



MORGAN STATE UNIVERSITY

SCHOOL OF SOCIAL WORK

Urban Strong

**Field Education Student Handbook
2018-2022**

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Revisions and updates as needed*

"There is no greater joy nor greater reward than to make a fundamental difference in someone's life."

Mary Rose McGeady

PREFACE

It is my professional and personal privilege to take this opportunity to thank the BSW and MSW students for your ongoing dynamic dedication, diligence, and determination to become urban social work practitioners, leaders, and researchers. The Field Education Program Staff have developed this Student Handbook as a resource for students participating in the required Field Practicum experience to meet all expectations, goals, and standards set forth by our accreditations body, The Council of Social Work Education (CSWE). We take tremendous pride in the varied agency partnerships that are continually being established to enhance and expand learning and future employment opportunities on your behalf. Program improvements are at the forefront of our agenda, which will advance systems of communication, networking, and collaboration.

In your preparation to make the difference in the urban community, you are being empowered and challenged to demonstrate the exceptional skills, talents, and creativity to meet the needs of the diverse populations who reside within the urban environment. You are to be commended for the myriad of challenges which you have overcome to achieve your dream.

My gratitude is extended to our Professor and Founding Dean of the School of Social Work, Dr. Anna McPhatter, for the unending support rendered to the Field Education Program. Special thanks for the innovative skills and intellectual acumen shared by Assistant Director, Matthew Vialva, Program Coordinator, Jessica Turner, Administrative Assistant, Karen Dowhite, and fondest appreciation to all of the field liaisons, field supervisors, and faculty.

Thank you!

Thelma P. Rich

Professor Thelma P. Rich, MSW, LCSW
Director, Field Education Program
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Morgan State University Mission Statement

Morgan State University

Morgan State University serves the community, region, state, nation, and the world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates for growing the future and leading the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

School of Social Work Mission Statement

The School of Social Work fully prepares urban social work leaders, practitioners, and researchers who are committed to the alleviation of human suffering and the improvement of the quality of life for urban residents.

- Goals:
 - To prepare autonomous practitioners committed to working competently and effectively with urban individuals, families, groups, organizations and communities.
 - To socialize students to the values and ethics of the profession of social work.
 - To address challenges, issues and problems of the urban environment toward the alleviation of human suffering and enhancing the quality of life of the oppressed, at-risk, and vulnerable populations.

BSW and MSW Departments

The MSW Department prepares autonomous social work professionals to become practitioners, leaders, and researchers in the urban community.

- Goals:
 - To prepare autonomous practitioners, leaders, and researchers committed to working competently and effectively with urban individuals, families, groups, organizations and communities.
 - To socialize students to the values and ethics of the profession of social work.
 - To address challenges, issues and problems of the urban environment toward the alleviation of human suffering and enhancing the quality of life of oppressed, at-risk, and vulnerable populations.
 - To develop an appreciation for the historical and contemporary contributions of African Americans to the field of social welfare as the context for urban social work practice.
 - To prepare students with the knowledge, skills, and commitment to address oppression and social injustice in all forms.
 - To promote the fullest understanding of the reality and complexity of human diversity as a basis for culturally competent social work practice.

Purpose of the Field Education Student Handbook

The Field Education Student Handbook has been developed as a guide to the social work field experience for both BSW and MSW students. The manual outlines policies, procedures and guidelines in accordance with the accreditation body, Council on Social Work Education (CSWE). The Field Education Student Handbook aims to instruct and direct students involved in the Field Education program to ensure their successful adherence and completion of the required field placement tasks, assignments, duties and responsibilities. The handbook is reviewed on an annual basis to reflect any program modifications and revisions.

The Definition of a “Social Work Practicum Experience”

The social work practicum experience is defined as a learning opportunity for BSW and MSW students to be involved in the daily operations of private and public social work agencies and non-traditional community organizations in which social workers play a vital role in the service delivery systems with identified urban populations.

The Definition of a “Student Intern”

A student intern is described as a BSW or MSW student who consistently meets the requirements and standards set forth by the Field Education program. This includes the completion of undergraduate and/or graduate coursework, meeting assignment deadlines, and consistent seminar attendance. A student intern reflects upon, adheres to, and demonstrates their understanding of the Social Work Code of Ethics in courses, seminars, and practicum experiences. A student intern applies theoretical knowledge and communication skills to the hands-on field practicum experience within the agency. A student intern learns policies and direct practice skills necessary to facilitate the transition from student to a highly-skilled, urban social work practitioner, leader, and researcher.

Signature Pedagogy: Field Education

Signature Pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. It is a basic precept of Social Work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Purpose and Objectives of Field Education

The purpose of Field Education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. In social work, the signature pedagogy (the art or profession of teaching; preparatory instructions or training) is Field Education. The student is oriented to the profession and how it operates within the requirements of the accrediting body, the Council on Social Work Education.

BSW & MSW Generalist Year Field Objective(s)

The BSW & MSW generalist years provide students with an opportunity to integrate social work theory and knowledge from a generalist perspective. The field placement offers a well structured environment in an urban-based setting for students to apply generalist knowledge, values, and skills learned in the classroom. The generalist field objectives are designed to enable students:

1. To gain first-hand knowledge of social welfare and agency policies, programs, procedures, and services in the manner in which they impact upon client systems in an urban setting.
2. To integrate social work theory with social work practice and to apply theoretical knowledge to urban practice situations.
3. To carry out basic generalist practice skills as they relate to the profession and practice of social work in urban settings.
4. To understand the issues of poverty, socioeconomic disadvantage, interpersonal and community violence, substance abuse, and mental health problems, social injustice and discrimination, and how these impact the urban client system, as demonstrated by the ability to identify problems, determine solutions and access appropriate community resources.
5. To demonstrate an awareness of self in the professional context, accept the value of diversity and differences, and is sensitive to and accepting of the inherent dignity and worth of each individual client and the rights to self-determination and decision making within an urban context.
6. To demonstrate proficiencies in verbal and written communication, and the use of technology in a manner that reflects professional social work skills and knowledge of the urban environment.
7. To demonstrate knowledge of significant contributions of past and present African American Pioneers who enriched the field of urban social work practice.
8. To function within other organizational structures to demonstrate the ability to appropriately and effectively participate in the collaboration process.
9. To appreciate and apply the value base of the profession and its ethical standards, principles, and practices while also demonstrating an awareness of self.
10. To recognize, acknowledge, and respect the cultural differences existing in the urban community that impact individuality, self-determination, freedom of expression, choice, and decision-making when working with client systems in the context of an urban community.
11. To apply the knowledge of generalist social work practice with micro, mezzo, and macro systems within an urban setting.
12. To conduct assessments as demonstrated by the identification of problems/needs, and strengths, and determine and apply evidenced based theoretical frameworks and implement interventions, plans, goals, and evaluations appropriate to social work practice in an urban setting.

