



TEXAS TECH UNIVERSITY
Social Work Program™

MSW Field Manual

Revised May 2022

Mission of the MSW Program at Texas Tech University

The Master of Social Work Program at Texas Tech University prepares advanced generalist social workers to contribute to society through professional social work practice and engaged civic participation, providing thoughtful leadership. As critical thinkers and self-directed learners, the MSW graduates can simultaneously use self-awareness and sensitivity to the plight of humankind to promote social justice not only in the South Plains Region but also within our interdependent global community. The MSW program integrates the purpose, core principles and methods of social work, and augments these with advanced knowledge and skills to ensure that graduates will continually refine practice through synthesis and discretion, and will protect and promote the values of the profession.

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TEXAS TECH UNIVERSITY Social Work Program

MSW Program Goals

GOAL 1: The MSW Program will prepare professional social workers who identify with the profession of social work.

GOAL 2: The MSW Program will prepare professional social workers who are sensitive to the evolving context of practice.

GOAL 3: The MSW Program will prepare professional social workers who are able to function effectively in a practice environment.

Field Placement

A CONSTANT IN SOCIAL WORK EDUCATION

The field experience is vital to developing social workers who are dedicated to the profession and its values. In addition to supporting the knowledge, value and skill base for advanced generalist social work practice, the field experience fosters self-evaluation and a commitment to life-long professional growth.

This quality field experience is made possible by dedicated social workers employed by agencies, institutions, and in private practice who are committed to the ethical practice of social work. The investment of time and resources and the dedication to professionalism by the social work supervisors and their agencies are key components in the professional education of social work students.

Not only does the field experience serve to integrate classroom knowledge with practical experience, it also provides an opportunity for the student to assess his/her personal reaction social work in action. He/she is exposed to the hard facts regarding agency and service delivery limitations and has an opportunity to assess agency problems as well as agency potential, with encouragement to think of creative alternatives. The student, while considering his/her basic commitment to the profession, also has the opportunity to clarify his/her own professional direction, by dealing with different intervention modalities and delivery systems.

PURPOSE OF THE FIELD PLACEMENTS

The field placement is expected to expose students to a structured and supervised practice experience, thereby providing a vehicle for: (1) application of theory, integration of knowledge, (2) use of skills which will equip them as advanced generalist social workers, (3) increased self-awareness, and (4) development of professional comportment. In this planned and educationally directed, coordinated, and monitored experience, social work students participate in actual service delivery to the client system by casework, group-work, work with families, work with communities, work within organizations, and policy analysis and evaluation. In this hands-on experience the MSW social work student should be enabled to grow as a reflective, self-aware, knowledgeable individual and social worker.

Serving as field agency or field supervisor is not an easy job or a commitment that can be taken lightly. It requires unending patience, consistent guidance, considerable time, and a dedication to the values, principals and standards of the social work profession. Ethical standard 5 of the National Association of Social Workers Code of Ethics describes social workers' obligations of maintaining and promoting the "integrity of the profession." By contributing to the professional knowledge of future social workers, field agencies and supervisors are making a most important contribution to the profession and society.

SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS

The general aim of field instruction is to provide a structured opportunity for the student to integrate knowledge and practice behaviors. The vehicle for providing this opportunity is a planned and coordinated field placement based on a combination of Program Goals, Council on Social Work Education competencies, and the 41 practice behaviors that are associated with these. Additionally, 23 advanced practice behaviors are designed for advanced MSW students to ensure that students can provide advanced generalist social work to all system levels with a focus on the client system's health and well-being.

FIELD INSTRUCTION - EDUCATIONAL DESIGN FOR THE FIELD STUDENT

The MSW field placements are only open to students who have been accepted into the MSW through the Graduate School of Texas Tech University. Each student will move through the field placements sequentially. No student will be admitted to Foundation Field 2 until they have successfully completed Foundation Field 1. No student in the Standard MSW Option will be admitted into the Advanced Field classes until they have successfully completed their foundation year of classes.

Standard MSW Option – Foundation Field Classes

Full time students who are in the Standard MSW Program are expected to take Foundation Field 1 in the fall semester and Foundation Field 2 in the following spring semester.

Part time students who are in the Standard MSW Program are expected to take Foundation Field 1 in the first summer session following their admission to the program. They are expected to take Foundation Field 2 in the spring semester of their second year of classes.

Advanced MSW and Second Year Standard Option MSW Students

Full time students in the Advanced Year are expected to take Advanced Field Placement 1 in the fall semester and Advanced Field Placement 2 in the spring semester.

Part time students are expected to complete Advanced Field Placement 1 in the fall of their third year of classes and expected to complete Advanced Field Placement 2 in the spring of their third year. No student will be admitted to Advanced Field Placement 2 until they have successfully completed Advanced Field Placement 1.

For all field placements, the student is expected to show significant progress on demonstration of the associated practice behaviors by the mid-point of the semester, and to have effectively achieved these behaviors by the end of the semester. The sequential field placement evaluation forms are located as an appendix to this MSW Field Manual.

INTERVIEWING FOR A FIELD PLACEMENT

Students interview with a prospective placement agency, but only as assigned by the Director of MSW Field Education. The process allows the agency Field Supervisor to meet and talk with prospective practicum students. Following the interview, the agency's Field Supervisor provides

input to the Director of MSW Field Education regarding his or her assessment of the individual students who have been interviewed and their potential for a successful placement in that particular agency. In conference with the Director of MSW Field Education, the students also provide input regarding their reactions to the agencies. Drawing on all this information, the Director of MSW Field Education negotiates the final placement of students with agencies.

The Field Education Program reserves the right to prohibit a student from interning at an agency where issues of dual roles, or **other conflicts may be problematic.*

ROLE OF DIRECTOR OF MSW FIELD EDUCATION

The Director of MSW Field Education, DFE, is responsible for the development of the field placement program. S/he offers direction and support in meeting the program's overall objectives and the student's specific objectives. The DFE is responsible for developing and selecting potential agencies in which to place students and finalizes the interviews and field assignments of students to agencies with the input of agency supervisors and students.

It is recommended that he/she plan and conduct at least one joint meeting per year with agency Field Supervisors and representatives of the Community Advisory Committee to share ideas on effective use and training of students, to discuss problem areas, and to gain input for the social work program (recommended course content, curriculum needs, field coordination, etc.).

He/she is responsible for engaging with local social service agencies for potential field placements for the MSW Program. He/she is also responsible for initiating formal affiliation agreements with each field agency and ensuring that the MSW Program Director and the agency have signed an official agreement prior to the beginning of a field placement at that agency.

He/she is also responsible for orienting new agency Field Supervisors regarding mutual needs and expectations in addition to policies and procedures. He/she will update existing Field Supervisors concerning any changes in the Field Education program. Supervisors and agencies will be offered appropriate training, consultation, and support upon request.

He/she serves as the connecting point between the social work program, the student and the agency by:

- assisting the agency Field Supervisor to design the most effective learning experience possible for the student, within the structure of the agency setting.
- conducting regular agency visits for the following purposes:
 - to assess, with the supervisor and student, the individual learning needs of the student; ○ to jointly plan educational objectives and tasks designed to meet those objectives
 - to view the student's work as appropriate by reading, case recording, observing, etc.;
 - to clarify the student's role providing for compatibility between the program's goals and the agency objectives and policies;
 - to assess with the supervisor the progress and performance of the student and to consult with relevant parties regarding any problems.
- holding individual conferences with the students as needed to develop and assess progress toward stated educational goals, and to give students the opportunity to discuss any issues and/or concerns about their field experiences.

- maintaining contact with agency Field Supervisors and always being available to deal with problems originating from either supervisors or students.
- delineating the practice behaviors to be met by the student at the midpoint and at the end of field placement. He/she will assess with the supervisor and student the progress toward those behaviors.

As a social worker, the Director of MSW Field Education recognizes the cost to an agency in terms of agency resources including staff time and energy as well as space and materials. The DFE is also aware that the agency's primary goal is service to the client. Consequently, the DFE must assure that student activities do not interfere with this primary goal.

The DFE is the instructor of record for each of the field placement courses. He/she assigns a pass or fail grade after compiling all the data on the performance of the individual student.

ROLE OF THE FIELD SUPERVISOR:

The University greatly values the contribution of our social work field agencies make toward successful placement experiences. To help ensure such success, agencies which collaborate with the MSW Program's process must be able to provide a high-quality learning experience for the student(s). (Refer to Appendix E, Criteria for selection of the Field Placement Agency.)

It is important that the agency Field Supervisor has an appropriate knowledge base and identification with professional social work. Ideally, she or he possesses the M.S.W. degree from an accredited Graduate School of Social Work. In very rare cases, a supervisor from an allied discipline will supervise the student within the agency. In these rare cases, the MSW Program assumes responsibility for reinforcing a social work perspective, and the Director of MSW Field Education will meet routinely with this student to ensure this.

In order to effectively teach students, Field Supervisors must be physically present in the agency at approximately the same times that the student is present. The Field Supervisor must commit time to meet with the student(s) at least once each week for regular supervisory visits.

It is expected student assignments and activities will be well-supervised to promote client and worker safety, consistent with Social Work professional ethical and safety standards, and TTU MSW policies. The practicum experience should give students increasing opportunities to apply social work practice behaviors.

It is critically important that a student should have only one primary supervisor to whom s/he is responsible. It is assumed that the supervision process will be enhanced if the student is considered an active participant in the learning process, and that the supervisor's job is as much to present ideas as to monitor the ways in which the student relates to those ideas (Shulman, 1983).

Contact your MSW Faculty Field Liaison or the Dir. Of MSW Field Education to address questions and/or concerns related to learning field activities and opportunities.

