who have written permission from the course instructor to record are not permitted to redistribute any audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded, including those recordings prepared by an instructor. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

**Attendance Policy** – [UMKC Attendance Policy](http://www.umkc.edu/). Students are expected to attend and participate in classes. Advance notice of attendance policies of academic units and individual instructors should be given, and such notice should be in writing. Students should notify instructors of excused absences in advance, where possible. Students who have an excused absence are expected to make arrangements with instructors for alternative or make-up work. Such arrangements should be made in advance of the absence, where possible. Instructors should accommodate excused absences to the extent that an accommodation can be made that does not unreasonably interfere with the learning objectives of the course or unduly burden the instructor. Attendance policies shall be applied in a non-discriminatory manner.

**Campus Safety**: Inclement weather, mass notification, and emergency response guide: [http://www.umkc.edu/umkcalert/](http://www.umkc.edu/umkcalert/)

**Counseling and Health Services Available at UMKC**: UMKC students may experience many challenges in their lives while attending college – stress, depression, suicidality, trauma, relationship issues, health concerns, etc. As your professor, I care about your success and well-being, and want to make you aware of some helpful resources on campus. The UMKC Counseling Center ([www.umkc.edu/counselingcenter](http://www.umkc.edu/counselingcenter)), located at 4825 Troost in Room 206, offers a wide range of supportive services to students. Appointments can be made by calling 816.235.1635. UMKC Student Health and Wellness ([http://info.umkc.edu/studenthealth/](http://info.umkc.edu/studenthealth/)), located at 4825 Troost in Room 115, offers a full range of health care and promotion services. Appointments can be scheduled online or by calling 816.235.6133. The MindBody Connection ([www.umkc.edu/mindbody](http://www.umkc.edu/mindbody)) is located in the Atterbury Student Success Center in Room 112 and offers a variety of stress-reduction services.

**Disability Support Services**: To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Services for Students with Disabilities (OSSD) as soon as possible. To contact OSSD, call 816.235.5696. Once verified, OSSD will
notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. For more information go to: http://www.umkc.edu/diability/

**English Proficiency Statement:** Students who encounter difficulty in their courses because of the English proficiency of their instructors should speak directly with their instructors. If additional assistance is needed, students may contact the UMKC Help Line at 816.235.2222 for assistance.

**Grade Appeal Policy:** Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the instructor. The University grade appeal procedure is available only for the review of allegedly capricious grading and not for review of the instructor’s evaluation of the student’s academic performance. Capricious grading, as that term is used here, comprises any of the following:

- The assignment of a grade to a particular student on some basis other than the performance in the course;
- The assignment of a grade to a particular student according to more exacting or demanding standards than were applied to other students in the course; (Note: Additional or different grading criteria may be applied to graduate students enrolled for graduate credit in 300- and 400-level courses.)
- The assignment of a grade by a substantial departure from the instructor’s previously announced standards.

**Discrimination Grievance Procedures for Students:** Discrimination Grievance Procedures for Students can be found here: http://www.umksystem.edu/ums/rules/collection_rules/grievance/ch390/grievance_390.10

**Statement of Human Rights:** The Board of Curators and UMKC are committed to the policy of equal opportunity, regardless of race, color, religion, sex, sexual orientation, national origin, age, disability, and status as a Vietnam era veteran. Commitment to the policy is mentored by the Division of Diversity, Access & Equity, but it is the responsibility of the entire university community to provide equal opportunity through relevant practices, initiatives and programs.

**Title IX:** Under the University of Missouri’s Title IX policy, discrimination, violence, and harassment based on sex, gender, and gender identity are subject to the same kinds of accountability and support applied to offenses based on other protected characteristics such as race, color, ethnic or national origin, sexual orientation, religion, age, ancestry, disability, military status, and veteran status. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting UMKC’s Title IX Office webpage (http://info.umkc.edu/title9/) or contacting UMKC’s Title IX Coordinator, Mikah K. Thompson (816.235.6910 or thomsonmikah@umkc.edu). Additionally, you can file a complaint using UMKC’s online discrimination complaint form, which is located at http://info.umkc.edu/title9/reporting/report-online/.
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</tr>
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<td>Kansas City, MO 64110</td>
<td>2464 Charlotte</td>
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<tr>
<td>Phone – 816.235.1635</td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>(open Tuesday, 1-5 pm)</td>
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**College of Arts & Sciences Course Policies & Resources**

Please refer to the following web page and the linked resources for critical information regarding course policies and resources. You are expected to abide by all the rules and regulations regarding student conduct referenced in these pages. [http://cas.umkc.edu/CPR](http://cas.umkc.edu/CPR)
**Important Dates and Reminders - Foundation Students  (Fall 2018-Spring 2019)**

**ALL DOCUMENTS MUST BE SIGNED & SUBMITTED VIA SONIA**

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Completed By</th>
<th>DUE DATE</th>
</tr>
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<tbody>
<tr>
<td><strong>Practicum Hours Begin August 20th</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly Activity Reports <strong>DUE</strong> the 5th day of every month (ex.- Aug. hrs DUE Sept. 5th)</td>
<td></td>
<td>5th of every month</td>
</tr>
<tr>
<td><em>Students should be submitting timesheets daily/weekly in Sonia</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference Report I (Liaison meeting w/Student and Field Instructor)</td>
<td>Sept. 14th</td>
<td></td>
</tr>
<tr>
<td>-Initial Learning Contract</td>
<td></td>
<td>Sept. 21st</td>
</tr>
<tr>
<td>-Conference Report I</td>
<td></td>
<td></td>
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<tr>
<td>-Agency Profile Assignment (with Signatures)</td>
<td></td>
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</tr>
<tr>
<td>-Fall Midterm Evaluation (Liaison meeting w/Student and Field Instructor)</td>
<td>Oct. 12th</td>
<td>Oct. 19th</td>
</tr>
<tr>
<td>-Cultural Awareness Assignment</td>
<td></td>
<td>Oct. 27th</td>
</tr>
<tr>
<td>-Fall Learning Contract Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Final Field Hours</td>
<td>Dec. 7th</td>
<td>Dec 10th</td>
</tr>
<tr>
<td>-Any and all missing paperwork must be submitted</td>
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</tbody>
</table>