All objectives are based on the (9) Core Competencies established by the accrediting body, the Council on Social Work Education in 2015. Two additional competencies were added to support the Morgan State University School of Social Work's urban mission.

Students must first successfully complete the Generalist Field Practicum which focuses on generalist social work practice. In the Advanced Year, students function with a higher level of knowledge of theoretical frameworks that guide generalist practice. They have attained an understanding and acceptance of social work values and ethics, and have demonstrated well developed skills acquired in the generalist year. Field education in the generalist year provides the student with opportunities to gain first-hand knowledge of social service systems in urban settings, apply theoretical knowledge to urban problems such as poverty, social injustice and to determine how to access appropriate community resources. In addition, students learn to professionally communicate based upon American Psychological Association (APA) writing standards. They also must demonstrate the capacity to use technological information related to professional social work skills.

MSW Second Year/Advanced Standing Year Field Objective(s)

During the MSW Second Year or Advanced Standing Year, students select one of the four Areas of Specialized Practice to demonstrate their capacity to function on a higher level of performance in their chosen field of practice:

1. Urban Children, Youth, and Families; 2) Gerontology; 3) School Social Work; and 4) Public Health. Students are assigned to a field agency in the urban setting in their selected Area of Specialized Practice with the expectation to demonstrate autonomy and independence.
2. In the Second MSW Year or Advanced Standing Year, field students must be able to exhibit mastery in the following areas:
3. Demonstrate with greater depth and detail the ability to integrate theoretical frameworks that guide assessments, intervention and evaluation of practice.
4. Demonstrate knowledge of social problems and social forces that impact the urban population served by a field of practice, critically analyze and successfully implement preventive, and intervention strategies with increased levels of autonomy and proficiency utilizing conceptual frameworks.
5. Demonstrate knowledge, skills, values, and reflect leadership in practice and an ability to advocate for clients to promote equity and have access to resources in an urban setting through engagement within the assigned community on macro and micro levels.
6. Demonstrate a higher level of understanding of the values and ethics of the social work profession and an ability to apply these qualities at an advanced level that leads to appropriate and effective ethical decision making by applying standards of the NASW and NABSW Codes of Ethics.
7. Promote and advocate for improved quality of services through the utilization of research data with reduced levels of supervision to practice and evaluate program policies and service delivery systems.
8. Demonstrate a higher level of understanding of cultural diversity and be able to conduct culturally competent practice interventions at the micro, mezzo, and macro levels through client intra and inter agency interactions.
9. Demonstrate abilities which effectively utilize supervision, professional meetings, and other resources to build on practice skills and promote professional development by participating in individual conferences, staff meetings, training sessions, and other learning opportunities.

10. Demonstrate the ability to communicate through verbal, written and technological methods in a manner that reflects advanced professional practice through process recordings, pertinent documentations, and professional presentations.
11. Demonstrate knowledge of significant contributions of past and present African American Pioneers who enriched the field of urban social work practice.
12. Demonstrate the complexities of urban communities as they relate to social work practice by utilizing community assessments.
13. Demonstrate the ability to work effectively and collaboratively within an urban organizational setting.
14. Identify issues of poverty, socioeconomic disadvantage, interpersonal and community violence, substance abuse, mental health, social injustice, discrimination (individual and institutional), and how these impact the client system, as demonstrated by the ability to problem solve and access appropriate community resources.
15. Appreciate and apply the value base of the profession and its ethical standards, principles, and practices while also demonstrating an awareness of self.
16. Recognize, acknowledge, and respect the cultural differences existing in the urban community that impact individuality, self-determination, freedom of expression, choice, and decision-making when working with client systems in the context of an urban community.
17. Conduct assessments as demonstrated by the identification of problems/needs, and strengths, and determine and apply evidence-based theoretical frameworks and implement interventions, plans, goals, and evaluations appropriate to social work practice in an urban setting.

The Second MSW Year or Advanced Standing Year Field Practicum requires students to apply higher levels of skills by integrating the generalist year generalist practice skills within their Area of Specialized Practice. It requires students to demonstrate an increased depth of knowledge at multiple levels when applying theoretical frameworks in problem solving with clients. Students demonstrate a higher level of leadership ability to advocate for clients, to work collaboratively with and to develop networks with colleagues and other professionals, to utilize research data, to understand cultural diversity, to utilize supervision and resources that further build their practice skills, and promote their professional development. Each field of practice prepares students to complete the program with a high level of expertise for intervention, advocacy, and policy making in their Area of Specialized Practice.

**Council on Social Work Education (CSWE) Competencies
and Professional Practice Behaviors**

The most recent Educational Policy and Accreditation Standards (EPAS, 2015) requires Morgan State University' School of Social Work to develop professional social workers who demonstrate proficiency in the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate with Individuals, Families, Groups, Organizations, and Communities

Competency 10: Apply knowledge of the historical and contemporary contributions of African Americans to the field of social welfare as the context for urban social work practice.

Competency 11: Apply knowledge of the dynamics and complexities of urban communities as the basis for urban social work practice

Competencies ten and eleven were added by the School of Social Work at Morgan State University.