GENERAL POLICIES

- 1) **All field supervisors and students should access the MSW Field Manual** online at http://www.depts.ttu.edu/socialwork/MSW_Program_Pages/MSW_Documents/MSW_Field_Education_manual.pdf as a guide to the internship. It is expected that field supervisors and students will read

through the manual and contact the Director of MSW Field Education with any questions, comments or concerns as soon as possible. *If a hard copy of the manual is preferred, please notify the Dir. of MSW Field Education.*

- 2) **Students must follow all agency policies and guidelines, including punctuality and appropriate professional dress.** All students have the right and responsibility to read their mid-term and final evaluations and make comments, if desired. Students have the right to a placement free from discrimination or harassment. Students have the right to expect agency orientations that address safety issues for social workers.
- 3) **Students with special needs must make these needs known as soon as possible to the field coordinator and agency.**
- 4) **Supervisors should expect prompt response from the Director of MSW Field Education to any questions or concerns.** Supervisors and agencies will be offered appropriate training, consultation and support upon request.
- 5) **Absenteeism:**
 - a. Students must notify their supervisor directly, following agency protocol, whenever they will be absent due to illness, weather conditions or university holiday.
 - b. Holidays/Vacation - Students are permitted to take all legal holidays observed by the agency and are allowed days off for University-scheduled breaks, such as spring break and holidays. However, these days off DO NOT count toward the required hours of work.
 - c. Illness - If a student is ill for more than two days a physicians' excuse must be presented to the supervisor.
6. **Ethical or Safety Concerns:** If a safety or ethical concern arises for either the student or agency participating in field education, an Incident Report should be completed (See Appendix I) and the Faculty Field Liaison or DFE notified as soon as possible (within 24 hours preferably). A *safety incident* is any occurrence that involves an individual's physical or emotional safety while conducting their duties and responsibilities in the field. *Ethical concerns* involve any occurrence that is not in abundance with the practice procedures set forth by NASW, Texas Tech University, and other governing policy for the social work profession. The form should be completed and forwarded to the Field Education Department for follow-up as needed.
7. **Concerns and Changes in Field Placement- Supervisor's Responsibility:** Should a problem arise in a field placement which may jeopardize the student's placement, the **supervisor** has a responsibility to follow the following procedure:
 - a. Meet with the student to discuss and attempt to resolve the problem. This meeting should be documented in a Field Performance Improvement Plan (Appendix H), with the concerns regarding the issue, the plan to alleviate the problem, and the time frame within which the goals should be accomplished included in the document. This document should be signed by the student and supervisor. The Faculty Field Liaison/Director of Field Education should be notified.
 - b. If the problem is not resolved within the specified period, the student should be notified and a meeting scheduled to review the concerns. This meeting should be documented using a Field Performance Improvement Plan (Appendix H), including relevant information regarding the unresolved issue and concerns of the agency. This document should be signed by the student and

supervisor. The Director of MSW Field Education should be notified (or may be asked to attend this meeting at the request of the supervisor or student).

- 8. Concerns and Changes in Field Placement- Student's Responsibility:** Should a problem arise in a field placement, the **student** has a responsibility to follow this procedure:
 - a. Contact their Faculty Field Liaison immediately to notify them of the problem and discuss appropriate options for resolution. In most cases, the student will be asked to meet with the supervisor and attempt to resolve the difficulty. The student should document the discussion, any concerns, means to alleviate the problem and timeframe within which the problem is expected to be resolved and share this information with their faculty field liaison.
 - b. Should the problem continue, the student should notify the faculty field liaison again, as well as the DFE. In most cases, the student will be recommended to contact the field supervisor to address their concerns. Documentation of the discussion, and concerns surrounding the unmet expectations should be completed. The student will follow up with their Faculty Field Liaison/ DFE to discuss appropriate options for resolution should the concern not be resolved.

- 9. Concerns and Changes in Field Placement- Faculty Field Liaison/DFE Responsibility:** Once the Faculty Field Liaison/DFE becomes aware of related concerns with the practicum, they will:
 - a. meet with the student and/or field supervisor as soon as possible to assess the situation and aid in problem resolution as determined appropriate.
 - b. After consultation with all involved parties, a Field Performance Improvement Plan may be facilitated by the Faculty Field Liaison/DFE with the input from the student, the field supervisor, and the faculty field liaison/DFE. Each person will receive a copy of the plan.
 - c. At a time specified in the plan, the field faculty, field student, and field supervisor will meet to evaluate progress.

- 10. Termination prior to the end of the semester:** Termination of the field experience prior to the end of the semester may be initiated by the student, the agency, the MSW Program, the College of Arts and Sciences, or the University. In such cases, written notification of the decision, including reasons for the termination, should be prepared in triplicate, with copies going to the student, the agency Field Supervisor, and the Director of MSW Field Education. The DFE will schedule separate conferences with the student and the Field Supervisor to ascertain the validity of the termination request. A joint conference will then be held to discuss the merits of the request, and the final decision will be recorded in the student's record.

- 11. Placement Related Changes: Circumstances related to a student changing placements or significant placement related changes, such as transitioning from face-to face learning to remote learning will be evaluated by the field program.** In rare circumstances, a field placement may need to be interrupted and changed due to environmental, situational, or performance-related factors. In this event, the field department, along with the student, will assess the circumstances and determine the most appropriate next step in order to facilitate the field learning experience. Based on the learning needs of the student, the field department will decide if:
 - a. Student is to be placed in a new agency and carry hours over from previous placement or
 - b. Student is to be placed in a new agency and not be able to carry hours over from the previous placement.
 - c. Another option may be more appropriate, such as altering the placement experience in some way that will continue to facilitate field learning and support student in meeting practice competencies.

Note: there is policy available relating to students temporarily transitioning from in-person to remote

field learning. The DFE or faculty field advisor will utilize this policy should placement concerns warrant such a transition. Please contact the DFE or faculty field advisor for this information.

If a student is placed in a new field site, the field faculty will make every effort to secure a new placement in a timely manner. It should be noted it is possible there could be a time lapse between placements due to availability of agencies and/or the onboarding process.

If it is determined the student will carry over field hours to the new placement, in order to ensure that the student receives an adequate orientation to the new field placement, the equivalent of an additional two weeks (20 hours for SW 5464, 40 hours for SW 5467, SW 6467, SW 6767) will be required at the new placement. No exceptions can be made to reduce the number of field hours needed each semester, as this is an accreditation requirement.

If another option is determined to be the best way to meet the students learning needs, the DFE, student, and field supervisor will document the changes and update the student's field learning plan.

12. When necessary, the Student Professional Performance Review policy and procedures may be activated. Refer to the MSW Student Handbook for details.

THE EVALUATION PROCESS

Evaluation is an on-going process between the agency Field Supervisor, the field student and the Director of MSW Field Education. Evaluation extends over the entire field placement experience. It is a process of objectively appraising professional development, particularly in relation to the stated Practice Behaviors for each field course. Evaluations should be viewed as a valuable and growth-producing component of social work education.

It is important that in the beginning of the semester both the student and their supervisor review the evaluation form (included in the appendices) with which the student's progress in field will be recorded. Formal, written evaluations of the field experience occur at the mid-point and at the end of the semester. The evaluation instrument seeks to measure the degree to which Practice Behaviors for the semester have been met. Students are evaluated both as a learner and a doer.

Familiarity with this document will assist with the development of the student's learning contract. It may also serve as a guide to planning field activities during the semester, thus ensuring the successful completion of the field goals. **Please note information included in "To PASS a given field course . . ." on page 11.**

It is not uncommon for supervisors to be somewhat reluctant in indicating student's areas of weakness or inexperience, especially if they sense the student is contributing their best effort. Supervisors may be afraid of discouraging the student or creating a conflictual situation. However, this is not in the student's best interest. Inflated scores do not provide the student with a realistic appraisal of areas in need of development; this may lead the student to believe that they can reduce their learning effort in the last half of the semester. It may also cause confusion if there is incongruity between classroom and field appraisal of effort. In general, the mid-term evaluation serves to indicate areas of strength and serves as a guide for what types of learning experiences should be emphasized for the last half of the semester, in order to achieve the learning goals.

SOCIAL WORK STUDENT ASSIGNMENTS AND ACTIVITIES

As in any social work setting, it is expected that some of the work will be blended with continued staff development and observation of the work of others. The intern experience should give students increasing opportunities to apply social work practice behaviors.

Because students are expected to work with client systems ranging from individuals to groups and organizations or communities, they need to participate in a broad range of agency activities. For example, a student may work with an individual and family but also participate in inter-agency team meetings or a staff committee on morale building and work with a support group for children who have lost a parent or sibling.

It is expected student assignments and activities will be well-supervised to promote client and worker safety, consistent with Social Work professional ethical and safety standards, and TTU MSW policies. The practicum experience should give students increasing opportunities to apply social work practice behaviors.

Additional or supplementary assignments: Students may request or be assigned (at no cost to the student) to attend trainings, conferences, workshops, or projects outside the agency as part of their internship. These activities are meant to be supplemental to internship experience and not in lieu of agency learning nor as a solution for the student's difficulties in maintaining a consistent internship schedule, as required. Such learning activities should support program practice behaviors and competencies. A request for such supplementary assignments must be approved by the field instructor prior to the activity. The student must then submit written verification of attendance at the activity signed by the officiant with contact information. Failure to submit a request in writing or provide verification of attendance will result in denial of internship hours for this activity. If a project is completed outside of the agency and normal internship hours, verification will be in the form of a written report as assigned by the field instructor and meeting their expectations. In most cases, no more than 40 hours total toward the required 250 internship hours for each semester (SW 5467, SW 6464, SW 6467) will be approved for such activities. (Exceptions made be considered for extenuating circumstances, such as those made during COVID-19 restrictions.)

The Director of MSW Field Education can provide suggestions for appropriate learning activities consistent with CSWE practice competencies upon request.

Field site evaluated on basis of consistency with program objectives

Students provide feedback at the end of their field placement to reflect on their experience. As part of this process, they are asked specifically to rate the consistency of their field site with each of the CSWE Competencies. These findings are reviewed by the Director of MSW Field Education, who then compares these comments with previous student comments about this agency and who also shares any relevant concerns with the rest of the MSW Program faculty. If a significant problem is identified, the DFE will attempt to resolve the issue with the agency. If a problem cannot be resolved, the placement may be deemed ineligible as a future placement.

Employment-related Placements

In certain cases, students may be allowed to complete their field education in the same agency in which they are presently employed. This is only allowed if it seems to be in the best interest of the student's education; that is, the student will continue to learn based on the stated goals of the MSW Program. The agency is expected to meet all other requirements applicable to field sites. Also, any hours for which the student is paid through his/her regular employment will not be counted toward the student's field education. Assignments related to the field placement courses are to be completed only during the field placement hours, and not during paid employment hours. The Field Supervisor must not be the same

person as the employment supervisor, as all conflict of interest must be avoided as the field experience is evaluated.

This statement does not preclude the possibility of agencies providing a stipend for a field student if the student is not regularly employed by the agency in another capacity. All otherwise acceptable hours spent in a field placement will be counted for field credit, even if the student is receiving a stipend for their field work.

To PASS a given field course ...

Money Order – A correctly completed money order for professional liability coverage must be submitted prior to the student starting his/her field placement hours in SW 5264 and SW 6464.

Journals - At a minimum, 70% of the semester's journals must be submitted weekly by the specified due date and time, and must be fully complete at the time of submission. All journals must be submitted prior to the last day of class.

Hours – All supervisor approved field practicum hours (a minimum of 150 for SW 5264 and a minimum of 250 for each of SW 5467, 6464 and 6467) must be completed no later than the last day of classes for the semester. Students should have approximately half of their supervisor approved minimum required hours completed by mid-term.

Student Field Agency Orientation & Safety Review form must be completed and submitted by the 10th day of class following the first day of the field placement.

Educational Contract – It must be completed, corrected if needed, signed, and submitted by the 10th day of class following the first day of the field placement. Revisions may be required to better reflect changing circumstances of the field placement.

Meetings – The Field Faculty Liaison or Director of Field Education will set the dates and times for meetings (for the class as a whole and for additional supervision). If a student misses any of these meetings (or portions of these meetings), that student is responsible for obtaining the missed information. The student may schedule a special appointment with the Director of Field Education (at her/his convenience) within one week of the missed meeting. The student is expected to comply with the class meeting policies provided by the instructor.