*Note: Up to 32 hours can be completed over Winter Break and counted towards spring semester hours*

<table>
<thead>
<tr>
<th>Spring 2019</th>
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<tr>
<td><strong>Practicum Hours Begin January 22nd</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly Activity Reports <strong>DUE</strong> the 5th day of every month (ex.- Jan. hrs DUE Feb. 5th)</td>
<td></td>
<td>5th of every month</td>
</tr>
<tr>
<td>Conference Report II (Liaison phone/video meeting w/Student and Field Instructor)</td>
<td>Feb. 8th</td>
<td>Feb. 15th</td>
</tr>
<tr>
<td>Spring Midterm Evaluation (Liaison meeting w/Student and Field Instructor)</td>
<td>March 8th</td>
<td>March 15th</td>
</tr>
<tr>
<td>-Spring Learning Contract Evaluation</td>
<td>May 10th</td>
<td>May 13th</td>
</tr>
<tr>
<td>-Final Field Hours</td>
<td></td>
<td></td>
</tr>
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<td></td>
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Important Reminders:
- Documents must be completed & submitted in Sonia *no later than* the dates listed above
- ALL documents are to be submitted directly through Sonia
- It is unacceptable to submit hours for multiple months at one time
- Learning Contracts must be prepared with your Field Instructor and ready for the Field Liaison to review during Liaison Conferences
- The student is responsible for tracking cumulative hours to ensure all practicum hours are completed by the end of each semester
- The student is ultimately responsible for ensuring all documents are completed/submitted in Sonia
X. Suggested Readings:
University of Missouri - Kansas City
School of Social Work
Fall/Spring Semesters 2018-19

SW 5512/5513: Advanced Field Practicum I & II

Prof. Ile Haggins, MSW, LCSW
Office Location: 5030 Cherry St., Ste. 246
Office Phone: 816-235-6717

Office Hours: by appointment
Email Address: hagginsi@umkc.edu

COURSE SYLLABUS

The mission of the School of Social Work is to prepare competent, advanced generalist social work practitioners to meet the needs of multi-cultural diverse populations in a dynamic mid-western metropolitan context; to be culturally proficient, ethical leaders and service providers engaged in knowledge-driven, inter-professional, multi-systemic, community-based practice; who advocate for social and economic justice, enhance human wellbeing, and support individuals’ capacity to address their own needs.

Our goals include:
1. To prepare culturally proficient advanced generalist social work leaders and practitioners to provide human services for diverse populations.
2. To prepare advanced generalist social work leaders and practitioners to engage in interdisciplinary scientific inquiry, and critical thinking.
3. To prepare advanced generalist social work leaders and practitioners to develop and implement multi-systemic, multi-level evidence-based practices.
4. To prepare advanced generalist social workers that understand and identify with the social work profession and are committed to upholding the values and ethics of the profession that serve to guide professional practice.
5. To prepare advanced generalist social workers to advocate for social and economic justice through collaboration with multi-cultural diverse communities.

I. Integrative Course Rationale:
Field practice is a central component in the student’s professional education for social work. In the field experience, students apply what they learn in agency-based practice. Field placements provide the student with a range of practice experience to promote the integration of theoretical learning from class work, and to further the knowledge, value, and skills for professional social work practice. Field practice in the concentration year builds on the generalist social work practice perspective of the foundation year curriculum and field work as students concentrate on social work practice with individuals, families, and groups.

Pre-requisites or co-requisites:
SW 5512: Completion of all foundation year course work and field hours. Must take SW 5540 concurrently.
SW 5513: Completion of SW 5512 and SW 5540. Must take SW 5541 concurrently.
II. Course Description:
Field instruction takes place in community agency settings weekly (16.25 hours) over both fall and winter semesters. The focus during the second year concentration field practicum is to develop mastery in the area of concentration by increasing skills in practice approaches, furthering the agency mission, examining relevant policies, integrating human and organizational behavior theory, and applying research knowledge. The student’s ability to select and use multiple approaches to social work with individuals, families, and groups is also emphasized.

The University of Missouri-Kansas City M.S.W. Program defines advanced generalist social work as follows:

**Advanced Generalist Social Work**
Advanced generalist social work practice directs intervention efforts toward the interplay of individual lives, interpersonal interaction and social forces—efforts requiring practitioners to draw from a continuum of skills ranging from individual development to relationship improvement to resources acquisition to social and institutional change. Anchored in a generalist foundation, advanced generalist practice directs social workers through the conscious use of self to address challenges at all levels, including those of individuals, families, groups, organizations, neighborhoods, communities, and society. Change is achieved through synchronized efforts that work with—not on—people, their relationships, and the social and political environment. These simultaneous and coordinated efforts initiate, sustain, and amplify systems functioning.

To facilitate change, advanced generalist practitioners integrate a continuum of strategies ranging from individual development to relationship improvement to resource acquisition and reallocation through social and institutional change. Collaborating as partners, clients and social workers can coordinate these efforts simultaneously or sequentially, but not part of the ecosystemic transaction can be ignored. Advanced generalists efforts at the personal level provide only brief respite if they are not supported by complimentary changes within interpersonal and social realms. Likewise, even broad base social improvements can fail if not protected by the continuing influence of concerned individuals, families, and groups.

This definition of advanced generalist social work is supported by the following assumptions:

- Generalist practice provides the basic helping strategies and competencies which underlie social work practice at its beginning level of competency.