Council on Social Work Education, 2015. Educational Policy and Accreditation Standards

Admission Criteria to the Field Education Program

The following criteria must be met for admission to the Field Education Program:

- The student must be currently enrolled in the BSW or MSW Program
- The student must have completed all pre-requisite courses listed in the respective BSW or MSW Program Handbook
- A BSW student must maintain a grade point average of 2.5 or higher
- A MSW student must maintain a grade point average of 3.0 or higher
- The BSW and MSW student must submit a current resume and statement of interest to the Field Education Program data management system (i.e. SONIA) by the designated deadline

It is expected that all students comply with established deadlines and Field Education program requests via telephone and electronic communications. Missing submission deadlines and non-responsiveness with telephone and electronic communications will result in placement delays which will impact successful completion in the Field Education program.

To ensure a successful field experience, the agency placement is based upon the student's academic needs, career goals, special interests, level of experience, and Area of Specialized Practice. The Field Education Program office retains the right to determine your agency placement. BSW and First Year MSW students will be assigned to agency placements that offer a generalist practice experience with varied urban populations. Second Year and Advanced Standing MSW students will be assigned to agencies based upon assigned Area of Specialized Practice.

The Agency interviews the student and notifies the Field Office whether the student is accepted or not accepted. When the student is accepted, the Field Office documents the decision in the data management system (i.e. SONIA). When the student is not accepted, the Field Office continues to secure an appropriate placement. Once the student is placed in an agency (i.e. acceptance notification from agency representative and agency required paperwork are completed), no change in placement will be permitted. Any change in placement at this point in the process, will be reviewed by the Field Education Director on a case-by-case basis.

Online Masters of Social Work Program

- OMSW students are subject to follow the same procedures as described in this manual.
- The overall field education and placement process is the same for the onsite social work BSW and MSW students.
- OMSW Areas of Specialized Practice (ASP) is Urban Children, Youth, and Families
- If eligible for Employment Based Placement, refer to Appendix E.
- 1st year field placement is a Generalist placement
- 2nd year field placement is the Area of Specialized Practice (ASP) placement
- All communication with OMSW students is via electronic communication: phone and/or email.

Pertinent Information for Participation in the Field Education Practicum

Participation in the Field Practicum requires the student to demonstrate the following professional skills, abilities, and attributes at a level appropriate to their respective year in the program. These standards will be included in the evaluations completed at Mid-Semester and End of Semester. The following standards are included:

Communication Skills

The social work student must communicate effectively and sensitively with other students, faculty, staff, clients and other professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have verbal, written and technological skills to understand the content presented in the program.

- Writing skills require that students be able to write clearly, use correct grammar and spelling and apply appropriate writing style utilizing American Psychological Association (APA) referencing, appropriate source citation and documentation.
- Verbal skills require that students be able to clearly articulate in classroom and practicum settings and make formal presentations (individual and group) with clear and concise analytical and critical thinking skills.

Confidentiality

Students must abide by agency policy regarding confidentiality of client files and records. Social work students are expected to use discretion when working with their assigned agencies. If students have any concerns about their agencies or agency policies, they should only share this information with their Field Supervisors, Field Liaison, and/or Field Director.

Self-Awareness

The social work student must have an understanding of values, attitudes, beliefs, and emotions, which affect their behavior and relationships. This involves the student's ability to accurately assess their own strengths, limitations and suitability for practice. Students must be willing to examine and change their behavior when it interferes with working with clients, other students and professionals.

Professional Commitment

The social work student must have a strong commitment to the goals of urban social work practice and to the ethical standards that govern the profession. The student must exhibit behaviors that are in compliance with program policy and procedures, institutional policies and procedures, professional ethical practice standards and societal laws in the classroom, field and community.

- Professional attire suitable to the environment
- General demeanor which presents a professional attitude

Knowledge Base for Urban Social Work Practice

The social work student must acquire the necessary knowledge that is instrumental in working with urban populations. This is accomplished by purchasing and utilizing text books that emphasize social work practice with urban populations, providing classroom and agency opportunities focused on issues pertinent to urban populations (research papers, reflection papers, individual and group presentations as well as information offered by professional experts who work in the various disciplines).

Acceptance of Diversity

The social work student must appreciate the value of human diversity. He/she must serve in a professional culturally sensitive manner to all persons in need of assistance, regardless of the person's age, class, race, ethnicity, spirituality, gender, economic status, sexual orientation, and value system.

Interpersonal Skills

The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals.

Criminal Records

Some misdemeanor/felony offenses prohibit students from working in specific social work settings. A student should inform the Field Education Director upon immediate notification of any prior misdemeanor/felony convictions that may impact his/her ability to secure and complete an internship.

Background Checks

Background checks, including drug screens and Criminal Offense Record Investigation (CORI) checks, are required by many placement agencies as a condition for approval of his/her placement. Be advised students may also be subject to random drug testing throughout the year. Students are urged to let field faculty know of anything that might be discovered in a background check so that an appropriate placement plan can be made. When the findings of the background check and/or drug testing disqualifies a student for acceptance into an assigned agency, a meeting will be scheduled with the student and Field Education Director to determine appropriate resolution to this matter. For students who are required to complete CORI checks, drug screens, fingerprinting, immunizations, or other on boarding requirements, **the student will be responsible for associated costs.**

Mandated Reporting

Social work students must adhere to the NASW Code of Ethics and report incidents of suspected neglect or abuse. Prior to reporting suspected neglect or abuse at the agency, the student must discuss these situations with their assigned field supervisor/task supervisor in order to gain knowledge of the reporting process. It is recommended that students familiarize themselves with the mandatory reporting requirements in the jurisdiction where the internship is located.