Supervision meetings - Students receiving weekly MSW supervision from their Field Faculty Liaison must provide a minimum of 24-hour advanced notice if they are unable to attend a supervision meeting and the missed meeting must be rescheduled within 48 hours. Students are expected to be active participants in the supervision process, attending all meetings prepared for reflection and discussion. The student is expected to comply with the class meeting policies provided by the instructor.

Agency Report – An agency report is required within one month of the beginning of a new field placement, regardless of whether the student is changing agencies at the beginning of a semester or within a given semester.

Record of Field hours – Documentation of field hours (time sheets) signed by supervisor and student are to be submitted to the Director of Field Education at the time of the midterm and final field evaluations.

Evaluations – For each evaluation period (midterm and final) the applicable field evaluation form must be completed first by the student, then by the agency supervisor, then discussed jointly between them prior to the meeting with either the Director of Field Education or the assigned field liaison. The midterm evaluation should be completed at least five weeks prior to the last day of class. An incomplete field evaluation form will not be accepted. Both midterm and final field evaluations must be signed and submitted prior to the last days of the field placement.

Professionalism in the Classroom evaluation: Students will also receive a mid-term and final evaluation regarding professionalism in the field practicum classroom. This evaluation will be completed first by the student, then by the faculty field liaison/DFE, then discussed jointly. This evaluation score will be combined with the field evaluation scores to indicate the final field outcome: Pass or Fail.

Pass = The Field evaluation scores indicate passing AND the Professionalism in the Classroom evaluation scores indicate passing.

Fail = the Field evaluation score and/or the Professionalism in the Classroom score does not indicate passing.

Note: With sufficient written documentation from the student, from a field liaison, or from the Director of Field Education, any given final score may be amended (either up or down) by the Director of Field Education.

Minimum Scores for Passing –

For SW 5264 – At the midterm evaluation, the scores must average no less than “2”. Otherwise, the MSW student will be placed on probation within the program. At the final evaluation, the average of the scores must be “3” with no more than 2 scores of “2”. There should be no scores below “2”. The *Professionalism in the Classroom* evaluation scores must be no less than a “2” at mid-term. Otherwise, the MSW student will be placed on probation within the program. At the final evaluation, the average of the scores must be 3 with no more than 2 scores of “2”. There should be no scores below “2”.

For SW 5467 – At the midterm evaluation, the scores must average no less than “2”. Otherwise, the MSW student will be placed on probation within the program. At the final evaluation, the average of the scores must be “3” with no more than 2 scores of a “2”. There should be no scores below a “2”.

The *Professionalism in the Classroom* evaluation scores must be no less than a “2” at mid-term.

Otherwise, the MSW student will be placed on probation within the program. At the final evaluation, the average of the scores must be 3 with no more than 1 score of “2”. There should be no scores below “2”.

For SW 6464 – At the midterm evaluation, the scores must average no less than “2”. Otherwise, the MSW student will be placed on probation within the program. At the final evaluation, the average of the scores must be 3 with no more than 2 scores of “2”. There should be no scores below a “2”.

The *Professionalism in the Classroom* evaluation score must be no less than a “2” at mid-term. Otherwise, the MSW student will be placed on probation within the program. At the final evaluation, the average of the scores must be “3” with no more than 1 score of “2”. There should be no scores below “2”.

For SW 6467 – At the midterm evaluation, the scores must average no less than 2. Otherwise, the MSW student will be placed on probation within the program. At the final evaluation, the average of the scores must be 3 with no more than 2 scores of “2”. There should be no scores below “2”.

The *Professionalism in the Classroom* evaluation score must be no less than a 2 at mid-term. Otherwise, the MSW student will be placed on probation within the program. At the final evaluation, the average of the scores must be 3 with no more than 1 score of “2”. There should be no scores below “2”.

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APPENDIX A

**FORMS: STUDENT APPLICATION FOR FIELD
PLACEMENT**

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Texas Tech University Dept. Of Sociology, Anthropology & Social Work
MSW Program Application for Field Experience (rev. 4/20)

Failure to complete this application completely and truthfully may jeopardize your ability to be placed in a field practicum site.

Part 1: Contact Information

Student's Full Name: _____, _____, _____
Last First Nick name (preferred name)

Current Mailing Address: _____

E-Mail: _____ Cell Phone with area code: _____

The MSW Program would like to have a back-up contact person on record for each student in case of an emergency. However, *unless a FERPA form is signed by the student so that information may be released to the contact person, information may not be given to this person.* Please consider who you would want to be contacted in an emergency and decide if you want to sign the FERPA form for this purpose.

Emergency Contact for whom you have signed a FERPA form:

Name: _____ Phone: _____

Email: _____

Part II: Placement Readiness

- A. Where and when did you obtain your undergraduate degree? _____
- B. What was your major: _____
- C. Please indicate with "X" at which level you are entering the MSW Program:
Foundation Level - _____
Advanced Standing- ____ Where did you complete your field practicum: _____
- D. Will you be a Full time ____ or Part-time ____ student in the program? (please indicate with "X")
- E. If you expect to work while in the MSW program, please indicate the hours and days of employment per week (not including field hours): _____
- F. Are you able to provide your own transportation to an agency? _____
- G. Will you have use of your car during your placement? _____
- H. Languages other than English that you speak fluently: _____
- I. Describe any concerns / limitations regarding field placement:

- J. Describe any preference for possible field placement:

K. Legal History:

Some agencies are unable to employ persons with a criminal history. Some agencies require a clean driving record. Many agencies require a background check of delinquency and/or criminal record of volunteers and applicants. It is not uncommon for some agencies to require students pay for and provide the documentation of their background check.

If you have even been accused of a crime, please contact the Director of MSW Field Education now to set up a meeting. This does not rule out your completion of the MSW program, but it may impact your selection of field placement agency and *might eventually impact your **ability to be licensed** as a social worker, depending on the nature of the crime and the length of time that has expired since you were accused.*

Additionally, the Texas State Board of Social Worker Examiners, the board that issues social work licenses in the state, has now made available a Criminal History Evaluation. For a fee (approximately \$50), an applicant to a social work academic program (like ours) can request an evaluation to determine if they are ineligible to hold a license for certain health professions, including social work.

The faculty of the program strongly encourages any student who has a criminal history to undergo this evaluation prior to beginning their coursework. Even if an attorney has declared that the student's prior record has been expunged, going through this evaluation will give the student the reassurance that no "surprises" will turn up at the time he/she applies to sit for the licensure exam. Such documentation might also be useful at the time of application for employment. Further information about this procedure is available at: http://www.dshs.state.tx.us/plc_cheval.shtm

Part III. Placement Preference:

The student's agency preferences are taken into consideration as field placements assignments are made. The agency must have an affiliation agreement with the MSW program. It must also be able to accommodate any special needs of the student.

A. Please indicate from the following list of generalized social service areas THREE practice areas of interest to you. Please number your preferences with 1 for your first preference, 2 for your second preference, and 3 for your third preference. These areas of interest, along with your indication of specific agencies, will help the field coordinator select your pre-placement interview(s). When possible there may be interviews only from your first or second choice and none from your last choice.

- | | |
|---|---|
| <input type="checkbox"/> Services to Families | <input type="checkbox"/> Mental health services |
| <input type="checkbox"/> Services to Elderly | <input type="checkbox"/> Medical Social Services |
| <input type="checkbox"/> Services to Children | <input type="checkbox"/> Substance Abuse Services |
| <input type="checkbox"/> Services to Developmentally Disabled | <input type="checkbox"/> School Social Work |
| <input type="checkbox"/> Services in Criminal Justice | Other: _____ |

B. Given the top 3 practice areas you identified above, please name any agency where you know you would like to interview for a placement:

C. Please indicate any agency or area of practice where you have no desire to be placed:

_____ Why? _____

D. Is there anything you would like to add to that information that might impact where you will be placed?

E. Some agencies may require one or more of the following: a background check, driving record, record/proof of vaccinations, drug test, or have other requirements for practicum/intern students. Please discuss with the Dir. Of MSW Field Education any questions or concerns PRIOR to an agency interview.

The following set of forms need to be signed by the MSW student prior to the interview process for field placements.

Consent to Release Information

_____ Student name (please print)

I authorize Texas Tech University (TTU) and the TTU Social Work Program (including the MSW Director, Director of MSW Field Education and any Field Liaisons) to consult with field agencies in the development of my field instruction placement.

I release from any liability any and all individuals and organizations who provide information in good faith and without malice concerning my professional competence, values, legal history, oral and written communication skills, ethics, character, student records and other related information in the development of a field instruction assignment placement, and I hereby consent to the release of such information.

This consent is in effect for the duration of my admission to the MSW program, unless revoked by me in writing and submitted in person to the Director of MSW Field Education. I hereby hold harmless the Director of MSW Field Education, the TTU MSW Program and its representatives, and Texas Tech University from and against any and all claims resulting from the release of any information requested about me for the purposes of establishing, monitoring, supervising, and or reporting information concerning my field placement during or after the completion of my academic program at Texas Tech University.

(Please review this consent again and indicate your agreement below).

Student Signature

Date

Witness must be an adult over the age of 18
(and must see the student sign the form)

Same Date

TEXAS TECH UNIVERSITY MSW PROGRAM

Student Field Participation Agreement

OFFICIAL AGREEMENT

I, _____, UNDERSTAND THAT PARTICIPATION IN Field Education requires adherence to certain professional standards. I agree that while participating in Field Education:

I have read and abide by the Codes of Ethics of the National Association of Social (NASW) workers and the Texas State Board of Social Work Examiners (TSBSWE) and I agree to adhere to both Codes of Ethics. (The NASW Code of Ethics may be found online at: <http://www.naswdc.org/pubs/code/> TSBSWE Code of Conduct is written in Spanish and English and may be found online at:

www.dshs.state.tx.us/socialwork/sw_ethics.pdf I will follow all laws of the State of Texas.

I will comply with all agency policies and procedures. I agree to review all agency policies and procedures within two weeks of beginning the practicum.

I will perform only duties and tasks that I been authorized and appropriately trained to do by appropriate authorities. I will not perform any duties or tasks that I feel are unsafe, inappropriate, unethical, or illegal. If I feel uncomfortable in a situation I will consult with my supervisor and/or the Director of MSW Field Education or other appropriate social work faculty.

I have read and will adhere to the Texas Tech University (TTU) Student Code of Conduct, The TTU MSW Student Manual, and the TTU MSW Field Manual policies and procedures.

I will come fully prepared and participate actively in all scheduled meetings with the Field Supervisor.

I agree to meet at least weekly with the Field Supervisor for supervision and notify the Field Supervisor, in advance, if I must miss any supervision sessions. I understand that it is my responsibility to arrange supervision meetings.

I will submit all assignments to the Director of Field Education no later than the due date and in compliance with the assignment instructions/expectations. I understand the field instructor must approve and sign all seminar assignments before the seminar instructor will accept them. Late papers will be penalized based on the class policy.

I will comply with the TTU policy for using my vehicle for transporting clients. I understand that I cannot transport agency clients in my vehicle at any time.