- Generalist practice considers the interplay of personal and collective issues and works with a variety of human systems—individuals, families, formal groups, neighborhoods, complex organizations, communities, and societies—to create changes which maximize social functioning.

- Generalist social work practice views problems in context using different context-sensitive skills to intervene at multiple system levels and integrate a combination of methods as required by a particular situation or client population.
Generalist practice addresses the solution and/or prevention of problems at all levels of interventions—personal, familial, interpersonal, organizational, community, institutional, and societal.

Generalist practice looks at issues in context and finds solutions within the interactions between people and their environments.

III. Course Objectives:
Upon conclusion of the course, students will demonstrate growth in all of the advanced year differential competencies. Students will:

<table>
<thead>
<tr>
<th>CSWE Competencies</th>
<th>Students will be able to: (Practice Behaviors)</th>
<th>Key Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior.</td>
<td>Recognize and manage personal values in a way that allows professional values to guide practices</td>
<td>Learning contract</td>
</tr>
<tr>
<td></td>
<td>Understand and identify professional strengths and challenges to then proficiently demonstrate a professional use of self with clients, constituents, and colleagues</td>
<td>Learning contract</td>
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<td></td>
<td>Competently assess and utilize supervision and consultation as needed and/or required for licensure</td>
<td>Learning contract</td>
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<tr>
<td></td>
<td>Understand ethical and legal implications that may impact practice and apply ethical decision making to promote social and economic justice</td>
<td>Learning contract</td>
</tr>
<tr>
<td>Engages Diversity and Difference in Practice.</td>
<td>Research and apply knowledge of diverse populations to enhance client/constituent wellbeing</td>
<td>Learning contract</td>
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<td></td>
<td>Demonstrate the necessary self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>Learning contract</td>
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<tr>
<td></td>
<td>Identify the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Learning Contract</td>
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<tr>
<td></td>
<td>Engage in culturally competent advanced practice with diverse populations.</td>
<td>Learning contract</td>
</tr>
<tr>
<td>Advance Human Rights and Social, Economic, and Environmental Justice.</td>
<td>Use knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma on clients/constituents and their systems to guide intervention planning.</td>
<td>Learning contract</td>
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<td></td>
<td>Critically analyze practice in relation to advancing human rights and social and economic justice.</td>
<td>Learning contract</td>
</tr>
<tr>
<td>Engage in Practice-Informed Research</td>
<td>Critically evaluate evidence based and “best practice” treatment interventions.</td>
<td>Learning contract</td>
</tr>
<tr>
<td>and Research-Informed Practice</td>
<td>Apply evidence based and “best practice” treatment interventions.</td>
<td>Learning contract</td>
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<tr>
<td>Engage in Policy Practices</td>
<td>Apply advocacy skills that can be used to inform policymakers and influence policies that impact clients/constituents and services.</td>
<td>Learning contract</td>
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<td></td>
<td>Communicate to stakeholders the implication of policies and policy change in the lives of clients/constituents.</td>
<td>Learning contract</td>
</tr>
<tr>
<td>Engage with Individuals, Families, Groups, Organizations, &amp; Communities</td>
<td>Demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents.</td>
<td>Learning contract</td>
</tr>
<tr>
<td></td>
<td>Establish an engagement process that encourages clients/constituents to be active participants in the establishment of intervention goals and expected outcomes.</td>
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<tr>
<td>Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>Competently and proficiently collect, organize, and interpret individual, organization and/or community data.</td>
<td>Learning contract</td>
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<td>Individual, organization and/or community assessments, including mutually agreed-on intervention goals and objectives are completed using appropriate and applicable theoretical frameworks.</td>
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<tr>
<td>Intervene with Individuals, Families, Groups, Organizations, &amp; Communities</td>
<td>Select appropriate intervention strategies which include mutually agreed-on intervention goals and objectives.</td>
<td>Learning contract</td>
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<td></td>
<td>Apply advanced theoretical and practice knowledge and skills. Including the critical application of the diagnostic classification systems.</td>
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<td>Competently implement prevention interventions that enhance individual, organization and/or community capacities.</td>
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<td>Develop and pursue actions to achieve individual, organization and/or community goals.</td>
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<td>Collaborate effectively with other professionals/stakeholders to coordinate interventions.</td>
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<tr>
<td>Evaluate Practice with Individuals, Families, Groups, Organizations, &amp; Communities</td>
<td>Evaluate your own practice and support the evaluation of your agency/practice setting.</td>
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</tr>
<tr>
<td></td>
<td>Contribute to the theoretical knowledge base of the social work profession through practice-based research.</td>
<td>Learning Contract</td>
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</table>

**Seminar Description**

The Foundation Field Practicum Seminar is a required component of SOCWK 5510 Foundation Field Practicum I. (There is no seminar for SOCWK 5511 in the spring semester.) It is also required of all BSW-Advanced Placement Students. These experiential seminars are designed to promote the integration of classroom learning with field learning through in-depth
discussion and experiential learning activities. Seminar content includes: the field education learning process, ethical dilemmas, diversity issues, and themes of social justice and oppression. These topics are addressed while applying the values, knowledge, and skills of a generalist social work practitioner. The Foundation Field Practicum Seminar meets for two and a half hours on each scheduled date throughout the semester. In-depth group discussion and experiential exercises will be utilized. Students will be required to make a specific journal entry for each seminar as a method of processing information and experiences.

Seminars will take place the third Friday of September, October and November from 6:00pm-8:00pm. Seminar location will be announced.

Students are expected to arrive several minutes prior to the start of the exercises, allowing guest facilitators full advantage of the seminar time. A lite meal will be served.