Program Compliance Requirements

In order to remain in good standing, students must remain in compliance with the following throughout their field practicum experience:

- BSW student must maintain 2.5 grade point average, MSW student must maintain 3.0 grade point average
- Student must maintain required field work hours (16 hours each week – Generalist year; 24 hours each week – Second/Advanced Year)
- Student must maintain acceptable performance in the Field Agency and Seminars

Inclement Weather Policy

The School of Social Work follows the University's protocol for inclement weather. It is the student's responsibility to follow the University's weather announcements. If the University is open, students are expected to report to class. If the University opens (1) one hour late, class will be held and students are expected to attend. If the university is closed but the field agency is open for service and students are able to report, they are expected to make up field hours.

Accommodations Request

Students who need accommodations must self-identify to the Office of Field Education and contact the Office of Student Accessibility Support Services regarding reasonable accommodations in the Field Education Program. The Office of Student Disability Support Services is located in the Earl S Richardson Library Rm 133A.

Spring Semester Field Placements

Any student re-entering the Field Education Program due to program withdrawal needs to speak directly with the Director of Field Education for placement prior to enrolling in Field Seminar course.

Students needing this request must to contact the Director of Field Education no later than December 1.

Additional Items

Students are to conduct field placements during DAYTIME BUSINESS hours. The Field Education Program does not offer evening and/or weekend ONLY placements. Field placements with extended hours and/or limited weekend hours are minimal.

Students must remain in the assigned field placement for the designated hours unless an alternative arrangement has been approved by the Field Liaison and Field Supervisor and submitted to the Field Education Office. Early completion of hours is not permitted as the Field Practicum and Laboratory courses run concurrently with the field assignment.

Repeating a field placement within the Field Education Program is not permitted. A student of the School of Social Work, irrespective of degree level (BSW, MSW, and/or Advanced Standing), cannot duplicate a placement that has already been conducted and is documented in the SONIA database system. The Field Education Program has set up the program for students to develop diverse skill sets that can be cultivated by working with different populations, in different settings, and within varied administrative structures. However, exceptions can be made when agencies establish such an agreement with the Field Education Program.

Students can potentially be placed at a field placement up to one (1) hour away in travel time. This one (1) hour time frame does NOT include traffic.

When matching students for field placements, students are placed in the following ranking order: 1. Area of Specialized Practice (ASP), 2. Location, and 3. Indicated preferences of population and setting.

*****FAILURE TO ADHERE TO THE ABOVE REQUIREMENTS CAN RESULT IN DISMISSAL FROM THE FIELD EDUCATION PROGRAM*****

Process Recordings

PROCESS RECORDINGS are one method by which student can record the content of an interview. They involve a written record of communication both verbal and non-verbal (based on the worker's best recollections), and a record of the worker's feelings and reflection in an interview with a client. Process recordings may be written on an entire interview with a client, or portions of an interview, (jointly decided upon by student and supervisor). They are also written on a case intervention that was shadowed, a community group meeting, and in special circumstances, an agency team meeting, depending on the student's learning needs. Process recordings involve self-reflection, and recollected verbatim on process of client/worker

interaction. When specified, process recordings may be used as indicators that students have mastered specific competencies relevant to areas of specialized practice.

PROCESS RECORDINGS SERVE THE FOLLOWING FUNCTION:

- A. They are primarily useful as a teaching and learning tool. The process recordings help the student to recall the interview in an objective manner, and to see the interview in a different light. By providing an approximate text of the interview, the process recording allow the field Supervisor to follow the interview, see the steps taken by the student, and then either affirm the process or suggest alternative approaches for future reference. A field Supervisor may see problems or issues that a student may not detect. This provides a teachable moment for the supervisor.
- B. Process recordings provide pertinent information that assures appropriate follow-up in case a student is not available in a time of crisis.
- C. An important learning experience for students is learning about themselves, particularly in their relationships with other people. Through process recordings, the student learns how he/she relates to other people. Space is reserved in the process recording format for the student to identify his/her feelings relating to the interaction with the clients. It facilitates the supervisor in assisting the student regarding understanding his/her feelings towards clients.

What should be included in the process recording?

What you can remember that was said or done during the interview should be included! You should also include setting, pertinent observations and descriptions, and intrusions such as ringing phones. When including descriptions, be sure to give significant "evidence" involved, the client looks nervous and gives short explanations, e.g. (She shuffled hurriedly for her cigarette and chained smoked throughout the interview). Remember that this recording includes the drawback of selective memory--but try to be objective.

Each process recording is concluded with a summary. This summary contains the student's questions, reflections, and evaluations of the interview. In other words, the summary allows the student to assess his/her performance critically. It is also a means of helping the student to plan for the next interview.

How should a process recording look?

A process recording should begin with at least the client's name, the worker's name, and the date of the interview. This content can be reported in one or two ways:

- A. You may include the dialogue in a prose format. I said to her "How long have you been worried about this problem?" and she replied, "For a very long time... ever since my son was born."
- B. Your content and dialogue can also be reported in a drama format (the way a play would be written):

Worker: How long have you been worried about this problem?

Client: For a very long time. Ever since my son was born.

Worker: How have you been working through this problem?

Client: I've been...

Some Practical Considerations

- A. Process recordings should be done as soon as possible after the interview so that they will be as accurate and complete as possible.
- B. Writing process recordings is a very time-consuming task.
- C. Process recordings should be shared and discussed with the Field Supervisor before your next interview with that client, if all possible. (In order to help you help your clients.)
- D. Process recordings may become the spring board for role plays in class.
- E. Lastly, process recordings do not become part of the permanent record of the client but become the property of the agency.

Students are required to complete a minimum of four (4) process recordings per semester within the field seminar course. Field instructors may require more than this number and this expectation should be clarified in the interview process and documented in the learning contract.

Field Placement Hours

BSW Generalist:	16 hours/week	400 hours/academic year
MSW Generalist:	16 hours/week	400 hours/academic year
MSW Second year/Advanced standing:	24 hours/week	600 hours/academic year

Students are required to ensure that they are meeting the above expectations by submitting the proper documentation to the Field Liaison (MONTHLY) on the appropriate form signed by the Field Supervisor. Any deviation from the above requirements must be jointly agreed upon by the Field Liaison and the Field Supervisor.