I will conduct myself in a professional manner at all times. This includes being punctual, reliable, and responsible in all field education assignments, as well as interacting in a professional manner with all clients and co-workers.

I will set a schedule of my hours at the agency and adhere to the schedule. I will submit the schedule to the Director of MSW Field Education.

I will negotiate a learning contract with my field Instructor and submit it in writing to the Director of MSW Field Education.

I will comply with all policies, procedures, expectations, and consequences set forth in the TTU MSW Field Manual and provided by the Director of MSW Field Education.

I understand that failure to comply with this agreement could negatively affect my standing in Field Education and in the MSW Program. Any violation of this contract could result in dismissal from the program. I understand that dismissal from an agency for poor performance or inappropriate behavior could result in my having to repeat a given field placement course, dismissal from the MSW program or other consequences. If the student has any questions regarding this agreement, he/she should mention them now, and he/she should be given a satisfactory answer prior to signing this form. Refusal to sign this agreement might preclude participation in Field Education.

Student

Date

Director of MSW Field Education

Date

**TEXAS TECH UNIVERSITY INFORMED CONSENT AND ASSUMPTION OF RISK INDEMNITY,
RELEASE AND HOLD HARMLESS AGREEMENT**

Texas Tech University is a non-profit educational institution. References to Texas Tech University ("TTU") include "TTU" the Texas Tech University System, Texas Tech University and the, its trustees, officers, officials, employees, volunteers, students, agents, and assigns of each.

I (print your name) _____ understand I am have chosen to participate in the MSW Field Education Program (henceforth referred to as the Program).

I fully understand and appreciate the dangers, hazards and risks inherent in participating in the MSW Program, in the transportation to and from the MSW Program, and in any independent research or activities I undertake as an adjunct to the MSW Program.

I agree that participating in any activity is an acceptance of risk of injury, including death, and/or loss of or damage to my personal property. I agree that my safety is primarily dependent upon my taking proper care of myself. I understand that is my responsibility to know what I will need for the Program and to provide what I will need. I agree to make sure that I know how to safely participate in any activities, and I agree to observe any rules and practices, which may be employed to minimize the risk of injury. I agree to stop and seek assistance if I do not believe I can safely continue any activity. I will not wear or use or do anything that would pose a hazard to myself or others, including using or ingesting any substance which could pose a hazard to myself or others. I agree that if I do not act in accordance with this agreement, I may not be permitted to continue to participate in the Program.

In consideration of my participation in this Program, I agree as follows:

SPECIFIC HAZARDS OF TRAVEL OR PROGRAM: Despite precautions, accidents and injuries can occur. I understand that traveling, doing fieldwork or being in a large city may be potentially dangerous, and that I may be injured, killed and/or suffer loss of or damage to my personal property as a result of participation in the Program. Therefore, I ASSUME ALL RISKS RELATED TO THE ACTIVITIES including, but not limited to:

Death, injury or illness from accidents of any nature whatsoever, including, but not limited to, bodily injury of any nature, whether severe or not, which may occur as a result of participating in an activity or contact with physical surroundings or other persons; arising from travel by car, bus or any other means; death injury or illness including food poisoning arising from the provision of food or beverage by restaurants or other service providers.

Theft, loss or damage of my personal property while in transit or participating in the Program.

Natural disaster or other disturbances, and alteration or cancellation of the Program due to such causes.

In consideration of the benefits I will receive through my participation in the Program, I hereby expressly and knowingly RELEASE TTU, ITS OFFICERS, AGENTS, VOLUNTEERS, AND EMPLOYEES FROM ANY AND ALL CLAIMS AND CAUSES OF ACTION I MAY HAVE FOR PROPERTY DAMAGE, PERSONAL INJURY OR DEATH SUSTAINED BY ME ARISING OUT OF ANY WAY CONNECTED WITH MY PARTICIPATION IN THE PROGRAM,

WHETHER CAUSED BY MY OWN NEGLIGENCE, THE NEGLIGENCE OF TTU, ITS OFFICERS, AGENTS, VOLUNTEERS, OR EMPLOYEES, OR ANY OTHER PERSON.

I hereby give my consent for any medical treatment that may be required during my participation with the understanding that the cost of any such treatment will be my responsibility.

Further, I voluntarily and knowingly agree to HOLD HARMLESS, PROTECT, AND INDEMNIFY TTU, its officers, agents, volunteers, and employees, against and from any and all claims, demands, or causes of action for property damage, personal injury or death, including defense costs and attorney's fees, arising out of my participation in the Program, REGARDLESS OF WHETHER SUCH DAMAGES, INJURY, OR DEATH ARE CAUSED BY MY OWN NEGLIGENCE, BY THE NEGLIGENCE OF TTU, ITS OFFICERS, AGENTS, VOLUNTEERS, OR EMPLOYEES, OR ANY OTHER PERSON.

TTU shall notify me promptly in writing of any claim or action brought against it in connection with my participation in these activities. Upon such notification, I or my representative shall promptly take over and defend any such claim or action.

INSTITUTIONAL ARRANGEMENTS: I understand that TTU is not an agent of, and has no responsibility for, any third party which may provide any services including food, lodging, travel, or other goods or services associated with the Program. I understand that TTU may provide these services only as a convenience to participants and that accordingly, TTU accepts no responsibility, in whole or in part, for delays, loss, damage or injury to persons or property whatsoever, caused to me or others prior to departure, while traveling or while staying in designated lodging. I further understand that TTU is not responsible for matters that are beyond its control. I acknowledge that TTU reserves the right to cancel the trip without penalty or to make any modifications to the itinerary and/or academic program as deemed necessary by TTU.

INDEPENDENT ACTIVITY: I understand that TTU is not responsible for any loss or damage I may suffer when I am traveling independently, or I am otherwise separated or absent from any TTU activity. In addition, I understand that any travel that I do independently on my own before or after the TTU sponsored Program is entirely at my own expense and risk.

HEALTH AND SAFETY: I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this Program. I have obtained the required immunizations, if any. I recognize that TTU is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility. I agree to pay all expenses relating thereto.

TTU RULES, REGULATIONS AND POLICIES: I agree to obey and comply at all times with all of the rules, regulations, codes and policies of TTU while participating in the Program. I agree to notify my professor immediately of any injury or loss.

TRAVEL CHANGES: If I become separated from the Program group, fail to meet a departure airplane, bus, or train, or become sick or injured, I will, to a reasonable extent, and at my own expense seek out, contact, and reach the Program group at its next available destination.

SIGNATURE: I indicate that by my signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Informed Consent and Assumption of

Risk Form and acknowledge that I understand it. My signature below indicates that I have read and freely signed this agreement, which take effect as a sealed instrument.

IMPORTANT – READ ENTIRE AGREEMENT BEFORE SIGNING.

I HAVE READ AND UNDERSTOOD THIS DOCUMENT, AND MY SIGNATURE EVIDENCES MY INTENT TO BE BOUND BY ITS TERMS.

Signature of MSW Program Student

Date

Witness must be at least 18 years of age
(and must actually see the student sign the form)

Same Date

Texas Tech University
Social Work Field Education
Affirmation and Acknowledgement of Risk

Please read carefully and indicate in the spaces provided your acknowledgement of the information provided. Contact the Dir. Of Field Education with any questions or discussion.

I, (print name) _____, affirm that I have read the TTU MSW Student Handbook and Field Practicum Manual and understand the nature of social work practicum involving regular engagement in on-site, in-person practicum activities in a social service setting.

Please initial in space provided to indicate understanding

_____ I acknowledge that engaging in this activity may require a degree of skill and knowledge different from other activities and that I have responsibilities as a participant. I acknowledge that the TTU MSW Program has been available to more fully explain to me the nature and physical demands of this activity and the inherent risks, hazards, and dangers associated with this activity.

_____ I acknowledge that there are certain risks inherent in my participation in this practicum, including, but not limited to risks arising from: • Driving to and from the practicum site, or while in the course of practicum activities; • Unpredictable or violent behavior of certain client populations served by the practicum site; • Exposure to infectious diseases, including tuberculosis or other airborne pathogens (e.g., COVID-19), and hepatitis, HIV or other bloodborne pathogens.

_____ I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks beyond the control of University faculty and staff. I agree that it is my responsibility to understand and follow the Practicum Site's policies and procedures designed to identify and control risks, including safety and security procedures and bloodborne pathogen policies, and to obtain any immunizations which the Practicum Site may recommend or the University require. I represent that I am otherwise capable, with or without accommodation, to participate in this practicum.

_____ Should I require emergency medical treatment as a result of accident or illness arising during the practicum, I consent to such treatment. I acknowledge that the University does not provide health and accident insurance for practicum participants and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I will notify my Agency Field Instructor (AFI) if I have medical conditions about which emergency personnel should be informed.

_____ I certify that I understand and will follow safe practices as set by our state and federal government, UM Administration, the UMSSW, and my Practicum Site.

_____ I acknowledge that participation in this activity is purely voluntary, no one is forcing me to participate, and I elect to participate despite and in full knowledge of the inherent risks.

_____ I have fully informed myself of the contents of this affirmation by reading it before I signed it. I am of lawful age and legally competent to sign this affirmation and acknowledgement of risk. I assume my own responsibility of physical fitness and capability to perform the activities involved in any one of the following social work practicum courses and/or sections: SW5264, SW5467, SW 6464, SW 6467. I

understand if I have any question as to whether a physical or medical condition would prevent my full participation in any of the abovementioned courses, I should approach the TTU MSW Director of Field Education, the course instructor, or the University Office of Disability Services for Students who will discuss possible accommodations.

I (*Print Name*) _____ have executed this affirmation and acknowledgement on this DATE: _____

Signature of Social Work Student: _____

Witness must be at least 18 years of age
(and must actually see the student sign the form)

Same Date

**Social Work Field Education
Health Insurance Acknowledgement**

Due to the uncertainty caused by the COVID-19 pandemic, other possible health related risks, and the potential risks involved with a social work practicum involving regular engagement in on-site, in-person practicum activities in a social service or other practicum site setting, social work students who intend to participate in a field placement should have or should acquire their own health insurance. Those who choose not to have health insurance, may participate only after agreeing to release the University and hold it harmless for any expenses incurred as a result of the practicum that would have been covered by health insurance.

This form is in addition to, and not a substitute for, the Affirmation and Acknowledgement of Risk form required of all social work students participating in a field placement.

Please select one of the following statements and return this form to Social Work Field Director:

_____ Yes, I will participate in field placement as scheduled and I have current health insurance.

_____ Yes, I will participate in field placement as scheduled, but I do not have health insurance. My signature below acknowledges that by participating, I assume the risk of illness or injury while participating, and that on behalf of myself, my executor, heirs and assigns, I release and hold harmless Texas Tech University, and its regents, the TTU Social Work Program, employees, agents, and successors, of and from any and all expenses, damages, judgments, and costs, of whatever kind, that arise from any illness or injury I may acquire or sustain while participating in the field placement.