**Resources & Policy Statements**

**Academic Calendar:** Students are encouraged to review important add, drop or withdraw dates: [http://www.umkc.edu/registrar/acal.asp](http://www.umkc.edu/registrar/acal.asp)

**Academic Honesty:** The Board of Curators of the University of Missouri recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to adhere to such standards. Academic dishonesty, including cheating, plagiarism or sabotage, is adjudicated through the University of Missouri Student Conduct Code and Rules of Procedures in Student Conduct Matters.

(Academic units may have additional student codes of behavior to be referenced, i.e. Honor Codes.)

**Academic Inquiry, Course Discussion and Privacy**

**Faculty not allowing recording** - University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may not make any audio or video recordings of course activity (including those recordings prepared by an instructor), except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who have written permission from the course instructor to record are not permitted to redistribute any audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded, including those recordings prepared by an instructor. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

**Attendance Policy** – [UMKC Attendance Policy](http://www.umkc.edu/registrar/acal.asp). Students are expected to attend and participate in classes. Advance notice of attendance policies of academic units and individual instructors should be given, and such notice should be in writing. Students should notify instructors of
excused absences in advance, where possible. Students who have an excused absence are expected to make arrangements with instructors for alternative or make-up work. Such arrangements should be made in advance of the absence, where possible. Instructors should accommodate excused absences to the extent that an accommodation can be made that does not unreasonably interfere with the learning objectives of the course or unduly burden the instructor. Attendance policies shall be applied in a non-discriminatory manner.

**Campus Safety:** Inclement weather, mass notification, and emergency response guide: [http://www.umkc.edu/umkcalert/](http://www.umkc.edu/umkcalert/)

**Counseling and Health Services Available at UMKC:** UMKC students may experience many challenges in their lives while attending college – stress, depression, suicidality, trauma, relationship issues, health concerns, etc. As your professor, I care about your success and well-being, and want to make you aware of some helpful resources on campus. The UMKC Counseling Center ([www.umkc.edu/counselingcenter](http://www.umkc.edu/counselingcenter)), located at 4825 Troost in Room 206, offers a wide range of supportive services to students. Appointments can be made by calling 816.235.1635. UMKC Student Health and Wellness ([http://info.umkc.edu/studenthealth/](http://info.umkc.edu/studenthealth/)) located at 4825 Troost in Room 115, offers a full range of health care and promotion services. Appointments can be scheduled online or by calling 816.235.6133. The MindBody Connection ([www.umkc.edu/mindbody](http://www.umkc.edu/mindbody)) is located in the Atterbury Student Success Center in Room 112 and offers a variety of stress-reduction services.

**Disability Support Services:** To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of services for Students with Disabilities (OSSD) as soon as possible. To contact OSSD, call 816.235.5696. Once verified, OSSD will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. For more information go to: [http://www.umkc.edu/diability/](http://www.umkc.edu/diability/)

**English Proficiency Statement:** Students who encounter difficulty in their courses because of the English proficiency of their instructors should speak directly with their instructors. If additional assistance is needed, students may contact the UMKC Help Line at 816.235.2222 for assistance.

**Grade Appeal Policy:** Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the instructor. The University grade appeal procedure is available only for the review of allegedly capricious grading and not for review of the instructor’s evaluation of the student’s academic performance. Capricious grading, as that term is used here, comprises any of the following:

- The assignment of a grade to a particular student on some basis other than the performance in the course;
- The assignment of a grade to a particular student according to more exacting or demanding standards than were applied to other students in the course; (Note: Additional or different grading criteria may be applied to graduate students enrolled for graduate credit in 300- and 400-level courses.)
• The assignment of a grade by a substantial departure from the instructor’s previously announced standards.

**Discrimination Grievance Procedures for Students:** Discrimination Grievance Procedures for Students can be found here:  

**Statement of Human Rights:** The Board of Curators and UMKC are committed to the policy of equal opportunity, regardless of race, color, religion, sex, sexual orientation, national origin, age, disability, and status as a Vietnam era veteran. Commitment to the policy is mentored by the Division of Diversity, Access & Equity, but it is the responsibility of the entire university community to provide equal opportunity through relevant practices, initiatives and programs.

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IV. Students with Special Needs:
If you are in need of special assistance for any type of disability, please contact Scott Laurent, Coordinator of Student Disabilities Services at 816-235-5696 or at laureentr@umkc.edu. The Student Disabilities Services office is located on the lower level of the University Center, room 23. The Student Disabilities Services office can be located on the internet at www.umkc.edu/disability. In order to receive accommodation you will be required to document your particular disability.

V. Academic Honesty:
The UMKC 2017-2018 Catalog states in the Conduct subsection of Policies and Procedures at the Graduate and Professional level, “The Board of Curators of the University of Missouri recognizes that academic honesty is essential for the intellectual life of the university. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards.” Please visit the on-line catalog at www.umkc.edu/umkc/catalog-grad/html/aooend/policy/0020.html to read concise definitions of behaviors and sanctions related to academic honesty, especially those pertaining to plagiarism. Students must cite (in both their written and spoken work) someone else’s thinking whether using a direct quotation or not. The School of Social Work is adamant that MSW students adhere to the NASW Code of Ethics and learn with honesty and integrity.

VI: Teaching Methods:
To effectively integrate social work knowledge, values, and skills into the provision of social services, SOCWK 5512/5513 students’ primary academic task for each semester is their participation in experiential learning activities at a local social service agency. Chosen for their suitability toward growth in each of the competency areas and monitored by on-site field instructors, these activities allow for intensive opportunities for students to experience the application of theory into practice.

VII: Required Texts and Materials:

VIII: Evaluation of Student Performance:
A: Description of Methods of Evaluation:
Mid-term and final evaluations of student performance are completed each semester by the Field Instructor and reviewed by the Faculty Field Liaison, then by the Director of Field Education. Students are evaluated on growth in competency areas as demonstrated through activities outlined in the Learning Contract. Field Instructors assess student growth in each competency area and mark the assessment on the assessment portion of the Learning Contract. Field Instructors assign an overall rating of “satisfactory” or “unsatisfactory” to student growth.