Each student officially begins their role as “intern” the second Wednesday of September. Agencies may conduct trainings and orientations prior to the official start date of field, the second Wednesday in September. Students are required to attend and will receive field hours for these orientations and trainings. However, students cannot serve as an official intern until the second Wednesday in September. As indicated above, the student must complete at least 16 or 24 hours each week (for their respective year) during the field placement. The student must consistently follow their approved work schedule for every week during the semester.

Each semester the Field Education Program provides students with a field calendar. The field calendar can be accessed via SONIA and discussed with assigned Field Liaison. It is the responsibility of the student to adhere to all designated dates.

Students, Field Liaisons, and Field Supervisors will receive a pre-approved list of activities. Students receive field hours for the time spent at their assigned field placement. Students will only receive the field hours missed for attending an approved activity. Field Supervisors determine final approval. All field hours are approved by the Field Supervisor ONLY.

Winter Recess: Students are not required but permitted to conduct their internship during the 6 week winter recess. When Morgan State University is closed, students are not required to report to their field placement. However, if an agency has such a request of the student(s), please discuss this matter with the students at the beginning of the semester when completing learning agreements and planning schedules.

Students will NOT receive field hours for the Field Seminar course.

The Criteria for Selection of the Field Instruction Agency or Organization

In selecting an agency or setting for Field Instruction, the School of Social Work is guided by the objectives established by the Council on Social Work Education (CSWE). The School of Social Work recognizes the invaluable contributions that social welfare settings make in providing learning experiences for social work students. Therefore, the agency or organization should be a place to provide a learning laboratory for students to observe and demonstrate social work practice skills.

The following are desirable for field placement:

1. Agencies, organizations, and programs that are involved directly with social work practice both public and private.
2. Public agencies, organizations and programs created through federal, state, and local legislation that serve children, families, individuals, and groups in the urban community.
3. Other innovative or non-traditional social work agencies, organizations, and programs with a commitment to social work education goals and objectives.

It is necessary that the student have appropriate work space, access to a telephone and a computer/printer for record keeping and/or clerical assistance. The agency should have the student participate in conferences, consultations, and staff meetings within the agency whenever it is appropriate. Additionally, it is hoped that the agency is willing to reimburse the student for travel and other expenses incurred as a result of assignments occurring from agency activities.

It is extremely important that the agency dedicates and commits itself to following through with the student until the end of the semester.

Legal Agreement between the Agency and School of Social Work

The Field Agency Affiliation Agreement between the school and the agency must be signed prior to the placement of the student(s). All field placements must have a current field application and agreement on file in the electronic data management system (DocuSign). During the new agency vetting process, a site visit is conducted with agency personnel and/or field supervisor(s).

Non-active agency sites must become an approved agency site before being able to place students*

The Role of the Field Liaison

The Field Liaison has two primary roles: (1) to monitor the field experience of students by visiting and otherwise communicating with agencies during the academic year during which they observe student performance and documents the intern's progress, holding conferences with field supervisors, and completing a Field Liaison Report (Appendix F) at each visit to record the contact and denote the student intern's progress, and participates in assigning and submitting a grade. A copy of this report is placed in the student's field placement file. (2) to conduct the practicum laboratory seminar. The purpose of the seminar is to afford the students opportunities to integrate their theoretical knowledge with their field experiences. This is accomplished through various readings and other assignments: individual and group projects, reflection, research and position papers, debates, role playing, process recordings, discussion forums, video presentations, and discussions regarding field experiences.

The Field Liaison keeps the Director of Field Education informed of any achievements and concerns of students and the agency placement. During the academic year, meetings and conferences are held with the Director of Field Education to discuss program information, opportunities for professional development, student and agency adjustments, recommendations to the Field Education Program or the School of Social Work, the overall performance of Field Supervisors and conveys recommendations received from the agency and students for overall program improvement.

The Role of the Field Advisory Committee

The role of the Field Advisory Committee is to address field education issues and concerns. This may involve identifying issues that affect the profession, providing feedback on field placement issues affecting the student intern and student evaluation issues, the field curriculum, and recommendations for program enhancements. This committee meets three (3) times during the academic year.

Membership of the Field Advisory Committee is comprised of diverse field supervisors, agency administrators, two students, and the Director and Assistant Director of Field Education. The Committee meets once each semester during the academic year.

The Role of the Student in Field Instruction Setting

The School of Social Work and the field agency setting unite to provide the student with an appropriate educational, practical, and professional social work experience in the urban community. Expectations of the student in the internship are not unlike those of others working in the agency. Generally, the student is expected to:

1. Possess an open mind regarding the internship experience.
2. Dress appropriately (neatly and professional work attire).
3. Consistently maintain mature and professional behavior.
4. Arrive and leave the agency at the agreed upon time.
5. Participate with Field Supervisor in developing a Learning Agreement to guide work activities.
6. Develop and acquire knowledge and capacity to implement the agency's policies and procedures.
7. Participate fully in planned activities including conferences, seminars, Professional Opportunities Day and Licensure Prep-Workshop and other requested activities.
8. Demonstrate initiative, creativity and integrity in the completion of assignments.
9. Utilize the Code of Ethics in all stated areas, respect clients and agency personnel.
10. Participate with the Field Supervisor in evaluating field work performance.
11. Consult with appropriate persons when there are concerns relative to learning or other matters.
12. Complete all assignments in an acceptable manner and within the designated timelines.
13. Appreciate differences in teaching methods and learning styles.
14. Sign evaluation reports for each grading period. The student's signature acknowledges that he/she has read the evaluation.

At the end of the second semester, the student is requested to evaluate the field experience (Appendix X). The student receives an opportunity to make recommendations for any changes. The completed form is then submitted to the Director of Field Education along with an

evaluation of the Field Supervisor by the Faculty Liaison. These evaluations are used to assess whether the agency is providing a valuable learning experience for the student and should be continued as a placement site or discontinued.