Student Signature

Date

Witness must be at least 18 years of age
(and must actually see the student sign the form)

Same Date

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APPENDIX B

Student's Self-Evaluation of the Field Experience And Student's Evaluation of Agency as Placement

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MSW Field Education Student
SELF-EVALUATION OF FIELD PLACEMENT EXPERIENCE (rev.5/20)

Name: _____

Semester: (circle one) Summer, Fall, Spring, 20__

Field Course Number: SW _____

Date: _____

Complete the Final Self-evaluation and submit it to the Director of MSW Field Education or your field liaison. This assignment is designed to help you reflect on the field experience and how you used this opportunity for development as a professional social worker. To encourage candor and assessment of self in relation to the internship experience, the Self-evaluation will be confidential (this means it will not be shared with your field supervisor). The assignment will not be evaluated on what you say, but on the thoughtfulness and insight of the responses.

Under each question, please respond to the following questions *using complete sentences*:

Agency: _____ **Supervisor:** _____

1. Of the experiences you participated in at the agency, which were most helpful in reaching your learning objectives? Explain.
2. What did your supervisor do that seemed especially helpful for you in meeting your objectives?
3. Were there any contributing factors you feel limited your development as a social worker? What could you do differently in the future to enhance your learning opportunities?
4. In what ways did you make constructive use of supervision to enhance your professional development?
 - a. Looking back, how could you have made better use of supervision?
 - b. If applicable, how might you use supervision more effectively next semester?
5. What did you learn about yourself in relation to your clients and/or client problems? What would you say accounted for the degree of comfort or discomfort you experienced?
6. As a self-directed learner, please reflect on your initiative to extend your knowledge beyond the regular learning activities you were assigned.
 - a. What did you do to enhance your knowledge about social work practice with your client population at the micro, mezzo, and/or macro practice levels?
 - b. What factors encouraged or limited your taking initiative?
 - c. What will you do differently next semester to facilitate your growth in this area? - *Ignore this question if you are in SW 6467.*

7. What did you learn during field placement about the personal assets and liabilities you bring to the profession? That is, what do you do particularly well, and what do you need to improve on in working with clients?

Completion of this form does not affect your grade for the field course.

Thank you for your thoughtful reflections.

This page is intentionally left blank.

Texas Tech University
MSW Field Education
Student Evaluation of Agency as A Placement (rev.5/20)

Semester: (circle one) Summer, Fall, Spring, 20__

Field Course Number: SW _____

Date: _____

You do not need to include your name on this form. Content within this form will not affect your grade for the field course. Please submit completed evaluation to the Director of MSW Field Education at the conclusion of your field placement.

Please reflect on the following as thoroughly as possible. This information may be used to better understand the strengths and development needs of agencies and supervisors for field use in future semesters.

1. Helpfulness of Learning Opportunities of Agency (Field Site):

2. Field learning Opportunities supported development of SW Practice Competencies:

3. Helpfulness of supervision provided by field supervisor:

4. Fairness of evaluation:

5. Suggestions for improvement that may enhance learning (Ex. Learning Opportunities, Supervision, etc...):

6. Were you able to accomplish your learning goals? If not, Why?

7. Is there anything else on which you would like to comment?

8. Overall, was this a positive or negative experience? Please explain.

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Appendix C

EVALUATION FORMS for all 4 semesters of Field Education

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MSW Foundation Field 1 - SW 5264

Student's Name:

Date of Evaluation:

Field Placement Agency:

Field Supervisor's name and credentials:

Please provide a brief description of the activities the students engaged in since the last evaluation period:

Signatories

_____ This evaluation is an accurate representation of my assessment of this student's performance on the listed indicators of social work skills.

Field Supervisor's Signature

Date

_____ This evaluation was shared with me and I had an opportunity to advocate for any changes I believed to be inaccurate.

Social Work Student's Signature

Date

_____ This evaluation was reviewed in my presence and all parties had the opportunity to note discrepancies of opinion.

Faculty Liaison, TTU Social Work Program

Date

Continue to the next page

Instructions for the evaluation form: The student’s practice behaviors are scored on a scale from 1 to 4. Their practice behaviors should be compared with those of others who have completed only their first semester (foundational year) of graduate work toward an MSW. In general, at midterm we would expect most students’ behaviors to rate a 1 or a 2. We would not expect very many to rate a 3 at this point. At final evaluation we would expect most students’ behaviors to rate a 3. For the final evaluation, we would not expect very many students’ behaviors to be “Excels” with a rating of 4. However, when students with exceptional knowledge, understanding and/or skills come your way, please do not hesitate to acknowledge them in this way. It is hoped that response of “Unable to rate” will rarely be needed.

For each item scored, the MSW student is to add a one-sentence statement below the practice behavior regarding the way in which he/she demonstrated this at the field agency. Client’s names should not be used.

For each item scored with an “Unable to rate” at midterm, the student and supervisor need to devise a plan for the student to demonstrate this practice behavior prior to the end of the semester. That plan should be briefly explained beneath the given practice behavior.

Competency: Demonstrate Ethical & Professional Behavior	Assessment of Performance	
1. Makes 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.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
2. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
3. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
4. Uses technology ethically and appropriately to facilitate practice outcomes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
5. Uses supervision and consultation to guide professional judgment and behavior.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Continue to the next page

Competency: Engage Diversity and Difference in Practice	Assessment of Performance	
6. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
7. Presents self as learner and engages clients and constituencies as experts of their own experiences.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
8. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Advance Human Rights and Social, Economic, & Environmental Justice	Assessment of Performance	
9. Applies understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
10. Engages in practices that advance social, economic, and environmental justice.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage in Practice-informed Research and Research-informed Practice	Assessment of Performance	
11. Uses practice experience and theory to inform scientific inquiry and research.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Continue to the next page

<p>12. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent 	<ul style="list-style-type: none"> <input type="radio"/> Excels <input type="radio"/> Unable to rate
<p>13. Uses and translates research evidence to inform and improve practice, policy, and service delivery.</p>	<ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent 	<ul style="list-style-type: none"> <input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage in Policy Practice	Assessment of Performance	
<p>14. Identifies social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services.</p>	<ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent 	<ul style="list-style-type: none"> <input type="radio"/> Excels <input type="radio"/> Unable to rate
<p>15. Assesses how social welfare and economic policies impact the delivery of and access to social services.</p>	<ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent 	<ul style="list-style-type: none"> <input type="radio"/> Excels <input type="radio"/> Unable to rate
<p>16. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent 	<ul style="list-style-type: none"> <input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
<p>17. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent 	<ul style="list-style-type: none"> <input type="radio"/> Excels <input type="radio"/> Unable to rate
<p>18. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent 	<ul style="list-style-type: none"> <input type="radio"/> Excels <input type="radio"/> Unable to rate

Continue to the next page

Competency: Assess Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
19. Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
20. Applies 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.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
21. Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
22. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Intervene with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
23. Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
24. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Continue to the next page

Assessment of Performance indicators

25. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
26. Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
27. Facilitates effective transitions and endings that advance mutually agreed-on goals.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
28. Selects and uses appropriate methods for evaluation of outcomes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
29. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
30. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
31. Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

End of Evaluation



MSW Foundation Field 2 - SW 5464

Student's Name:

Date of Evaluation:

Field Placement Agency:

Field Supervisor's name and credentials:

Please provide a brief description of the activities the students engaged in since the last evaluation period:

Signatories

_____ This evaluation is an accurate representation of my assessment of this student's performance on the listed indicators of social work skills.

Field Supervisor's Signature

Date

_____ This evaluation was shared with me and I had an opportunity to advocate for any changes I believed to be inaccurate.

Social Work Student's Signature

Date

_____ This evaluation was reviewed in my presence and all parties had the opportunity to note discrepancies of opinion.

Faculty Liaison, TTU Social Work Program

Date

Continue to the next page

Instructions for the evaluation form: The student’s practice behaviors are scored on a scale from 1 to 4. Their practice behaviors should be compared with those of others who have completed only their second semester (foundational year) of graduate work toward an MSW. In general, at midterm we would expect most students’ behaviors to rate a 1 or a 2. We would not expect very many to rate a 3 at this point. At final evaluation we would expect most students’ behaviors to rate a 3. For the final evaluation, we would not expect very many students’ behaviors to be “Excels” with a rating of 4. However, when students with exceptional knowledge, understanding and/or skills come your way, please do not hesitate to acknowledge them in this way. It is hoped that response of “Unable to rate” will rarely be needed.

For each item scored, the MSW student is to add a one-sentence statement below the practice behavior regarding the way in which he/she demonstrated this at the field agency. Client’s names should not be used.

For each item scored with an “Unable to rate” at midterm, the student and supervisor need to devise a plan for the student to demonstrate this practice behavior prior to the end of the semester. That plan should be briefly explained beneath the given practice behavior.

Competency: Demonstrate Ethical & Professional Behavior	Assessment of Performance	
1. Makes 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.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
2. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
3. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
4. Uses technology ethically and appropriately to facilitate practice outcomes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
5. Uses supervision and consultation to guide professional judgment and behavior.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Continue to the next page

Competency: Engage Diversity and Difference in Practice	Assessment of Performance	
6. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
7. Presents self as learner and engages clients and constituencies as experts of their own experiences.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
8. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Advance Human Rights and Social, Economic, & Environmental Justice	Assessment of Performance	
9. Applies understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
10. Engages in practices that advance social, economic, and environmental justice.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage in Practice-informed Research and Research-informed Practice	Assessment of Performance	
11. Uses practice experience and theory to inform scientific inquiry and research.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Continue to the next page

<p>12. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent 	<ul style="list-style-type: none"> <input type="radio"/> Excels <input type="radio"/> Unable to rate
<p>13. Uses and translates research evidence to inform and improve practice, policy, and service delivery.</p>	<ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent 	<ul style="list-style-type: none"> <input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage in Policy Practice	Assessment of Performance	
<p>14. Identifies social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services.</p>	<ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent 	<ul style="list-style-type: none"> <input type="radio"/> Excels <input type="radio"/> Unable to rate
<p>15. Assesses how social welfare and economic policies impact the delivery of and access to social services.</p>	<ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent 	<ul style="list-style-type: none"> <input type="radio"/> Excels <input type="radio"/> Unable to rate
<p>16. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent 	<ul style="list-style-type: none"> <input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
<p>17. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent 	<ul style="list-style-type: none"> <input type="radio"/> Excels <input type="radio"/> Unable to rate
<p>18. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent 	<ul style="list-style-type: none"> <input type="radio"/> Excels <input type="radio"/> Unable to rate

Continue to the next page

Competency: Assess Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
19. Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
20. Applies 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.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
21. Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
22. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Intervene with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
23. Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
24. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Continue to the next page

Assessment of Performance indicators

25. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
26. Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
27. Facilitates effective transitions and endings that advance mutually agreed-on goals.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
28. Selects and uses appropriate methods for evaluation of outcomes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
29. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
30. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
31. Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

End of Evaluation



MSW Field Evaluation – Advanced Field Placement 2 - SW 6467

Student’s Name:

Date of Evaluation:

Field Placement Agency:

Field Supervisor’s name and credentials:

Please provide a brief description of the activities the students engaged in since the last evaluation period:

Signatories

_____ This evaluation is an accurate representation of my assessment of this student’s performance on the listed indicators of social work skills.