B: Grading Procedures:
Foundation Field Practicum I and II are credit/no credit courses. As such, letter grades are not assigned. Successful completion of SOCWK 5510 and SOCWK 5511 requires:
overall ratings of “satisfactory” from the Field Instructor at both midterm and final assessments, the completion of a minimum of 260 hours per semester at the practicum site, and submission of all required documentation as scheduled. Grades for SOCWK 5510 and SOCWK 5511 are issued by the Director of Field Education. Advanced standing students must attend seminars.

IX: Suggested Readings:


X: Class Topics and Class Schedule:

Practicum Deadlines and Documentation
### Important Dates and Reminders - Concentration Students  (Fall 2018-Spring 2019)

**ALL DOCUMENTS MUST BE SIGNED & SUBMITTED VIA CANVAS**

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<tr>
<td><em>Practicum Hours Begin August 20&lt;sup&gt;th&lt;/sup&gt;</em></td>
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<tr>
<td>-Monthly Activity Reports DUE the 5&lt;sup&gt;th&lt;/sup&gt; day of every month (ex.- Aug. hrs DUE Sept. 5&lt;sup&gt;th&lt;/sup&gt;)</td>
<td></td>
<td></td>
<td>5&lt;sup&gt;th&lt;/sup&gt; of every month</td>
</tr>
<tr>
<td>-Conference Report I (Liaison meeting w/Student and Field Instructor)</td>
<td></td>
<td>Sept. 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>-Initial Learning Contract</td>
<td>-Conference Report I</td>
<td>-Agency Profile Assignment (with signatures)</td>
<td></td>
</tr>
<tr>
<td>-Fall Midterm Evaluation (Liaison meeting w/Student and Field Instructor)</td>
<td></td>
<td>Oct. 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Oct. 19&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>-Fall Learning Contract Evaluation</td>
<td>-Final Field Hours</td>
<td>-Any and all missing paperwork must be submitted (check Canvas)</td>
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</tbody>
</table>

*Note: Up to 32 hours can be completed over Winter Break and counted towards spring semester hours*

<table>
<thead>
<tr>
<th></th>
<th>Spring 2019</th>
<th>Completed By</th>
<th>DUE DATE</th>
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</thead>
<tbody>
<tr>
<td><em>Practicum Hours Begin January 22&lt;sup&gt;nd&lt;/sup&gt;</em></td>
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<tr>
<td>-Monthly Activity Reports DUE the 5&lt;sup&gt;th&lt;/sup&gt; day of every month (ex.- Jan. hrs DUE Feb. 5&lt;sup&gt;th&lt;/sup&gt;)</td>
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<td></td>
<td>5&lt;sup&gt;th&lt;/sup&gt; of every month</td>
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<tr>
<td>-Conference Report II (Liaison phone/video meeting w/Student and Field Instructor)</td>
<td></td>
<td>Feb. 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Feb. 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>-Spring Midterm Evaluation (Liaison meeting w/Student and Field Instructor)</td>
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<td>March 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>March 15&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>-Spring Learning Contract Evaluation</td>
<td>-Final Field Hours</td>
<td>-Any and all missing paperwork must be submitted (check Canvas)</td>
<td></td>
</tr>
</tbody>
</table>

Important Reminders:
- Documents must be completed, signed & submitted via Canvas no later than the dates listed above
- **ALL** documents are to be submitted directly to Canvas – Hand-delivered or mailed copies will not be accepted
- Keep a copy of everything you submit to Canvas
- It is unacceptable to submit hours for multiple months at one time.
- **Learning Contracts** must be prepared with your Field Instructor and ready for the Field Liaison to review during Liaison Conferences
  - Ensure your Field Instructor, Liaison, AND YOU have signed all necessary documents prior to submitting
- At Midterm of each semester evaluate your progress in completing the required 260 hours for the semester
# UMKC Social Work Field: Monthly Time and Activity Report

**Clock Hours for the Month of:**

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<tr>
<th>Date:</th>
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<td>Hours Worked:</td>
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<td>Hours Worked:</td>
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</table>

**Total Clock Hours for the Month:**

This month the following Activities enhanced my Practice Behaviors within the following competency areas (as identified on the Learning Contract):

<table>
<thead>
<tr>
<th>Ethical &amp; Professional Behavior</th>
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</thead>
<tbody>
<tr>
<td>Diversity &amp; Difference in Practice</td>
</tr>
<tr>
<td>Human Rights &amp; Social, Economic, &amp; Environmental Justice</td>
</tr>
<tr>
<td>Practice-informed Research &amp; Research-informed Practice</td>
</tr>
<tr>
<td>Policy Practice</td>
</tr>
<tr>
<td>Engagement</td>
</tr>
<tr>
<td>Assessment</td>
</tr>
<tr>
<td>Intervention</td>
</tr>
<tr>
<td>Evaluation</td>
</tr>
</tbody>
</table>

---

**Student’s Name**

**Field Instructor’s Name**

**Student’s Signature**

**Date**

**Field Instructor’s Signature**

**Date**

* This document must be typed, handwritten Reports will not be accepted.
* Field hours are due the 5th day of month following the month hours are accumulated (e.g., Jan hours are due Feb 5th). If the 5th falls on a weekend date, hours will be due the following Monday.
### UMKC School of Social Work
Foundation Field Practicum Learning Contract & Evaluation

<table>
<thead>
<tr>
<th>Student:</th>
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<tbody>
<tr>
<td>Phone: ( ) -</td>
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<tr>
<td>Email:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Agency:</th>
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<tbody>
<tr>
<td>Phone: ( ) -</td>
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<tr>
<td>Address:</td>
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</table>