Students complete two semesters of practicum in the generalist year - SOWK 503/504 and two semesters in the advanced year - SOWK 603/604. Only students admitted in the social work program and approved by the Field Director will be allowed to enter Field Education. Students must work 16 hours per week in the generalist year and 24 hours per week in the Second/advanced year. All students must satisfy and comply with the required Practicum hours. **THERE ARE NO EXCEPTIONS.**

Attendance at Field Placement

Students are required to report to the field placement site on the scheduled days. The agency is to be promptly notified of any absence(s) due to illness or any other emergency. In case of an extensive absence, it is expected that this time will be made up during the current semester. The Field Liaison should be notified by the Field Supervisor and the student to make arrangements for making up the required hours. In addition, the Field Liaison and Field Supervisor will determine if the learning process and the agency client services have been interrupted. Four (4) hours is the minimum timeframe (daily) allowed for the student to be active in the assigned placement. **Course credit will not be received until the required hours and all outstanding assignments are completed.**

The Timesheet Log in Sonia must be submitted and approved prior to each monthly seminar attendance. It is the responsibility of the student to input his/her time on a weekly basis (at minimum) into the Sonia database. The assigned Field Instructor will have access to Sonia to approve of the hours entered. This data is available for the Field Liaison to view, in order to ensure the student is meeting and accounting for the total hours required each academic year. It is highly encouraged that students keep a tracking log of hours reported to the field placement site, should any discrepancies arise.

Mid-Semester and/or End of Semester Evaluation Disagreements

An evaluation of each student's field experience is required at mid-semester and at the end of each academic semester. The evaluation is due based upon the University's academic calendar. This evaluation must be discussed with the student. Signing the evaluation indicates that the student has read it and not that the student agrees with its content. If there is a disagreement, the student should attempt to resolve the problem with the Field Supervisor. If this is not successful, the student may submit a rebuttal and attach it to the evaluation. This is submitted to the Field Liaison/Field Seminar Supervisor, who with the Field Supervisor, will attempt to resolve the disagreement. If this is unsuccessful, it will be forwarded to the attention of the Director of Field Education, who will provide input and render a decision based on information received. Students also have the right to utilize the Appeals and Grievance process identified in the Student Handbook and in a later section of the Field Education Manual.

Employment Based Field Placements

Requests for employment based field placement will be evaluated on an individual basis by the Field Director and Assistant Director. When granted, it will be closely monitored to assure that students are engaged in different practicum activities than those of his/her employment, and

receiving supervision from a field supervisor different than the supervisor who provides employment supervision. The Employment Based Field Work Form can be found in Appendix E.

Employment Offered By Field Agency

Should a student be offered immediate employment while still in the Field placement, the employment must be completely different from the (16) sixteen/(24) twenty-four hours of field work and proof must exist that all “other employment” is separate and distinct from field responsibilities. This can best be accomplished by assigning the student to a separate, distinguishable project in another unit/division of the agency which will occupy the student’s full-time hours on the required field days. In addition, care should be taken to insure that the caseload size or service project and supervision are appropriate for the field work learning paradigm.

Should the need arise for such a plan, it should be developed by mutual agreement and consultation of the Field Liaison and the Field Supervisor, subject to approval by the Director of Field Education. This agreement should be in writing and signed by all parties, including the student. Finally, such an agreement calls for more frequent oversight by the Field Liaison, including at least two agency visits per semester and a monthly telephone inquiry to both Field Supervisor and the student.

Volunteer Hours

It is encouraged that students participate in community volunteer service projects. This experience broadens knowledge of the community, its agencies, and the populations it serves. However, volunteer hours are not in lieu of field placement hours.

Safety and Risks

While Morgan State University has its own Campus Security Force and policies, the School of Social Work recognizes the possible safety risk involved in community based social work practice. Therefore, students are urged to maintain awareness and caution of their surroundings at all times when working with clients in or outside of the agency setting. When students have concerns for their safety or the safety of others related to their clients or circumstances, they should discuss such concerns with their field supervisor immediately to determine the best course of action. Continued safety concerns should be discussed with the Director of Field Education. In the course of performing their social work duties while in their field placement, students should avoid extraordinary or unnecessary risk.

Criteria for Termination of Student’s Field Placement

Internal Appeals Process Regarding Termination of Student from Field Placement and/or Program

As indicated in previous sections of the Field Education Program Manual, the Agency Field Supervisor and the Field Liaison are primarily responsible for guiding and monitoring the work of the student in the field practicum. If the Agency Field Supervisor has determined that a student is unable to perform in an acceptable manner in the field practicum, has seriously violated

standards of conduct governing the agency, and/or the University, and is at risk for termination of field instruction, the following must occur:

1. The Field Supervisor must inform the student of the infraction jeopardizing the placement. This is to be done first in a face to face meeting with the student where the infraction is clearly explained to the student and the student is given an opportunity to defend his/her actions. If the student's response is not acceptable, the Field Supervisor informs the student that further actions will be necessary.
2. The Field Supervisor will contact the Field Liaison and schedule a meeting with the student to discuss the student's performance. The meeting will address any issue(s) pertinent to the situation at hand with the intent to resolve the aforementioned issue(s). The following steps will be taken:
 - A written corrective action plan must be developed by the Field Supervisor and submitted to the student and Field Liaison (with a copy to the Field Education Director) within five (5) business days.
 - The student will have thirty (30) days to meet expectations
 - A written updated report within two weeks documenting the student's progress (or lack thereof). Copies are to be given to the student, Field Liaison and the Field Education Director or Assistant Director.
 - If this issue occurs after mid-semester, the student is subject to not completing the course.
 - Before the student is terminated, a meeting must be held with the Director and/or Assistant Director of Field Education. (See step number 4 below)
3. If the matter cannot be resolved using the method described above, a meeting including the Field Liaison, the Field Supervisor, the student's Faculty Advisor and the student must be held. All written documentation (evaluations, plan of correction and any other relevant written information, along with a recommendation) must be shared with all parties within five (5) business days before the meeting.
4. In the event the matter cannot be resolved at the above level, the matter will be referred to the Director and/or the Assistant Director of Field Education. The student should present documentation that supports her/his position to the Field Supervisor with a copy given to the Field Liaison.
5. Upon the Director's review, he/she may choose to accept or reverse the recommendation of the Field Supervisor and the Field Liaison. If there is no resolution after the Director's review, then the matter is referred to the MSW Program Chair of the School of Social Work. The student has the right to request the matter be referred to the program's Grievance Committee if he/she does not agree with the decision made at this level.
6. The Grievance Committee will review all relevant documentation concerning the student's field instruction status and may recommend:
 - Removal of the student from the current placement
 - An alternate field practicum
 - Termination of the student from Field Instruction
 - Termination of enrollment in the School of Social Work

The student will be notified in writing of the final decision and of his/her right to appeal the decision to the Dean of the School of Social Work, who shall make the binding decision.