Field Supervisor’s Signature

Date

_____ This evaluation was shared with me and I had an opportunity to advocate for any changes I believed to be inaccurate.

Social Work Student’s Signature

Date

_____ This evaluation was reviewed in my presence and all parties had the opportunity to note discrepancies of opinion.

Faculty Liaison, TTU Social Work Program

Date

Continue to the next page

Instructions for the evaluation form: The student’s practice behaviors are scored on a scale from 1 to 4. Their practice behaviors should be compared with those of others who have completed only their first semester in their second or advanced year of graduate work toward an MSW. In general, at midterm we would expect most students’ behaviors to rate a 1 or a 2. We would not expect very many to rate a 3 at this point. At final evaluation we would expect most students’ behaviors to rate a 3. For the final evaluation, we would not expect very many students’ behaviors to be “Excels” with a rating of 4. However, when students with exceptional knowledge, understanding and/or skills come your way, please do not hesitate to acknowledge them in this way. It is hoped that response of “Unable to rate” will rarely be needed.

For each item scored, the MSW student is to add a one-sentence statement below the practice behavior regarding the way in which he/she demonstrated this at the field agency. Client’s names should not be used.

For each item scored with an “Unable to rate” at midterm, the student and supervisor need to devise a plan for the student to demonstrate this practice behavior prior to the end of the semester. That plan should be briefly explained beneath the given practice behavior.

Competency: Demonstrate Ethical & Professional Behavior	Assessment of Performance	
1. Use professional values to guide decision-making during practice with systems of all sizes in efforts to maximize health and well-being.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
2. Demonstrate ability to communicate appropriately with peers as well as non-social work colleagues about professional practice in the fields of health and well-being.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage Diversity and Difference in Practice	Assessment of Performance	
3. Utilize the cultural values and beliefs of systems of all sizes in respectful ways that will maximize the health and well-being of client systems.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Advance Human Rights and Social, Economic, & Environmental Justice	Assessment of Performance	
4. Engage in actions that promote equal access to social opportunities that promote health and well-being for systems of different sizes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Continue to the next page

Competency: Engage in Practice-informed Research and Research-informed Practice	Assessment of Performance	
5. Use research-based practice methods to increase the health and well-being of multiple levels of client systems.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage in Policy Practice	Assessment of Performance	
6. Analyze policies that influence health and well-being in systems of different sizes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
7. Establish positive relationships that can lead to action with systems of different sizes	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
8. Educate others and provide leadership on ways to improve service delivery meant to increase health and well-being with systems of different sizes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Assess Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
9. Develop mutually agreed-on intervention goals and objectives that focus on the client system's health and well-being.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Continue to the next page

Competency: Intervene with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
10. Engage in intervention practices to increase health and well-being of systems of different sizes	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
11. Engage in intervention practices to increase health and well-being of systems of different sizes	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

You may provide any additional comments here:

End of Evaluation



MSW Field Evaluation – Advanced Field Placement 2 - SW 6467

Student’s Name:

Date of Evaluation:

Field Placement Agency:

Field Supervisor’s name and credentials:

Please provide a brief description of the activities the students engaged in since the last evaluation period:

Signatories

_____ This evaluation is an accurate representation of my assessment of this student’s performance on the listed indicators of social work skills.

Field Supervisor’s Signature

Date

_____ This evaluation was shared with me and I had an opportunity to advocate for any changes I believed to be inaccurate.

Social Work Student’s Signature

Date

_____ This evaluation was reviewed in my presence and all parties had the opportunity to note discrepancies of opinion.

Faculty Liaison, TTU Social Work Program

Date

Continue to the next page

Instructions for the evaluation form: The student’s practice behaviors are scored on a scale from 1 to 4. Their practice behaviors should be compared with those of others who have completed their final semester of graduate work toward an MSW. In general, at midterm we would expect most students’ behaviors to rate a 1 or a 2. We would not expect very many to rate a 3 at this point. At final evaluation we would expect most students’ behaviors to rate a 3. For the final evaluation, we would not expect very many students’ behaviors to be “Excels” with a rating of 4. However, when students with exceptional knowledge, understanding and/or skills come your way, please do not hesitate to acknowledge them in this way. It is hoped that response of “Unable to rate” will rarely be needed.

For each item scored, the MSW student is to add a one-sentence statement below the practice behavior regarding the way in which he/she demonstrated this at the field agency. Client’s names should not be used.

For each item scored with an “Unable to rate” at midterm, the student and supervisor need to devise a plan for the student to demonstrate this practice behavior prior to the end of the semester. That plan should be briefly explained beneath the given practice behavior.

Competency: Demonstrate Ethical & Professional Behavior	Assessment of Performance	
1. Use professional values to guide decision-making during practice with systems of all sizes in efforts to maximize health and well-being.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
2. Demonstrate ability to communicate appropriately with peers as well as non-social work colleagues about professional practice in the fields of health and well-being.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage Diversity and Difference in Practice	Assessment of Performance	
3. Utilize the cultural values and beliefs of systems of all sizes in respectful ways that will maximize the health and well-being of client systems.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Advance Human Rights and Social, Economic, & Environmental Justice	Assessment of Performance	
4. Engage in actions that promote equal access to social opportunities that promote health and well-being for systems of different sizes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Continue to the next page

Competency: Engage in Practice-informed Research and Research-informed Practice	Assessment of Performance	
5. Use research-based practice methods to increase the health and well-being of multiple levels of client systems.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage in Policy Practice	Assessment of Performance	
6. Analyze policies that influence health and well-being in systems of different sizes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Engage with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
7. Establish positive relationships that can lead to action with systems of different sizes	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate
8. Educate others and provide leadership on ways to improve service delivery meant to increase health and well-being with systems of different sizes.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Assess Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
9. Develop mutually agreed-on intervention goals and objectives that focus on the client system's health and well-being.	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Continue to the next page

Competency: Intervene with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
10. Engage in intervention practices to increase health and well-being of systems of different sizes	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

Competency: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Assessment of Performance	
11. Engage in intervention practices to increase health and well-being of systems of different sizes	<input type="radio"/> Unsatisfactory <input type="radio"/> Improving <input type="radio"/> Competent	<input type="radio"/> Excels <input type="radio"/> Unable to rate

You may provide any additional comments here:

End of Evaluation



TEXAS TECH UNIVERSITY
Social Work Program™

The Master of Social Work Degree Program
Professionalism in the Classroom Evaluation

Field Student Evaluation

Evaluation for:	SW 5264	SW 5467	Midterm or Final
(circle one)	SW 6464	SW 6467	Midterm or Final

CSWE Competency EP 2.1.1: Identify as a professional social worker and conduct oneself accordingly

From the Social Work Program Student Handbook:

PROFESSIONALISM

The faculty expects students planning a career in social work to demonstrate a level of Professionalism commensurate with their exposure to professional standards. Demonstration of Professionalism is one of the criteria for remaining in good standing in the Social Work Program. Additionally, professionalism demonstrated during a student’s tenure in the social work program can have a significant impact on references that faculty members may provide to students.

The following behaviors and skills are used as a means of evaluating students’ level of professionalism.

Students should meet basic behavioral expectations, including, but not limited to:

- attending class regularly and keeping appointments (or making appropriate arrangements);
- being punctual to class and other meetings.
- being dependable in observing deadlines.
- being prepared for class or other meetings.
- working cooperatively and effectively with others with little or no intervention.
- appropriate acceptance of and utilization of feedback.

Students are expected to demonstrate appropriate communication skills, including, but not limited to:

- written work that is clear, grammatically correct, uses non-biased language, and conforms with APA style for formatting and source citation.
- oral communication that reflects a willingness to listen to others, recognition that one’s political, religious, or personal views are not the only way of looking at situations, and that some opinions are more appropriately expressed in personal settings other than in the classroom, in social service agencies, or other professional contexts.
- and non-verbal communication that reflects respect for others.

Students are expected to demonstrate emotional and cognitive abilities that reflect a level of maturity needed for successful program and professional performance, including, but not limited to the:

- ability to manage life stressors using appropriate coping strategies and resources
- ability to seek and effectively use help for problems that interfere with academic and

Professional performance, impair professional or academic judgment, or jeopardize the best interests of those to whom the student has a professional responsibility

- self-awareness, including how values, attitudes, emotions, and past experiences affect Relationships with others, an ability to assess strengths and limitations and a willingness to examine and change behavior when it interferes with professional performance or expectation

*****Students are also expected to adhere to the NASW Code of Ethics**

(<http://socialworkers.org/pubs/code/code.asp>), **TX Social Work Code of Conduct**

(http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm), **TTU Student Policies**

(http://www.depts.ttu.edu/dos/docs/Student_Handbook_2015-2016.pdf) and **Student policies of the TTU MSW Program**

(http://www.depts.ttu.edu/socialwork/MSW_Program_Pages/MSW_Documents/MSW_Student_Handbook.pdf).

Instructions for the evaluation form: The student's practice behaviors are scored on a scale from 1 to 4.

1 = Not Really The student's skills do not reflect the foundational level of social work practice/professionalism for the course enrolled; he/she is not making the expected level of progress in this area of practice. Student has not met expectations for documentation and record keeping; assignments; deadlines; attendance & participation.

2 = Almost- The student's skills do not reflect the foundational level of social work practice/professionalism for the course enrolled; he/she is making the expected level of progress in this area of practice. With redirection and/or support, student demonstrates progress in meeting expectations for documentation and record keeping; assignments; deadlines; attendance &

3 = Yes- The student's skills reflect the foundational level of social work practice/professionalism for the course enrolled.

4 = Above & beyond- The student's skills exceed the foundational level of social work practice/professionalism for the course enrolled; the student's skill is above average for the foundation level of this skill.

NA = Not Applicable - This objective is not applicable in this agency setting.

UA = Unable to Assess - The student has had little or no opportunity to demonstrate this task or skill

For each item scored, the MSW student is to add a one-sentence statement below the practice behavior regarding the way in which he/she demonstrated this at the field agency. Client's names should not be used.

For each item scored with an NA or a UA at midterm, the student and supervisor need to devise a plan for the student to demonstrate this practice behavior prior to the end of the semester. That plan should be briefly explained beneath the given practice behavior.