<table>
<thead>
<tr>
<th>Field Instructor:</th>
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<tr>
<td>Phone: ( ) -</td>
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<tr>
<td>Email:</td>
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<table>
<thead>
<tr>
<th>Practicum Schedule:</th>
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<tbody>
<tr>
<td>Monday:</td>
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<tr>
<td>Tuesday:</td>
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<tr>
<td>Wednesday:</td>
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<tr>
<td>Thursday:</td>
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<tr>
<td>Friday:</td>
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<tr>
<td>Saturday:</td>
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<tr>
<td>Sunday:</td>
</tr>
<tr>
<td><strong>Student:</strong></td>
</tr>
<tr>
<td>-------------</td>
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<tr>
<td>Phone: (     ) -</td>
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<tr>
<td>Email:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Agency:</strong></th>
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<tbody>
<tr>
<td>Phone: (     ) -</td>
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<tr>
<td>Address:</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Field Instructor:</strong></th>
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<tbody>
<tr>
<td>Phone: (     ) -</td>
<td></td>
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<tr>
<td>Email:</td>
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</tbody>
</table>

**Practicum Schedule:**

- **Monday:**
- **Tuesday:**
- **Wednesday:**
- **Thursday:**
- **Friday:**
- **Saturday:**
- **Sunday:**
Field Education
Practicum Conference Report I

Student: ______________________________________________________________

Field Instructor/Preceptor: _____________________________________________

Liaison: _____________________________________________________________

Agency: ______________________________________________________________

Learning Contract Review:      Yes  No

Are the specific tasks and activities demonstrative of corresponding competency areas?  □  □
Are learning activities specified for each competency area?                   □  □
Are the specific tasks and activities tangible and measurable as written?     □  □

Explain any activities/tasks identified and incorporated into the learning contract during the site visit:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Does the learning contract document that the Student and Field Instructor have agreed upon the following? Yes  No

☐ a regular schedule of weekly field work has been established for the semester □  □
☐ a schedule of weekly supervisory meetings                                 □  □

Is a positive relationship perceived between the Student and Field Instructor? ☐  □

Assess the communication between the Student and Field Instructor/Preceptor:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Explain what the Field Instructor and Student are doing to ensure that the Student is receiving educational supervision:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Faculty Field Liaison: ___________________________________________________

Signature                                      Date

Field Instructor/Preceptor: __________________________

Signature                                      Date

Student: ____________________________________________________________

Signature                                      Date
Field Education
Practicum Conference Report II

Student: ______________________________________________________

Field Instructor/Preceptor: ____________________________________________

Liaison: _______________________________________________________

Agency: ______________________________________________________

Learning Contract Review:                                      Yes  No

Has completion of Learning Contract activities allowed for Student learning at the agency?  □  □

Has the Field Instructor been able to assess growth in competency based on Student performance? □  □

Indicate those competency areas where the Student has demonstrated **exceptional** growth, i.e. assessment at 4 or 5:
_____________________________________________________________________________________

Indicate those competency areas where the Student has demonstrated **insufficient or minimal** growth, i.e. assessment at N/A, 1 or 2:
_____________________________________________________________________________________

Please explain modifications made to the Learning Contract to stimulate Student growth and learning in these areas:
_____________________________________________________________________________________

_____________________________________________________________________________________

What other suggestions were made for Student growth?
_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

List any other observations or concerns regarding the Student’s progress in the field practicum:
_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Faculty Field Liaison: ___________________________ Signature ___________________________ Date

Field Instructor/Preceptor: ___________________________ Signature ___________________________ Date

Student: ___________________________ Signature ___________________________ Date
Appendix X

Field Education
Mid-Term Evaluation – FALL

Student: ______________________________________________________
Field Instructor/Preceptor: ______________________________________
Liaison: _______________________________________________________
Agency: _______________________________________________________

Below are several statements pertaining to the Student’s performance. Please check the response that represents your level of agreement to each of the following statements.

- UP – Un satisfactory Progress: student does not display competency
- EC – Emerging Competence: student understands and begins to apply competency with supervision
- C – Competence: student applies the competency with limited supervision

<table>
<thead>
<tr>
<th>Questions</th>
<th>UP</th>
<th>EC</th>
<th>C</th>
<th>Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student arrives at practicum agency when scheduled, is on time, and dresses appropriately.</td>
<td></td>
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<tr>
<td>2. The student is able to address problems/challenges without delay.</td>
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<tr>
<td>3. The student performs in an ethical and trustworthy manner.</td>
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<tr>
<td>4. The student effectively communicates information to others.</td>
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<tr>
<td>5. The student is able to work collaboratively with others in the organization.</td>
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<tr>
<td>6. The student interacts appropriately with the field supervisor(s) and other supervisory staff.</td>
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<tr>
<td>7. The student treats others fairly and with respect.</td>
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<tr>
<td>8. The student is able to manage her/his time effectively.</td>
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<tr>
<td>9. The student shows initiative toward her/his professional growth</td>
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<tr>
<td>10. The student is able to adapt to new ideas or suggestions.</td>
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</tbody>
</table>
Improvement Plan:

For any UP (Unsatisfactory Progress), discuss with student and explain how this area will be addressed moving forward. Indicate if any changes will be made to the Learning Contract to address these areas. Explain any other actions to be taken.

__________________________________________________________________________________________________
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Field Instructor/Preceptor: _____________________________________________________________

Signature                                      Date

Student: _____________________________________________________________

Signature                                      Date

Faculty Field Liaison: _____________________________________________________________

Signature                                      Date
**Field Education**

**Mid-Term Evaluation – SPRING**

Student: ______________________________________________________

Field Instructor/Preceptor: ______________________________________

Liaison: _______________________________________________________

Agency: _______________________________________________________  

Below are several statements pertaining to the Student’s performance. Please check the response that represents your level of agreement to each of the following statements. If a UP is given, write YES in the Improvement Plan column and provide explanation on next page.