CONCLUSION

This Student Handbook has been developed to provide instructions and information that will guide the student in becoming a successful student intern. The Council of Social Work Education, our accreditation body, provides the standards and guidelines upon which we function. The agencies who share our mission, by providing internships, have a vested interest in participating in the Field Program as it is a learning opportunity for students to demonstrate their acquired professional social work skills in a structured agency setting. It is important to note, the existence of a mutual regard for the relationships that will be established to enhance this invaluable service oriented profession. Consider this Student Handbook a written resource that explains, describes, and directs the student in understanding the valuable experience gained in the internship.

The School of Social Work is well prepared to produce urban social work practitioners, leaders, and researchers to meet the challenges of the 21st century. Our motto, "Urban Strong", reflects pure commitment to maintaining a standard of excellence to the urban community.

APPENDIX A

POLICY FOR MODIFICATIONS/ACCOMMODATIONS OF STUDENTS WITH DISABILITIES

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination, on the basis of disability, in programs or activities receiving or benefiting from Federal assistance. The Americans with Disabilities Act, signed into law by President Bush on July 26, 1990, prohibits discriminating on the basis of handicap and reinforces the concept of reasonable accommodations in education. The ADA further mandates greater access to employment transportation, and public accommodation. Thus, in a post-secondary educational setting the law requires “reasonable accommodations” for students with disabilities. However, questions sometimes arise concerning the definition of “reasonable” modifications/accommodations when an attempt is being made to ensure full educational opportunities for students with disabilities.

Students whose disabilities were identified in elementary and secondary schools are usually aware of the accommodations that they will require in order to perform successfully in the classroom. Supervisor should encourage students to make an appointment as early as possible in the semester to discuss their special needs. Faculty will often find that students with disabilities do not want to be “special” and will try as much as possible to participate in the class in the same manner as their non-disabled peers.

The modifications and/or accommodations required by students may differ depending on the nature of each student’s disability. In addition, even students within the same disability category will have different levels of functioning so that compensation skills will vary widely from one student to another.

APPENDIX B

MORGAN STATE UNIVERSITY POLICY PROHIBITING SEXUAL HARASSMENT AND PROCEDURES FOR COMPLAINTS OF SEXUAL HARASSMENT

I. STATEMENT OF POLICY

Sexual harassment by University employees, faculty, staff, and students is illegal conduct and will not be tolerated in the Morgan State University community. Morgan State University is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an environment must be free of intimidation, fear, coercion, and reprisal. The University prohibits sexual harassment. Sexual harassment subverts the mission of the University and threatens the well-being, educational experiences, and careers of students, faculty and staff.

This Statement of Policy constitutes University policy. Sexual harassment violates University policy and may violate the criminal and civil laws of the State of Maryland and the United States.

II. DEFINITION OF SEXUAL HARASSMENT

For the purpose of this University policy, the University adopts the definition of sexual harassment promulgated by the Equal Employment Opportunity Commission. Sexual harassment is defined as:

- (1) Unwelcome sexual advances; or (2) unwelcome requests for sexual favors; and (3) other behavior of a sexual nature where:
 - A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in a University sponsored educational program or activity; or
 - B. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
 - C. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or working environment. Sexual harassment may occur between persons of the same or different genders.

Examples of sexual harassment, as defined above, may include but are not limited to the following behavior directed at a person because of his or her gender:

- direct or implied threats that submission to sexual advances as a condition of employment, work status, promotion, grades, or letters or recommendation;

APPENDIX C

NON-DISCRIMINATION POLICY

Morgan State University's affirmative action and equal opportunity policy states, "the University reaffirms that it shall provide educational programs, services, and employment without regard to race, color, religion, national origin, age, sex, disability, marital status, pregnancy or veteran status." Further the policy will continue to apply to all programs and activities of the university, including student admissions, educational programs, non-educational activities, employment and other related activities covered under Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 Section 504 of the Rehabilitation Act of 1973, the Americans with disabilities, Act, and the Age Discrimination Act of 1975. The Social Work Program adheres to the affirmative action policy and philosophy of the University.

The Policy of non-discrimination will prevail throughout every aspect of the program related to employment practices and the learning environment, including but not limited to the following:

1. Recruit, hire, and promote in all job classifications, except where sex or age is a bonafide occupational qualification.
2. Make all decisions for hiring or promotions based solely upon each individual's qualifications for the position to be filled.
3. Make all other personnel actions such as compensation benefits, transfers, layoffs, returns from layoffs, and social and recreational programs avoiding all elements of bias or discrimination.
4. Institute a policy to ensure a work environment free from sexual harassment.
5. Ensure reasonable accommodations to be made for disabled applicants and qualified disabled individuals.
6. Undertake a program of affirmative action to make known that equal employment opportunities are available on the basis of individual merit and to actively encourage all persons to seek employment and strive for advancement on this basis.