Professionalism in the Classroom- Field Student Evaluation	Mid-Term	Final
<p>Money Order – A correctly completed money order for professional liability coverage must be submitted prior to the student starting his/her field placement hours in SW 5264 and SW 6464. <i>Students may not begin their field placement without first submitting a money order as required by TTU).</i></p>		XXXXXX
<p>First Day & Safety Review form and the Field Placement Safety Review Documentation must be completed and submitted by the 10th day of class following the first day of the field placement.</p>		
<p>Educational Contract – It must be completed, corrected if needed, signed, and submitted by the 10th day of class following the first day of the field placement. Revisions may be required to better reflect changing circumstances of the field placement. <i>Educational Contract meets or exceeds expectations of the assignment?</i></p>		
<p>Agency Report – An agency report is required within one month of the beginning of a new field placement, regardless of whether the student is changing agencies at the beginning of a semester or within a given semester. <i>Agency report meets or exceeds expectations of the assignment?</i></p>		
<p>Journals - At a minimum, 70% of the semester’s journals must be submitted weekly by the specified due date and time, must be fully complete at the time of submission. All journals must be submitted prior to the last day of class. <i>Weekly journal assignment meets or exceeds expectations of the assignment?</i></p>		
<p>Record of Supervisor Approved Field Hours – All supervisor approved field practicum hours (a minimum of 150 for SW 5264 and a min. of 250 for each of the field courses - SW 5467, 6464 and 6467) must be completed no later than the last day of classes for the semester. All documentation must be completed as required. Students should have approximately half of their supervisor approved minimum required hours completed by mid-term. All hours (150 for SW 5264 and 250 for each of SW 5467, 6464 and 6467) must be completed no later than the last day of classes for the semester.</p>		
<p>Meetings – The Field Faculty Liaison or Director of Field Education will set the dates and times for meetings (for the class as a whole and for additional supervision). If a student misses any of these meetings (or portions of these meetings), that student is responsible for obtaining the missed information. It is recommended the student schedule a special appointment with the Director of Field Education (at her/his convenience) within one week of the missed meeting. The student is expected to comply with the class meeting policies provided by the instructor.</p>		

<p>Supervision meetings - Students receiving weekly MSW supervision from their Field Faculty Liaison must provide a minimum of 24-hour advanced notice if they are unable to attend a supervision meeting and the missed meeting must be rescheduled within 48 hours. Students are expected to be active participants in the supervision process, attending all meetings prepared for reflection and discussion. The student is expected to comply with the class meeting policies provided by the instructor.</p>		
<p>Student Conducts oneself as a professional in the classroom: * Professional Behaviors & Skills (including participation & compliance with class policies):</p>		
<p>* <i>Students are expected to demonstrate appropriate communication skills,</i></p>		
<p>*Self-Care, Self-Awareness (<i>Students are expected to demonstrate emotional and cognitive abilities that reflect a level of maturity needed for successful program and professional performance,</i>)</p>		
<p>Evaluations – For each evaluation period (midterm and final) the applicable field evaluation form must be completed first by the student, then by the agency supervisor, then discussed jointly between them prior to the meeting with either the Director of Field Education or the assigned field liaison. The midterm evaluation should be completed at least five weeks prior to the last day of class. An incomplete field evaluation form will not be accepted. Both midterm and final field evaluations must be signed and submitted prior to the last days of the field placement.</p>		
<p>Other class assignments: (ex: Attendance at a professional meeting, etc....)</p>		

 Signature of Student

 Date/Midterm

 Signature of Student

 Date/Final

 Signature of Faculty Field Liaison

 Date/Midterm

 Signature of Faculty Field Liaison

 Date/Final

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APPENDIX D
CRITERIA FOR THE SELECTION OF FIELD
AGENCIES

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**Criteria for Selection of Field Placement Agencies for the
Texas Tech University Social Work Education Program (rev. 5/20)**

Agency Name: _____

Date: _____

The agency Field Supervisor assumes the role of "educator" in dealing with students, s/he must have an appropriate knowledge base and identification with professional social work to instill these in the student. Therefore, it is strongly preferred that the field supervisor possesses an M.S.W. degree from a CSWE accredited Graduate School of Social Work.

The MSW Program greatly values the contribution of our social work field agencies make toward successful placement experiences. To help ensure such success, agencies which collaborate with the MSW field education process must be able to provide a high-quality learning experience for the student.

In selecting such agencies, the faculty assesses the following criteria:

Yes ___ No ___ The agency performs functions within the scope of what is generally recognized as social work.

Yes ___ No ___ If social work is not the principle function of the agency, social work is identified as a major professional service offered by the agency, and social work practitioners are accepted by the agency as professional staff.

Yes ___ No ___ The agency enjoys a community reputation for providing high-quality service to its clientele.

Yes ___ No ___ The agency demonstrates a commitment to diversity, social and economic justice and to services on behalf of populations at risk.

Yes ___ No ___ The agency has formal safety policies and procedures.

The agency is commitment to Social Work Education, as evidenced by:

Yes ___ No ___ Willingness to accept student(s) without regard to race, religion, sex, age, or disability, with the exact number of students being negotiated between agency and university on a yearly basis;

Yes ___ No ___ Willingness to allow students to actively participate in the overall agency program and activities, as appropriate to educational needs and practice competencies of the student;

Yes ___ No ___ Willingness to provide access to agency case records which are pertinent to student activities and learning needs;

Yes ___ No ___ Willingness to provide support services and appropriate facilities for student use, including an adequate and regular place from which the student can operate, clerical services, necessary supplies and equipment, access to telephone, and (if possible) reimbursement for travel expense incurred during the course of assigned duties;

Yes ___ No ___ Willingness to designate an agency Field Supervisor (preferably someone with prior experience in supervision and a MSW degree) whose schedule will allow for adequate orientation, development of student learning opportunities of appropriate depth and variety, scheduling of regular and frequent conferences with students, attending Field Supervisors' meetings sponsored by the university, meeting regularly with the Field Faculty/Director of MSW Field Education, and preparing student evaluations.

Thank you for your support of Social Work Education and the TTU MSW Program

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APPENDIX E

AGENCY ORIENTATION & AND SAFETY FORMS

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THE SOCIAL WORK PROGRAM
TEXAS TECH UNIVERSITY
FIELD PRACTICUM PLACEMENT

Field Agency Orientation (rev. 5/20)

SW Course: SW _____

(circle one) Fall / Spring 202__

Please print

Student Name:	Email:	Cell phone:
Supervisor Name:	Email:	Cell Phone:
Agency:		

Please discuss the following topics with your social work practicum student as part of their introduction to the field agency. The field student and the field supervisor are asked to initial and date each topic once the student expresses an understanding of the information and/or the issue. The agency may keep a copy of the form for its records. The student should return the original to their Field Faculty/Director of Field Education at TTU by the requested date.

	Supervisor's Initials	Student's Initials	Date
AGENCY OVERVIEW			
Agency vision, mission, purpose			
Introductions to colleagues, staff, administration			
Organizational structure			
Role of agency in relation to the community			
Resources relevant to the agency			
Other relevant issues related to understanding the agency			

AGENCY POLICY AND PROCEDURES	Supervisor's Initials	Student's Initials	Date
Office procedures for clocking in/out			
Procedures about office supplies and their location			
Designated workspace for the student			
Storage of personal belongings			
Handling of client records			
Use of phone, fax, computer, video, camera, cell phone, personal calls			
Use of other technology			
Holidays for both agency and TTU			
Parking, use of own vehicle, mileage reimbursement			
TTU policy prohibits students from driving a vehicle to transport clients.			
Internal communication procedures			
Departmental/unit meeting schedules			
Agency Policy & Procedure regarding:	Supervisor's Initials	Student's Initials	Date
Harassment			
Discrimination			
OSHA			
Americans with Disabilities Act			
Confidentiality policy and procedures			
HIPAA			
Release of information for clients			
Client eligibility policy and procedures			
Intake/admissions			
Forms for documentation			
Fees, financial issues that may be relevant to client			
Workplace safety			

Reporting of child or elder abuse			
Providing information, resources, and referrals			
Dress code			
It is necessary that clients be informed of the field placement student's status as a student. Please discuss how this will be handled at your agency.			
Issues of diversity that may impact working within the agency, with clients, or within the community.			
Other:			

FIELD INSTRUCTOR/STUDENT RESPONSIBILITIES		
What will be the student's normal weekly schedule at the agency? (hours by day of the week):		
Monday:		
Tuesday:		
Wednesday:		
Thursday:		
Friday:		
Saturday:		
Sunday:		
Opportunities to make up hours:		
Time for weekly supervision consultation		
Expectations re: calling in when ill or late		
Other than the designated supervisor (please be as specific as possible):		
to whom may the student go with questions or concerns when the supervisor is temporarily unavailable?		
to whom may the student turn for instruction/supervision?		
who may delegate tasks to the student?		
Please also review:		
Acceptable tasks during "free time," such as reading agency manuals, reviewing client charts, working on class assignments, etc.		
Breaks and lunch times and locations		

TTU Field Evaluation form (see Field Education Manual)	
Documentation of student's time/hours	
Issues of diversity that may impact the student-supervisor working relationship.	
Please be sure that the supervisor has the current contact information for the student and that the student has the correct contact information for the supervisor.	

Thank you for taking the time to review this important information. We hope this will help to initiate a good working relationship between the student and the agency staff.

THE SOCIAL WORK PROGRAM
TEXAS TECH UNIVERSITY
FIELD PRACTICUM

SAFETY REVIEW (rev. 5/20)

Please print

Field Student: _____

Field Course: _____

Semester _____

Agency Name: _____

Supervisor: _____

For the safety of our students, clients, field supervisors and field agencies, it is important that agency safety issues and procedures be addressed with the student within the first week of their placement. The student and his/her supervisor are asked to initial each of the following topics once the student expresses an understanding of the information and/or the issue. The student should return the original form to the Field Faculty/Director of Field Education by the date requested.

SAFETY RELATED TOPICS	Initials of Supervisor:	Initials of Student:	Date:
Use of safety devices (alarms, buzzers, codes for emergency staff, etc.)			
Emergency contact personnel and numbers			
Arrangement of office space			
Location of emergency supplies			
Use of the office after work hours and/or after dark			
Per TTU policy, students may not be the driver of vehicles transporting clients			
Personal Safety regarding Home Visits			
Dressing for safety			
Parking for safety			
Neighborhood safety			
Client de-escalation (in the office and home visits)			
Contacting clients with a history of violent/concerning behavior			
Safety Procedures for Client Visits / Appointments			
Universal precautions (Precautions for biohazards and health and safety concerns)			
Additional safety concerns related to this placement:			
Other:			

Thank you for addressing these important safety issues and precautions with your field student

APPENDIX F

Social Media , Communication & Technology Guidelines

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Texas Tech University
MSW Program
Social Media, Communication & Technology Guidelines

The ability to communicate effectively is a primary tool necessary for social work practice. Social Work professionals use a variety of methods for communicating including utilizing the expected technology of phone, emails, texts and written correspondence. Increasingly, the use of social media has become another commonly used avenue for sharing and responding to information. In order to uphold our legal and ethical responsibilities as social work professionals, we must be sensitive to issues of informed consent, conflicts of interests, privacy and confidentiality, boundaries, and dual relationships. It is also important to be aware of our private conduct, as it may impede or enhance our ability to effectively function as professionals.

The MSW Program has established the following guidelines designed to protect the confidentiality, privacy and interests of our students, the MSW Program, the university, agency, colleagues, clients, instructors and peers. In addition to these guidelines, MSW Field students are expected to adhere to professional standards and conduct, including abiding by the Code of Ethics of the National Association of Social Workers and the Texas Code of Conduct for Social Workers.