- UP – Unsatisfactory Progress: student does not display competency
- EC – Emerging Competence: student understands and begins to apply competency with supervision
- C – Competence: student applies the competency with limited supervision

<table>
<thead>
<tr>
<th>Questions</th>
<th>UP</th>
<th>EC</th>
<th>C</th>
<th>Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. The student is able to admit her/his own mistakes.</td>
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<tr>
<td>11. The student appropriately challenges assumptions and is able to be creative in finding solutions.</td>
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<tr>
<td>12. The student performs in an ethical and trustworthy manner.</td>
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<td>13. The student participates in open discussion with all team members, respectfully contributing ideas and listening to the ideas of others.</td>
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<tr>
<td>14. The student is able to work collaboratively with others in the organization.</td>
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<tr>
<td>15. The student interacts appropriately with the field supervisor(s) and other supervisory staff.</td>
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<tr>
<td>16. The student is able to appraise her/his own strengths and areas for growth opportunities.</td>
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<td>17. The student is able to prioritize and balance obligations and projects.</td>
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<tr>
<td>18. The student seeks out opportunities to improve or develop her/his skills and abilities.</td>
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</tbody>
</table>
10. The student is willing to perform outside her/his biases.

**Improvement Plan:**

*For any UP (Unsatisfactory Progress), discuss with student and explain how this area will be addressed moving forward. Indicate if any changes will be made to the Learning Contract to address these areas. Explain any other actions to be taken.*

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Field Instructor/Preceptor: ___________________________ Signature  ___________________________ Date

Student: ___________________________ Signature  ___________________________ Date

Faculty Field Liaison: ___________________________ Signature  ___________________________ Date
### UMKC School of Social Work

**Student Evaluation of Field Instructor/Preceptor**

If you had a preceptor at your Field Practicum, please complete one form for your Field Instructor and one form for your Preceptor.

Field Instructor/Preceptor: ____________________________

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<th></th>
<th></th>
<th>strongly disagree</th>
<th>strongly agree</th>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1. Overall, I would highly recommend my Field Instructor/Preceptor to future students in field.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>2. My Field Instructor/Preceptor seemed genuinely invested in my field learning.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>3. My Field Instructor/Preceptor appeared to have extensive knowledge of the social work field.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>4. My Field Instructor/Preceptor focused supervision meetings on helping me develop the knowledge, skills, and attitudes necessary for effective social work.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>5. I received consistent and helpful feedback from my Field Instructor/Preceptor.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>6. Communication with my Field Instructor/Preceptor was effective.</td>
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<tr>
<td>7. My Field Instructor/Preceptor helped me apply classroom learning to my field experience (linked knowledge to practice).</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>8. My Field Instructor/Preceptor is a good professional role model.</td>
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<tr>
<td>9. My Field Instructor/Preceptor seemed able to address the needs of a variety of client groups, including people of different races, national origin, ethnicity, gender, sexual orientation, culture, class, religion, physical/mental ability, and age.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>10. My Field Instructor/Preceptor helped me to identify activities for my Learning Contract that promoted my growth in the competency areas.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>11. My Field Instructor/Preceptor helped me build on my strengths.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>12. My Field Instructor/Preceptor helped me identify areas for continued growth.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>13. My Field Instructor/Preceptor helped me reflect on my learning.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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</tbody>
</table>

14. My Field Instructor/Preceptor helped me learn most by……..

15. It would have been beneficial if my field Instructor/Preceptor had……..

*Please provide any additional comments on the reverse of this form.*
UMKC School of Social Work
Field Liaison Evaluation of
Field Instructor/Preceptor

Field Instructor/Preceptor Appropriate For:
- □ Foundation
- □ Concentration
- □ Foundation and Concentration

Field Instructor/Preceptor:  
- Yes              No

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides consistent leadership/guidance</td>
<td></td>
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<tr>
<td>Provides educational supervision</td>
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<tr>
<td>Shows a clear understanding of social work knowledge, values, and skills</td>
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<td></td>
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<tr>
<td>Reflects the Code of Ethics in practice and supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is regularly available to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates clearly with Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates clearly with Liaison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies appropriate learning activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matches learning activities to student abilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Liaison Recommendation:
- □ Continue to Field Instructor/Preceptor
- □ Consider using Field Instructor/Preceptor with specific guidance from UMKC School of Social Work
- □ Consider dropping Field Instructor/Preceptor from active list

Additional Comments:
# UMKC School of Social Work
## Student Evaluation of Field Liaison

**Faculty Liaison:** ____________________  

<table>
<thead>
<tr>
<th></th>
<th>strongly disagree</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>Overall, I would highly recommend my Faculty Liaison to future students in field.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>15.</td>
<td>My Faculty Liaison seemed genuinely invested in my field learning.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>16.</td>
<td>My Faculty Liaison appeared to have extensive knowledge of the social work field.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>17.</td>
<td>My Faculty Liaison focused site visits on helping me develop the knowledge, skills, and attitudes necessary for effective social work.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>18.</td>
<td>I received consistent and helpful feedback from my Faculty Liaison.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>19.</td>
<td>My Faculty Liaison communicated well with my Field Instructor/Preceptor.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>20.</td>
<td>My Faculty Liaison helped me apply classroom learning to my field experience (linked knowledge to practice).</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>21.</td>
<td>My Field Liaison is a good professional role model.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>22.</td>
<td>My Faculty Liaison was an effective link between my field agency and the UMKC School of Social Work.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>23.</td>
<td>My Faculty Liaison helped me structure my Learning Contract activities to integrate classroom learning.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>24.</td>
<td>My Faculty Liaison helped me build on my strengths.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>25.</td>
<td>My Faculty Liaison helped me identify areas for continued growth.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>26.</td>
<td>My Faculty Liaison helped me reflect on my learning.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>27.</td>
<td>My Faculty Liaison kept scheduled appointments.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
</tbody>
</table>