APPENDIX D

- Form: Employment-Based Field Internship Form
 - <https://drive.google.com/open?id=1krwNtC0yGTEhTqC96HrdDPOKxil4OOu9>
- Form: Field Liaison Site Visit Report
 - <https://drive.google.com/open?id=1JIXVwxUxPk1vqAnITCoNVwYyCrWCXwXI>
- Form: Corrective Action Plan
 - <https://drive.google.com/open?id=1Yfy1vGxnzQH0X2Mtpcq9UWhEFysVFh1h>
- Form: MSW Student Course Verification Form
 - <https://drive.google.com/open?id=1La8PzpmholYjy4ODLlx15yYA3JTaSTquM>
- Form: BSW, MSW, and OMSW Generalist Learning Agreement
 - https://drive.google.com/open?id=1DlrTY4IOjObNCGz-UrnD_-bpFwUkM3QA
- Form: ASP - Addiction in Social Work Learning Agreement
 - https://drive.google.com/open?id=1HBxq8xWwSaeljAiOvc3P_plhY30y76Q2
- Form: ASP - Gerontology Learning Agreement
 - <https://drive.google.com/open?id=10il3MVTIWCiX9L1V0F-Me2MUKU8apdwQ>
- Form: ASP - Public Health Learning Agreement
 - https://drive.google.com/open?id=1CV2LSKCD4_Qq1bRr-VUmB4INgNgPMuj-
- Form: ASP - School Social Work Learning Agreement
 - https://drive.google.com/open?id=1qDRUpxOSqVYFVEsW_iCFVdfbhG3Yt_f6
- Form: ASP - MSW and OMSW UCYF Learning Agreement
 - <https://drive.google.com/open?id=1N3zrqkDhwE0fl5dy35j7VkueWb7u3p46>
- Form: Process Recording Template
 - <https://drive.google.com/open?id=1IEZw62GP4BRO38KVILEemczcPgkqDVao>
- Form: Process Recording Template for Groups
 - https://drive.google.com/open?id=1bNefzZAAmurjIzrANX8nb9_nPOsJq2O
- Form: Process Recording Template for Projects
 - https://drive.google.com/open?id=1bECes-ux8MBteh9peyZmOI_RtRmQ9NtU
- Form: Policy: Process Recording Sample
 - <https://drive.google.com/file/d/1Y64LIMc0bP2cSvoIMxr6wmMnFH5Rdqr8/view?usp=sharing>
- Form: Student Evaluation of Liaison Effectiveness
 - <https://drive.google.com/open?id=1WQeVs36dhvwGuJYXGWoeOv3sRrfzCjgH>
- Form: Student Evaluation of Agency
 - <https://drive.google.com/open?id=1IJASKUZdQ7MWfxDvpsgpjQGh428XOL7r>

Appendix E

- Form: National Association of Social Workers (NASW) Code of Ethics
 - <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- Form: National Association of Black Social Workers (NABSW) Code of Ethics
 - <https://www.nabsw.org/page/CodeofEthics>
- Form: Self-Assessment Rubric for Professional Development
 - <https://drive.google.com/open?id=1Bb0gHfxeeLVhPPM8zWQIUvAJx4mu7oft>
- Form: Field Attendance Log
 - <https://drive.google.com/open?id=11IO4PTZj3iP1XuTmyvelupELldgYA-u1>
- Form: Field Education Program Agency Application
 - https://www.morgan.edu/school_of_social_work/field_education/becoming_a_community_partner.html
- Form: Field Education Program Agency Agreement
 - <https://drive.google.com/open?id=1unXBxEtqVDSXA4ZVg7bgMHZqikh3-Lir>
- Form: BSW Generalist Mid-Semester Performance Evaluation*
 - <https://drive.google.com/open?id=11tV4DAiEhkZEJ8EsTPymkOMLPYG8Db67>
- Form: BSW Generalist End of Semester Performance Evaluation *
 - <https://drive.google.com/open?id=12gfDsyOTKM5P4yPueSv8HRGu4OwZLI-S>
- Form: MSW Generalist Mid-Semester Performance Evaluation*
 - <https://drive.google.com/open?id=11v8iWe7U1tVKI5oy71GmMbY6I0bSU0bD>
- Form: MSW Generalist End of Semester Performance Evaluation*
 - https://drive.google.com/open?id=12na7BEyILwr1MnPFDV__-7H7DS4TKMyR
- Form: MSW Specialized Mid-Semester Performance Evaluation*
 - <https://drive.google.com/open?id=12KLMU6r0w5CQMWXxy2hxWjUyVavEqr0C>
- Form: MSW ASP - Addiction in Social Work - End of Semester Performance Evaluation
 - <https://drive.google.com/open?id=12aydCw53TJjhfgxEDTIY7DtVj1B5uAWi>
- Form: MSW ASP - Gerontology - End of Semester Performance Evaluation
 - <https://drive.google.com/open?id=12kvcme5un1EldhDqF70BO1cAkPPoay1>
- Form: MSW ASP - Public Health - End of Semester Performance Evaluation
 - <https://drive.google.com/open?id=12wKpOSsroYkYjTCWGWKyySgz80eq4oa3>
- Form: MSW ASP - School Social Work - End of Semester Performance Evaluation
 - <https://drive.google.com/open?id=12yzgyZQZgj-d1I1iDUgoly6Zsjp7KIKW>

Appendix F

- Form: MSW ASP - Urban Children, Youth, and Families – End of Semester Performance Evaluation
 - <https://drive.google.com/open?id=130wgWbxaf0uhIB4O1RQXE27pcwORWYdU>
- Form: OMSW Generalist Mid-Semester Performance Evaluation*
 - https://drive.google.com/open?id=12NQUL028NkKxawX_UrXO93nqDBDVKg4R
- Form: OMSW Generalist End of Semester Performance Evaluation*
 - <https://drive.google.com/open?id=12sV-MZat5A5qSv92Yv4Os34JZQGStkF2>
- Form: OMSW Specialized Mid-Semester Performance Evaluation*
 - <https://drive.google.com/open?id=12WcXxgJ2Jgpwd9ORxPc7gMHcNsIneT1v>
- Form: OMSW ASP - Urban Children, Youth, and Families – End of Semester Performance Evaluation*
 - https://drive.google.com/open?id=12vFVUXTsPs_4RoAUfEqbNS89MBNjR09Z