Please also review Technology Standards for Social Work Practice, developed by four organizations which included the National Association of Social Workers, Association of Social Work Boards, Council on Social Work Education, and the Clinical Social Work Association. https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

Social Media:

- a. Review and comply with all program, university, and agency guidelines and policies regarding the use of social media and other technology.
- b. Review all your social media and delete inappropriate posts, tweets, blogs, pictures (also, “untag”), videos, etc.....
- c. Review all of your “likes” and “unlike” and/or unfollow anything or anyone inappropriate
- d. Consider the wisdom of posting any identifying information such as address, phone, email, place of employment, date of birth, etc....as a part of your “profile, “about me”, “biography”, etc.... sections.
- e. Use the highest Privacy settings possible for all social media. Remember, even with these settings in place, it is still possible for content to be shared and retained on the internet with or without your knowledge/consent.

- f. Be conscientious on who you “friend, follow”, etc..... You should never “friend, follow, etc.... current or former clients.
- g. Be cautious about friending, following, etc.... personnel from your agency. Friending/Following personnel from your agency while you are a practicum student is highly discouraged.
- h. Do not “look up” or “follow” any current or former clients, patients, etc.... on social media unless there is compelling reason to do so (Consult with your supervisor first).
- i. Do not post/share photos taken at your agency. Never post/share photos of clients. Taking pictures without the consent of others is a breach of privacy and confidentiality.
- j. Remember that the sites you “visit”, the comments you post and the videos and images you upload are retained on the internet indefinitely and do not go away.
- k. Do not reference your agency, supervisors, clients, colleagues, peers, client experiences, professional experiences on social media sites or other online sites.

Communication Technology such as Computer, phone, tablets, cameras:

- a. Review and abide by agency policy regarding communication policies.
- b. Communicating via email or text: Abide by agency guidelines. Do not share client identifying information unless using a secure system AND it is permissible by agency policy. (Remember, at certain agencies, including this university, any and all communication using agency/university technology is considered public information and may be retained indefinitely).
- c. Agency/program computer, tablet, or phone should be used for agency/program business only. It should not be used for any personal communication (email, text, internet use, photo-sharing, etc...).
- d. Personal phone, tablet, and/or computer should not be used for professional communication or work when your agency has provided a computer, tablet, phone, etc.... for professional use. Review and abide by agency policy.
- e. Professional email accounts should NOT be used for personal communication. All communication using agency provided technology should be of a professional nature. (Remember, at certain agencies, including this university, any and all communication using agency/university technology is considered public information and may be retained indefinitely).

- f. Taking and sharing photos without consent is a breach of privacy and confidentiality. Review agency policy regarding use of personal camera, cell phone camera, computer, tablet, etc.....

Please be mindful that your use of the internet, social media, and other forms of communication may have consequences for your social work career and can undermine public trust and confidence in the social work profession.

Thanks to Dr. Phelps for sharing these guidelines with our program!

APPENDIX G

Affiliation Agreement

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TEXAS TECH UNIVERSITY
DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK
THE SOCIAL WORK PROGRAM

Affiliation Agreement

The AGREEMENT is executed between the Social Work Program of the Department of Sociology, Anthropology, & Social Work of Texas Tech University, referred to hereafter as the “Program,” and _____, referred to hereafter as the “Agency.”

WHEREAS, it is agreed by the parties to be of mutual interest and advantage that the students of the Program be given an opportunity to utilize the programs and services of the facility operated by the Agency as a field practicum experience in their educational process.

WHEREAS, the Agency operates a program providing services to _____ in Lubbock, Texas.

WHEREAS, THE Program operates both a baccalaureate social work educational degree program (BASW) and a Master of Social Work Educational degree program (MSW) on the campus of Texas Tech University at Broadway and University Avenue, Lubbock, Texas.

The Parties to this AGREEMENT agree as follows:

Responsibilities of the Program

1. The Program will provide qualified faculty to coordinate the learning experience for the student in placement.
2. Prior to placement, the Program will share with the Agency appropriate information related to the background, experience and education of the student, and will participate in the selection process for placement in the field practicum program. The Agency however, reserves the right to reject any student that social work staff does not feel will fit into its program.
3. The Program will enforce the Agency’s personnel regulations, office hours, and stipulations against disclosure of confidential information, together with other such rules and regulations governing students as are mutually agreed upon by the Program and the Agency.
4. The Program agrees that it will honor a request by the Agency that a student be relieved of his/her responsibilities if such student is found unsuitable for his/her assignment, or if unusual circumstances within the Agency dictate temporary termination of the field practicum program.
5. Due to the confidential nature of the Agency patient records, the Program will prohibit the publication or other divulgence by either students or faculty of any information or material obtained as a result of this field experience that has not been approved for release and publication by the Program and the Agency.
6. The Program will restrict the activities of its representatives from performing any service of the Agency except in the performance of field instruction.
7. The Program will carry the responsibility for the administration of the field practicum program in relation to the education required for the students and cooperation with the Agency’s social work staff in maintaining the standards to insure the quality of services required by the Agency.

8. The Program agrees to hold harmless the Agency for any claims by students arising from injury, death, or sickness that may occur or be alleged to have occurred as a result of the participation of any of the students of this program, in so far as Texas law allows.

Responsibilities of the Agency

1. The Agency agrees to provide a field placement setting for 1 or more students with the maximum working time not to exceed 33 hours per week per student.
2. If at all possible, the Agency agrees to provide social work staff supervision for the student. For
BASW field placements, the staff social worker should possess a BASW or MSW degree.
For
MSW field placements, the staff social worker should possess an MSW degree. Note: In the event that the Agency is unable to provide social work supervision at the appropriate level, this responsibility will revert to the Program to ensure regular and timely supervision from the social work perspective.
3. The Agency will provide such cases and client contacts as are deemed reasonable for a student to capably handle during the time allotted for the field practicum.
4. The Agency's social work staff will from time to time meet with the Program's Director of Field Education for progress conferences to help the director arrive at an evaluation of the student's semester activities in the field practicum.
5. The Agency will provide the use of existing office space, equipment, office supplies and clerical assistance necessary to the learning tasks and the student's assignments by the social work staff.
6. The Agency agrees to promptly inform the Program of any changes in the Agency's policies, procedures, and/or staff that might adversely affect the field experiences of the student placed under this agreement.
7. The Agency will allow the student to use the organization's library and may allow the student to take advantage of other educational opportunities as are appropriate to the learning situation of that student.
8. The Agency will charge the Program no fees for the practicum opportunity afforded under this agreement.
9. The Agency will not be charged for services performed by the student or the Program's Director of Field Education.

Joint Responsibilities of the Program and the Agency

1. The AGREEMENT shall be reviewed and evaluated annually by the Program and the Agency for the purpose of mutually agreed revisions which may be deemed advisable or necessary. Renewal of the AGREEMENT for the next year will be by mutual decision of both parties and, in part, based on the availability of students for the practicum.
2. The AGREEMENT is for one year. Thereafter it shall be automatically renewed on an annual basis unless terminated by either party. Either party may terminate this agreement at any time with or without cause by providing 30 days written notice to the other party.
3. The AGREEMENT may be amended in writing to include such provisions as the Parties may agree upon.
4. Venue in any action at law on equity in relation to and in connection with this AGREEMENT shall be in Lubbock County, Texas.
5. The Parties will utilize the dispute resolution process set forth in Chapter 2260 of the Government Code for all disputes arising under this contract.

Signature of Agency's Representative _____
Date _____

Printed Name of Agency's Representative _____

Title of Agency's
Representative _____

Signature of:
BASW Program Director _____ Date _____

MSW Program Director _____ Date _____

Printed Name of BASW Program Director – Laura Lowe, PhD

Printed Name of MSW Program Director – Andrew Rose, PhD

Texas Tech University – Social Work Program

APPENDIX H

**FIELD PERFORMANCE IMPROVEMENT
PLAN**

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TTU MSW FIELD EDUCATION

FIELD PERFORMANCE IMPROVEMENT PLAN (5/20)

Check all areas in which the field practicum student's performance does not meet the appropriate skill level:

Social Work Competencies:

- Professionalism
- Self-Assessment/Self-care
- Individual and Cultural Diversity
- Ethical and Legal Standards
- Policy
- Other: _____
- Other: _____

Practice Behaviors:

- Assessment (Initial Assessments)
- Critical Thinking Skills
- Intervention (Individual/Group counseling skills, Crisis Intervention)
- Consultation
- Supervision
- Other: _____
- Other: _____

1) Description of the concern(s) in each competency checked above:

2) Approximate date the concern was brought to field student's attention and by whom:

3) Steps already taken by field student to rectify the concern) that was identified:

4) Steps already taken by the Field Instructor, Field Liaison, to address the concern(s):

FIELD PERFORMANCE IMPROVEMENT PLAN:

Description of Concern:	Expectations for Acceptable Performance	SW Field Student Responsibilities/Actions	Field Supervisor Actions	Timeframe for Acceptable Performance	Assessment Methods	Dates of Evaluation	Outcome:

Outcomes:

- 1. Student has changed behavior so that significant issue no longer exists**
- 2. Student has made acceptable progress toward changing behavior**
- 3. Student has failed to make acceptable progress toward changing behavior**
- 4. Student has engaged in behavior that has changed the issue from significant to critical and must be removed from the internship**
- 5. If the significant issue has not be resolved so that it no longer exists by the third review date, the student will be removed from the internship and receive an evaluation reflecting this failure.**

FIELD PERFORMANCE IMPROVEMENT CONTRACT

I, _____ (social work practicum student), understand that I am to follow the identified Field Performance Improvement Plan. I understand that I must demonstrate change in areas listed to successfully complete my field placement satisfactorily and without reservations. I understand that this plan or action is in addition to all standard requirements for completing my practicum.

My signature below indicates that I fully understand the above. My comments, if any, are below:

Social Work Student comments:

*All agency staff/faculty with responsibilities or actions described in the above Field Performance Improvement plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Social Work Intern: _____ Date: _____

Agcy Field Instructor: _____ Date: _____

TTU MSW Field Liaison: _____ Date: _____

Director of MSW Field Education _____ Date: _____
_____ (If appropriate)

APPENDIX I

SAFETY INCIDENT REPORT

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**Texas Tech University
Social Work Program
Field Education**

Safety Incident Report Form

The attached incident report form should be used whenever a safety or ethical concern arises for either the student or agency participating in field education.

A safety incident is any occurrence that involves an individual's physical or emotional safety while conducting their duties and responsibilities in the field.

Ethical concerns involve any occurrence that is not in abidance with the practice procedures set forth by NASW, Texas Tech University, and other governing policy for the social work profession.

The form should be completed and forwarded to the Field Education Department for follow-up as needed.

Incident:

Reported by: _____ Date: _____

Date/time incident occurred: _____

Student's name (if applicable): _____ Phone: _____

Name of agency: _____ Phone: _____

Address of agency: _____

Field Instructor: _____ Phone: _____

Faculty Liaison: _____ Phone: _____

Other witnesses/persons involved (if applicable):

Name: _____ Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____