15. My Faculty Liaison helped me learn most by:

16. It would have been beneficial if my Faculty Liaison had:

17. My Faculty Liaison visited my practicum agency _____ times during first semester.

18. My Faculty Liaison visited my practicum agency _____ times during second semester.

Please provide any additional comments on the reverse of this form.
Foundation Activities Available:
(Apply, understand, practice, interpret, apply critical thinking, analyze, formulate, influence, evaluate, use differentially, use, function)

___ Social work with individuals/families
___ Family group intervention
___ Group work—growth oriented
___ Group work—task oriented
___ Supervision
___ Consultation
___ Staff development
___ Research
___ Social action
___ Policy development
___ Community development
___ Legislative intervention
___ Other (specify): ___________________

Concentration Activities Available:
(Apply advanced social work practice, Analyze, Intervene, Evaluate, Highly differentiated, Discriminating, Self-critical, Synthesize and apply, High degree, Autonomy, Proficiency, Refine and advance, Broad range of skills, Greater depth, breath, & specificity)

___ Direct practice with individuals/ groups/families
___ Policy analysis and development
___ Program development and evaluation
___ Curriculum development
___ Education/Staff development
___ Personnel management
___ Staff allocation
___ Supervision
___ Budget development/analysis
___ Program coordination
___ Grant development/monitoring
___ Fund raising
___ Consultation
___ Social action
___ Advocacy/neighborhood group work
___ Community development
___ Legislative intervention
___ Research
___ Other (specify): ___________________

*The agency does/does not have sufficient work to sustain a student for 260 hours per semester.

*Liaison Recommendation:
- Continue to use agency
- Consider using agency with specific guidance from UMKC School of Social Work
- Consider dropping agency from active list

*Agency Appropriate For:
- [ ] Foundation
- [ ] Concentration
- [ ] Foundation and Concentration

*Number of Students agency can support: __

*Please make any additional comments on the back of this sheet.
# UMKC School of Social Work
**Student Evaluation of UMKC School of Social Work**

**Field Practicum Office**

Field Personnel: Ile Haggins  
Amy Simmons  
Sydney Morgan

<table>
<thead>
<tr>
<th>1. Overall, I would highly recommend the Field Office to future students in field.</th>
<th>1 2 3 4 5 6 7 8 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The Field Office personnel seemed genuinely invested in my field learning.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>3. The Field Office personnel appeared to have extensive knowledge of the social work field.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>4. I received consistent and helpful feedback from the Field Office personnel.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>5. The Field Office personnel communicated well with me.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>6. The Field Office personnel are good professional role models.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>7. The Field Office personnel took into account my standing as a foundation year or concentration year student when helping me identify a practicum placement.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>8. The Field Office personnel were readily available for questions and assistance throughout the academic year.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>9. Field Day was effective in preparing me to complete my Learning Contract.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>10. Field Day was effective in preparing me for documenting my field experience.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>11. I received sufficient information to begin my practicum.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>12. My placement was suited to my educational needs.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>13. My placement was suited to my social work experience.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>14. The Field Office personnel were effective in problem solving when my Faculty Liaison and Field Instructor were not able to provide assistance.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>15. The Field Office personnel helped me identify a placement that helped me grow and develop as an effective social worker.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>16. The Field Education Manual was helpful in planning for and completing my practicum placement.</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
</tbody>
</table>

17. This semester I was enrolled in SOCWK 5510/5511 SOCWK 5512/5513. (Please circle the appropriate course number.)

18. The Field Office personnel helped me most by……

19. It would have been beneficial if the Field Office personnel had:

20. Additional information I would have liked for the Field Office to provide for me includes……

Please provide any additional comments on the reverse of this form.
For a complete review of policies and rules regarding work-study field placements, please refer to the Field Education Manual.

Current policy allows students to engage practicum placements within employer agencies, after a minimum of six months of employment at the specific site. The student and employer agency must satisfactorily demonstrate in the Employer Agency Field Practicum Planner (attached) the means to separate employment from educational experiences within the agency. Consideration will only be given to students who submit appropriate materials outlining new learning, tasks different from their daily responsibilities on the job, consistent with learning objectives of the MSW Program.

The arrangement of a work-study field placement at a new job is discouraged by the Field Practicum Office, for reasons that a.) employer agencies typically require a “probationary period” of initial employment that does not guarantee employment for the duration of a field placement (two full semesters); b.) employers have no work history for new employees on which to base a justification for additional investment of resources to comply with the academic requirements of a field placement; and c.) employer agencies may be reluctant to grant a new employee the additional supervision and resources required for an academic field placement (i.e. additional paperwork and documentation requiring more Field Instructor time). Should students seek work-study arrangements at new places of employment, the negotiation of such an arrangement is entirely the responsibility of the student.

In any case of work-study field practicum, the student should note that it is solely the discretion of the host/employer agency to determine the conditions of the work-study within the guidelines set forth by the UMKC MSW Program as presented in the Field Practicum Placement Agreement and by the Field Practicum Office. In other words, the student’s schedule, the completion of work and practicum duties, and the job expectations of the employer/host agency are NOT determined at the discretion of the MSW Program and are negotiated strictly between the employer and employee. However, the work-site arrangement must satisfactorily fulfill the educational requirements set forth by the MSW Program. If it is shown that the work-study arrangement cannot provide NEW learning at the appropriate level of skill (foundation or advanced), then the student cannot receive credit for the field practicum in that particular placement or arrangement, and the student must seek a placement outside of employment.